



**KING CITY CO-OP
NURSERY
SCHOOL**

**Parent Handbook
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1 Introduction

1.1 Welcome

Welcome to King City Co-Operative Nursery School!

King City Co-Op Nursery School (KCNS) is a co-operative/not-for-profit nursery school located in King City and was established in 1964, by a group of concerned parents who recognized the need for a special place for their children to learn and play with other children.

We are happy that you and your family will be a part of our school! Our co-operative nursery school takes a great deal of planning and dedication by its staff, Executive board members and parents. It is hard work that creates an enriched, joyful learning environment for our children.

We are committed to providing a safe and stimulating environment where each child can strive socially, physically, emotionally and intellectually. The KCNS program is designed to meet the needs of each child in an atmosphere which fosters cooperation, responsibility and order.

First, and most importantly, our school is run as a co-operative school – one where families and teachers work together to provide a safe and enjoyable environment for the children. We stress the word “co-operative” as it is vital for the successful operation of the school. For our school to function properly and equitably please read this handbook thoroughly to understand your responsibilities, which include:

- Attending and participating in fundraisers
- Attending all general meetings
- Volunteering for a committee or Executive Board position and
- Taking part in school activities such as Year-end clean up and maintenance, social events and volunteering for snack and field trips

We encourage you to contribute your ideas and talents to the school program.

Those parents committed will sign the co-operative contract. The children are not the only ones who benefit from the high degree of your involvement. Hopefully you will get the opportunity to meet and work with other families in our community, make new friends, and participate in your child's first school experience.

We look forward to working together with you this year to provide a stimulating and joyful environment for our children.

1.2 What is a Co-Operative Nursery School?

Co-operative nursery school presents a unique opportunity for a mutual learning experience- teacher, parents and child, learn together. The school is governed and run by the parents of the children attending the school.

What is a good nursery school experience? Nursery school is not intended to push a child ahead in his school experience but rather:

- To give him/her social experience with others his age.
- To help him/her relate to and trust adults outside his own family
- To allow motor skills developmentally appropriate to his/her stage of physical & emotional development.

Why a Co-Operative School?

The child takes his/her first steps into a larger group assured by his parents' interest and support. He sees the teacher, his parents and other parents working together harmoniously. He has a good preschool program enriched by the personal skills and material resources of all the families at the school. A situation is provided involving child/teacher, child/peer, and child/parent relationship in a meaningful way.

A co-operative nursery school encourages the full development of the two-to-four year old child. It provides a structured environment where the parent actively participates in fulfilling the physical, social, emotional, and cognitive needs of the pre-kindergarten child.

It is only through a clear understanding of the parent cooperatives that together we will be able to provide a rich learning environment for our children.

1.3 KCNS Philosophy

At KCNS we believe in a play-based philosophy. Children are full of natural curiosity and they explore this curiosity through play and when children are playing, it is the perfect time to learn.

Play teaches children how to problem solve, how to make friends, how to express themselves, how to enjoy the world around them, and how to recognize letters, colours, shapes and numbers. All of these skills form the foundation of a love of learning and it is our goal at KCNS to promote this love of learning in a safe, warm and loving environment.

While the children are playing, the teacher actively provides guidance for a child if he/she needs help or asks them questions in order to challenge the child in their play and enhance his or her learning. It is up to the teacher to provide the tools and set the environment in which they play that is rich in materials and potential experiences where the child can continue to explore, investigate and ask questions. Play activities take up a major part of a child's waking hours and so we build on this element to promote whole-child development. Although the children may seem to be "merely" playing, they are, in fact, learning many of the skills needed to help them grow towards kindergarten readiness. These include: hand-eye coordination, awareness of shapes, creativity, patience, perseverance, balance, symmetry, listening skills, imagination, sharing and cooperation, and most importantly, developing their self-confidence, and self-awareness. So, whether it is through role play in the dramatic centre, or playing with blocks or mixing paint colours, a child will naturally develop fundamental cognitive and motor skills at his or her own pace, all the while feeling comfortable in his/her surroundings by having control of choosing what they want to play with and as a result, being much more motivated to learn while being relaxed and having fun.

Group participation and cooperative play is an important part of our program as it encourages self-confidence and helps children develop mutual respect and a sense of sharing and caring.

Our goal is to promote physical, social, emotional and cognitive growth by offering a wide range of stimulating activities in a nurturing, family friendly environment. We strive to foster a positive attitude towards learning and life.

1.4 Program Development

KCNS Supervisors and Teachers are qualified Registered Early Childhood Educators (RECE) or has equivalent experience. Staff members are committed to on-going professional development and take part in varied professional activities including courses, workshops, networking meetings and visiting other childcare centres.

1.5 Centre Management

KCNS is a community-based, co-operative/not-for-profit school run by an elected volunteer Board of Directors. The Board of Directors consists of parent-volunteers and meets once each month during the school year. The Board of Directors may delegate the day to day management of the school to an appointed manager/Supervisor. The Supervisor may be asked to attend these meetings from time to time. This process allows the Board members and the Supervisor to monitor whether the objectives of the program are being achieved, resolve any matters of concern and make changes to the program, where appropriate. All families are encouraged and welcome to participate in Board meetings.

Board members serve one-year terms. Parents and community members are eligible to stand for positions on the Board. Only parents in good standing with the nursery school will be active on the Board. Board members are elected at an Annual General Meeting. Current Board members and parents MUST attend. (Childcare Staff may be requested to attend by the Current Board members).

