

PARENT HANDBOOK

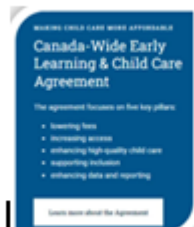
St. James Co-operative Preschool



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St James Coop Preschool



has opted into CWELCC

* Updated November 2024

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*Please note the Child Care Early Years Act (CCEYA) is the legislation under the Ministry of Education that governs the policies and procedures of
St. James Co-operative Preschool

**Please remember that our Preschool
is a smoke and vapour free environment**



Welcome to St. James Co-op Preschool

We are delighted that you have chosen our unique programs to enhance your child's preschool years. Our mission at St. James Co-operative Preschool is to provide a warm, caring, safe and stimulating learning environment for your child to explore, discover and communicate their findings with others in the classroom and to you at home.

We encourage our families to be actively involved in the preschool by; being part of the executive, contributing behind the scenes, supporting classroom activities and helping with special events. We strive to maintain open communication between parents, the executive and amongst the teachers to enrich the children's experiences while at St. James Co-op Preschool and to continue the legacy of the preschool in the community.

Our Parent Handbook is a valuable tool to help families navigate through the finer points of having a child(ren) participate in the programs offered through a cooperative preschool.

The handbook is available:

*our preschool website stjamescoop.com

*in hard copy, which can be signed out for the duration of your child's time involved in programs while at St. James Co-operative Preschool. A deposit maybe required.

*a permanent hardcopy is located on the bookshelf next to the families' mail slots in the upper foyer.

The handbook will be reviewed annually by the St. James executive, or its designates and will be updated to accommodate new ministry regulations, changes to programs and internal policies of the preschool. If needed, handbook changes can be made at any time during the school year and when applicable. You will receive notice of such changes through emails, classroom communication app-Class Dojo or classroom postings.

In summary, this Handbook is a valuable resource to how the preschool operates, to understanding your role at St James Coop Preschool, to answering questions concerning Ministry policy, to outlining classroom routines and obligations as a preschool parent. It is highly recommended that parents take the time to read through the handbook. It important that parents understand that by enrolling your child in the preschool , they agree to abide by what is set forth in the following 3 sections: Parent Information, Resources and Policies and Resolutions.

Please continue to utilize this manual as a resource throughout the school year. Staff and The Board of Executive members are available to answer questions, offer insight and be of assistance.

We are looking forward to a great year ahead and we're happy to have you and your family join us as part of the St. James Co-operative Preschool family.

1.1 What is a Co-operative Preschool?

The co-operative preschool movement began as a means of enabling families to benefit from an affordable social enrichment preschool program for their children.

Parents play a vital role at the preschool. Their efforts and support are the strong foundation of our cooperative preschool. The parents and teachers work together to operate the school. Many duties are performed by the parents; helping registered early childhood educators (RECEs) in the classroom, working behind the scenes in committees, offering donations, organizing special events or being part of the executive.

Parents' involvement enables the preschool to offer an enriched preschool that values the concept of family. The tuition fees cover the fixed cost of operating the school. All extras are addressed through fundraising efforts of the families which provide ongoing improvements to our facilities and extras to class programming.

At St. James Preschool, our member families are considered part of a team which together with staff strive to create the best possible preschool environment for children to enhance their growth in all areas of development - socially, emotionally, physically and cognitively.

We believe that your lives will be enriched with the Co-operative experience.

1.2 A Brief History of Our Preschool

Incorporated in September 1967, St. James began as a full parent participation preschool. Ann Reynolds was the first president of the executive, Pam Bottrill was our first supervisor and Barbara Freeman was assistant supervisor. Since the school was using the church's name in its title, a church warden attended executive meetings for the first three years to act as a liaison between the church and the school. Once the credibility of the school was established, this practice ceased, and the school has operated independently ever since.

We have been in our current facilities in the basement of St. James Anglican Church since 1980. Prior to this, we were housed at the same location but in 1978, a disastrous fire destroyed much of the interior of the church, with significant damage to the basement classrooms. We used various community locations over the next two years to continue the preschool and returned in September 1980 to facilities in its basement that were built to accommodate the needs of a preschool classroom.

In the first year of operation in the sixties, the school had 30 children who came 3 mornings a week. The following spring, the waiting list was so long that an afternoon program was established. This format continued until the 1995-1996 school year when junior kindergarten was introduced into Dundas. Over the following years, we have fine-tuned our programs to meet the requests of parents and needs of the community and now offer a toddler program, a pre-school program for 3 & 4-year old children as well as enrichment programs for junior and senior kindergarten children.

1.3 OUR VISION STATEMENT

To be recognized as a community leader, providing members with the highest quality of early learning childhood experiences in a nurturing and play-based environment that encourages and stimulates young minds to explore, discover and learn from their environment.

1.4 OUR MISSION STATEMENT

To offer supportive and developmentally appropriate programs where teachers, staff, parents and children can learn, grow, play and discover together. We aspire to provide a caring, nurturing and safe environment that fosters language growth as well as cognitive, social, and physical development of children.

This is accomplished by recognizing that children are individuals who can utilize their mind and bodies to navigate their environment. Success can be built upon providing children with opportunities that build on their individual stages of development; promoting positive interactions with others, providing problem solving through exploration and discovery in an enriched learning environment and by developing a sense of responsibility for self and empathy for others. With this perspective, children gain confidence and self-regulation skills.

1.5 OUR PROGRAM STATEMENT (Reflective of Ministry of Education Philosophies)

Children are competent, curious, capable of complex thinking and rich in potential. The early childhood years are a formative time to value and build on children's strengths and abilities.

"promote the health, safety, nutrition and well-being of the children"

St. James Co-operative Preschool strives to provide a warm, nurturing environment that each child may feel safe to explore, experiment and accept challenges at their own developmental level. Using resources available from past experiences and current pedagogical knowledge, staff along with parents, professional partners and community resources, will endeavor to foster each child's well being while encouraging their curiosity, independence, problem solving and positive social interaction with peers and adults in their play and inquiry. Within this stimulating environment, children will have opportunities to flourish and grow.

"support positive and responsive interactions among the children, parents, child care providers and staff"

Registered Early Childhood Educators, support staff, resource partners and parents work as a team to provide a wide variety of group and individual play-based opportunities to help stimulate, enhance and support social, emotional, physical development and communication amongst the children under their care. Through positive interaction modelled by staff with all preschool participants, the children are encouraged to interact and communicate in a positive manner.

This same level of cooperativeness and respect between adults is promoted to effect positive interactions and communication levels to ensure a high degree of professionalism at the preschool.

"encourage the children to interact and communicate in a positive way and support their ability to self-regulate"

At St. James Preschool, children are viewed as competent beings; capable of knowing their needs and with guidance and support communicating in a positive manner with others. Classroom routines and a variety of large and small group activities help the child's ability to self regulate and gain a positive perspective when interacting in a group situation.

"foster the children's exploration, play and inquiry"

A play environment rich in a wide variety of opportunities is promoted at the preschool with the help of a teamwork of staff and parents. Observation, listening, communication with the children and documentation help to gain a reflective understanding of the child's current exploration and play. With this insight and discussions and collaborations amongst learning partners, this helps to provide direction to foster further meaningful exploration on the part of the child within the preschool and community.

"provide child-initiated and adult-supported experiences"

Possibilities of play and inquiry are endless when child initiated and adult supported engagement governs the parameters of discovery. A welcoming and ample variety of equipment in our playrooms is inviting to the child to self-engage their curiosity and exploration. With adult engagement, opportunities for creative use of materials is reflective of the child's learning journey at a level that recognizes the child's developmental level well challenging their curiosity and expanding their horizons. Using "How Does Learning Happen" as a guidebook, the preschool provides a balance of classroom experiences initiated by the child and those with teacher inspired creativity, open new windows of opportunity.

"incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving child care"

The boundaries of play are infinite when windows are doors to opportunity to explore. A variety of active, quiet and individual or group activities are balanced within the child's time at the preschool and are reflective of their daily disposition. Staff make great use of music, print media, electronic apps and film to enhance the child's exploration of their world at the appropriate developmental level of each child while nurturing growth. This approach is inclusive of all children, including children with individual plans.

"Plan for and create positive learning environments and experiences in which each child's learning and development will be supported"

Building on a child's joy of discovery and internalization, children and educators work as partners to explore their environment. Utilizing their unique blend of abilities and interests in a creative learning environment, rich in possibilities, staff help to foster each child's unique learning style at the appropriate developmental level. The preschool makes great use of classroom resources, support of parents, learning partners and community opportunities to maximize a child's individual learning exploration in the different aspects and areas of the preschool. This is especially observant in creative expression opportunities and role play in the Imagination Station. All our programs promote a love of learning through play and are supportive of learning as a life-long experience.

"foster the engagement of parents and ongoing communication with parents about the program and their children"

As a Co-operative preschool, parents are the vital energy that sustains the preschool and ensures its continuity. Their input is sought and valued to align the preschool programs to family and community needs. They make up our executive board, provide support in the classroom, lend a hand for preschool events and fundraise to keep St. James Preschool programs affordable. Fostering open communication through various print, electronic and in person dialogue with parents is important to help ensure their involvement.

"involve local community partners and allow those partners to support the children, their families and staff"

The preschool values being part of its neighbourhood and the wider community of Dundas. The preschool, with its strong connection to current families, alumni and community networks, works together in partnership to provide a firm foundation to support and ensure a full and rich experience for each child and family within its programs. The preschool partakes in community events, visits local attractions and enlists the aid of local resources to enhance the children's learning experience at the preschool and within the community. The preschool is alert to the needs of the community and is a good neighbour.

"support staff, or others who interact with the children at a child care centre in relation to continuous professional learning"

At the preschool, learning is embraced as a lifelong attribute. Continuous professional learning for staff is encouraged and supported through organized professional development days offered through Hamilton and District Council of Co-operative Preschools, classes through Affiliated Services for Children and Youth, paid professional memberships and community outreach learning programs. Opportunity is given to participants to reflect and share their learning experiences with other staff and the preschool community.

"document and review the impact of the strategies set out in the above clauses on the children and their families"

Throughout the program statement, a sense of community, balance and respect of individuals and groups are frequent themes. The ongoing input from parents, the Executive, staff and community partners will align with these perspectives and help address the preschool's orientation to meet the needs of families and keep abreast of current legislation. A yearly review of preschool operations through parent surveys, program and teacher evaluations and availability of the executive members to address concerns help to guide the St. James Co-operative Preschool network of staff, parents and children to adhere to the principals of St. James Co-operative's program statement. We regard the program statement as a living document reflective of the philosophy of St. James' families. Staff will continue to evaluate it to ensure its alignment to current child development research findings and its effectiveness as part of staff meetings. The executive will review it when planning future preschool programming and families' perspectives will be valued for shaping its design. This will help ensure the continuing legacy of St. James Co-operative Preschool as a valuable member of the Dundas community.

1.6 St James' Governance

St. James Co-operative Preschool provides members of the community and their families with an opportunity to be involved in a non-profit, non- sectarian, preschool program.

The preschool is governed by a board of current families to help to ensure the preschool is following the Childcare Early Years Act (CCEYA), provide a stimulating and age appropriate preschool program through the hiring of qualified staff and help strength the foundation of families in the community.

1.7 Our Teachers' Philosophy

Play based learning through "EXPLORATION, DISCOVERY and COMMUNICATION" are reflective of the values of St. James Co-op Preschool teachers. This approach is a means for children to develop problem solving skills, stimulate responsibility for taking ownership of one's behavior, gain confidence and

develop a lifelong love of learning. The opportunity for children to engage in play in a safe enriched environment with their peers helps to foster their insight into the world around them. This also promotes social, physical, emotional, communicative and intellectual growth at a level that is appropriate to the individual child's development. Each child is encouraged to engage in both individual exploration and group activities with a variety of people of all ages through a balance of child lead/teacher supported encounters and child engaging activities. The natural curiosity each child brings to learning is encouraged by the teachers through personal and creative expression. The teachers are honoured to be co-learner with the child and a partner of the children's learning journey.

1.8 Curriculum

The curriculum of the daily classes at the preschool are based on the children's interests, their environment, their emotional wellbeing, seasonal and community events through a balance of child initiated/teacher supported activities and child engaging activities that promote the growth of the children's developmental abilities.

The preschool environment is safe and nurturing for children. They are provided with plenty of opportunities to actively express themselves through; creative activities in our Creative Room, dramatic play in our Imagination Station, fine and gross motor activities with large and small group play in our Superstar Gym. Open ended play staged areas (block center, house centre etc) and cognitive stimulating materials are available throughout the classrooms for children to utilize their natural discovery, imagination and build upon their intellectual skills. Thorough the program's activities, the children will have the opportunity to enhance their socialization skills, interact with peers and learn positive ways of handling conflict situations. In circle time, they participate in songs and stories to stimulate memory, articulation and imagination. Neighbourhood walks around the block, engage their senses and make them more visually aware of their surroundings.

The preschool fosters children to become more self reliant, engage with their peers, other adults and the world around them. This exposure to these variety of experiences helps children to prepare for kindergarten socially, developmentally and academically and become more confident in their outlook and abilities. Both children and parents benefit greatly from a co-operative experience.

2. ROLES AND RESPONSIBILITIES

2.1 The Executive Board

The executive is comprised of elected members from families at St. James Co-operate Preschool. The executive board consists of a president, a secretary, vice president/treasurer and 3-5 family members at large who provide support when decisions are made and who may take on special assignments as needed each year. One executive board member may be elected from outside the current membership.

The executive is responsible for the management and administration of co-op, its teachers and staff, strengthening family ties and upholding a positive image of the preschool in the community. The executive must abide by the by-laws and resolutions as determined by the general membership and all applicable legislation. The executive will set policy and procedure for the preschool in line with Ministry of Education Child Care regulations (CCEYA), representative of the preschool membership and provide a vision for the positive health of the preschool.

2.2 Supervisor/Director

The Supervisor/Director over sees the daily operations of the preschools, liaisons with staff to provide support and guidance, ensure program planning is relevant and protocols & procedures are followed. The supervisor also reports to the board executives as to the daily operations of the preschool and offers relevant insight to general operations in light of legislation. The supervisor acts as a representative in dealing with local and provincial officers overseeing childcare in the community. The supervisor engages with parents as a representative of the preschool. The supervisor engages with the children to ensure their voice is heard and acts in their best interest. The supervisor ensures paperwork is completed on all levels.

2.3 RECEs (Educators)

The teaching staff is responsible for planning and implementing a stimulating rich learning environment that promotes the fundamentals of learning through play. They are responsible for the safety and care of the children, maintaining management of the classroom and working with children, parents, the executive and members of the community in a positive effective manner.

2.4 General Membership

The general membership of St. James Co-op is responsible for participating as active members on committees as assigned by the Executive Board upon their start at the preschool. Opportunity will be given to prioritize and accommodate their preferences when possible. All members will keep acquainted with the protocol within the classroom and preschool by referencing the Parent Handbook, electronic classroom messaging and staying alert to email blasts from the executive, teachers and other preschool members. It is highly recommended that members read the Parent Handbook before commencement of their child starting at St. James Preschool. General Members **MUST** attend all three general meetings.

2.5 Associate Member

Associate members are families with children enrolled only in our Senior kindergarten classes. (Print Works) Associates pay an extra premium per month incorporated into their class fees for their first program but have no additional fundraising, Viva, Committee obligations. However, they are very welcome to still participate in committee and fundraising activities if they choose. It is highly recommended that Associate Members attend the first general meeting of the year to familiarize

themselves with the preschool, the board and preschool protocols. They should also read the Parent Handbook before commencement of starting their child at St. James Preschool.

2.6 All Parents (Members and Associate Members) may also get involved at the Executive Level as: President, Vice-President/Treasurer, Secretary, or as a Members at Large who may take on special assignments as needed each year. This may be a designated Fundraising Chairperson, Viva Las Vegas Chair, Scholastic Canada Coordinator, Communication Chairperson or special assignments relevant to that current year.

2.7 Paid Aides/Parents/Volunteers

Paid aides are individuals hired by the preschool to support teachers in the classroom. They follow the directives of their classroom educators (RECEs) and are supportive of the children in the classroom. (This includes accompanying a child to the washroom). They have a background in working with children and have a current Vulnerable Sector Check (VSC), current first aid certificate with child cpr, immunization record (including TD test) and a note from physician to their fittest for working with children.

Parents or their designate may provide helping hands outside the classroom in fulfilling committee duties on field trips. **Parents CANNOT be responsible for children independent of a staff member other than their own child . A current Vulnerable Sector Check is required for extended periods in the classroom.**

The parent's role in our cooperative preschool is extremely important. On Observation Days, parents have the opportunity to observe their child at play under the guidance of a classroom teacher qualified in Early Childhood Education. Parents will be able to watch their child engage in play, view social interactions between children.

Volunteers are individuals from an outside agency, in a non-paid capacity, who provide help in the classroom for a designated term. (i.e. students).

The volunteers are responsible for carrying out duties as assigned by the teaching staff and will be on the lookout for the safety of the children in the classroom. Volunteers are required to have an approved Vulnerable Sector Check (VSC) from their local law enforcement, a current recognized First Aid course with child CPR and a TB test with negative results within the last ten years. **Volunteers CANNOT be responsible for children independent of a staff member .**

2.8 Children

The children present in the classroom will be given the opportunity to participate as much or as little as it suits their personal, social and emotional needs. Children are at the preschool to explore, discover and engage with others in a positive manner.

2.9 Resource Support Staff

Resource staff from Community Living provide ongoing support to the preschool. Their insights and clinical efforts foster positive interactions between educators and children, child peer interactions and in developing support plans for individual child where needed.

3. REGISTRATION, ADMISSION REQUIREMENTS AND WITHDRAWAL

3.1 General

Application for admission may be submitted to the Supervisor /Membership Coordinator (sjcpmembership@gmail.com) with the appropriate forms completed, a non-refundable registration fee and first month's tuition for Superstars and Kids Club. Kindergrow parents would supply a tuition check/bank transfer for their child's first term. It may be handed directly to the Supervisor, be placed in the locked box in the upper foyer or mailed to the preschool. Registration fees may be e transferred to sjcpmembership@gmail.com **Your child's spot is secure when the registration fee, 1st month's /term tuition and forms have been received.**

Spring Open House

Returning parents will have a one week window prior to the spring Open House to register for the following year before applications are open to the community. Enrollment will be accepted from the Spring Open House up until February of the following school year for current year's enrolment.

Children must be age appropriate by December 31st of the school year to be eligible for the program.

Toddlers (Super Stars) - 2 years of age

Kids Club 3 years of age

KinderGrow 4 years of age

Print Works 5 years of age

3.2 Prior to Admission

An interview will be set up for each child in Kids Club and KinderGrow, the Thursday following Labour Day in September. Classes start the second full week in September for preschoolers.

There is a home visit, the second week of September for Toddlers (Super Stars) with a first meeting for all Toddlers and parent at the preschool on the Friday at the end of the second week. Regular classes start the following Monday.

Initial smaller class sizes may be initiated if class sizes are ex- large to help children transition into the classroom more smoothly and provide additional interaction time with their peers and teachers. Before the commencement of classes, parents will be informed of start dates and procedures. There is no staggered start for afterschool classes. They will start the second week in September.

For those children commencing after mid-September, a visit to the preschool and an interview with the supervisor and appropriate classroom teacher can be arranged prior to start.

Prior to attending classes, each child **must have on file:**

	a completed registration form
	up-to- date immunization record as required by the Local Medical Officer of Health
	A paid registration fee
	1st month's/term paid tuition
	a payment structure in place for monthly tuition

Parents are required to have on file prior to their first observation day at the preschool:

	a time sensitive police check(Vulnerable Sector Report VSR) initiated or completed
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Children's Individual Support Plans

For those children with allergies, special needs and/or medical conditions, an Individual Support Plan must be in place and reviewed by staff before starting classes. It will state child's special condition, symptoms, course of action should an incident arise, follow through and emergency parent contact numbers. It will also include a current photo of the child. This will be posted in all areas of the preschool that the child attends over the course of their day. This can be completed in consultation with the child's doctor and preschool supervisor. A generic form is available upon request.

4. Health

4.1 IMMUNIZATIONS

In Ontario, under the local Public Health Office, children are required to be immunized as follows to attend a preschool

Age your child should be Immunized	Vaccines your child will have been given
2, 4, 6, 15 months and again between 4-6 years	DTaP-IPV + Hib
After 1st birthday	MMR
4 - 6 years	DTaP-IPV + MMR

DTaP-IPV = diphtheria, pertussis, tetanus, polio

Hib = haemophilus influenza type B

MMR= measles, mumps and rubella

The Immunization form may be filed online with Public Health. A hard copy still needs to be kept on file with the preschool.

To keep your child's records up to date please **remember to contact Public Health Services and the preschool every time your child is immunized.**

A parent may decline immunization for medical reasons or if the parent has a sincerely held conviction based on religion or conscience objections. For medical conditions, a CCEYA form must be signed by a medical official. For religious and conscience objections, a CCEYA form must be signed by a notary

public official. Official forms are available through the Ministry of Education website or the preschool office.

4.2 Illness and Communicable Diseases

It is important to notify the school when your child will be away; especially if it is due to sickness, a communicable disease or a prolonged illness or medical situation.

In the case of prolonged illness or medical situation, the child's place will be held in the preschool if regular fees are continued to be paid and parents or their designate continue to make their commitments to the preschool. The matter can be brought forth to the Executive for further discussion and subsequent judgements.

Parents will be notified to pick up their child if there are any signs of illness while at school. If unable to pick up their child promptly, parents are requested to send a designate to ensure their child receives the medical care and attention they require in a comfortable home environment or with medical services.

A child who is deemed ill while at school, will be separated from his classmates to a quieter location with staff supervision and made comfortable until a parent or designate can arrange pick up of the child. Signs and symptoms will be noted on the child's file and departure time and reason listed in daily log.

No over the counter drugs will be administered at school, **unless, it is an emergency situation and staff are directed by emergency personnel to do so or it is part of a child's Individual Support Plan.** As well, **no prescribed medication will be administered at the school unless it is for a medical condition and listed as a part of a child Individual Support Plan.** Please see Administration of Medication policy

In the case of an incident or accident at school, medical treatment for surface cuts or cold compresses for bumps will be applied. Parents will be notified of the incident and it will also be noted in the daily log. In a more serious incident requiring outside medical treatment, interim emergency action will be taken, emergency professionals will be enlisted to aid in the situation and parents will be contacted immediately.

If medical assisted devices as listed in a child's Individual Support Plan are utilized for a medical situation, i.e. child with asthma, parents will be notified, situation monitored and a report placed in child's file.

Parents are required to keep their child at home if the child is showing signs of illness: Please read the "WHEN TO KEEP SICK CHILDREN HOME FROM SCHOOL" guidelines and "WHEN TO CONTACT A MEDICAL PROFESSIONAL" chart available in the parent resources section of this handbook.

4.4 Withdrawal

- **Written** notice of permanent withdrawal must be given 30 days in advance to the **Supervisor**. Program fees equivalent to one month's tuition are to be paid to the end of the next month from date of written notification. If cheques given, all remaining cheques will be returned. If the withdrawal

occurs on or after April 1st, no refund will be given. Children may continue to attend until the end of their last paid month.

Cleaning fee will not be returned.

• **The Executive in consultation with the Supervisor may consider asking the parent to withdraw their child if policies are not followed, fees are not paid, if the program is unsuitable for the child or the parent is in opposition with the preschool.**

5. FINANCE

- A preliminary budget for the next school year will be prepared by the VP/Treasurer, President, Past President if available, book keeper and Supervisor.
- The proposed budget will be presented at the May General Meeting.
- A final budget will be presented by the Executive Board for acceptance by the membership at the September General meeting.
- Expenditures not approved in the budget must be authorized as follows:
 - under \$200 – by the Treasurer
 - \$200 - \$500 – by the Executive Committee
 - over \$500 – Must be voted on by the Membership at next General Meeting
- Cheques will be signed by Bank Designate(s)
- Any fundraising event must be approved by the Executive Board.
- Receipts for reimbursement must be submitted with a detailed invoice describing the purpose of the purchase.

6. FEES

6.1 GENERAL INFORMATION

1. Tuition fees for each program with the exception of Kindergrow **are dated for the 15th of each month** for the following month fees using post-dated cheques or bank transfers to sjcpmembership@gmail.com. Kindergrow fees are paid in two installments. The last cheque date is April 15th for May fees.

2. As of January 2023, there is a family fee required at registration of \$83 for one or more children. Of that fee, \$23 is a non-refundable registration fee to secure a place (or places) in the preschool programs (this fee has been reduced by the CWELCC initiative). The remaining \$60 is refundable in cash and dispersed in a \$20 bill for each general meeting attended by one family adult for each family attending the preschool. Non attendance at a general meeting means funds for that meeting are forfeited and return to St James operating funds.

3. All families are required to pay a cleaning fee which will cover the cost of hiring an agency or individual to maintain the cleanliness of the premises.

4. Attendance at the preschool’s General Meetings is mandatory for parents. A deposit of \$20 per meeting is required as an assurance of parental attendance. General meetings are held in September, January, and May. A deposit for all General Meetings is paid at time of registration as part of the family registration fee. The \$20 General Meeting deposit is returned to the parent when a parent or adult family member attends a general meeting.

5. All tuition fees are payable in advance with post-dated cheques or bank e transfers to sjcpmembership@gmail.com on the 15th day of the month September to April 15th. If utilizing bank transfers for payments, parents must prepay final month's tuition prior to starting classes or provide a dated check for December 31st for the final month which will be kept on file at the preschool. If utilizing checks, checks are to be delivered to the Supervisor before the child can start classes. The first of nine equal payments is due upon registration. The remaining eight payments are to be dated September 15th through to April 15th. If paying KIDS CLUB tuition by check, please provide checks only until November 15th and wait further instructions. KinderGrow tuition is divided into two installments. The first due at the time of registration and the second due Jan 1st.

6. Fee requirements will be reviewed at least annually by the Executive.

7. In the case of an emergency financial difficulty, the school may consider subsidizing a family to allow the child to remain at the preschool. Requests can be made to the Supervisor and /or President in confidence

8. No refunds or reductions can be made for absences due to illness, vacation or any other reason .

9. If a child’s absence is due to a prolonged illness or medical condition, the child’s place will be held if fees are continued to be paid. If feasible, the space could be lent out to another family (with this family paying the fees) until the child is able to return.

10. If a cheque is NSF, the treasurer will contact the parent. If the family is in arrears for one month and fees are not received by the first of the second month, the parent may be asked to withdraw their child from the school at the discretion of the Executive. NSF cheques are subject to all occurring bank fees experienced by the preschool.

6.2 2024/2025 Program Tuition Fee Structure reflective of CWELCC

Please note as of January 2023, fees reflection the 52.75% contribution from CWELCC to a minimum of \$12 daily. Tuition fees are considered base fees.

<input type="checkbox"/> Superstars	\$55 monthly x number of days below <input type="checkbox"/> Monday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	9 am to 11:30 For children born in 2022 Max of 10 children
<input type="checkbox"/> Kids Club Full day	\$85 monthly x number of mornings below <input type="checkbox"/> Monday -Do Re Me Musical Games pm <input type="checkbox"/> Tuesday - Alphabet Soup pm <input type="checkbox"/> Wednesday - Wiggles & Squiggles pm	8:45 am - 2:30 pm For children born in 2021 Max of 14 children Catered Lunch

	<input type="checkbox"/> Thursday - Kaboom! Stem Science pm <input type="checkbox"/> Friday - Food Play pm Please note for those children who need to gradually ease into a full day of preschool, an initial half day program in the morning is available with dismiss at 12:30. There is no change to the monthly cost.	
<input type="checkbox"/> KinderGrow	<input type="checkbox"/> Monday to Friday \$1700 per term	8:45 to 2:30 For children born in 2020 Bring their own lunch Max of 10 children

Note: Tuition is based on a 42 week schedule divided into 9 payments with no June payment for convenience. The actual number of scheduled school days will vary from month to month. Please select the classes in which you wish to register your child.

* Classes could be subject to re alignment based on enrollment.

*The grace period for refunding tuition fees upon enrollment is 10 days upon receipt.

*The 2024/2025 school year is September 3rd, 2024 - June 13th, 2025.

*Please note the first week of school in September is for classroom set up for Teachers. Sept 2nd to 5th.

*Interview day and open house is September 6th.

*There are 2 weeks of holidays Dec 20th to January 6th and one week of March Break March 10th thru 14th, plus statutory holidays and two possible PD days per school year.

** ASSOCIATE MEMBERS - Families with children enrolled only in Printworks. Associate members pay an extra premium per month (incorporated into their fees) for their first program but have no additional fundraising, Viva, Committee, or cleaning obligations if not attending Kids Club or Toddler classes.

6.3 REGISTRATION FEE

Each family is required to pay a registration fee each school year. Registration for following year's program commences each April. This fee helps to create an enrolment package and ensure families are committed to following through with their enrollment choice in September. This allows the preschool to plan and operate accordingly with sufficient staff. This fee is non-refundable.

A portion of the registration fee includes a general meeting fees which are refundable in cash for attending the each general meeting - September, January , December.

6.4 WAITLIST FEE

St. James Co-op Preschool does not charge waitlist fees.

Once requests for enrollment surpass places available, names will be kept on file in order of receipt by the Supervisor. **To be included on the waitlist, all requests for enrollment must be submitted by email to info@stjamescoop.com or sjcpmembership@gmail.com to the attention of the Supervisor.** The Supervisor will respond to verify your position on the waitlist and review requested class placement details. A waitlist for each preschool program will be maintained by the Membership Coordinator in order of receipt of the request.

Once a spot becomes available, the Supervisor will contact the next family on the appropriate class waitlist. The family will have 48 hours to respond to accept or decline the spot available. If they wish, a family who declines the next available spot may remain in their placing on the waitlist until a more suitable spot becomes available.

Families are welcome to continue to touch base with the preschool to check on their waitlist position by contacting the Supervisor through the preschool email address, website or directly to the preschool by phone. The Supervisor will respond to your request.

6.5 CLEANING FEE

Each family is required to provide a check for \$125 to cover the cost of hiring an agency or individual to maintain the cleanliness of the preschool premises.

6.6 BASE FEES/NON BASE FEES

As of April 2022, under the Canada Wide Early Learning & Child Care (CWELCC) initiative, base fees for child care have been reduced.

Base Fees

Tuition Fees for Toddler-Superstar, Preschool - Kids Club and KinderGrow	Reduced 52.75 % of March 28th 2022 Fee
Yearly Registration fee per family	Reduced 52.75 % of March 28th 2022 Fee

Non Base Fees

Non Base Fees charged by the preschool are not covered by CWELCC guidelines and are subject to the personal needs of the preschool.

Commitment	Explanation	Amount
General Meeting Fees	Ensure attendance at each mandatory general meeting September, January, May	\$60 refundable \$20 returned at each of the three general meetings attended.
Viva Las Vegas Fundraiser	Annual fundraiser. Check requested at the beginning of the school year. This	\$100 cheque per family to be cashed at the end of January if

	event helps provide funds to cover program costs incurred by the preschool over the course of the year.	prize item not donated to the Viva Las Vegas auction before January 31st
Cleaning Fee	To cover the cost of hiring an outside cleaning service	\$125 per family yearly

7. RESPONSIBILITIES OF PARENTS

As St. James is a co-operative school, all families participate in the behind the scene operation of the school. We encourage active participation by parents in their children's learning process and environment. Parent/family involvement is the key to the success of our programs! Volunteers from the community are also welcome if criteria can be met as specified under the CCEYA.

7.1 PARENTS:

- attend **mandatory general meetings** (3 per year- September, January, May)
- participate in **fundraising, including our major fundraising event Viva Las Vegas**
- sign up for one **membership committee** (committees may include playdough, laundry, toy cleaning and fundraising, etc)
- sign up for one **Imagination Station** theme decorating session per year (Kids Club & KinderGrow) .
- sign up for an Observation Day per term
- It is expected that all parents will act in a courteous manner with others at the preschool. (See Treatment of Others and Towards the Preschool with Respect and Dignity Policy)

OBSERVATION DAYS

- Are an opportunity for parents to join their child for an morning session of class
- Observation days occur approximately twice a year. These visits are scheduled by you for the same day as your child is in class.
- Sign up for Observation days takes place at September and January General Meetings

7.2 PARENT & VOLUNTEERS

- Parents in the classroom and Volunteers provide support above the ratio required by the Ministry of Education's CCEYA.
- If you are unable to participate due to illness, please notify the Supervisor .
- Although parents are not involved in duty days in the classroom, they are still required to be involved in other aspects of the school.
- When on field trips, the accompanying members shall be responsible for the supervision of their own child and aid the classroom teacher in the general supervision of the children if needed.
- Failure to comply with these duties in the preschool's co-operative environment may result in the review of your membership by the Executive Board.

All Volunteers in the classroom are required to have the following:

1. ^ Negative TB test from within the last 10 years
2. Date of last DPT booster vaccination^ if born after 1970, date of last MMR booster vaccination must be within the last 10 years
3. A current certificate for First Aid Course
4. Vulnerable Sector Check VSC (formerly a Police check) This can be obtained in person with The Hamilton Police Department on King William Street in downtown Hamilton, or on-line at www.hamiltonpolice.on.ca/how-to/obtain-criminal-records-check. If you are from an outlying area, please obtain one from your local police department. (for further details, please see Vulnerable Sector Check Policy).
 - The application you are requesting is a **Volunteer Vulnerable Sector Check (VSC)**
 - This needs to be initiated prior to starting your support in the classroom. The turn- around time can be 6-8 weeks. If your police check has not arrived before your first in person session, please supply the supervisor with a copy of your paid receipt. This will allow you to help out for a limited time until your VSC is processed. Unless otherwise stated, your certified VSC will be returned to you by mail by the police department and you are required to bring this VSC to school upon receipt. Place it in the locked box by the family mail boxes in the lower foyer or give it directly to the supervisor.
 - A photocopy of your VSC will be taken by the supervisor, dated and initialed. This copy will be secured and be available at the preschool for ministry inspections. The original will be returned to you.

7.3 VOLUNTEERS' CONDUCT IN THE CLASSROOM

Volunteers are expected to work together with staff and assist one another as required and seen necessary for the safety and well being of the children.

- Arrive on time at 8:30 am for Kids Club or 8:45 am for Super Stars
- Confer with the classroom teacher as to day's program and any immediate assistance needed
- Wear clothing that you are willing to expose to paint, glue, etc.
- Please remember that you are a teacher's assistant at the school when you are supporting the classroom. **YOU CANNOT SUPERVISE THE CHILDREN ON YOUR OWN.** The children are exploring their environment with our guidance. If we facilitate their play through involvement, they will have more success with the equipment and resources and be more socially interactive with playmates and staff.
- Please refrain from answering calls or texting on your cell phone while in the classroom
- Unless you are a family member of a child, please do not use your phone to take pictures of a child. Refrain from taking photos that include other children in the photo with your child.
- Your manner, if calm, relaxed, pleasant and friendly will be imitated by the children.
- Approach children slowly. Stand near but avoid jumping in to settle a minor dispute, which could be worked out by the children.
 - When should you step in? Intervene if a child is about to:
 - a. likely injure themselves
 - b. hurt others
 - c. destroy equipment
 - d. lose control
 - e. generally, bother others and be a nuisance

- Respond by stepping into the situation, getting down to the child's level and establishing eye contact with the child. Use the child's name. State the expected behaviour in the situation, "Sand remains in the sandbox" "How can I help". If behaviour persists redirect the child to a less congested area of the classroom and notify the teacher of the circumstances.
- Sit whenever possible. At the child's physical level, you are more approachable, less threatening.
- Let the child be as independent as possible. However, if he/she requests help, do show him how to hold scissors, initiate how to do up a zipper etc. Use verbal clues as well. Give the child the opportunity to practise on their own or to complete the task.
- Encourage inside voices and walking feet.
- Be positive rather than negative with requests. Say "walk", not "don't run" or "the play dough stays on the table" instead of "Don't throw the play dough."
- As a parent assisting with a class, your own child may react to your role as a helper in the classroom. Feel free to let them follow you around if they want to. If you leave the classroom and your child follows, please inform the teacher that your child is tagging along. A child needs special understanding during this time, as it is sometimes difficult for a child to share his/her parent with others.
- Assist children if needed to roll up sleeves when they are about to paint, helping them with washing their hands, etc. Children should wear paint smocks for painting activities and water play.
- Assist the children in clean-up, by giving them a meaningful role to do things for themselves.
- If you are uneasy about any situation, don't hesitate to ask the teacher for assistance.
- Engaging with the children is encouraged.
- During class, volunteers will support the children with their work in the creative room if needed, help monitor the play in the Imagination Station, and assist children in activities in the gym. General clean-up may be required as well as assistance with artwork being put into cubbies, helping children with zippers, etc.
- **If you leave the room during class, please inform the teacher of your absence.**

7.4 SPECIFIC CLASSROOM DUTIES beyond interaction with the children

Duties include the following:

- Helping to ensure a safe environment
- Clean up from creative activities
- sanitizing water play area and toys at end of the morning
- helping to return classroom to the original state at the end of the day.
- preparing snack
- prep classroom for the following day or play period

Please reference with program teacher for any additional duties.