- Family Etiquette

Parents/guardians and caregivers are vital to the successful operation of the school. We ask that you read all materials given and share important information with those who are involved with your children and their daily routines at school (i.e. nannies, grandparents). Parents/guardians are requested to:

- Return any forms by the date requested
- Treat the staff with respect
- Discuss any concerns privately with the Supervisor or staff, or if necessary, the Board of Directors
- Make appointments at a mutually convenient time for themselves and the School
- Actively participate on the Board of Directors or as a Committee member
- Sign a contract acknowledging they understand their responsibilities to the School staff

1.6 Parent/Guardian Involvement

KCNS is committed to effective communication with families. To this end, we encourage parents to:

- Actively communicate with the staff, at any time, about their child to build a positive relationship
- Take a few minutes at the beginning of the day to let the staff know about any event that could affect their child's day
- Bring in supplies (e.g., yarn, gift wrap rolls) for creative activities
- Share their talents or interests with the school
- Participate in field trips
- Read the weekly Program Plan posted on the Parent board. It explains the weekly program activities.

1.7 Volunteer and Students

KCNS is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of KCNS highest priorities.

1.8 Purpose

Effective September 6, 2011, all day nursery and private home day care agency operators will be required to develop and implement a policy for the supervision of volunteer and placement students in child care programs.

Reg.262 under the Child Care and Early Years Act (CCEYA) provides that every owner/operator shall ensure every child who is in attendance in a day nursery or in a private home day care location is supervised by an adult at all times.

KCNS has developed the following policy and programs in order to comply with the direction of the Ministry and Regulation 262.

This policy sets the framework and the program which applies to all agency volunteers and placement students who have been approved or accepted by KCNS.

1.9 Policy

KCNS may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers and placement students must be under the direction and supervision of KCNS staff.

No child or children will be supervised by a person who is less than 18 years of age.

No child or children will be supervised by someone who is not an employee of KCNS.

Only KCNS employees will have direct unsupervised access to children.

OR

Co-operative Nursery Schools where Ministry Director Approval has been given; the policy will allow for two (2) participating parents to take the place of an unqualified staff for the purposes of staff ratios.

No child will be supervised by someone who is not an agency approved participating parent of KCNS.

1.10 Procedures

All staff are required to review the organization's policies, procedures and practices regarding the supervision of volunteers, participating parents, and students at KCNS.

All staff will review their roles and responsibilities when directly supervising and working with volunteers, participating parents and/or placement students in their classrooms annually.

The Executive Director/Manager of the child care is responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained, and supervised.

Volunteers, participating parents, and students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required.

All volunteers, participating parents, and placement students must agree to follow all KCNS policies and procedures.

All volunteers, participating parents, and placement students must agree to follow the directions and guidelines provided by KCNS staff and management.

In the case of a disagreement over the direction provided by a staff member the volunteer participant parent or placement student may address this issue in writing with the Assistant Director or Executive Director/Manager.

1.11 Criminal Reference Checks

All volunteers including participating parents having direct contact with children in the child care must have a satisfactory criminal check.

Students Placements – Students, prior to their placement in the child care must verify they have satisfactory criminal reference check.

1.12 Mandatory Orientation & Training

Prior to working with children in the classroom at KCNS, all volunteers, participating parents, and placements students will have a detailed orientation which will include:

- Coverage of the King City Nursery School philosophy
- Child Care and Early Years Act requirements
- Information regarding roles and responsibilities within the organization
- Review of Code of Ethical Behavior (College of ECE Code of Ethics and Standards of Practice)

All volunteers, participating parents, and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.

All volunteers, participating parents, and placement students will have ongoing training through impromptu daily meetings and scheduled monthly staff meetings.

All volunteers, participating parents, and placement students are required to read all applicable memos and organizational updates.

Volunteers, participating parents, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:

- The Behavior Management Policy
- Occupational Health and Safety
- Emergency policies and procedures
- Anaphylaxis Policy and Procedures
- Workplace Violence and Harassment Policies
- Serious Occurrences Policy
- Client/Parent Policies
- Confidentiality Policies
- Volunteer or Placement Student Job description
- Code of Conduct.

All accidents, injuries and hazards must be reported immediately to any staff member supervisor, or Executive Director. Incidents include violence, theft, threatening behavior, abuse, or any (potentially) unsafe situation.

1.13 Record Retention

All records documenting that the volunteer, participating parent and/or placement student has reviewed and signed off on all applicable policies and procedures will be kept on file at the centre for two years.

Confidentiality – All volunteers, participating parents and placement students must sign a confidentiality agreement.

All volunteers, participating parents, and placement students are responsible for maintaining the confidentiality of all proprietary or privileged information to which they are exposed while at KCNS, involving staff, clients, or other volunteers and students.

1.14 Discipline

All volunteers, participating parents, and placement students who fail to adhere to KCNS policies and procedures may face disciplinary action, up to and including dismissal.

King City Nursery School believes in fairness and openness and where volunteers, participating parents, and placement students can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, the organization follows the same steps as its staff practices:

- Performance Review
- Verbal Warning
- Written Warning
- Suspension
- Dismissal

1.15 Behaviour Management

Expectations placed on a child are of an individual nature and appropriate for the child's stage of development. Children develop confidence, curiosity and self-discipline through positive speech, direction and encouragement. Co-operative play is encouraged and the child's development is aided by exposure to a variety of individual and group experiences.