8. DAILY SCHEDULE

8.1 TODDLERS' "Super Stars"

- 9:00 Arrival, coats and belongings on hooks in Lunchroom cloak area
- 9:00 – 10:15 – Superstar Gym, open ended play and creative activity
- 10:15 – 10:30 – Story and Circle Time
- 10:30 – 11:00 – Snack in Gym and move to Imagination Station
- 11:00 - 11:30 -Superstar Gym/Outdoor Play yard
- 11:30 Direct dismissal to parents/designated caregivers

Given that these times are aligned with the nature and needs of toddlers, special planned activities or visitors, the schedule is subject to change.

8.2 KIDS CLUB program

Preschoolers enrolled in our Kids Club program will make use of all areas of the preschool: Creative room, Imagination Station, Superstar activity gym, Outdoor Play Yard.

The day's sessions 9am to 2:30 will be loosely broken into time periods as follows

Discovery room, Creative room or Imagination Station together circle time	one hour
snack time in social setting	20 minutes
song time circle	20 - 30 minutes
open activities in "superstar" gym	one hour
Lunch & small group activities	45 minutes
Afternoon programs Monday-d Monday -Do Re Me Musical Games Tuesday - Alphabet Soup- Letter of the week Wednesday - Wiggles & Squiggles -art and movement Thursday - Kaboom! Hands on Stem Science experiments Friday - Food Play -creating healthy food choices	1hour
Play time in Outdoor Play yard or Walk around the block	30 minutes
Direct Dismissal to Parent/Caregiver	2:30pm

*Dismissal for children gradually easing into a full day program is after lunch at 12:30pm

This schedule of movement from area to area may be subject to change depending on the day's programming , field trips, children's energy levels, and weather conditions. If enrollment surpasses 16 on special occasion days, then the children will be divided into two groups, with groups starting in the alternative rooms, coming together for snack and switching after song circle for alternative room. For these times, additional staff will be added to support ratios.

8.3 Kindergrow

Creative Room Discovery Room or Imagination Station	am
Snack in Current room	" "
Superstar gym/Imagination Station Play time depending on week day	Am
Lunch in Superstar gym	start of pm

in Outdoor Play yard or Walk around the block	pm 30 minutes
Alternative room from Morning	
Direct Dismissal to Parent/Caregiver	2:30pm

KinderGrow is based out of the Discovery Room. This class makes use of other areas of the preschool in coordination with other classes to supplement their classroom activities.

After eating their catered lunch and participating in small group play in the Lunchroom, the children depending on; energy levels, weather conditions and planned program activities, may venture outside under teacher supervision for a group walk around the block or use the outdoor play yard.

8.4 PrintWorks

PrintWorks is an afterschool literacy program offered at the discretion of the preschool. It is based out of the Creative Room. This class makes use of other areas of the preschool to supplement their classroom activities.

9. SNACK /LUNCH (also see Healthy Eating Policy)

The preschool provides nutritious foods that align with the Canada Food Guide servings for preschoolers. Children will have the opportunity to make choices from the foods presented and are finished eating when they feel satisfied. Snack and meals are viewed as a social time and children and teachers come to eat meals as a group. This is an opportunity for teachers to model appropriate mealtime etiquette, encourage children to explore new foods and converse with fellow table participants.

9.1 SNACKS

- Snacks will consist of **at least** one protein, two fruits/veggies and one dry food (crackers etc.) in sufficient quantities so that all may partake.
- St. James Co-op is an Allergy Aware Nut Free school and is sensitive to the food sensitivities of the children
- Staff must review all ingredients on all packages for allergens prior to placing it on the kitchen shelves
- food designated for allergy sensitive child will be marked with the child's name
- St. James Co-op makes every effort to raise awareness among the membership about life threatening allergies (i.e. peanuts, tree nuts, eggs).
- Snack menus are posted in the kitchen and in the lower foyer and changes to the current day are documented when necessary.
- Snacks must meet the recommendations outlined in the Health Canada documents detailing the 4 food groups.
- Allergy and/or special dietary information is posted in the kitchen and with the attending teacher.
- Snacks are prepared in the Preschool Kitchen.

9.2 LUNCHTIME MEALS for Kids Club program

For Full Day Kids Club program, the preschool provides a healthy well-balanced catered lunch from a sanctioned company that meets Public Health Regulations and follows the Canada Food Guidelines. The preschool works with public health officials to create policies and procedures that ensure incoming foods continues to meet regulations until served to the children and follows through with proper storage and utensil cleaning.

Families with children that have special dietary requirements and/or restrictions are encouraged to speak to the school supervisor. An appropriate lunch substitute may be able to be arranged. A letter from parents stating the dietary requirements or restrictions will need to be placed in the child's file and appropriate signage displayed in the kitchen and classroom.

9.3 KINDERGARTEN PROGRAMS (KinderGrow, Print Works)

- Junior and Senior Kindergarten aged children attending a full day program bring a bagged lunch from home.
- This lunch must follow Canada Food Guidelines.
- Parents must review all ingredients on all packages for allergens (The preschool maintains a nut free environment) prior to bringing any food into the school.
- Children will eat lunch together with a teacher.
- A snack may be from the child's bagged lunch or it may be provided by the teacher as a group activity.

9.4 SPECIAL DIETARY NEEDS

The preschool will work with families with children with food sensitivities or religious preferences to help facilitate the child partaking in snack with their classmates. In situations where this is not possible, families will submit a letter stating why it is necessary for their child to bring a snack from home. These snacks must meet the Canada Food Guidelines. The letter will be kept in the child's file and posted in the kitchen and classrooms and noted on the cover of the snack tray.

9.5 A DONATION OF A SNACK ITEM

Parents are welcome DONATE a healthy food item, a fruit or vegetable in its **natural state** i.e. apple, orange, bunch of grapes, banana, cucumbers, carrots etc or a book of crackers. All food items are prepped in the school's kitchen.

This gives families the opportunity to engage with their child in the task of identifying healthy snack foods and helping to ensure a child's preference for a certain food is noted.

The school will be responsible for providing staple fruit and vegetables, protein foods and dry foods in sufficient quantities.

Parents of children with special dietary needs may be asked to supply snack items that adhere to their child's diet.

9.6 BEVERAGES

For the Full Day Kids Club program, milk is served with lunch.

Water is served with snack unless as part of a special occasion or a program activity, a healthy substitute is served. Drinking water is available to the children throughout the day.

Families will provide a container with straw type lid, clearly marked with the child's name and filled with water when the child attends school, trips or events.

These water bottles may be kept in a designated basket and moved from room to room as the child's day progresses or in their cubbies so they are readily available to the child when needed.

9.7 Special Occasions/Birthday Celebrations

A child's birthday is acknowledged and celebrated at the preschool as part of daily activities. If you would like to facilitate celebration of your child's special occasion with an extra snack item, please speak with your child's teacher. Any baked goods sent in must be a commercial product or a store-bought item and must be nut-free. A non-baked good i.e. special fruit, frozen treat etc. makes a delightful surprise as well. Please keep portion sizes small.

If your child has any food allergies or dietary restrictions, you may be asked to supply a few special food items for such special occasions that adhere to your child's dietary restrictions and that may be kept frozen until needed.

10. DAILY OPERATIONS

10.1 School Terms & Hours The school year will begin approximately the second week of September and will end mid June. The school year will consist of 41 weeks, including holidays. There will be 2 weeks of holidays at Christmas and 1 week at March Break. Twice a year teachers may be involved in a Professional Activity Day for teacher skill development and training (Autumn and Spring). (These Co-op Professional Development days do not coincide with the PD days offered by the Hamilton Public or Catholic Boards. **St James Co-op Preschool is open on Professional Development days offered by the Public or Catholic School Boards.**)

1. The first week after the Labour Day holiday in September will be for setting up of school, policy review and programming by the teachers.
2. The school will be closed on all statutory holidays.
3. School hours will be as follows:

Program	Start Time	Pick up Time
Toddlers' Super Stars	9:00am	11:30am
Kids Club Mornings	8:45am	12:30pm
Kids Club Full-Day	8:45am	2:30pm
KinderGrow Full-Day	8:45am	2:30pm
Print Works	3:15pm	5:00pm

Teachers are available for at least a half hour before and after classes.

10.2 ABSENCES

If your child is going to be absent (illness, vacation, etc.) please inform the school via phone or email or class dojo. Please state reason for absence.

10.3 TRANSPORTATION

- Parents are responsible for transporting their children to and from the preschool and field trips.
- For safety reasons if drive your child to preschool, please enter the church grounds by Melville St and park in the parking lot at the rear of the church or use street parking.

10.4 ARRIVAL

The teacher will be available to greet and guide each child to their appropriate classroom for 30 minutes each morning. If you arrive after 9:15 please ring door bell and staff will arrive to open the door and guide your child to their cubby and then their classroom.

Your child's arrival time will be marked on the attendance form by staff.

Upon entering the preschool, children may utilize the hand sanitizer at front entrance or wash hands once in the classroom.

- The teacher greeter will guide your child to cubby room, support them identifying their cubby and hanging up their coat and backpack. If wearing boots, support change into school shoes. From here the children are led to their classroom.

If they desire, parents may bring their children into the school, head to the cubby room to support their child to remove their outside clothing, hang up backpack in cubby then lead their child their classroom. **Please do not leave other children unattended in the car, if you escort your child into the preschool.**

- Once you have helped your child to the classroom and acknowledged the teacher that your child is present and you have passed along any pertinent information, you are welcome to leave. If you need to stay to help settle your child into an classroom activity, please alert the teacher when you leave so she may acknowledge your withdrawal and take responsibility for your child.

10.5 DISMISSAL

- Parents will wait at the west exit doors for Toddlers' dismissal, at the east entrance door for all other classes or your child may be dismissed from the play yard on the west side of the church. The teacher will alert you at the day's beginning as to the door/area for dismissal.
- At school closing time, children will be released by the teachers directly to parents or designated adults.
- It is essential that children be picked up promptly at release time as they can become distressed if left behind when others have gone home.

10.6 WHAT TO BRING?

Each child is required to bring

- a container with straw type lid, clearly marked with the child's name and filled with water

- a change of clothing should the child's clothing get wet or soiled. This clothing may be left in a marked bag on the child's designated hook or cubby.
- For children in pull ups/diapers, a supply maintained in their baskets in the children's bathroom or cubby
- A suitable child sized backpack or bag for carrying to and from school. This allows artwork and paper activities to be transported home safely.
- Alphabet Soup has a canvas bag for carrying the child's show and share item to preschool. Please have your child bring this item each week to class.
In cooler weather, hats, mitts, boots etc. marked with the child's name.
Soft soled (rubber) shoes, running shoes or slippers must be worn in the classroom for safety. Socks, flip-flops, bare feet or outdoor boots are not recommended for inside play.
- Please remember additional food, gum or candy is for outside classroom times and should not be brought to into the school
- If a child is coming into school without a coat, please pack suitable outdoor wear for the weather in their backpack for outdoor play.

10.7 CHILD'S BELONGINGS

Each child will have a designated cubby or hook in which to keep their belongings while at school.

Please refrain from bringing in unnecessary items.

- Send children in clothing that can stand up to paint, glue etc.
- Discourage children from bringing toys from home to school. We know that children sometime need the security of a familiar item to help them make the transition from home to preschool. If this is the case, the toy can be kept in the child's cubby until dismal time. If brought into the classroom, it is the child's responsibility to look after it, be willing to share with others and to know its whereabouts at the end of the day.

10.8 COMMUNICATIONS

The teachers and executive will communicate with the member families electronically, by print and/or use of school notice boards:

- Updates and messages are emailed by the Executive and teachers when needed
- Please check the notice board in the entrance foyer for upcoming events
- Pertinent notices will often be posted on the school's exit door or on class dojo.
- When needed, sign-up sheets are posted in lower foyer or online
- Minutes from Executive meetings are posted on the lower foyer bulletin board
- Snack and Meals are posted on Teachers' Bulletin Board in lower foyer and on class dojo
- Committee Schedules are posted on Office Window and emailed to Parents
- Emails from parents may be sent to our school's email address or website. You may respond directly to the email you receive.
- Your child's Class Dojo, website and classroom apps can provide current updates

10.9 INCLEMENT WEATHER

With regards to severe weather conditions, a closure by the **Hamilton Wentworth District School Board** is an automatic closure for the preschool as well. In other inclement weather situations, school closures are determined by the President and the Supervisor.

- In the event, that the school is closed, every attempt will be made to contact the parents via telephone, but please listen to the local radio stations or TV stations for cancellation notices of schools within the Hamilton area. It will also be posted on the St James Preschool Facebook and Class Dojo page.
- Parents are responsible for listening to the local radio or television to determine if the Hamilton-Wentworth District School Board (HWDSB) is closed. In the event of the HWDSB closure, St. James Co-op will also be closed. If the HWDSB is not closed, classes will run as scheduled unless the Supervising Teacher and President decide it is unable to conduct the school day due to insufficient teaching staff availability due to the inclement weather conditions.
- Field trips may be cancelled or rescheduled due to inclement weather and every attempt will be made to notify affected parents in the event of such a cancellation.
- Updates will also be posted on Class Dojo as well as an outgoing email in the event of school closure.
- No refunds or compensation will be made to parents when the school is closed due to emergency conditions (i.e.: bad weather). Prolonged closures will be reviewed by the executive in consultation with the treasurer.

10. 10 FIELD TRIPS

If possible, each program will have at least one programmed field trip.

*The toddlers make one visit during class time with parents to a Retirement Home to Trick or Treat with residents and hold one class at Witherspoon or Matilda Park with teachers and parents at the end of the year.

*Kids Club has at least one fall trip (to local orchard) and one spring trip (typically a nature walk at RBG). Additional local excursions may be planned to highlight program activities, participate in community events or share with community groups.

Kids Club Trips may include a trip to:

A farm, a grocery store, a fire station, a local museum, the Royal Botanical Gardens, Holiday Sing Song with Seniors at a nearby Retirement Home etc.

*Alphabet Soup, KinderGrow and Printworks each have at least one school trip that enhances their programming activities. This may be during their designated school time or on an alternate day outside school hours.

A school sponsored trip maybe scheduled for a St. James PD day with supervision by parents with at least one parent to oversee the event. No teachers will be in attendance. (i.e., the fire station visit on a PD day)

Please note:

- Trips are not mandatory.
- Classes are not held at the school during field trip time frames unless otherwise stated.
- St. James does not provide or arrange transportation to and from designated location. If field trip location is nearby, children may walk as a group to event or facility. Check permission form for details.

- Parents who do not drive their own children on fieldtrips must make alternate arrangements to car pool with other parents. Under your own organization, if you intend to drive children on field trips, it is suggested that you carry the amount of liability insurance coverage recommended by your own insurance agent.
- A medical treatment consent form, signed by the parent must be signed at the beginning of the school year.
- **Written permissions, signed by the parent must be given so that a child may be taken on field trips away from the school. Parents will be notified of impending trips in advance. If the parent does not want the child to go on a designated fieldtrip, it is the parent's responsibility to keep the child home on that day.**
- The cost of each field trip will be detailed on each individual form.
- Time and duration of each field trip will be included on the permission form.
- The school shall take out an insurance policy to indemnify the parents against any injury to the children due to an accident during school attendance. Any member family may see the policy on request to the President.
- Parents driving on field trips are responsible for ensuring the vehicle transporting the children is equipped with proper child restraints.

10.11 NEIGHBOURHOOD WALKS

The Kids Club and KinderGrow may take advantage of the weather for a walk around the block to explore their environment that may augment their in class activities or provide a refreshment from the classroom in all day scenario. Safety measures and ratios are maintained. Please see our Neighbourhood policy for all the protocols in place. Parents sign an affidavit in the registration form acknowledging these walks are part of the classroom routine.

11. COMMITTEES/SUPPLIES/SPECIAL EVENTS

Each member family is asked to sign up for a membership committee at the beginning of the school year, at the September General Meeting and to participate in that committee for the duration of the year or, in the case of the committees organizing special events until the committee's responsibilities have been satisfied.

11.1 MEMBERSHIP COMMITTEES

The various membership committees, and related responsibilities, are as follows:

- 1. Shopping Committee** is responsible for buying snack provisions under the direction of the supervisor. This person is also responsible for refilling water bottles for the water cooler. Receipts will be reimbursed.
- 2. Play Dough**: Each member family on this committee is asked to make and bring in play dough approximately 1-2 times a term. Recipe will be provided.
- 3. Toy Cleaning**: Each member of the committee is asked to bring toys home to clean at month's Ending. - Approximately three times a year.
- 4. Laundry**: Each member is asked to wash a load of laundry (dress-up clothes, smocks, dish towels for the school) approximately 2 times per month.

5. **Viva Las Vegas:** Each member family will assist the Viva Las Vegas Chair with the planning of Viva Las Vegas the school's annual fundraising event. Tasks will include soliciting and collecting donations, organizing games and food for the evening, decorations etc. Depending on school enrollment, there are typically four or five member families on the Viva Las Vegas committee, with all members helping at the final event.

6. **Fun Fair:** The Fun Fair team will organize and run the annual Fun Fair. The Fun Fair is a midday event held on a winter PA day for the public schools and open to the public. Depending on school enrollment, there are typically three member families on the Fun Fair committee.

7. **December Family Get together:** The December Party team will organize the annual trip to Merry Christmas Tree farm with support and guidance from the Teachers. Depending on school enrollment, there are typically two member families on the Christmas Party committee.

8. **Year-End Party:** The Year-end party team will organize and run the annual children's year-end party/graduation with guidance from the Teachers. Depending on school enrollment, there are typically two member families on the Year-End Party committee.

9. **Wine Fundraiser.** Held in the fall and again in the spring. Hand out forms, collect & tally. Arrange pick up on wine and hand off to families.

10. **Skating in the Park** Host a skating party in Dundas Driving Park. Arrange the date in February and the hot chocolate.

11. **Other possible fundraising** activities sanctioned by the executive.

12. **Rug cleaning** - deep cleaning of all preschool rugs during the Dec/Jan break.

13. Being a **member of the executive** is considered a committee commitment.

11.2 SCHOOL CLEAN RESPONSIBILITIES

Each member family will provide a \$125 check at the beginning of the year to cover the cost of hiring an agency or individual to be responsible for maintaining the cleanliness of the school indoor premises.

11.3 IMAGINATION STATION

Each Kids Club member family is asked to sign up to work with 2 or 3 other member families to plan and set up an Imagination Station one time per year. The Imagination Station is a special room in our school that is set up by parents, to compliment a monthly teaching focus for the kids Club program.