When speaking with children

- Suggestions and directions should be in a positive form.
- A choice is given only when the teacher intends to leave the choice up to the child.
- The tone of voice is one to instill confidence in the child.
- Shaming behaviour of "labeling" is not used.
- Comparisons between children are avoided.
- A child is directed towards areas of interest and never forced to participate in an activity.

The staff shall:

- Encourage the children to be creative in art and play and avoid making models for them to copy.
- Give a minimum of help so that the child has the maximum opportunity to grow in independence and self-confidence.
- Make suggestions effective by reinforcing when necessary.
- Clearly define limits when they are necessary and be consistent.
- Be alert to the total situation in the room and supervise appropriately.
- Make play situations safe, and encourage the child to be aware of safe and unsafe situations.

KCNS believes that the behaviour management strategies selected must always respect children's rights and enhance their self-esteem. All of our interventions are guided by the following principles:

- Respect for each other – children and adults
- The need to maintain an atmosphere of trust and acceptance
- Prevention through appropriate programming, and
- Age appropriate expectations

1.16 Prohibitive Practices

In accordance with the Child Care and Early Years Act (CCEYA) (Bill 45), the following list of **Prohibitive practices** (Section 48) is **never permitted** at King City Co-Op Nursery School:

- Corporal punishment of the child;

- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 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;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.
- No employee or volunteer of the licensee, or student who is on an educational placement shall engage in any prohibitive practice set out with respect to a child receiving child care.

We strive to support each child, manage their behaviour in the best manner possible, while ensuring that health and safety considerations are met. The School provides care to all children who come to us with varying needs. Incidents, however rare, may occur as a result of these different needs. Physical restraint is only used in situations where a child is in imminent danger of compromising safety to themselves or other children in the program.

If any staff member/Parent Volunteer at King City Co-Op Nursery School uses any physical guidance, the following steps will be taken:

- There will always be two staff members present in the same room as the child, one staff using the physical guidance and the second staff as an observer and relief
- The Supervisor will meet with the child's parents/guardian and staff members and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation; parents/guardian will sign off on both the incident report and the strategies
- The Supervisor will contact the Children's Services Serious Occurrence line to report the incident
- The Supervisor and staff will keep the parent up-to-date on the child's progress
- If the child continues to experience challenging behaviour, then the School should call in a specialized consultation service and with the consultant, family and staff devise specific strategies and interventions, including a regular communication plan with the parents to review the child's progress, which will assist in making the child's placement a successful one

Staff, parents and volunteers are expected to comply with the program's stated policies and procedures and are required to act according to the behaviour policy. Failure to comply could result in a verbal warning initially. Repeat offenses will receive a written warning and finally dismissal. The executive and staff will be informed of every contravention of behaviour management practices and any prohibitive practices set out with respect to a child receiving child care.

The primary objective of our school is to provide an opportunity for your child to socialize with other children – a first step in preparing the child for primary school. Early on there will likely be minor incidents of hitting, grabbing and potentially biting. If, in the opinion of the staff and Board of Directors, a child's behaviour is beyond the resources of the school to correct inappropriate behaviour, the parents will receive a verbal warning, and then a written letter asking them to withdraw their child from the school. A refund will be provided for the full months not attended.

2 Program Overview & Registration

2.1 Admission Requirements & Regulations

- Current King City Co-operative Nursery School (KCNS) is licensed to enroll children from the ages of 2 to 4 years of age, up to a maximum of 24 children per day under the supervision ratio of two teachers and two registered early childhood educators or two participating parents, is governed by the school's Day Nursery License.
- Enrolments are taken on a first- come, first-serve basis. Current KCNS executive members are given the first opportunity to enroll their children for the upcoming year. Families returning to the school are entitled to register their children prior to alumni, and then registration is open to the public and is on a first come first serve basis.
- There is limited enrolment for children between the ages of 2 – 2.5 years of age. (Note: We are restricted to five children per day). In the event a parent of a child under the age of 2 would like to register, the general rule of thumb is they should be approximately 6 - 8 weeks away from their second birthday and will be required to meet with the Supervisor to assess if the child is ready for the program. (ie: can go up/down stairs, sit in a toddler chair to eat, eat independently, and can play with school toys to avoid choking hazards).
- Children in diapers are welcome.
- At a co-operative nursery school parent participation is required. Subject to the approval of the executive committee and teachers/supervisor, exceptions may be allowed whereby grandparents, etc., might serve as your substitute.
- Children will be eligible for enrolment all year long, at the discretion of the executive committee and teachers/supervisor.
- Medical forms must be submitted upon registration.
- Applications for admission made after December 31 will require an observation by the teachers/supervisor. The final acceptance of your child shall be at the discretion of the teachers/supervisor, based on the child's ability to adjust to the school's program, as per the Parent- School Agreement.
- Space is limited and in order to secure your child's spot at our school, we require first month's (September's tuition) according to the fees schedule plus a small registration fee of \$125 for newcomers and a \$50 registration fee for those students/families returning (based on consecutive year), to be submitted upon registration.

**** It is important to understand that, according to our license, a child cannot start at KCNS until all forms and tuition/registration fees have been received and processed. Families will be contacted if there are forms outstanding prior to the start of school. ****

All of the following forms must be returned to the school prior to the child's start date:

- Registration Form
- Parent Consent Forms
- Protection of Confidential Information Form
- Acceptance of Parent-School Agreement and Behaviour Management Form
- Child's Medical Information Form(s)
- Emergency Telephone Numbers
- Child's Immunization: York Region Form with 2 copies of child's Immunization record
- Emergency Card
- Membership fees made up of ten (10) post-dated cheques payable to King City Co-Operative Nursery School, dated the 1st of each month, from September 1st to June 1st inclusive.
- Parents must attend Orientation Night.

NOTE: If all registration forms are not completed and received by the Registrar prior to the date provided by the Board, you may lose your spot in the school. YOUR CHILD CANNOT START SCHOOL UNTIL ALL REGISTRATION FORMS, IMMUNIZATION RECORDS AND FEES ARE RECEIVED AND COMPLETED IN FULL, PROVIDING A SPOT IS STILL AVAILABLE.

2.2 Enrolment Options

KCNS offers programs that are designed with the age and abilities, as well as the needs of the individual child in mind. We offer the following programs to our families:

- Red Kangaroos: Ages 2 – 3 (3 or 4 day options)
- Blue Bears: Ages 3 – 4 (3 or 4 day options)

2.3 Class Size

Red Kangaroos: The Child Care and Early Years Act (CCEYA) (Bill 45) regulates the acceptable ratio of adults to preschool children. This allows the School an 8:1 ratio of children to teacher, and a 2:1 ratio of teacher to family member.

Preschool/Blue Bears: The CCEYA regulates the acceptable ratio of adults to preschool children. This allows the School an 8:1 ratio of children to teacher, and a 2:1 ratio of teacher to family member.

2.4 Tuition, CWELCC, Fee Schedule & Collection of Payment

King City Co-Op Nursery School (KCNS) is a cooperative/non-profit School so childcare fees are based on the actual cost of operation. These costs are reviewed annually and fees are set accordingly.

Fees are due on a monthly basis. 10 post-dated cheques dated for the first of the month are to be submitted and payable to KCNS before the school start date; September 1st to June 1st inclusive. If payment is not received within 2 weeks after enrolment, the Executive Board members have the authority to terminate the enrolment of the child.

A non-refundable registration fee is to be paid with each application form submitted (\$125.00 for new students/family and \$50.00 for returning families). This registration fee typically applies to the school year for which the application is made. The Registrar will notify the families in writing of their acceptance. To secure a space, the above-mentioned ten post-dated tuition cheques from September to June are required, along with a \$100 deposit cheque dated for June 1st of the following year. This is to ensure mandatory participation for the annual end of year clean-up in June. If parents participate, the cheques are returned. If not, the cheques are cashed. Space will not be held if the post-dated cheques are not submitted with the deposit. All fees and cheques must be received by the due date specified by the Registrar, or upon enrolment for late registrations.

If one cheque is returned (N.S.F) parents will be charged \$40 to cover the NSF charges and fees will be requested in cash, certified cheques or money order. Any outstanding fees will be charged 1% every fifteen (15) days after the due date. Those with delinquent accounts of thirty days may be asked to remove their child from the program. The tuition fees may be paid in full for the school year in September.

As our operational costs do not change, fees will not be refunded nor prorated should your child be absent for any reason (including illness, vacations or for statutory holidays.) Extended vacations do not necessitate a tuition reduction or refund, should you wish to withdraw and re-enroll (space permitting) during the school year, the \$50 or \$20 registration fee will be charged.

It is important to note that as of 2023, King City Co-Op Nursery School opted into the provincial funding known as **CWELCC or Canada-Wide Early Learning & Child-Care**. This means that our tuition fees are reflective of the reduced-rate childcare fees offered by the CWELCC funding. Our tuition is therefore approximately \$14-\$15/day based on what we have been offered through CWELCC.

The fees per child for the 2023/2024 school year are:

Three (3) day option: \$209.00/child/month for three mornings a week (Tues, Wed, Thurs 9am-1pm)

Four (4) day option: \$245.00/child/month for four mornings a week (Tues, Wed, Thurs, Fri 9am-1pm)

***The above 3 and 4 day costs include a \$20/child/month supply fee (arts and cleaning supplies).**

New families:

- Completed registration package
- \$125 registration fee (non-refundable). This will reserve your child's place in the program.
- All monthly tuition fees are due at the time of registration, no later than August 31st
- Ten post-dated cheques dated September 1, 2023 through to June 1, 2024 inclusive are to be submitted and will be deposited on the first of each month.
- An 11th cheque is required post-dated for June 1, 2024 for \$100 for the end of year clean-up. This cheque is returned to families who participate. If siblings are enrolled at the same time, only one \$100 end of year clean-up cheque is required per family.
- Families joining mid-year will be required to pay the registration fee and all remaining month tuition fees before the first day of attendance.
- For families with more than one child registered, the registration fee is on a per family basis.

Returning families:

- Completed registration package
- \$50 registration fee (non-refundable). This will reserve your child's place in the program.
- All monthly tuition fees are due at the time of registration, no later than August 31st
- Ten post-dated cheques dated September 1, 2023 through to June 1, 2024 inclusive are to be submitted and will be deposited on the first of each month.
- An 11th cheque is required post-dated for June 1, 2024 for \$100 for the end of year clean-up. This cheque is returned to families who participate. If siblings are enrolled at the same time, only one \$100 end of year clean-up cheque is required per family.
- For families with more than one child registered, the registration fee is on a per family basis.