11.4 SPECIFIC PROGRAM REQUIREMENTS

Super Stars-Toddler Families

- One general committee – see 11.1 for a list of committee duties
- sign up for Viva Las Vegas task
- 2 classroom Observation Days per year, one each term

Kid's Club

- One general committee – see 11.1 for a list of committee duties
- Imagination Station decorating committee –once per year
- 2 classroom Observation Days per year, one each term
- sign up for Viva Las Vegas task

KinderGrow

- One general committee – see 11.1 for a list of committee duties
- sign up for Viva Las Vegas task
- 2 classroom Observation Days per year, one each term

Specialty Programs (Print Works)

- no committee commitments required

12. EXECUTIVE

The Executive Committee shall consist of the following officers:

- President
- Vice-President/Treasurer
- Secretary
- 3-5 members at large to support the executive and participate in special committees when needed

Executive meetings are chaired by the President and they will be scheduled monthly during the school year. Extra meetings may be needed to address a pressing concern. Meetings are scheduled monthly online.

Job descriptions for these positions are available in the Board Handbook and may be requested by any co-op member.

13. TEACHING STAFF DUTIES

12.1 THE SUPERVISOR'S RESPONSIBILITIES:

- Plans with the RECEs the school curriculum
- Maintains working relations with outside agencies and governing bodies.
- Handles reports from outside agencies.
- Keeping accurate records on each child
- Keeping an up to date file on medical forms and consents, and emergency numbers for families at the school
- Advising the parents on the practical application of the school program
- Attending all general and executive meetings
- Supervising all staff and volunteers and pertaining paperwork -payroll, reviews etc.
- Being of assistance to the Board of Executive with respect to Ministry Policies and Procedures
- Work with the executive in the hiring of all new staff
- Keeping accurate records of monies incoming and outgoing concerning tuition payments and reimbursements
- Ordering supplies when needed
- overseeing sjcpmembership.com correspondence

- Depositing incoming checks and monies

The Supervisor must have completed a post educational program approved by the Ministry of Education.

The hiring of the Supervisor shall be the duty of the Executive. A special committee may be formed that reports back to the executive with its suggestions

13.2 THE ASSISTANT SUPERVISOR'S RESPONSIBILITIES:

- Working with the Supervisor in planning and carrying out the school curriculum
- Fulfilling the duties of the Supervisor in her absence
- Attending all general meetings and executive meetings when possible

13.3 EARLY CHILDHOOD EDUCATORS' (RECEs') RESPONSIBILITIES

- Ensuring the health and safety of children under their care
- Planning and execution of the class program
- Working effectively with other staff and parents
- Following policies and procedures
- Supporting child initiated experiences in the classroom.
- Arranging class trips
- Overseeing snack and lunch arrangements and protocols

All ECEs' must have completed an Early Childhood Education Diploma or a program approved by the Ministry of Education. All ECEs be registered with the College of Early Childhood Educators. There shall be a contract of employment between the ECEs' and the school to be completed one week prior to the Annual Meeting in September.

13.4 CLASSROOM AIDES AND VOLUNTEERS' RESPONSIBILITIES

- To work under the direction of the classroom teacher to compliment the ECE's initiative to interact effectively with children in the program
- To provide programming support
- Set up and cleaning duties under the direction of the classroom teacher

ECEs, classroom aides and volunteers are responsible to work as a part of a team to provide a nurturing environment that stimulates young minds to explore, create and discover their surroundings.

14. TEACHER/CHILD RATIOS

The staff/child ratio are reflective of the Ministry of Education requirements and the numbers and ages of the children in the program.

Superstar Toddler program

1 registered ECE teacher and 1 RECE or Aide for 10 toddlers.

Kids Club Preschool programs

1 registered ECE teacher for every 8 children

1 registered ECE for every 5 children if only one teacher present in the school.

2 ECE teachers for 16 children

1 registered ECE for every 16 children, if Aide is present.

Junior and Senior programs

1 registered ECE for 10 children

Volunteers, Students and Resource Staff are not counted in ECE - child ratio numbers as staff .

The present of visiting parents in the classroom is above class ratio requirements and a first aid certificate is not required.

15. OUTDOOR PLAY SPACE

As of Fall 2023, it is hoped the preschool will now have a designated outdoor playground completed. Once fenced, classes will coordinate use of the playground depending on their need and time available. This play yard will enhance the well being of the child. Outdoor play will allow children to run & stretch, make use of available equipment, explore, create, recharge their brains with some fresh air, gain an appreciation of nature and enjoy the being outdoors in all kinds of weather. Going outside in extreme weather condition will be avoided.

Parents are expected to dress their child appropriate for outdoor play either by keeping clothes in child's cubby and sending in appropriate clothing daily.

Neighbourhood Walks

As part of our programming, the Kids Club and KinderGrow preschoolers may partake in a supervised outdoor activity on the church grounds or immediate neighbourhood for a short duration to investigate a learning concept. Parents are asked to sign a permission form to sanction this activity for the current school year.

For those children in Kids Club and KinderGrow staying for the 5.5 hours (full day), we try to embrace the outdoors, (weather and programming permitting) with a walk around the block after lunch to observe the neighbourhood and especially, to visit our tree at Melville and Princess Streets for seasonal changes. Any nature mementos found by the children are placed in their treasure boxes upon return for continuing examination and storage to year's end. We do not enter the school through the back-parking lot by way of Victoria Street but rather re-enter the preschool using the sidewalk along the driveway from Melville Street. At all times, attention is paid to remaining on the sidewalk, moving as a group and following safety rules.

At all times, the safety of children is our upmost concern, especially when utilizing open outdoor space.

16. PROCESS FOR EXPRESSING CONCERNS

Our policy at St. James is to ensure open communications between the teachers and the parents and the Executive and the general membership.

Any member is welcome to discuss issues about their child with the Supervisor or classroom teacher on a casual basis in the classroom if an opportunity arises, or by a scheduled appointment. The President or another Executive Member may be approached through emails to address a school concern.

If uncomfortable with direct contact and the concern is of a general nature, an anonymous letter addressed to the President expressing a concern may be placed in the locked box located in the upper foyer, by the front door. The concern will be addressed at the next Executive Meeting. The outcomes will be forwarded to members through a general email from the president or posted in the monthly newsletter.

On the other hand, **accusations must be received in writing**, addressed to the Board. Because of their time sensitive nature, these are to be given directly to the president, an executive member or supervisor with the acknowledgement that this matter must be forwarded to the executive immediately. The executive board will convene within 24 hours to discuss the matter and appoint a neutral third party, if necessary, who will follow through investigating the situation including communication with the individuals involved. These findings will be discussed at the Executive level, a decision rendered and hopefully, realignments made to satisfied the parties involved if possible. If not of a personal nature, outcomes will be posted through available channels. i.e., a new approach may be adopted and a memo may be sent to membership outlining the new procedure.

Accusations that follow within the category of a Serious Occurrence (Please read letter in resources from Arlene Berday of the Ministry of Education and the Serious Occurrence Policy in Policies in resources), will be investigated under the guide lines and procedures outlined by the CCEYA.

If the concern is of a very serious nature and previous outlined channels of communication have been exhausted, a member may lodge a formal complaint with the Ministry of Education. A formal process will eschew with the aid of Ministry officials. (See Serious Occurrence Policy)

It is hoped that any party with a complaint or accusation would feel comfortable to approach the Board of Executives to review the matter. It is their mandate to serve all members of the preschool.

17. INCLUSION and ACCESSIBILITY (also see Inclusion and Accessibility Policy)

St. James Co-op Preschool is committed to providing service and assistance that respects the dignity and independence of children with special needs and their families enrolled in our programs. We believe that all children can learn, grow and acquire new skills that enrich their self-esteem, development and full potential, in a safe, nurturing and stimulating environment.

Many children have special needs that require some level of supplementary support or consultation to allow them to participate among their peers in a preschool program. These children may be

characterized as having physical, social, intellectual, cognitive, emotional or behavioral developmental delays. St. James utilizes the services of Community Living, a Hamilton partner organization to help facilitate effective inclusion of children with special needs into our programs.

Parents may request a consult with the resource teacher connect through Community Living Hamilton to evaluate their child's developmental progression or a teacher identifying a developmental concern will approach a parent to discuss the situation and upon parental consent, call the resource teacher connected with the preschool from Community Living Hamilton for consolation of the situation.

18. INFORMATION PRIVACY (also see Privacy Policy)

18.1 COLLECTION AND USE OF PERSONAL FAMILY INFORMATION

St. James Co-operative Preschool is committed to protecting the privacy of the personal information of its members and other stakeholders. Members of the preschool will value the personal information of other members of St. James Co-op Preschool and its stakeholders and will handle it in a secure and sensitive manner. It will only be used for its intended purpose and will not be shared beyond St. James Preschool membership.

18.2 POLICE VULNERABLE SECTOR CHECKS AND OFFENCE DECLARATIONS

The Ministry of Education requires that Police Vulnerable Sector Checks and Offence Declarations be obtained from teachers, staff, volunteers, students and parents partaking in observation days, . It will be stored at the school under locked conditions. This information is collected, viewed and stored by the supervisor of the preschool and later examined by the Representative from the Ministry of Education at the time of inspection.

18.3 PERSONAL PHOTOGRAPHY AT THE PRESCHOOL OR A PRESCHOOL EVENT

The preschool collects images of the child while at school for craft projects, identification, to document learning discoveries and record events.

A student's photo may be taken for administrative purposes and for Ministry of Education regulations which will be posted in classroom areas to help ensure the health and safety of a child who has a medical condition.

A child's image can be shared with their families through electronic media if authorized. It is also collected for the child's personal portfolio which the child takes home each year. It is only posted to the extent of the parameters (files, school, media, media release for preschool, for community publicity) as approved by individual families.

Photos of children will not be posted to social media platforms without the parents' consent. Those that may be posted on the preschool's social media will show a learning process with non-identifying 's child(ren)'s features.

Members must pledge to treat images (pictures or video) taken at preschool or related events with sensitivity recognizing that families have different opinions about having images of their children being shared broadly, for instance on social media websites. Furthermore, as much as possible parents will only share images of their own child or children. If other children are present in the photo, consent of other parents/guardians of these children in the image must be given before posting the photo.

19. SELF-REGULATION FRAMEWORK (also see Self-Regulation Policy)

At St. James Preschool, children are viewed as competent beings; capable of knowing their needs and with guidance and support, communicating them in a positive manner with others.

Our self-regulation philosophy for classroom management is an "expectation of proper decorum " to help guide interactions in a positive perspective. With a strong foundation of support from staff and parents modeling appropriate behaviour and a safe nurturing environment that recognizes children's developmental milestones, the preschool's **Code of Behaviour** requires staff, children and parents to

- be courteous with one another
- use acceptable language and tone
- conduct oneself in a manner that enables others to feel safe from all types of abuse
- respect equipment, the preschool and the personal property of all people

Children will be encouraged to help maintain safety and order in the classroom by clearly defined expectations and role modeling and language on the part of teachers, volunteers and parents in the classroom. Children will be encouraged to interact positively with others and use language and dialogue to gain conflict management skills. A child will be redirected to other play areas when his/her activity is disruptive or to quieter areas when in need of more personal space.

A mantra refrain used to help a child understand the framework of self regulation is:

Could I get hurt? Could someone get hurt? Could something get broken? How can I do this differently so that I don't get hurt. Someone doesn't get hurt. Something doesn't get broken.

Should there be repeated incidents involving the same situation on the part of a child, "time away" from the situation to a safe nearby area but (still in the classroom with teacher support) will be instituted.

This will be used as the next step measure when a child's behaviour is jeopardizing the safety of others.

This is an opportunity to help a child gain their composure and with quiet dialogue with the teacher gain an understanding of their behaviour and its effect on playmates. The child in question will return to play when he/she is capable to comply with the clearly outlined and expected behaviour.

Removing a child from the room for a time out would be an extreme measure but would be initiated for the safety of the child and others. The child will remain under supervision of the teacher and would return to group activities when the child is capable to regain self control of his/her emotions and physical behaviour. The child's parents will be informed of the child's outburst and it will be dually noted in the daily report.

Should a child's behaviour become a concern with repeated incidents of rough play requiring intervention: the incidents will be charted to gain a better understanding of the nature of the child's behaviour, an open ongoing dialogue with parents will be initiated, teachers will gather information and discuss findings, and then implement a plan of action to help the child be successful in his play with others. Assistance from outside professionals, agencies and resources may also be sought to offer insight.

At St. James Co-op Preschool. no physical force or restraint will be used by teachers or duty parents/volunteers to discipline students at St. James Co-operative Preschool.

Annually, a review of teaching staff's, volunteers' and parents' classroom interactions for monitoring behaviour management practices with the children will take place. This will reviewed by involved parties, signed and placed on file.

20. COMMUNICATION THROUGH TECHNOLOGY

St. James Co-op Preschool embraces technology in the classroom as a tool to enhance learning, document information and communicate between school and families as means to gain or receive information.

St. James is becoming more proficient at adding and adapting social platforms as a means of effective communication with families. Class Dojo is utilized by the individual classes as a means to keep parents abreast of classroom events. Families may opt out of being part of this platform but must indicate an alternative means that they will utilize to receive and/or send information in a timely manner.

21. MEDIA IN THE CLASSROOM

The Cubby Room has a large screen television. The screen is activated through Air Play on the school's Apple iPad. No programming independent of this is utilized.

Kids Club and KinderGrow may access the Cubby Room screen to supplement musical activities with the children during sing song circle. The class as a group may utilize the screen to provide visual enhancement to help further understand a concept, i.e., watching a space shuttle launch to understand when counting backwards is used. It may be used to visually display a collection of photos gathered during an excursion or used in a different manner to read and explore a story. The screen is off until needed for such purposes.

The iPad is viewed, as a means, to enhance interactive learning and not as an entertainment tool. An iPad is utilized when needed in the classroom. If it is used by a child, it is always under teacher supervision.

If an iPad is in use in the classroom, it may be to document classroom activities, collect required Ministry of Education information (i.e. attendance), promote physical activity and be used as a median to enhance a classroom interest or highlight a concept.

22. EMERGENCY MANAGEMENT MEASURES

Emergency Management Measures (Fire, Natural Disaster, Bomb Threat, Gas Leak, etc)

Our number one priority at St James Co-op Preschool is the safety of all participants.

Should the preschool become aware of a serious situation or be advised of a serious situation as outlined in the Ministry of Education list of serious occurrences, emergency procedures would be put into place to ensure the safety of children, volunteers and staff.

Staff will quickly evaluate situation, ensure a correct count of children and staff and move to a safe location within the preschool or evacuate the building through an safe exit. Upon arrival in new location, a person count of all would be retaken. Notification to a emergency personnel would take place at the earliest opportune time from the nearest phone.

Should the preschool be evacuated in these situations and the children not be able to return safely to the building in a reasonable length of time or weather conditions are unfavourable, the preschool will be moved to the Emergency location and parents would be notified to pick up their children promptly.

In a HOLD & SECURE (threat near the Preschool) the children would be moved to a safe room away from windows and doors locked. The normalcy of the program would be maintained as much as possible. Staff would wait for further instructions from emergency personnel before moving to safely evacuate building or for an all clear signal.

In a LOCKDOWN (threat within the church or Preschool) children would be moved to a secure room away from windows and doors are locked until a all clear is received or the authorities enter the preschool and advise staff of the next course of action. Parents would be alerted to situation, the school's course of action and when safe to do so, may be asked to pick up their children for the remainder of the day.

If the children are moved outside during an emergency, the group would regroup at one of the two safe designated safe spots on the church grounds: the tree bench on the front lawn or at the back fence at the rear of the church. The wait time at either location is ten minutes before proceeding to the designated emergency location unless advised otherwise by emergency personnel or weather conditions are unfavourable. Movement to the emergency location or designated spot off church grounds, automatically means communication through class dojo would be put into operation and parents notified to arrange pick up of their children. Head counts would be taken often during emergency procedures.

At the emergency location, a recount of persons is taken. The teachers would engage the children in quiet activities until the last child is picked up. Teacher/Child ratios would be maintained.

Once the safety of the children and staff has been ascertained, the Ministry of Education officials would be advised of situation and a Serious Occurrence Report would be submitted in a timely manner.

23. CWELCC Canada Wide Early Learning and Child care

The Canada-Wide Early Learning and Child Care (CWELCC) system supports quality, accessibility, affordability, and inclusivity in licensed child care. It was initiated and funded by the Government of Canada and implement by our provincial government.

CWELCC is a five-year plan that is being implemented in stages, to make child care more accessible and affordable to families. Fees will reduce every year, reaching an average fee of \$12/day by 2025-2026.

All Licensees whether they provide home child care or centre-based programs serving children under the age of 6 (or turning 6 before June 30) in Ontario are eligible to apply to participate in the CWELCC System through their System Manager.(City of Hamilton for St James Cooperative) .



RESOURCES

24. WHEN TO KEEP A SICK CHILDREN HOME FROM SCHOOL

25. SERIOUS OCCURRENCE POSTINGS IN CHILD CARE CENTERS

26.CHILD CARE INFORMATION

SOURCED THROUGH Ministry of Education PUBLICATIONS

The following are extra resources that may help a parent; distinguish between common childhood illnesses and conditions, outline of Ministry of Education's position for posting of serious notifications at the preschool and provide some government sources for understanding the new child care approach in Ontario.