2.5 Registration Forms

A complete registration package is available on the website at <http://kcns.pcpcontario.org/fees/>.

All registration forms must be completed in full and all fees must be submitted at the time of registration to guarantee your spot. According to our license, a child cannot start school until all forms have been received and processed. Families will be contacted if there are forms outstanding prior to the start of school.

2.6 Late Pick Up Fees

KCNS is open Tuesdays, Wednesdays, Thursdays, and Fridays until 1:00 pm. A late fee is charged for any parents arriving after 1:00 pm. The fee is payable directly to the staff and is \$10.00 for the first 5 minutes late and \$1.00 per minute thereafter (1:06 pm). Parents are responsible for informing family members and friends of the late fee charge that is in effect regardless of last minute pickup arrangements. The late fee is not charged during snow storms.

A written record will be kept of the late pick up and must be signed by both the family and the staff member. The late fee must be paid within 24 hours. The School clock will be considered to be the correct time. We thank you in advance for your consideration and punctuality.

NOTE: KCNS is required to call the Children’s Aid Society and/or Police if a child has not been picked up by 3:00 pm.

2.7 Withdrawal from the Program & Refunds

Parents must give a minimum of 1 month’s written notice prior to withdrawing their child from King City Co-Op Nursery School (KCNS). Parents are responsible for payment of fees during this 1-month period, regardless of whether or not their child continues to attend the school. **There are no refunds for the month of June.** No refunds or reductions in fees are given for absence of a student due to illness or extenuating circumstances, unless authorized by the Board of Directors.

The Board of Directors reserves the right to suspend or withdraw services if the rules of KCNS are not followed or if the behaviour of the child or the family interferes with the School’s programs and hours.

When problems are observed, the following steps will ensue:

- Minor infractions of the rules or behavioural problems will result in a verbal warning from the Supervisor and/or the staff and clarification of the School’s policies; all verbal warnings will be documented and placed in the child’s file
- A report of the behaviour or a serious incident will result in the Board of Directors being notified while ensuring the confidentiality of the family, as well, a written warning will be sent to the family
- The family and/or the Board of Directors may request a meeting to follow up on the written warning
- In the case of a serious incident, a plan that is mutually agreeable to the School and the family may be required before the child is readmitted to the School.
- three written warnings within a 6-month period will result in withdrawal of services by the School.
- In the case of serious incidents, the Board of Directors reserves the right to withdraw services; if there are further violations of the School’s policies during this period, the child will be withdrawn immediately
- The Supervisor or the Board of Directors will follow up with the Children’s Services consultant, as required

2.8 School Term & Hours of Operation

School begins the 2nd week of September and will continue to the end week of June. Actual dates vary from year to year, depending on the calendar and are chosen at the discretion of the Executive Committee and the Teachers/Supervisor.

KCNS offers a three (3) and four (4) mornings per week program.

The daily program runs from 9:00 am to 1:00 pm.

Regular school holidays will be observed including York Region P.A. days which include:

- New Year's Day
- Family Day
- March Break (1 week as per the York Region School Board)
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Civic Day in August
- Labour Day
- Thanksgiving Day
- Winter/Christmas Holiday (2 weeks as per the York Region School Board)
- Summer Vacation as per the York Region School Board (as noted above, KCNS starts the week AFTER the York Region schools start unless otherwise noted).

If the York Region buses are cancelled (typically due to snow), KCNS will not be open.

Should it be necessary to close on any other day (for example: due to a loss of power, loss of water, flood, fire or any other unforeseen circumstance), families will be notified as soon as possible. If you are uncertain whether or not the school will be operating, please send a message to the supervising teacher via the HiMama app or kcNSTeachers@yahoo.ca.

2.9 Wait List

Applications over and above this number shall be placed on a waiting list and shall be considered in the order received. The registrar will contact these families when a spot becomes available. Fees and or deposits are not charged for the placement of the Child's name on the waiting list. The waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but allows the position of a child on the list to be ascertained by the affected persons or families.

2.10 Parent Participation & Co-Op Family Responsibilities

The co-operative aspect of our school is stressed in everything we do. Without the parents, the school would not exist. Therefore, as an active member of this co-op, you have commitments to keep.

- Participating families will be expected to serve on one committee throughout the entire school year. Families with two children in the school will have to serve on two committees.
- Your attendance at general meetings (which deal with school operations) is mandatory.
- Attendance on Orientation night, AGM & Election night (October)
- Your support of all school fundraising endeavors is essential.
- By being an active, fully participating member of King City Co-Operative Nursery School, both you and your child will reap the benefits of this unique and valuable experience.

Each family that joins King City Co-op Nursery School joins with the full understanding that all commitments under the school membership agreement will be fulfilled. If for any reason, other than significant illness or emergencies, the family cannot fulfill their responsibilities, the school will adopt the following procedure:

- The Board of Directors will notify the family by formal letter and a fee may be levied.
- The family will sign and return the letter to the Board of Directors to be kept on file.
- In view of a second occurrence, the Board reserves the right to withdraw the family from the school without further consultation and/or notice.

NOTE: a child is still considered to be enrolled in the school while a 30-day advance written notice is in effect. This extra month gives the school an opportunity to rearrange duties and reassign responsibilities in a fair manner. Parents will be responsible for all schools' duties/responsibilities while a 30-day written notice is in effect.

2.11 Fundraising

The King City Co-Op Nursery School is a non-profit school. We seek to provide the children of our community an enriched learning environment. We strive to keep our fees low to keep our school accessible to all. Our enrollment fees do not cover all the school's operating costs and so we need to fundraise. To cover this operating deficit we raise approximately \$10,000 minimum per year and is divided by the number of families enrolled. We hold fundraisers throughout the year- usually selling cookie dough, perennials or other items, hosting Halloween, Christmas and other parties as well as. These fundraisers are hard work- particularly for those coordinating the events. Fundraising activities are an opportunity for you as a parent to become involved and a chance for your neighbours and friends to contribute to our community-based school. The school requires that all parents participate in the Fundraisers to maintain our low tuition fees.

3 Daily Routines, Policies & Procedures

3.1 First Days at School

For many children, nursery school will be the first time that they will be left without their parents/caregivers in a new and unfamiliar environment. Subsequently, we suggest you make yourself (or another trusted adult) available to stay with your child for a couple of days, **if necessary**, at the start of the school year. This gives your child the opportunity to explore their new surroundings and get to know the teacher, while having a loved one close at hand for safety and comfort. Some more tips:

- Give your child the experience of being separated from you (i.e., baby-sitter). If you have other children, it is easy to forget that they become dependent on each other and when left among strangers your child may feel lost.
- Try and acquaint yourself with someone who lives nearby who will be going to the nursery school at the same time and have them over.
- Talk about the school. Tell him what he can expect to find when he goes there, what he can do, who will be there and your responsibilities to the school.
- You must be sure of your own feelings. Your child will pick up attitudes of apprehension, fear, or a desire to keep him with you a little longer.
- Check the public library for books on starting school (e.g. The Berenstain Bears Go to School).

Never leave your child without saying goodbye. When it is time to go, explain that you are leaving and will be back soon to pick them up. Your child may cry and want you to stay. The staff understands how hard it is to leave a crying child, but they will recommend you leave anyway. The teacher is there to comfort your child while you are gone. Gradually, the separation time will increase and your child will begin to feel secure in this new setting, understanding that you will always come back at the end of the day. If your child is experiencing separation difficulties, plan to arrive at the school 10 to 20 minutes before the dismissal time.

Please discuss any concerns with your child's teacher. To make the adjustment easier, there may be staggered enrolment. New children may begin school on different days, two or three at a time. This enables both the teacher and your child to get to know each other in a more relaxed setting. Your teacher will advise you of your child's starting date before school begins.

Tips for Letting Go

- Let your child linger near you
- Allow time for your child to show interest in an activity; let them know when you leave
- Remember that watching is a form of participation
- Remember that each child has their own individual reaction to other children and adults
- Let children be themselves

What to prepare for your first day...

- Extra pants, underwear, socks, sweaters/sweatshirt
- Indoor Shoes to be kept at the school
- Suitable outdoor winter clothing, such as boots, hat, two pairs of mittens/gloves, scarf, snow pants, jackets or snowsuit
- Suitable outdoor summer clothing, such as comfortable footwear, hat, light jacket or sweater
- Wide brimmed hat and sunscreen are recommended during summer months
- Rubber boots are recommended for Spring
- Diapers and wipes

- Please make sure to label everything!

3.2 School Parking

When you drop off and/or pick up your child, please think safely and obey the traffic laws. There are several designated parking spots for KCNS by the overflow parking lot for the King City United Church. We ask that parents avoid parking in the front as these spots are reserved for KCNS staff, another church tenant, and the reverend and organist/office staff (marked). Please do not double park or leave your car running during drop off and/or pick up times.

3.3 In & Out Procedures “Coming & Going from School”

Daily Arrival: Classes get underway promptly at 9 am. Children can arrive at the school at 8:45 am to get ready for the school day by hanging up their coats and putting on their indoor shoes, however they must arrive in the classroom by an adult who must not leave them there before 9:00 am or until the teacher and classroom are ready.

Daily Departure: The children are ready for pick up at 1:00 pm. Family members are required to come into the School to pick up their child(ren). It is our expectation that children will be picked up on time. Please tell your teacher if your child will be leaving class before the end of the day.

Many families have arrangements with other family members, neighbours or other parents whose children attend KCNS in the case that they are unavoidably delayed. The School cannot release your child(ren) to an unauthorized person. Please notify the School in advance (using the pickup Authorization forms available at the school) when someone else is picking up your child(ren), and this person will be required to provide identification, even those individuals’ noted as “authorized” on your child’s registration form.

Note: Please check your child(ren)’s artwork before leaving the School to ensure that it is their work and not another child’s.

3.4 Security Control System

Your child’s safety in our school is our number one priority. Doors will be locked and remain locked from 9:15 am to 12:45 pm. Please notify staff if you are going to be late for morning routine (after 9:15 am) or early picking up your child (before 12:45 pm)

In accordance with the Ministry of Education, all teaching staff, student teachers and volunteers (including parents) must undergo a Police Record Check and have their medical completed. All employees are expected to have their current 16-hour Standard First Aid & Infant/Child CPR certification training in place.

All children are supervised at all times. Anytime they need to leave their classroom, including washroom visits, an adult accompanies them.