24. WHEN TO KEEP A SICK CHILDREN HOME FROM SCHOOL

Deciding when to keep a sick child at home from school is not always easy. When a child is truly sick, they need to stay home in the care of an adult to get well, feel comfortable and to prevent spreading illness to others. **This information is a guide only and does not take the place of consulting a medical provider and is for basic information purposes only. Parents should always consult a medical practitioner whenever they have questions concerning their child's health.**

DIFFERENCES BETWEEN COMMON COLDS and THE FLU	
<p>COMMON COLD The common cold is a contagious upper Respiratory infection caused by cold viruses. It is the most frequent childhood illness. Symptoms can last 7 to 14 days. A child with no fever, mild symptoms and otherwise feeling well may be fine at school. WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with heavy cold symptoms such as deep or uncontrollable coughing or significant lack of energy belongs at home even without a fever. See additional information on fever, sore throat and influenza.</p>	<p>FLU (INFLUENZA) The flu is a highly contagious respiratory illness caused by influenza viruses and can cause mild to severe illness. A person with influenza can be contagious up to one week after symptoms appear. Children are one of the biggest sources for spreading the flu. To help decrease the spread of regular seasonal flu please keep your sick child home from school. WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with flu-like illness (fever and cough) must stay home from school for at least 24 hours after they no longer have a fever or signs of a fever, without the use of fever-reducing medicine. A fever is defined as a temperature of 100.5°F or higher. If symptoms occur while at school, the child must be picked up as soon as possible to go home. Contact a medical provider with severe symptoms. If the ill child has a chronic medical condition exposure could make them vulnerable to influenza complications.</p>
Symptoms: Usually come on gradually	Symptoms: Usually come on quickly
Fever: can be as high as 102°F in infants and small children	Fever: typically is as high as 102°F, but can rise to 104°F and usually lasts 3 to 4 days
Cough: mild, hacking cough	Cough: often, can be severe

Headache: rare	Headache: sudden onset, can be severe
Muscle aches: mild	Muscle aches: usual, can be severe
Tiredness/weakness: mild	Tiredness/weakness: can last 2 or more weeks
Extreme exhaustion: never	Extreme exhaustion: sudden onset, can be severe
Vomiting/diarrhea: never	Vomiting/diarrhea: sometimes
Runny Nose: often	Runny Nose: sometimes
Sneezing: often	Sneezing: sometimes
Sore throat: often	Sore throat: sometimes

<p>COUGH: A mild hacking cough often starts after the first few days of a common cold. A child with mild symptoms, no fever and otherwise feeling well may be fine at school.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with severe, uncontrolled coughing or wheezing, rapid or difficulty breathing. Consult your medical practitioner.</p>
<p>DIARRHEA: Frequent, loose or watery stools compared to a child's norm that are not caused by food or medicine.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: If the child looks or acts sick, is not acting their normal, or has diarrhea along with other symptoms (i.e. abdominal pain, vomiting, fever, etc.). The child must stay home until diarrhea/symptoms resolve without the use of medicine for 24 hours or an health care provider verifies child is not contagious.</p>
<p>EAR ACHE: Consult a medical provider for earaches. Ear infections may require medical treatment.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child should stay home until pain free.</p>
<p>FEVER: Fevers are common symptoms of viral and bacterial infection. Children are likely to be contagious to others when they have a fever. If there is no thermometer available, feel their skin with your hand. If it is much warmer than usual they probably have a fever. Please do not give your child fever reducing medicine and then send them to school. The medicine will wear off, the fever will most likely return, and you will be called to pick them up.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: Any child with a temperature of 100.5 F or higher with other symptoms of illness (i.e. rash, sore throat, vomiting, diarrhea, difficulty breathing, etc.) or has behavioral changes or is unable to take part in normal school activities. The child must stay home until fever/symptoms resolve without the use of medicine.</p>
<p>FREQUENT SYMPTOMS: Sometimes children can quickly pick up on pretending or exaggerating an illness to stay home. However, frequent complaints of stomach aches, headaches, and other symptoms may be a physical sign that a child is feeling emotionally stressed - a common experience, even in children. Consult a medical provider to evaluate symptoms. Stress-based complaints cause some children to unnecessarily miss a great deal of school. It is important to check often with your children about how things are going. Share concerns with school staff so they can provide support for you and your child to help make attending school a positive experience.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: If student has physical or behavioral changes or is unable to take part in normal school activities.</p>
<p>HEADACHES: A child whose only complaint is a mild headache usually does not need to stay home from school. Complaints of frequent or more severe headaches should be evaluated by a medical provider, including a vision exam, if needed.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child with a significant headache, a headache with other symptoms of illness (i.e. fever, diarrhea, vomiting, abdominal pain, etc.), or a headache that interferes with normal school activities.</p>
<p>HEAD LICE: Tiny insects that live on human scalps and hair. They do not cause illness or carry disease. An itchy scalp is the most common symptoms. Adult lice are reddish brown, about the size of a sesame seed and can be hard to see. Lice lay nits (eggs) on strands of hair close to the scalp. Nits are</p>

<p>easier to see than lice and look like tiny tan or white dots and are firmly attached to hair. Nits can usually be seen near the scalp behind the ears, at the nape of the neck, and under bangs. The most important step for getting rid of head lice is daily, careful nit removal for at least 14 days using a special lice comb and by “nit picking.” In addition, over-the-counter and prescription treatments are available.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep your child home after first treatment.</p>
<p>IMPETIGO: Contagious bacterial infection that usually begins with small, fluid-filled blisters that causes a honey-colored crust on the skin after bursting. It is important to have these symptoms evaluated by a medical provider. Untreated infections can lead to serious complications.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: A student diagnosed with impetigo can return to school after being on antibiotics for 24 hours.</p>
<p>PINK EYE/CONJUNCTIVITIS: A common infectious disease of one or both eyes caused by several types of bacteria and/or viruses. The eye typically appears very red and feels irritated. There may be drainage of mucous, pus, or clear liquid. Prescription medication may be needed to treat a bacterial infection.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: A child diagnosed with bacterial pink eye/conjunctivitis can return to school after being on antibiotics for 24 hours.</p>
<p>RASH: A rash may be one of the first signs of a contagious disease such as chickenpox. Rashes may cover the entire body or be in only one area.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: If the rash is accompanied by a fever, has open lesions, or if it is a rash that is not healing properly, keep your child home and have them evaluated by a physician.</p>
<p>SORE THROAT: A child with a mild sore throat, no fever, and otherwise feeling well may attend school.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep a child at home and contact a medical provider for a severe sore throat accompanied by white spots in the back of the throat, with or without a fever.</p>
<p>STREP THROAT: A significantly sore throat could be strep throat, a contagious disease. Other symptoms may include fever, white spots at the back of the throat, headaches, and/or upset stomach.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: Keep your child home from school with the above symptoms and contact a medical provider. A child diagnosed with strep throat may return to school 24 hours after starting antibiotics and when the child feels well enough to take part in normal school activities.</p>
<p>TOOTHACHE: For tooth pain, contact a dentist to have your child evaluated.</p> <p>WHEN TO KEEP A CHILD HOME FROM SCHOOL: When child is unable to participate in regular school activities.</p>

25. NEW REQUIREMENT TO POST SERIOUS OCCURRENCES IN LICENSED CHILD CARE CENTERS

The safety and well-being of our children in licensed child care programs is the highest priority. Operators of licensed child care centers and private-home daycare agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of, all the best precautions, serious occurrences can sometimes take place.

The Ontario government has now introduced a new policy that requires licensed child care centers and private-home daycare agencies to post information about the serious occurrences that happen at

the centre or home location. To support increased transparency and access to information, a Serious Notification Form must be posted at the centre or home location in a visible area for 10 days.

A serious occurrence includes

- 1. Death of a Child
- 2. Allegation of Abuse and/or Neglect
- 3. Life-threatening Injury or Illness a. Injury b. Illness
- 4. Missing or Unsupervised Child(ren) a. Child was found b. Child is still missing
- 5. Unplanned Disruption of Normal Operations
 - a. Fire b. Flood c. Gas Leak d. Detection of Carbon Monoxide e. Outbreak
 - f. Lockdown e.g. Other Emergency Relocation or Temporary Closure

Licensed child care centers and private home daycare agencies are already required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing. This new policy now requires child care operators to post information on the serious occurrence in their facilities in a timely manner.

This posting will give parents information about the incident and outline follow up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many outcomes may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government's efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of the child care licensing inspection findings on the Licensed Child Care Website which is available at <http://www.iaccess.gov.on.ca/LCCWWeb/childcare/searchResultsDetail.xhtml>

We encourage you to speak to the operator of your child care program for more information about serious occurrences and the new Serious Occurrence Notification Form posting policy.

Arlene Berday

West District: Hamilton/Niagara Regional Director, Ministry of Children and Youth Services

26. INFORMATION ON CHILD CARE AND EARLY YEARS

From Ministry of Education Sources

The Child Care and Early Years Act, 2014 (CCEYA)

On August 31, 2015, the [Child Care and Early Years Act, 2014 \(CCEYA\)](#) came into effect. This new legislation replaces the *Day Nurseries Act*.

On May 9, 2016, the Ministry of Education filed new and revised regulations under the *Child Care and Early Years Act, 2014 and Education Act*. The new rules will take effect at varying dates, starting July 1, 2016, September 1, 2016, January 1, 2017.

Ministry of Education website for childcare

<http://www.edu.gov.on.ca/childcare>

Provincial Publications

The New Child Care Act: What Providers and Parents Need to Know

How Does Learning Happen? Ontario's Pedagogy for Early Years

POLICIES

27. Administration of Drugs and Medications Policy

28. Allergens and Medical Conditions' Policy
(including Practices for Handling Anaphylactic Conditions)

29. Healthy Eating Policy

30. Inclusion Policy

31. Privacy Policy

32. Safety Policies

33. Sanitary Policy and Procedures

34. Serious Occurrence Policy and Procedures

35. Self-Regulation - Prohibited Practices

36. Staff Training and Development Policy

37. Supervision of Volunteers Policy

38. Vulnerable Sector Reference Policy

39. Waitlist Policy

40. Treat of Others and the Preschool with Respect and Dignity

27. ADMINISTRATION OF DRUGS AND MEDICATION POLICY

The purpose of this policy is to ensure that St. James Cooperative Preschool has established an approved procedure, allowing drugs to be appropriately administered. Staff will be made aware of their responsibilities and children will be well-lit safeguarded by receiving medications according to established circumstances. The staff of St. James Cooperative Preschool will follow protocol and procedures in the administration of medication to any child attending classes at the preschool.

The relevant policies and procedures related to medication administration will be reviewed annually by the staff or when changes occur.

POLICY

St. James Cooperative Preschool will only administer PRESCRIPTION drugs issued to the child, following provincial legislation (Child Care Early Years Act).

1. All children requiring the administration of a drug or medicine as part of an ongoing medical condition or a life-threatening condition **must have an INDIVIDUAL EMERGENCY PLAN, signed by parents or legal guardian, on file at the preschool, listing the medication and dosage and have it reviewed by staff before the child can start classes.**

2. Medication for Children who require an asthma inhaler, an EPI-Pen, or emergency medication cannot be locked in a container or cupboard. Asthma or Epinephrine, or an emergency medication will be carried in a zippered pouch worn by the teacher, to be readily available to the child in the event of an asthma or anaphylactic attack.

3. **Non prescription medications will not be administered to any child without a written note from the doctor indicating the dosage required, when to administer, and what side effects to lookout for if applicable.** This includes medication for lactose intolerance or for additional medicine for an anaphylactic episode (i.e. Benadryl). Administrations of the medication will be recorded and stored in the child's files. The medication will be stored out of reach of children.

4. Non prescription medication for fever reduction will not be administered by staff unless identified in an individual's medical needs plan and accompanied by a doctor's note indicating the dosage required, when to administer, and what symptoms to look for if applicable.

5. In the case of usage of non-prescription items such as sunscreen, hand soap, lip balms, insect repellants, and hand sanitizers, the parent will provide a note that will be kept on file, identifying the item(s) and circumstances when the item can be applied and a label will be added to the top of the child's cubby outlining the designated item. The item will be stored out of reach of children, in the original container, labeled with the child's name, and stored and administered following the product label.

DESIGNATED EMPLOYEES TO ADMINISTER MEDICATION

Medications are dealt with by the supervisor or his/her designate following written procedures. Medications can be administered by the:

- Supervisor
- Assistant Supervisor
- Classroom Teacher

FOR MEDICATION AT THE PRESCHOOL TO BE ADMINISTERED, IT MUST BE IN ITS ORIGINAL CONTAINER OR PACKAGE AND LABELLED WITH the:

- Child's name
- Name of the drug or medication
- Dosage, time, and frequency required
- Instructions for administering medication
- Expiry date of the medication
- Instructions for storage

A written authorization form signed by the parent must be on file for administering each prescription drug identified in a child's medical needs plan.

This form is to be kept on file and must include instructions regarding the time and quantity of dosage to be given.

PROCEDURE FOR ADMINISTRATION OF MEDICATION

1. Only a designated staff member will administer medication.
2. Medication will be administered in a quiet, well lit area.
3. Medications can only be administered following written instructions outlined on the medicine container.
4. Staff will read directions and measure the dosage required, then reread directions and check the accuracy of the dosage amount designated to be given before administering medication to the child.
5. Once given, staff will monitor the child to ensure the condition has not worsened and no after-effects are present.
6. Staff will ensure medication is secure in the container and return it to its designated safe storage area.
7. The administration of the medication must be documented by the designated staff on the child's Administration of Medications form after each dosage is given. This form will be kept on the classroom clipboard and once filled, filed with the child's registration forms.

STORAGE OF MEDICATION

Medication is to be stored as directed on the label and in a secure medical box in a designated area known to staff or in a zippered pouch carried by a staff member and which is **INACCESSIBLE TO CHILDREN AT ALL TIMES.**

In the case of anaphylactic medication or asthma medication, the medication will be kept in a zippered pouch which is worn by the classroom teacher for the duration of the child's day at the preschool.

In the case of anaphylactic medication and a capable school-age child, the said child may wear a labeled zippered pouch containing the Epi-Pen while at preschool.

IN CASE OF ACCIDENTAL OR INCORRECT DOSAGE GIVEN

If a child has been given an incorrect dosage or missed a scheduled medication administration time:

Medical assistance will be sought for the child, if needed. If not necessary, the child will be monitored for the remainder of the day for any notable after-effects. In the case of missed medicine administration time, information will be sought for the next best time to administer required dosage.

- Both types of incidents will be reported immediately to the supervisor.
- An irregularity in the administration of a medication or drug will be recorded.
- The child's parents will be informed of the incident.
- Supervisor will review the incident and procedures with staff to ensure incidents of this nature do not reoccur.

EXPIRED MEDICATION

1. If the date on the label has expired, the staff will inform the parent or legal guardian that the medication cannot be administered to the child and the medication will be returned to the said parent or legal guardian.
2. Leftover medication or the surplus of medication will be returned in the original container to the parent / legal guardian or safely discarded with their permission.

PARENT'S RESPONSIBILITY

It is the parent or legal guardian's responsibility to notify the staff about **ANY** medication the child is taking at home that is not part of his/her medication routine at preschool, including cough syrup, etc. The parents or legal guardian should also inform all staff if there are any food restrictions due to the medication the child may be taking.

28. ALLERGIES AND INDIVIDUAL EMERGENCY PLANS POLICY

By creating appropriate policies and implementing safe practices. St James Co-op Preschool strives to maintain an environment that protects staff, children and their families from allergens and food sensitivities. This is a team approach.

ANAPHYLACTIC POLICY

Anaphylaxis, or an allergic reaction, is a multi-system **response to an allergen**. This maybe an exposure to **peanuts and tree nuts**, but other common allergens including **medicine, latex and insect stings** which may also trigger an allergic reaction. Generally, an allergic reaction occurs within minutes of exposure, but it can be delayed by a few hours. A reaction may involve any of the symptoms below, and true anaphylaxis involves two or more of the following categories.

- **Skin:** hives, swelling, warmth, redness, itchiness
- **Respiratory system:** wheezing, coughing, difficulty breathing, throat tightness, runny nose, trouble swallowing
- **Gastrointestinal:** nausea, vomiting, diarrhea, abdominal pain
- **Cardiovascular:** pallor (pale skin tone), cyanosis (bluish cast to the skin), dizziness, fainting, weak pulse, low blood pressure
- **Other:** headache, anxiety, feeling of impending doom

St. James Co-operative Preschool recognizes that reactions to anaphylactic allergies can illicit dangerous and life threatening situations. **In the event of an observation of these symptoms of anaphylaxis, the immediate response a call to 911.** Further individual procedures have been put into place to help support and respond to children and staff in need of intervention in these situations.

It is the parent's responsibility to communicate any allergies or medical conditions, and relevant information by completing the preschool registration forms accurately and completely and notifying staff when there is a change to a child's health profile.

Conditions

The following procedures are in place to help ensure the safety of any child requiring attention as result of an anaphylactic episode while at the preschool or an off-site preschool activity.

Peanuts and nut products will not be permitted at the preschool regardless whether there is a child attending the program who might have an allergic reaction to peanuts or nut products.

With the preschool supervisor, the Executive will confer to address if another substance causing anaphylactic shock to a child in the program might not be permitted as part of the school program or what additional accommodations can be made to ensure a safe environment. This will be relayed to staff, volunteers, resource personnel, students and parents. These changes will remain in effect while the child is part of the preschool's programs. **(including Practices for Handling ANAPHYLACTIC Conditions)**

By creating appropriate policies and implementing safe practices, St. James Co-op Preschool strives to maintain an environment that protects staff, children and their families from allergens and food

sensitivities. This is a team approach. It is very important for parents to remember the preschool's current allergen policies and **to cooperate by refraining from bringing any food or goods that have been identified as allergens to the school or school event.**

INDIVIDUAL EMERGENCY PLAN PROCEDURES

- An INDIVIDUAL EMERGENCY PLAN (IEP) form will capture all pertinent information: condition, symptoms, procedures for handling an anaphylactic episode. This will be given to parents prior to their child's start date and will be returned to the school once the form has been completed and signed by a doctor and the parent. This will be completed prior to the child's start at the preschool. Parents will also add contact names and emergency phone numbers.
- Any administration of medication as part of the treatment plan (including over the counter drugs) must be listed and acknowledged by the doctor.
- The child's picture will be added to their INDIVIDUAL EMERGENCY PLAN information sheet and it will be posted in the office, kitchen and any rooms the child frequents over the course of their daily stay at the preschool. A copy will also be placed in the child's file and in the Allergies /Medical Conditions' Binder.
- These IEPs will be reviewed by staff, volunteers, resource personnel and students prior to their start at the preschool, at the beginning of each school year and when changes to the child's condition occur.
- In subsequent years at the preschool, the supervisor will review the INDIVIDUAL EMERGENCY PLAN FOR with the child's parent at the least prior to the beginning of each school year.
- Staff will be trained in the use of an EpiPen through their Standard First Aid course. For parents in the class, volunteers and students a demonstration on the use of an EpiPen will take place at the September general meeting or prior to their start in the classroom. The demonstrator may be the anaphylactic child's parent, the supervisor or a trained emergency personnel.
- For all parents: each anaphylactic child's Individual Emergency Plan will be addressed and reviewed at the September General Meeting. Changes to a child's IEP will be addressed at subsequent general meetings.
- Procedures will be listed on the child's IEP to follow when the child is offsite but still under the supervision of the preschool
- In emergency situations involving the evacuation of persons at the preschool, all medications listed with a child's IEP shall be transported from the building if possible.

EpiPens may be kept in

- a clearly marked central location in each room the child visits over the course of their stay at the preschool
- in a zipped pouch worn personally by the teacher
- or in the case of a school age child, in a zippered pouch on their person.

The location will be noted on each posted IEP.

Any necessary over the counter medication as part of the emergency procedures will be kept in the teacher's pouch or in the locked medicine box in the office or child's main room of play in the case of toddlers in the Superstar program.

No EpiPen Available

If for some reason should a child's EpiPen be unavailable, the child will not consume any food products at the preschool until an EpiPen replacement can be provided by the parent. If this time frame is longer than 1.5hours the child will be discharged to their parent until an EpiPen can be provided for the child.

Expired EpiPens

Expired EpiPens will be returned to the child's parent for disposal.