3.5 Absences, Sick Days, Vacation

If your child will be late or absent from school, please notify the school (by phone, through HiMama, or email) before 8:30 am. This will facilitate planning for the program.

If your child is not coming in because of illness, it is important when you contact the School to notify the Supervisor about the sort of illness that your child has contracted. This will help the staff to identify symptoms in other children with whom your child has come into contact.

If a child misses a day due to illness or is away on vacation, the day unfortunately cannot be made up, nor will the fees be refunded. KCNS does not give credit for absence due to illness or vacation. If a family would like an additional day of service, arrangements must be made in advance and payment made on the day the service is rendered.

Arrangements to make up missed days are not permitted.

Our teachers are in attendance every day the school is open, regardless if the children are in attendance.

3.6 Health & Illness

We should all work together to help keep children at the school healthy, and avoid the spread of illness by keeping sick contagious children and staff home.

If a child becomes ill during school hours, a parent or an alternate caregiver must be able to pick up their children at the school.

Children excluded for illness cannot return to the school until they have been symptom free for a **full 24 hours**. For example, if a child vomits at night he/she cannot come to school the following morning.

Children with signs of physical illness will be treated as infectious. Signs of physical illness may include but are not limited to:

- Diarrhea
- Vomiting
- Fever
- Seizure
- Severe coughing
- Difficult or rapid breathing
- lethargy
- Unusual spots or rashes
- Yellowish skin or eyes
- Redness of eyelid lining
- Headache and stiff neck
- Unusual behaviour
- Severe itching
- Pain
- Sore throat or trouble swallowing

It is at the discretion of the staff to determine when and if a child should be sent home or denied access due to illness.

In the best interest of your child and the other children at KCNS he/she must be kept home when they exhibit any of the following symptoms:

- Severe runny nose or cough, wheezing or difficulty breathing, excessive lethargy
- An oral fever of 38°C (100.4°F); contact your physician immediately if the fever is at or above 39°C (102°F)
- Undetermined rash; your child must be seen by a physician to determine the nature of the rash before returning to the school
- Vomiting, diarrhea or fever within the last 24 hours

If a child appears to be ill upon arrival to the School, the staff reserves the right to send the child home. We strongly recommend that parents prepare and arrange for emergency back-up childcare in anticipation of these situations. If your child is not well enough to participate fully in the program, he/she is probably not well enough to be at school.

If a child becomes ill during the day, the family or alternate adult will be contacted to pick up the child. We ask parents to keep staff informed of all communicable diseases and any other signs and symptoms of illness their children experience. This information may need to be reported to the City's Health Department.

In order for medication or drugs to be administered to a child a Medication Permission Form must be filled out. This will allow the staff to administer medications such as an EpiPen, Benadryl, asthma puffer, etc.

3.7. Illness & Immunization

Children must be immunized according to the Health Department's Immunization Schedule (contained in the Registration Package). Tuberculosis testing will be required for participants who have spent three months (90 days) or more during the past 5 years in countries specified by the Health Department. We follow the recommendations of the Health Department for child care facilities regarding the prevention of Hepatitis B and HIV infection. (see online)

The parent must provide a copy of the child's immunization form from the District Health Office BEFORE the child's first visit to the school takes place, indicating the date that each vaccination was given. This is a regulation of the Ontario Child Care And Early Years Act (CCEYA) (Bill 45) and the City Health Department. Children who have not had the necessary vaccinations can be withdrawn from the School until the vaccinations are up-to-date.

The school requires to keep on file completed immunization forms, emergency health forms and a current medical certificate for the child. All children must be immunized against the following diseases before admission to school unless an exemption affidavit is provided:

- Diphtheria
- Pertussis
- Tetanus
- Polio
- Measles
- Meningococcal
- Mumps
- Rubella
- Varicella (chickenpox)

If a child catches a contagious disease during the school year, the parents must immediately notify the school and information will be posted in the front hall. This information is particularly important to other mothers who are pregnant.

The supervisor will promptly report to the Ministry of Health any suspected outbreaks of communicable diseases. Each teacher will conduct a daily visual health appraisal of the children in her class and report to the supervisor any concerns. An up to date first aid kit is available in the Hall.

Parents will be asked to read, sign and comply with our Sick Children Procedure.

3.8 Sun Safety

KCNS educators are conscious and aware of the strong sun rays. The educators of the School will take appropriate action to protect the children from skin damage. The following steps will be taken in accordance with our current policies:

- Limit the time spent outside between 11:00 am and 1:00 pm unless it is spent in a shaded area
- Spend the outdoor play in shaded areas

- We recommend that all children wear a hat to protect the face and the neck
- Parents are also asked to ensure that their children have sunscreen with UVA & UVB protection labeled at the School. (factor 35 or higher)

3.9 Smog & Heat Alert

KCNS educators are conscious and aware of smog and heat alerts. The educators of the School will take appropriate action to protect the children from skin damage when a smog and/or heat alert has been received. The following steps will be taken:

- Outdoor play is canceled until the alert is over; the gym will be used to keep physically active
- Children will spend time in environments where it is cooler
- Children will be provided with plenty of water

3.10 First Aid Policy and Procedures

KCNS posts emergency telephone number lists near all telephones that includes the numbers of local fire and police departments, the nearest hospital and ambulance service, the nearest Poison Control Centre and a local taxi service.

KCNS has ensured that the address of the Centre can be seen from the street, day or night to help in the event of an emergency at the Centre.