For Staff with an Anaphylactic Condition

These upon listed conditions for posting and storage of information and use of an EpiPens apply to staff with an anaphylactic condition, as well.

An IEP may be filled out by the staff member but is must be signed by a doctor.

Individual Emergency Plan of Action (IEP)for Child/Staff with an or Medical Condition

A child with a known allergen will have an individual plan developed prior to the child's first day of classes with input from the child's parents and physician that lists the allergen, states symptoms and includes emergency procedures to be followed in the event of an allergic reaction. Location of the child's EpiPen while at school will be noted on their individual action plan. It may be carried in a pouch by staff or, if the child is of school age, carried in a closed pouch on their person.

All the families will be made aware of each child's or staff's known allergen, symptoms and agents to avoid:

- At general meetings
- Through emails updates
- Through monthly newsletters

Staff will be made aware of any child or staff with an known allergen, its symptoms and emergency action plan prior to the start of classes. There is a formal sign-off by staff to each child's emergency action plan and an overview of medical concerns of any children attending the forthcoming year. Discussions will take place at the staff meeting prior to classes commencing to create a course of action that will help ensure inclusion of the child with allergy or medical condition into all school program areas.

All parents and students/resource personnel helping in the classroom will sign off that they have read the medical concerns chart and the individual plans of any children in their child's classroom. Any updates will be formally noted. The location of each child's individual plan, emergency plan and EpiPen location will be highlighted.

Posting of Allergies Present in the School

The current Medical Concerns chart will be posted in a visible area of the kitchen and office and in each playroom of the preschool. The Emergency Action Plan of each child will be posted in a visible location in the office, on the kitchen bulletin board and in playrooms the child attends over the course of their day.

A Nut Free sign will be posted at the front entrance way and in the kitchen and by the donations' fruit basket alerting parents and visitors to our policy. Any other current year restricted foods or other allergens will be posted in these same sites

INDIVIDUAL EMERGENCY PLAN REQUIREMENTS

All children with a medical condition that requires drug intervention or have a life-threatening condition, will have an INDIVIDUAL EMERGENCY form created from information received and posted in the preschool office, kitchen and each room that the child frequents over the course of their day. It will include,

- Their picture
- An outline of the Medical conditions
- Location of medication required
- Symptoms that may be observed
- Written procedures for responding to the medical condition
- Reminder in an Emergency evacuation to taken along any necessary medications
- Emergency phone numbers for parents /guardians

TRAINING FOR STAFF, STUDENTS, VOLUNTEERS AND DUTY PARENTS

All staff will have completed a standardized first aid class with infant/child CPR and EpiPen demonstrations from an authorized outside agency prior to commencing employment with the preschool and will maintain an up to date status as required by the Ministry of Education.

Parents visiting the class (are above ratios) are encouraged to take a standard first aid course with infant/child CPR and EpiPen training.

This demonstration of EpiPen procedure will be done annually at the beginning of the school year or start of employment for staff.

At the first general meeting, parents with a child who requires the potential use of an EpiPen, will state possible symptoms and outline their child's action plan. A demonstration of how to use an EpiPen will follow. For those parents, not in attendance at the first general meeting, individual sessions will take place with the supervisor or through an outside authorized agency that specializes in first aid.

All staff, students, volunteers and parents helping in the classroom must annually review the anaphylactic policy, individual anaphylaxis plans for children and the emergency procedures prior to beginning their employment and/or supervision of children. Time will be set aside to train new staff, students, volunteers and duty parents as they join the school throughout the school year.

Each will also acknowledge any further changes made to the anaphylactic policy, action plan or procedures of an existing child or new arrival with an allergy. All posted signs will be updated to reflect the changes.

All EpiPen training will be documented, including training for the other parents at St. James by the parent of the child with the allergy at the first general meeting, supervisor or through CPR/First Aid training that includes EpiPen training. Subsequent demonstration of the EpiPen procedure may be done by the supervisor and dually noted. If needed, it will be demonstrated again at subsequent general meetings.

MEDICAL CONDITIONS

Individual Emergency Plan of Actions (IEP) for Child/Staff with a Medical Condition

A child with a known medical condition will have an individual plan (IEP) developed prior to the child's first day of classes with input from the child's parents and physician and supervisor that lists the medical condition, states symptoms and includes emergency procedures to be followed in the event of an allergic reaction. If required for intervention, the location of the child's EpiPen while at school will be noted on their individual action plan. The EpiPen may be carried in a pouch by staff or, if the child is of school age, carried in a closed pouch on their person.

All the families will be made aware of each child's or staff's known condition, symptoms and agents to avoid:

- At general meetings
- Through emails updates
- class communication boards

Discussions will take place at the staff meeting prior to classes commencing to create a course of action that will help ensure inclusion of the child with the medical condition into all school program areas. Procedures will be outlined for the child's care off site of the preschool and in the case of emergencies. The location of each child's individual plan including the emergency plan and necessary medicines or equipment needed will be highlighted.

Staff will be made aware of any child or staff with an known condition, its symptoms and emergency action plan prior to the start of classes, the child's start at the preschool or at the time of acknowledgement of said condition or with any further updates. There is a formal sign-off by staff to each child's medical concerns and emergency action plan and an overview of food sensitivities of any children attending the forthcoming year. Any updates will also be formally noted.

When updates to existing IEPs, commencement of a new child with a IEP or an existing child is diagnosed with a medical condition become known to the preschool, staff, volunteers and students will be made aware of this new material. All above parties will formally sign off to acknowledge receipt of this information. The location of each child's individual plan including the emergency plan, medications and needed equipment location will be highlighted.

Posting of Medical Concerns Chart and Individual IEPs in the Preschool

The current Medical Concerns chart and **Individual IEPs** will be posted in a visible area of the kitchen and office and in each playroom of the preschool that the child frequents. The Medical Alerts and Food Sensitivity Overview of identified children will be posted in a visible location in the office, on the kitchen bulletin board and in all playrooms the children attend over the course of their day.

A Nut Free sign will be posted at the front entrance way and in the kitchen and by the donations' fruit basket alerting parents and visitors to our policy. Any other current year restricted foods or other allergens will be posted in these same sites

INDIVIDUAL EMERGENCY PLAN REQUIREMENTS

All children with a medical condition that requires drug intervention or have a life-threatening condition, will have an INDIVIDUAL EMERGENCY Plan created from information received. It will be posted in the preschool office, kitchen and each room that the child frequents over the course of their day. It will include,

- Their picture
- An outline of the Medical conditions
- Location of medication required
- Symptoms that may be observed
- Written procedures for responding to the medical condition
- Emergency phone numbers for parents /guardians
- Instructions for offsite care.

TRAINING FOR STAFF, STUDENTS, VOLUNTEERS AND DUTY PARENTS

All staff will have completed a standardized first aid class with infant/child CPR and EpiPen demonstrations from an authorized outside agency prior to commencing employment with the preschool and will maintain an up to date status as required by the Ministry of Education.

Parents visiting the class for observation days (above ratios) are encouraged to take a standard first aid course with infant/child CPR and EpiPen training.

A demonstration of EpiPen procedure will be done annually at the beginning of the school year, during policy review sessions or the start of employment for incoming staff or commencement of volunteers.

At the first general meeting, parents with a child who requires the potential use of an EpiPen, will state possible symptoms and outline their child's action plan. A demonstration of how to use an EpiPen will follow. For those parents, not in attendance at the first general meeting, individual sessions will take place with the supervisor or through an outside authorized agency that specializes in first aid.

All staff, students, volunteers must annually review the anaphylactic policy, individual anaphylaxis plans for children and the emergency procedures prior to beginning their employment and/or supervision of children. Time will be set aside to train new staff, students, volunteers and duty parents as they join the school throughout the school year.

Parents will remain diligent in keeping the preschool apprised of any changes to their child's medical conditions.

With any further changes made to the anaphylactic policy, action plan or procedures of an existing child or new arrival of a new child with a medical condition will require a formal update to staff, students and volunteers the Medical Condition chart and IEPs. All posted signs will be updated to reflect the changes.

All EpiPen training will be documented, including training for the other parents at St. James by the parent of the child with the allergy at the first general meeting or through CPR/First Aid training that includes EpiPen training. Subsequent demonstration of the EpiPen procedure may be done by the supervisor and dually noted. If needed, it will be demonstrated again at subsequent general meetings and policy review sessions.

29. HEALTHY EATING POLICY

St. James Co-operative Preschool understands the value of nutritious food and will promote healthy eating in the school for children under its care. Safe and nutritious foods will be provided as snacks and meals in a supportive environment by role modeling healthy eating behaviours, including healthy foods in creative play and teaching activities for children and by engaging, supporting and educating children, parents and staff on the values of a healthy eating style.

Nutritious Foods/Menu Planning

Nutritious and safe meals for lunch that meet the Child Care Early Years Act and follow the Canada Food Guide recommendations will be provided by a catering company.

Menus are planned using good menu planning principles and included a variety of new and familiar healthy appealing foods. The meals will reflect a wholesome approach to food preparation that will encourage a nutrient-rich diet and avoid use of harmful foods, sodium and added sugars.

Under Public Health guidelines, water is served with snack and milk is served for lunch.

Following the same Act and Guidelines, parents may donate a healthy food item from one of the four food groups on a weekly basis if they choose. These donations are to arrive in their natural state or packaging which will be then prepared in St. James Co-operative preschool kitchen when needed to add to the monthly snack menu. St. James will ensure a variety of foods suitable for snacks is maintained at the preschool.

Posting of Menus

All menus will be posted in kitchen for easy access for daily food preparation.

An additional menu will be posted for

- Toddler's Superstar and Kids Club's menus will be posted on the lower foyer bulletin board.
- Kids Club lunch menu will be posted in the kitchen and on the bulletin board in the lower foyer.

Any substitutions are to be noted on the posted menus.

Menus will be posted for 30 days after the last day for which they are applicable.

A file for menus will be maintained for the school year.

Safe Foods/Special Diets

St. James Co-operative Preschool staff will strive to increase awareness and reduce the risk of food borne illnesses, the risk of choking and the incidence of adverse reactions to food through; safe food handling practices, adherence to special dietary needs or requests, education and training.

Special dietary needs or requests will be posted in food preparation and eating areas of the school.

If a parent is supplying a food and/or drink for dietary or medical reasons, it is to be labelled with the child's name on it and stored in the appropriate environment to retain maximum nutritive value and prevent contamination. A letter from the parent will be kept on the child's file outlining the food or procedure request.

Supportive Environment

At meal times, St. James Co-operative Preschool will provide a safe, clean and pleasant setting for the children under its care. Adequate time is allowed for eating. Mealtime will be a positive social time in which children are encouraged to interact and converse. Teachers will use mealtime as an opportunity to reinforce healthy food and nutrition concepts.

Children will be trusted to manage their eating with respect to both amounts and variety they choose and consume. Foods and beverages will not be withheld as a form of punishment.

Role Modeling

Teachers and volunteers will be positive role models for children by demonstrating St. James Co-operative Preschool's commitment to providing a healthy meal environment. Teachers recognize that their body language and reaction to food can affect a decision to try a food by others. With this thought in mind, teachers will sit and eat with the children providing a positive appreciation and a willingness to try a variety of foods.

Teachers and volunteers will accept all body shapes and sizes and will refrain from commenting on size, shape, weight and height of the children.

Creative Play and Teaching Activities for Children

Integrating nutrition and healthy eating concepts into a variety of content areas such as language, mathematics, science and music reinforces positive eating habits.

Play materials used at the school will reflect an approach to St. James Co-operative Preschool's healthy foods policy.

Engaging, supporting and Educating Parents, Children and Teachers

St. James Co-operative Preschool Staff will collaborate with Public Health Services, local resources and provincial healthy eating initiatives (such as Eat Right Ontario) to provide consistent messages and resources.

St. James Co-operative Preschool will provide teachers with the appropriate educational and training opportunities to gain knowledge of provincial and local requirements and policies of healthy and safe food.

With the use of display materials, St. James Co-operative Preschool will encourage parents to be familiar with the provincial guidelines and the healthy eating policy of the school.

Programming for and with the children at St. James Co-operative Preschool will reflect and encourage their involvement in gaining a positive approach to healthy choices and eating.

Supervisor will maintain open communication with the local Public Health department to receive updates on food handling and storage practices.

Set Up for Snacks and Meals

Meals will be served to the children in a warm, support environment that encourages good eating habits.

All participating parties will wash hands before preparing or participating in snack or lunch.

- Staff and/or volunteers will ensure tables are arranged if necessary, cleaned and disinfected before food is served.
- All necessary eating utensils will be contained and in a designated space nearby.
- Tongs or serving utensils will be used to transfer food items from tray to each child's plate.

- Children will remain seated while eating.
- Tables used for meals will be washed and disinfected at the conclusion of the meal and realigned if necessary.
- Plates, utensils and serving dishes will be returned to the kitchen for washing.
- Leftovers will be returned to the kitchen, temporarily stored in refrigerator and disposed of at the end of the day by the supervisor.

For Lunch Meals

In keeping with the guidelines and regulations of the CCEYA under the Ministry of Education, St. James Co-op Preschool will provide a lunch time meal on designated days to the children attending both its same day morning and afternoon program, Kids Club.

This meal will be prepared off site by a licensed food establishment or a catering firm that has had an annual public health food inspection clear of faults. (green copy). A copy of this certificate will be kept on hand at the school.

Food will be received from the caterers and optimally served within 5 minutes of arrival. If that is not possible, it will be placed in a secure and safe location out of reach of the children for a short time before serving. Food requiring to be maintained at a certain temperature will be placed in appropriate environment – warming oven/refrigerator to retain maximum nutritive value and prevent contamination. All other food or non-perishable food is to be placed in sealed containers to preserve freshness.

Schedule 1

Food Group	Range of Serving Size Children under six years of age but more than one year old	Range of Serving Size Children six years of age and over
1. Milk and milk products	125 to 175 millilitres	175 to 250 millilitres
2. Meat and alternates	30 to 60 grams	60 to 90 grams
3. Bread and cereals	½ to 1 slice or 50 to 125 millilitres	1 slice or 125 to 175 millilitres
4. Fruits and vegetables	¼ to 1 whole fruit or 80 to 125 millilitres	1 whole fruit or 125 millilitres

Kindergrow

Children in the Kindergrow program will bring a bagged lunch from home that has foods from the different food groups and is peanut free.

30. INCLUSION and ACCESSIBILITY

St. James Co-op Preschool is committed to providing service and assistance that respects the dignity and independence of children with special needs and their families enrolled in our programs. We believe that all children can learn, grow and acquire new skills that enrich their self-esteem, development and full potential, in a safe, nurturing and stimulating environment.

Many children have special needs that require some level of supplementary support or consultation to allow them to participate among their peers in a preschool program. These children may be characterized as having physical, social, intellectual, cognitive, emotional or behavioral developmental delays. St. James utilizes the services of Community Living, a Hamilton partner organization to help facilitate effective inclusion of children with special needs into our programs. St. James Preschool staff will work with this partner and other identified professionals in a cooperative manner that best serves children with special needs and their families.

Parents may request a consult with a resource teacher to evaluate their child's developmental progression or a teacher identifying a developmental concern will approach a parent to discuss the situation and call a resource teacher in for an observation and evaluation of the child upon parental consent.

All teaching staff will be encouraged to gain further insight and practice in assisting children with special needs to have meaningful involvement in programming at the preschool by attending seminars through ASCY and community partners.

Considering legislation, general knowledge, recent research finding, and service practices of enabling children with special needs to be full partners in programming at the preschool, St. James Co-op Preschool will review and update their policies, procedures and practices to better service children with special needs and their families in a timely manner.

31. PRIVACY POLICY (including Information and Captured Image Policy)

St. James Co-operative Preschool is committed to protecting the privacy of personal information of its members and other stake holders. We value the trust of those we interconnect with and recognize that maintaining a sense of trust requires that we are transparent and accountable in how we treat personal information shared by our families.

Any family sharing information should expect that it will be carefully protected and that any use of this information is subject to consent.

Defining Personal Information

Personal Information is any information that can be used to distinguish, identify or contact a specific individual. This information can include an individual's opinions or beliefs as well as facts about, or related to, the individual.

Business contact information and other pertinent information such as names, addresses and telephone numbers publically (printed or electronically) available are excepted.

Privacy Practices

Personal information gathered by the preschool is kept in confidence. All staff and members sign confidentiality agreements attesting to their support for our privacy policy. Staff are authorized to access personal information based on a need to acquire necessary information for the reason(s) for which it was obtained. Information is not to be disclosed or shared more than is necessary to achieve the purpose for which it is gathered.

The preschool is an agent to share information with government agencies as deemed by legislation (i.e. immunization records forwarded to Public Health).

Members or staff may not lend or share personal information of any member for the purpose for solicitation, by themselves or a third party.

Information is stored safely and securely to prevent its loss or being destroyed inappropriately.

On an ongoing basis, any information with identifying markers of St. James families is shredded once its purpose has been satisfied. The exception being the yearly personal information file of each child is hold for 3 years as required under CCEYA. At that time, the child's and family's information is then shredded.

Under the Co-operatives Act, membership lists are maintained for a minimum of 10 years.

INFORMATION AND IMAGE PRIVACY

St. James Co-operative Preschool values the personal information and privacy of all its preschool members and shareholders. The preschool is committed to protecting this privacy to the degree indicated by families. Members and staff will handle personal information in a secure and sensitive manner to ensure it is only used for its intended purpose.

COLLECTION AND USE OF PERSONAL FAMILY INFORMATION

St. James Co-operative Preschool will collect all necessary required personal information to satisfy the Ministry of Education's CCEYA regulations, other licensing government agencies and funding partners.

POLICE VULNERABLE SECTOR CHECKS AND OFFENCE DECLARATIONS

The Ministry of Education requires that Police Vulnerable Sector Checks and Offence Declarations be stored at the school under locked conditions. This information is collected, viewed and stored by the supervisor of the preschool and later examined by the Representative from the Ministry of Education at the time of inspection.

PERSONAL PHOTOGRAPHY AT THE PRESCHOOL OR A PRESCHOOL EVENT

The preschool collects images of the child while at school for craft projects, to document learning discoveries and record events.

Photos may be taken for administrative purposes and for Ministry of Education regulations to be posted in classroom areas to help ensure the health and safety of a child who has a medical condition.

A child's image can be shared with their families through electronic media if authorized. It is also collected for the child's personal portfolio which the child takes home each year. It is only posted to the extent of the parameters (files, school, media, media release for preschool, for community publicity) as approved by individual families.

Photos of children are not to be posted to social media platforms without the parents' consent. Those that may be posted on the preschool's social media will show a learning process with non-identifying features of a child(ren).

Members must pledge to treat images (pictures or video) taken at preschool or related events with sensitivity recognizing that families have different opinions about having images of their children being shared broadly, for instance on social media websites. Furthermore, as much as possible parents will only share images of their own child or children. If other children are present in the photo, consent of other parents/guardians of these children in the image must be given before posting the photo.

32. SAFETY OF CLASSROOM ENVIRONMENTS

St. James Co-op Preschool strives to maintain a safe environment for play for all participants. Staff will do daily checks before classes start, record findings and communicate negative findings to appropriate delegates if unable to alleviate the situation themselves. Parents will alert staff to any unsafe areas. Those areas of concern that need long term planning or the intervention of outside professionals will be discussed and handled at the executive level. In situations that involve church facilities, the president will liaison with the church secretary for minor faults (lighting) and church wardens to more compelling issues to express concerns and help facilitate solutions. Together, all partners at the preschool will remain vigilante to help ensure this safe environment.

Attention will be paid to, but not limited to:

*Safety Plug or Covers must be on all outlets that do not have a wall plug that is non evasive . If an outlet is found to have a missing cover, replacements can be found in the office top drawer. Staff who are vacuuming or using an outlet must ensure that safety plugs are replaced immediately after finishing utilizing an outlet.

*All storage cabinets must be maintained in a neat and orderly fashion.

* Spills of any kind must be cleaned up from floors and surfaces promptly.

- *Toys must be put away on shelves or designated storage areas or bins before leaving the room.
- *Fire exits must be clear always.
- *Doorways must be clear of all toys and furniture etc. always.
- * Teachers' pointed scissors and sharp utensils must be kept out of children's reach always.
- *Toys must be kept in good repair. Any damaged toys must be repaired or discarded promptly.
- *All toxic materials (cleaning solutions) must be kept out of children's reach. Bulk storage of said chemicals must be stored in a locked cupboard or closet. If moved to smaller container, they must be properly labelled.
- *Chairs, tables, and other equipment must be checked regularly for signs of damage or disrepair.
- *All rooms must have adequate lighting.
- * Air filters, when operational, must be of the kind to remain surface cool when in use.
- *Children and staff must walk when transitioning from room to room.
- *Children must not be allowed to sit or climb on tables, chairs or non-climbing apparatuses. Children may sit on child size chairs or carpeted flooring.
- *Children are to wear vinyl smocks for messy crafts or when using the water play area.
- *Water play in the Creative Room is limited to the long sink. When in use, an adult must ensure the children are not spilling water on the floor. All spills are to be promptly wiped up. A rubber mat is to be kept in front of the sink always.
- * **No smoking of any source is permitted at the preschool or on field trips.**

33. SANITARY POLICY

St. James Co-operative Preschool strives to maintain the preschool environment in a presentable condition and adhere to sanitary practices that help to decrease the spread of germs.

It will adhere to the following good housekeeping practices in the general cleaning of the preschool and preschool equipment:

- *When the children exit a room, a staff/volunteer will sweep and vacuum rugs and wash down table surfaces and other high touch surfaces. Sand and other sensory materials will be swept up during gym time as needed.
- * Any spills or water should be cleaned up as they occur.
- *School floor surfaces shall be washed thoroughly each week.
- *All dress up clothes will be laundered every two weeks by a member of the laundry committee.

- *All toys that have been mouthed by the children will be placed in the "toys to be washed bag" located on the stair railing in the lower gym. They will be washed at week's end.
- *All surfaces touched by hands (knobs, railings, chairs etc.) will be disinfected daily.
- *All smocks will be washed at least once a week or oftener if needed. Dirty smocks and linens can be placed in laundry bin in kitchen beside the water cooler.
- *In the creative areas, table surfaces will be wiped down as used to remove any glue, paint markers or other substances.
- *Paint easel background paper will be replaced as needed or at least monthly.
- *Water Table Sink will be disinfected daily and water toys will be disinfected at the end of each day.
- *Toys will be put away or in appropriate bins.
- * After each monthly session, change over toys will be sent home with toy cleaning person for cleaning.
- *After each session, paints will be wiped and put away. Paint brushes are to be washed in the small sink in the creative room and left to dry in the rack beside the sink.
- *Kitchen is to be left clean and tidy each day. Dirty dishes are to be washed daily in the dish washer. All surfaces are to be wiped down and disinfected daily. Refrigerator is to be cleaned weekly.
- *Garbage is to be collected as needed and stored in the Garbage room until Garbage day.
- *Green recycling is to be collected in separate bags. One for plastics. One for paper. Food waste is to be collected in classroom and kitchen green bins and moved to the Large green bin located in the Garbage room frequently.
- *Washrooms are to be cleaned and disinfected daily.
- *Each room has its own soap and water solutions and disinfectant solution container and a supply of colored cloths. One cloth is for soap and water solution, another for the **Dr Thyme Disinfectant**. Surfaces are to be washed initially with soap and water solution then sprayed with **Dr Thyme Disinfectant**, left to sit for 5 minutes then wiped dry. Disposable cloths are to be used for kitchen surfaces and discarded weekly .
- *Staff will maintain cleanliness of the school daily. An outside cleaning service will provide additional support to maintain the cleanliness of the preschool. Service levels may be increased during a heavy cold and flu season.

34. SELF-REGULATION POLICY -includes prohibited practices

"encourage the children to interact and communicate in a positive way and support their ability to self-regulate"

At St. James Preschool, children are viewed as competent beings; capable of knowing their needs and with guidance and support, communicating them in a positive manner with others.

Our self-regulation philosophy for classroom management is an "expectation of proper decorum " to help guide interactions in a positive perspective. With a strong foundation of support from staff and parents modeling appropriate behaviour and a safe nurturing environment that recognizes children's developmental milestones, the preschool's **Code of Behaviour** adheres to staff, children and parents to

- be courteous with one another
- use acceptable language and tone
- conduct themselves in a manner that enables one to feel safe from all types of abuse
- respect equipment, the preschool and the personal property of all people

To help the promote the child's ability to self-regulate and gain a positive perspective when interacting with others, teaching staff, resource personal, volunteers and parents and the preschool program will help

- facilitate development of language
- provide sufficient space and equipment
- utilize positive classroom management techniques; planning, guidance and redirection
- establish classroom routines
- support opportunity for self-expression
- enable peer resolution, helping children negotiate their interactions with one another and with shared materials.
- by listening to a frustrated child and helping them learn skills to be more persistent
- utilize a variety of large and small group activities that facilitate positive interaction
- encourage children to listen to one another and helping them to provide comfort when others are sad or distressed
- engage children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group

Children will be encouraged to help maintain safety and order in the classroom by helping to establish routines and practices that are relevant to them. Teachers, volunteers and parents in the classroom can be supportive of the children's initiatives by facilitating positive interactions with role modeling and use of language. This encourages children to interact positively with others and use dialogue to gain conflict management skills.

Challenging Behaviours

Teachers will anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. However, in those incidents where an exhibited behaviour is trying, unacceptable or harmful to others, self or property; **observation, knowledge and**

communication are keys to helping parties resolve the issue, re-establish positive interactions, and help those involved to gain further strengths to grasp self-regulating skills. If resolution is momentarily unattainable, children may be redirected to other play areas when their activity is disruptive or to quieter areas when in need of more personal space.

Should there be repeated incidents involving the same situation on the part of a child, "time away" from the situation in a safe nearby area (but still in the classroom with teacher support) will be instituted. It will be used as the next step measure when a child's behaviour is jeopardizing the safety of others, himself or personal property. This is an opportunity to help a child gain their composure and, with quiet dialogue with the teacher, gain an understanding of their behaviour and its effect on playmates and the environment. Under this calm and gentle support by teachers, the child in question will return to group play when they feel they are ready to comply with the clearly outlined and expected behaviour.

When helping a child to re-examine his behaviour, a dialogue between parties needs to be:

- Related to the nature of the behaviour
- Appropriate to the developmental level of the child
- Used in a positive and consistent manner
- Designed to assist the child to realize the appropriate behaviour
- Implemented as soon as possible after the incident
- Involve parents if a child is having difficulty understanding the seriousness of a situation that threatens the well-being of the child or another party.

Removing a child from the room for a time out would be an extreme measure but would be initiated for the safety of the child and others. The child will remain under supervision of the teacher and would return to group activities when the child can regain self-control of his/her emotions and physical behaviour. The child's parents will be informed of the child's outburst and it will be dually noted in the daily report.

Should a child's behaviour become a concern with repeated incidents of rough play requiring intervention:

- The situation will be handled appropriately in the classroom to ensure the safety of all the children
- The incidents will be charted to gain a better understanding of the nature of the child's behaviour
- An open ongoing dialogue with parents will be initiated
- Teachers will gather information and discuss findings
- A plan of action will be implemented to help the child be successful in his play with others.

- Assistance from outside professionals, agencies and resources maybe also sought to offer insight.

In those situations, where there is an inability or unwillingness to exhibit our Code of Behaviour expectations, and self regulate one's ability, the teachers will:

- communicate and work with the child and parents through a progression of informal meetings to monitor the situation
- to formal meetings to create a plan of action and if beneficial solicit outside professional insight and assistance
- to a formal request for support and referral to an outside agency
- if negative threatening behaviours persist, possible removal from program.

***Please realize the safety of all children is our primary concern. The provision of our service is conditional on both you and your child's compliance with our Code of Behaviour and your treatment of the school and its staff. Behaviour that poses a safety hazard will not be accepted and could result in immediate withdrawal.**

Prohibited Practices

CCEYA regulates the behavior of individuals who provide care and interaction to ensure the safety and well being of all children in a preschool setting. St James Co-operative Preschool adheres to these principles and practices. As such, the preschool will **not** permit the following as acceptable methods of guiding behaviour:

- (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 to prevent the 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 to confine a 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
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

Contravention of Policies and Procedures

Everyone on the premises is expected to comply with St. James Co-operative Preschool's policies, procedures, children's individualized plans and the requirements of CCEYA. All complaints regarding prohibited practices made by anyone, including parents, children, and employee will be investigated and acted upon by the Supervisor and/or the Executive. Serious occurrence procedures will be followed when required.

Failure to comply with St. James Co-operative Preschool's self regulation policy and procedures and the use of prohibited practices could result in the following:

For Employees

A Minor Contravention of Policies and Procedures

1. A verbal warning, noted in personal files and a review of policies and discussion of acceptable practices.
2. A written warning, noted in personal files.
3. Dismissal

A Major Convention of Policies and Procedures (use of physical force)

1. Immediate relief of child care responsibilities on site.
- 2 Review of incident
3. Dismissal if warranted

Disciplinary measures normally follow a three-step process. An exception can be made for certain kinds of conduct whose seriousness justifies omitting one or more of the steps. When determining which disciplinary measure(s) will be taken, The Preschool Executive will take the following into account:

1. The seriousness of the offence.
2. The actual or potential risk or harm to the child
3. The past and recent performance of the staff
4. The frequency of occurrence
5. Previous disciplinary action taken

For all others, including parents and volunteers

1. A verbal warning and a review of policies and a discussion of acceptable practices. For volunteers and others if applicable, a report to their outside agency.
2. In the case of parents helping in the classroom, a move to non-duty participation with fee changes if deemed appropriate by The Preschool Executive.
3. Other action including, but not limited to the person being barred from the premises.

When action is necessary, all parties will be informed and action will be taken immediately by the Preschool Executive in the case of employees, parents, volunteers and others.

Monitoring Behaviours of Staff, Volunteers, and Others in the Classroom

The following monitoring will help ensure Prohibited Practices are not evident and preferred classroom management practices and the practices of Program Statement by staff are being implemented.

1. A comprehensive discussion with each employee will take place during the hiring process to ensure compatibility with the St. James Co-operative Preschool's Program Statement and the requirements of the Child Care and Early Years Act.
2. The Self- Regulating Policy, Procedures and Individual Support Plans will be reviewed with the supervisor by all employees, volunteers, students and others in the classroom prior to working with children for the first time and when necessary thereafter. Each review merits a dated sign off of understanding and to be kept in the individual's file.
3. At least yearly, a performance appraisal of teaching staff's, volunteers' and parents' classroom interactions for monitoring of prohibited practices and compliance with practices of the program statement will take place. This will be reviewed and signed by involved parties and placed on file.
4. All staff will receive a review of their current year at the preschool's year end for their personnel files.
5. The Executive will review annually all related self regulation policies and procedures to ensure their relevancy and their continued reflection of the CCEYA.

Other helpful practices:

- Employees will meet as a group along with the Supervisor for ongoing discussions to address concerns, strategies and actions needed to be implement the preschool's program self regulation policy and maintain a safe environment for all.
- Staff will be encouraged to continually upgrade their skills by seeking participation in outside training courses that help children gain self management skills and foster positive interaction between peers. Staff will keep a personal log of these courses.
- Notice of community speakers, support agency events and courses of interest to parents to refine their interaction skills with children will be posted at the preschool.

Review and Sign-Off

All staff, volunteers, students and support staff will review the prohibited practices and self regulation and related policies and procedures of the preschool:

- Prior to the commencement of duties,
- When necessary, any **updates** or changes to these policies and procedures

Each time, a dated sign off of their understanding of these policies and procedures is required.

Review Log

All paperwork associated with monitoring the behaviours of individuals at the preschool will be kept in child's file. This log will include factual statements only.

The binder may contain:

*The dates of review of prohibited practices evaluation and program statement practices and the people involved in the review. Duplicates of these reviews may be filed in other areas if necessary for the continuity of evaluation.

*Summaries of concerns regarding a child's behaviour, including meetings to discuss concerns, strategies agreed upon, discussions with child's parents.

*Date of observations of prohibited practices and program statement practices by the Supervisor or others where applicable.

*Date of complaints regarding behaviour management practices and a note indicating where the details regarding the incident and the action taken can be found (e.g. Teacher's file).

* Workshop, courses, in-service training, etc. participated in by employees, provided to parents, etc.

Record Retention

All records related to the review and sign-off from monitoring of prohibited practices and program statement practices will be kept on file at St. James Co-operative Preschool for 3 years.

35. SERIOUS OCCURRENCE POLICY

Definition – for the purposes of this definition, 'client' refers to child, volunteer, parent, and/or staff.

Serious Occurrence

The following 5 categories have been identified by the Ministry of Education as occurrences of a serious nature applicable to child care centres:

a. Any death of a child who has received child care at the preschool, whether it occurs on or off the premises.

CCLS Category: Death

b. Any abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at the preschool. Abuse, neglect or an mistreatment of a child as read within the meaning of the Child and Family Services Act by a staff member from the school or by any other person while the child is attending the preschool. *Also see Preschool's Child Abuse Policy*

CCLS Category: Alleged Abuse / Neglect

*An allegation of abuse and/or neglect of a child that occurred while the child is not attending the preschool is not a serious occurrence because it is unrelated to St. James Preschool, but this situation must still be reported to CAS

c. A life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre

CCLS Category: *Serious Injury*

Illness

Sub-Categories: *Caused by Service Provider*

Accidental

Self-Inflicted / unexplained

d. Any incident where a child goes missing or is temporarily unsupervised.

CCLS Category: *Missing or Unsupervised Child(ren)*

Sub-Categories: *Whereabouts Known*

Whereabouts Unknown

*Only use “Whereabouts Unknown” if child is still missing when serious occurrence is being reported. If the child’s whereabouts were unknown for a period of time but they have since been found, use “Whereabouts Known”

(e) An unplanned disruption of the normal operations of the preschool that poses a risk to the health, safety or well-being of children receiving child care at the preschool.

CCLS Category: *Disaster on Premises*

Sub-Categories: * *Fire*

* *Detection of Carbon Monoxide*

* *Flood*

* *Outbreak*

* *Lockdown*

* *Other Emergency Relocation or Temporary Closure*

* *Gas Leak*

All serious occurrences are reported online using the Child Care Licensing System (CCLS).

The Serious Occurrence Reporting Tool is used following an incident that falls within the CCEYA definitions of a serious occurrence, the event is of a serious nature involving emergency services (i.e., Police, fire and/or ambulance) in response to a significant incident involving a client or the preschool premises and/or the incident is considered by the service provider to be of a serious nature.

In the event of a Serious Occurrence, the following steps will be taken:

1. Immediate attention to the situation is to be provided. Provide First Aid, call 911 for emergency responders.
2. Staff will report the occurrence to the Supervisor or the person in charge immediately.

3. This person is responsible for conducting a preliminary inquiry which includes:
 - a. Contact the parents involved.
 - b. Ensure all persons having knowledge of the occurrence remain at the site until excused.
 - c. Notify the President of the Board.
 - d. Contact the Program Advisor assigned by the Ministry of Education within 24 hours of becoming aware of the serious occurrence. **1-877-510-5333**. If the serious occurrence is not reported within 24 hours, the operator must provide a rationale for the delay in reporting.
 - e. The Supervisor and President of the Board have authorized access to CCLS and are responsible for reporting the serious occurrence by using the Ministry of Education Early Years portal. Log in to the Child Care Licensing System with the *One-key ID, password and PIN number*. The Supervisor writes and signs the preliminary report sending a copy to the Program Advisor assigned by the Ministry of Education. www.earlyyears.edu.gov.on.ca

Steps in Reporting a Serious Occurrence:

1. Generate File a Serious Occurrence Report using the Child Care Licensing System.
 2. Complete the Serious Occurrence Notification form in CCLS.
 3. Print and post the Serious Occurrence Notification form in a conspicuous place highly visible to parents for at least 10 days from the date of the final update.
- NOTE:** A copy of the Serious Occurrence Notification form is to be saved as an MS Word document to ease compiling any updates should they be required later.
4. If necessary, update the Serious Occurrence Report online (i.e., when new information is available, or Program Advisor requests an update). Post updated Notification form. Continue to post updates until 10 days after incident finally resolved.
 5. Keep up to date yearly log of serious occurrences and actions taken and outcomes of incidents.
 6. Retain Serious Occurrence Notification form on file for at least three years.

SERIOUS OCCURRENCE ANNUAL SUMMARY AND ANALYSIS

The August 2009 MCSS/MCYS policy Serious Occurrence Reporting Procedures for Service Providers aids with following the reporting requirements for Serious Occurrences. This document is available online.

Operators are required to maintain and complete the annual summary report and retain it on file. This report is intended to summarize the operator's serious occurrences over the year and identify issues, trends and actions taken. In addition to ongoing reviews and follow-up to serious occurrences, licensing

staff will review the annual reports during licensing inspections. **Reports will then be kept in Serious Occurrence Binder under yearly reviews.**

As per the CCEYA, if any responsibility, for a serious occurrence, lies with a member of the school or a staff member, the Board of Executives will suspend the individual from duty pending further inquiry by the authorities.

Serious Occurrence Reporting and Responsibilities Chart

Summary of Immediate Actions	<ul style="list-style-type: none"> • Health and safety of client(s) addressed. • Ensure notification of coroner for any death, police/CAS as applicable and family/others as appropriate. • Serious occurrence inquiry conducted. • The President or the Vice President will be informed by the end of the session.
Within 24 Hours	<p>Notify Program Advisor by completing a Serious Occurrence report via the Child-Care Licensing System (CCLS).</p> <p>If licensees cannot access CCLS they must notify their program advisor via email or telephone within 24 hours and complete a Serious Occurrence report in CCLS as soon as possible.</p>
For 10 days + additional 10 days for updates	<p>A summary of the report and any action taken as a result of the incident is posted on the parent information board in the school hallway for at least 10 days.</p>
Annually	<p>Maintain and complete an Annual Summary report to identify issues, trends and actions taken and retain report on file at preschool.</p> <p>Annual Summary reports will be reviewed annually during licensing inspection. Ongoing Monitoring of serious occurrence related issues/trends by the preschool and Ministry contacts, conducting follow-up actions in a timely manner.</p>
On file for 3 years	<p>Serious occurrence reports and summary reports</p>

36. STAFF TRAINING AND DEVELOPMENT POLICY

St. James Co-operative Preschool values the pursuit of learning and the value of supporting the individual to be a lifelong learner. St. James Co-operative Preschool staff have varying degrees of

professional experience, knowledge and skill in Early Childhood Education. By supporting staff to pursue learning opportunities, such as, upgrading skills, acquiring new knowledge and gaining insight to new approaches to working with children, the preschool is creating an enriched learning framework in the classrooms for preschoolers, their families and the teachers.

At the basic level, all teachers will have a

- child care background, preferably in the childcare field with an Ontario Early Childhood Education Diploma or a Director approved educational background.
- And be a member of the College of Early Childhood Educators

For all staff counted in ratio

- a valid Standard First Aid certificate including Infant/Child CPR dated within 3 years recognized by the Workplace Safety and Insurance Board unless personal health demonstrates otherwise. The later incident must be Director of Education approved.
- all medical records and letters required under CCEYA

To further support staff in ongoing training and development the St. James Co-operative Preschool may:

*pay ECE staffs' College of Early Childhood Educators' memberships as a means of supporting staff in reflecting, planning and documenting their Continuous Professional Learning (CPL) development.

*support staff for attendance at Professional Development Days (PD days)(2 times yearly -fall and spring).

*cover the cost of all mandate education as deemed necessary by government legislation: i.e., the Ministry of Education standard first aid, Public Health's Food Handlers Certificate, etc and the hours attended by staff

*allot staff time monthly for a team meeting to explore, reflect and discuss pedagogy and daily practice.

*set aside a yearly stipend to staff to attend courses of interest to them in the field of education or relevant to their duties at the preschool

*help support classroom aides' pursuit of upgrading qualifications through government programs

*provide orientation to new staff and foster mentoring between new staff and experienced staff to gain an understanding in working with families in a co-operative preschool.

37. SUPERVISION OF VOLUNTEERS POLICY

Volunteers are an integral part in the operations of St. James Co-op Preschool. They help provide support to help ensure the safety and well being of our preschoolers and contribute to a warm nurturing environment to help instil positive learning experiences. Volunteers are expected to follow the policy and ministry directives implemented by St. James Preschool. The continued failure to follow these directives will result in a Board of Executive review of the situation and possible loss of duty spot for volunteer's preschooler.

Currently at St. James Preschool, Parents and/or volunteers are utilized above the child-teacher ratio the preschool must maintain to meet CCEYA standards.

They will have

* **Completed** a Vulnerable Sector Check with their local police department. Once results are received by the volunteer, this will be reviewed in confidentiality with the preschool supervisor. Volunteer and supervisor will sign and date acknowledgement of this review and the police check will be photocopied and kept on file. The original will be returned to the volunteer. A yearly Declaration of Offence Record Keeping will be updated and kept on file at St. James Preschool until the volunteer is no longer involved in St. James Co-op Preschool - 5years maximum. Before the end of fifth year, a new Vulnerable Sector Report needs to be obtained from the volunteer's local police department. Yearly Offence Report to be signed within 15 days after the anniversary date of the original Vulnerable Sector report lapsing. The preschool may choose to do a collective sign off on Offence Declarations at the beginning of the school year.

***Read** and understood the following policies and procedures in consultation with preschool supervisor before starting their volunteer post:

- Anaphylactic Policy
- Sanitary Practices Policy
- Serious Occurrence Policy
- Medication Policy
- Supervision of Volunteers and Students Policy
- Program Statement Implementation Policy
- Staff Training and Development Policy
- Criminal Reference Check /Vulnerable Sector Check Policy
- Fire Safety/Evacuation Procedures

and the following plans, conditions and overviews

- Medical Condition Overview
- Individualized Anaphylactic Plans
- Individualized Medical Conditions
- Individualized Support Plan

This overview of policies, procedures and individualized plans is to be signed and dated yearly or when updates to these after policies, procedures, overviews and/or plans are needed.

These signed and dated reviews will be kept on file at St. James Preschool for 3 years.

***Viewed** an EpiPen demonstrate yearly.

Supervision is monitored daily by the classroom teacher and formally reviewed at least once a year by the head teacher of the designated program. This formal review is to be reviewed, signed and dated upon placement by volunteers and supervising teacher.

Volunteers will not have unsupervised access to children in care except in the case of caring for their own child.

VOLUNTEERS

- * will help supervise the children under the direction of the teacher in charge.
- * are asked to regard each child as an individual and help supervise all children under their care.
- * if unable to redirect a child with challenging behaviour to another area of play to ensure safety are asked to enlist the aid of the supervising teacher.
- *asked to help the children follow through with hand washing after messy play, eating, toileting and hand caught coughs and sneezes.

When supervising children in the classroom environments, our focus is to provide a safe, healthy and nurturing learning environment that enhances child initiated, teacher supported learning. Volunteers and teachers are partners, working together as a team to bring about this positive learning experience for children and their families.

STUDENT VOLUNTEERS/RESOURCE PERSONNEL

- *must follow all regulations and requirements of parent volunteers.
- * will not be counted in staff ratios.
- * will not have unsupervised access to the children in care. They are not involved in providing for the toileting needs of the children. Resource Personnel may assist their special needs child with bathroom routines with the written consent of the child's parents.

An VSC is not required of volunteers under the age of 18 interacting with children at the preschool. A report must be submitted within one month after the person turns 18, with a statement that discloses every finding of guilt of the person under the Youth Justice Act (Canada), if the person received an adult sentence.

After a person turns 19 and is interacting with children at the preschool, the individual is required to obtain a VSC within a one month period.

Should at any time a Vulnerable Sector Check not be on file due to turnaround time restraints or is not current within five years, the above-mentioned parties: Volunteers, resource personnel and parents aiding in the classroom will not be left unsupervised to provide care for children in the classroom until a new Vulnerable Sector Check has been received and reviewed by the supervisor of the preschool.

PARENTS

Parents visiting the classroom or attending field trips are above teacher-child ratios the preschool must maintain for CCEYA standards.

All parents are welcome to observe their child in their classroom once a Vulnerable Sector Reference Check from their local police department has been filed with the preschool .

38. VULNERABLE SECTOR REFERENCE CHECK: (Police Check)

Both the safety of the children while under care at St. James Co-operative Preschool and the integrity of internal monetary operations are of vital importance to the foundation of the preschool. Screening measures will be initiated to ensure a safe environment is in place with respect to staff, resource personnel, parents and students working with the children and those providing monetary organizational skills in the operation of the preschool to the best of the resources available to the operator. Ensuring the safety of the children while under care at St. James Co-operative Preschool operations is of vital importance to the foundation of the preschool. Screening measures will be initiated to ensure a safe environment is in place with respect to staff, resource personnel, parents and students working with the children to the best of the resources available to the operator. The Ministry of Education views these reference checks as a precautionary measure designated to ascertain whether employees, resource personnel or volunteers providing direct service to the children may have a criminal history which could potentially make them unsuitable candidates for certain positions of trust.

Initial Reference Check: Police Vulnerable Sector Check

All staff (teachers, aides and volunteers), resource personnel from an outside agency (working directly with a child), those holding executive positions at the preschool, students (over 18 years) and parents in the classroom are to have obtained a Police Vulnerable Sector Report (PVSC) before the person begins their employment or volunteer duties interacting with the children or of the organization of the preschool.

The original Police Vulnerable Sector Check must have been prepared

*by their local police agency

*Prepared no earlier than 6 months before the day it is submitted to the preschool.

In the case of a non-paid personnel or student: a copy of an original Police Vulnerable Sector Check may be submitted until five years have not passed since the day that the PVSC was issued by the police force. An offence declaration that addresses the period since the date of the PVSC must be signed by the volunteer or student. If a new PVSC is necessary, a receipt must be submitted to ensure the process has commenced.

EXCEPTIONS

Any non-paid person who has commenced starting a Police Vulnerable Sector Check but reporting a delay in receiving the report may start duties in the preschool but at no time may be left alone in the role of supervising a child. Toileting needs of the child will be handled by qualifying staff.

This PVSC for duty personnel must be received by the supervisor within 45 days of starting duties. If not on file after 45 days, duty personnel must switch duties with qualified duty personnel or pay for replacement duty personnel to ensure ratios are maintained. This will remain in effect until their report is received and reviewed by the supervisor.

In the case that staff's PVSC should lapse before a new one has been received, said personnel cannot supervise children alone. Qualified staff will oversee supervision of this staff during their time in the classroom. A copy of the receipt for the forthcoming VSC will be kept on file until the new one is submitted to the supervisor.

An PVSC is not required of those individuals under the age of 18 interacting with children at the preschool. A report must be submitted within one month after the person turns 18, with a statement that discloses every finding of guilt of the person under the Youth Justice Act (Canada), if the person received an adult sentence.

After a person turns 19 and is interacting with children at the preschool, the individual is required to obtain a PVSC within a one month period.

Generally

The PVSC must be renewed within every 5 years of date of issue to staff, resource personnel, duty parents, volunteers and students.

An Offence Declaration must be signed within 15 days the yearly anniversary date of the PVSC on file, outlining the absent or submission of criminal activity by staff, duty parents, volunteers and students. Host agencies for resource personnel will hold Offence Declarations for their own staff.

Any person from whom a PVSC has been required by the preschool is required to provide the preschool with an update of their Offence Declaration as soon as reasonably possible, of any convictions of offences under the Criminal Code of Canada.

If there is a break in relationship with St. James Co-operative Preschool for a period of greater than 6 months, a new PVSC is required to be obtained before the relationship resumes with the preschool.

If the break is less than 6 months in duration, the individual may sign an Offence Declaration for the absence period away from the preschool before the resuming duties with the preschool.

REVIEWING OF VULNERABLE SECTOR REPORTS

Due to the sensitive nature of Police Vulnerable Sector Checks or Offence Declarations, all PVSCs or Offence Declarations are to be only reviewed by the supervisor of the preschool.

Ideally, PVSCs are to be submitted directly to the supervisor. Alternately, for parents, PVSCs may be placed in the locked box in the upper foyer in a marked envelope to the attention of the supervisor.

A negative report, no offences, will allow the said person to work directly with children in the preschool program under the guidance of the classroom teacher.

In the case of a positive Police Vulnerable Sector Check, offences recorded, the following procedures will need to be followed:

A positive report (with offences) will initiate the following procedures:

The applicant has the option to take the result to the designated preschool representative (supervisor) who will present it anonymously to the executive board for review.

1. The executive board will then decide whether the information is relevant to the preschool setting and make a ruling.
2. The applicant may be called for an interview to determine whether the information is pertinent to the provision of direct service to the preschool (i.e., the safety of the children). A negative ruling does not mean, the applicant cannot enroll his/her child in the preschool only that they may not be allowed to volunteer or be alone with the children.
3. If the nature of the information is of an extreme nature, the applicant may be asked to refrain from attending the preschool. If they wish their child to continue at the preschool, other means may be sought to help facilitate this.
4. **All information received will be held in the strictest of confidence.** The applicant's identity will continued be masked when seeking further consultation outside the preschool if further direction is required to help ensure privacy and an unbiased opinion for the applicant.

STORING OF Police Vulnerable Sector Checks

A copy of each Police Vulnerable Sector Check and Offence Declarations will be stored in a locked cabinet at the preschool. The copy will be initialed as certified and dated by the supervisor.

Executive of St. James Co-operative Preschool, in pursuit of safety of its charges and duties, reserves the right to supersede the above policy and request a Police Vulnerable Sector Check at any time.

39. WAITLIST POLICY

St James recognizes the importance of clear, accessible procedures to help parents navigate the registration process in a timely and transparent manner when a waitlist comes into effect for the limited placements available.

St James Coop Preschool does not charge wait list fees.

Registrations are received and processed in an orderly manner by the Membership Coordinator(Supervisor).

Once requests for enrollment surpass placements available, names will be kept on file in order of notification to the Membership Coordinator. **To be included on the waitlist, all requests for enrollment must be submitted by email info@stjamescoop.com or sjcpmembership@gmail.com to the attention of the Membership Coordinator.** The Membership Coordinator will respond to verify your position on the waitlist and confirm details of the class requested. A waitlist for each preschool program will be maintained by the Membership Coordinator in order of receipt of the request.

Once a spot becomes available, the Membership Coordinator will contact the next family on the appropriate class waitlist. The family will have 48 hours to respond to accept or decline the spot available. If they wish, a family who declines the next available spot may remain in their placing on the waitlist until a more suitable spot becomes available.

Families are welcome to continue to touch base with the preschool to check on their waitlist position by contacting the Membership Coordinator through the preschool email, website or directly to the preschool by phone. The Membership Coordinator will respond to your request.

40. TREATING OTHERS AND THE PRESCHOOL WITH RESPECT AND DIGNITY POLICY

St James Cooperative is committed to fostering a culture of mutual respect at the preschool. This is successful when everyone is committed to this goal.

This behaviour between individuals and towards the preschool is expected at the preschool. Respect is a feeling of admiration and esteem for others, and dignity is the belief that all humans have inherent worth and deserve basic rights and equitable treatment. When these two concepts are applied together at the preschool, they collaborate relationships with others and foster positivity at the preschool. Being part of the preschool, is an opportunity for adults to model this behaviour in all interaction with and towards others and the preschool. These positive interactions support children to learn appropriate behaviour for life's interactions.

How to treat others with respect and dignity.

1. Acknowledge each person's basic dignity.
2. Have empathy for every person's life situation.
3. Listen to and encourage each other's opinions and input.
4. Validate other people's contributions.
5. Avoid gossip, teasing and other non respectful behaviors.
6. Emulate the actions of someone you consider respectful.
7. Obey the policies and procedures of the preschool.

When feelings or the situation escalate, it is expected the situation to be handled in a respectful manner. Additional support to these means are available from the classroom teacher, preschool supervisor and/or the preschool executive.

Continued failure to adhere to these principles or the Executive's frustration in helping an individual display appropriate behaviour at the preschool or towards the preschool can lead to a parent being asked to withdraw their family from the preschool (membership evoked), a employee being fired or an executive member removed from the board.

41. SAFE ARRIVAL AND DISMISSAL POLICY

This policy and the following procedures 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. It also includes what steps are to be taken when a child does not arrive at the childcare centre 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 (page 3) 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 (page 4).

Policy General

- St. James Co-operative Nursery School of Dundas will ensure that any child receiving childcare at the childcare centre is only released to the child's parent/guardian or the child may be released to an individual that the parent/guardian has provided written authorization for to the childcare centre. The individual must provide photo ID at time of pick up.
- The centre will not release any children from care without a parent/guardian or authorized individual present.
- When a child does not arrive to the childcare centre or is not picked up as expected (without any parent/guardian communication), staff must follow the safe arrival and dismissal procedures set out below.

Please note: The Preschool has a window of arrival or 30 minutes from class start time and a set dismissal time for individual classes.

Additional Policy Statements

Procedures Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room will: a. Greet the parent/guardian and child.

b. 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., if someone other than the parent/guardian is picking up). When the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff will check to confirm that the individual is listed on the Emergency Info Chart attached to the attendance clipboard. If the individual is not listed, staff will ask the parent/guardian to provide

authorization for pick-up by sending a message to the classroom message system, in an email or written note.

- c. Staff will document the change in pick-up procedure in the daily written record.
- d. Staff will sign the child in on the classroom attendance record.

When a child has not arrived in care as expected

1. **When a child does not arrive at the childcare centre** within the arrival window and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, send a message through the class messaging app, or advised classroom staff previously of a scheduled absence or of an arrival schedule change), the staff in the classroom:

a. Will contact Parent 1 using the class messaging system. If unanswered, contact Parent 1 by phone, then Parent 2 by phone, if necessary, and then contacting the Emergency Contact Person(s) and designated pick-up individuals, to determine the whereabouts of the family and if the child will be attending preschool that day. As well as, requesting that the contacted party use their resources to reach out to the family. If the classroom teacher is unable to make contact to determine the status of the child or verify relevant information, and the parent has not contacted the preschool, the supervisor will be informed of the situation.

The supervisor will retry all contacts. If no response, the supervisor will use known resources to make further contacts before contacting appropriate authorities for direction.

b. A note will be placed in the child's file about the situation.

Parents will be reminded of the need to inform the preschool of a child's absence or change of arrival for the safety of the child.

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 the child may be released to an individual that the parent/guardian has provided written authorization for to the childcare centre. The individual must provide photo ID at time of pick up.

When the staff does not know the individual picking up the child, they will:

a. Confirm with another staff member that the individual picking up is the child's parent/guardian or authorized individual.

b. When the above is not possible, ask the parent/guardian or authorized individual for photo identification and confirm the individual's information against the parent/guardian or authorized individual's name on the file or written authorization.

When a child has not been picked up as expected at the child's class designated dismissal time

1. When a parent/guardian has not arrived at dismissal time for the child's class and has not communicated an emergency plan of action for pick-up, Parent 1 will be contacted on the class messaging system. If there is no response within 5 minutes, Parent 1 will be contacted by phone, then Parent 2 by phone, if necessary, and then the Emergency Contact Person(s) and the designated pick-up individuals.

If the classroom teacher is unable to make contact to determine the time of pick-up, the supervisor will be informed of the situation.

The supervisor will retry all contacted listed on the Emergency Information Chart. During this wait time, a staff member will remain with the child in an engaging activity, and in some cases, provide a snack while they wait for the arrival of the parent/guardian or authorized pick-up individual.

When the supervisor is unable to reach the parent/guardian, or any other authorized individual listed on the child's file (e.g., emergency contacts) by 4pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) at 905- 522- 1121.

Staff will follow the CAS's direction with respect to next steps.

A report will be placed in the child's file.

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 and a policy respecting the safe arrival and dismissal of children that,

(a) provides that the 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/guardian to release the child from the program at the 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.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the childcare program 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 childcare centre and home child agency.

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

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