Staff and volunteers are trained and up-to-date valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board:

- Every supervisor of a child care center.
- Every employee of a child care center who may be counted for the purposes of meeting the ratios required under section 8.
- Every provider of home child care or in-home services.

Where a person is not able to obtain the standard first aid certification with infant and child CPR retained due to a disability, the licensee must request an exemption letter from the Ministry director and letter on file for review.

KCNS has a further more detailed First Aid Policy. Please contact a Board Member or teacher if you would like to review the policy in more detail.

3.11 Change of Address / Phone Number / Employment

It is imperative that KCNS be notified immediately of any change in the family home address, the parent's place of employment, or the telephone numbers at home and/or work. It is also necessary to maintain the KCNS emergency telephone numbers for each parent or family member.

3.12 Communication

Always check for important notices, updates and events for the School on the Parent board located on the main exit door of the school, by email, or through the HiMama App.

3.13 Parent Teacher Interviews

The school's teachers are a great resource for information and suggestions. The Teachers are always willing to discuss any problems of adjustments with you and they provide a program that will stimulate and develop your child. If you wish to discuss your child(ren)'s progress or development you may arrange an interview with his/her Teacher. **The best way to do this is to email your child's teacher and set up a meeting at a mutually agreed time.**

If an issue or concern arises, please discuss your concern with the child's teacher as soon as possible so that events are current and an accurate explanation can be given and issues may be resolved quickly. If you feel your concerns have not been addressed to your satisfaction, please discuss them with the Vice-President who fulfills the position of parent liaison.

3.14 Snack and Lunch Policy

3.14.1 Lunch

At King City Nursery School the children are required to bring a lunch and a snack. The following information is to help parents of King City Nursery School understand the Nursery School Policy for providing lunch. This may be the first time that many of you have packed a lunch for your child to take to school. As with any group situation we must outline some basic rules for the safety & nourishment of your child.

1. Parents must also follow the Canada Food Guide. This means that at every meal parents must provide foods from two or three food groups with water at every meal.
 - vegetables and fruit, (cut up cucumbers and carrots)
 - grain products, (whole grain bread or crackers)
 - Protein Foods (hummus, or sliced chicken)
 - Drink plenty of water (always)
2. King City Nursery School is a NUT FREE facility. Do not send any products containing peanuts, tree nuts or nut oils. Items that read, "made in a facility that processes peanuts", "may contain nuts," or "peanuts" will not be allowed. This is for the safety of the children who have allergies.
3. Food needs to be ready to eat.
4. All lunches must be labelled with your child's name and put either in the refrigerator or beside the refrigerator.
5. There will be no sharing of food between children.
6. All unfinished food will be sent back home with the child. This is to keep parents informed of what their child did/didn't like, as well as to involve the parents in the child's overall diet for the day.
7. There will be extra food on the premises should a child forget to bring a lunch.

Menu and Nutrition Environment Self-Assessment Tool for Child Care Settings. 2018.

york.ca/childcarenutrition

Government of Canada. 2019-01-22, Canada.ca

3.14.2 Snack

At King City Nursery School parents are required to bring their own peanut and nut free snacks.

1. Parents or caregivers must follow the same rules as applied to the lunch policy.
2. There will be extra food at the school should a child forget their snack
3. Parents must also follow the Canada Food Guide. This means they must include at least one choice from two different food groups plus plenty of water.

- 1 choice from the Vegetables and Fruit food group at each snack; (cut up grapes, cucumbers, etc.)
- 1 choice from the protein food group: (cheddar cheese, yoghurt, etc.)
- 1 choice from the Grain Products food group (whole grain crackers, pita, cereal bars etc.)
- water

4. Please label your child's snack and put it in the snack bin in the fridge

Menu and Nutrition Environment Self-Assessment Tool for Child Care Settings. 2018.

york.ca/childcarenutrition

www.canada.ca

3.15 Birthdays

Your child's birthday is special to all of us at KCNS and it will be celebrated with all the children at the school. We want to make this occasion unforgettable and so the staff will recognize your child's birthday by singing Happy Birthday, and by putting his/her name on the monthly Birthday bulletin in the classroom.

You are welcome to bring in one additional special treat at snack time that day.

This special treat must be store-bought and nut free as well as free of any other allergy item that we may have listed for the school year. Home-baked goods are not allowed to be shared for allergy and health reasons. We ask that you keep it simple, for example, Rice Krispy squares or special cookies are the preferred choices to offer. Please save items such as Birthday cakes, cupcakes or ice cream for celebrations at home.

Please do not bring balloons or hats. If you wish to provide loot bags, it is up to you, the parent to distribute them among all the students in the school

3.16 Toys

Children are not permitted to bring toys from home to the School, unless asked to do so in order to participate in a particular activity. Toys may get lost or broken and often create feelings of jealousy between children.

3.17 Clothing

Each child requires washable, practical comfortable play clothes. Outdoor clothing should be appropriate for the weather and easy enough for your child to manage independently. Two pairs of mittens are required during the winter.

For your child's comfort and on your first day, please bring and keep at the school an extra set of play clothing- a shirt, underpants, socks and pants – and a pair of rubber-soled shoes for indoor play. Please see that each shoe is named. Shoes with Velcro closures are easy for even young children to put on independently. Please avoid indoor shoes that have laces. The extra clothes should be kept in the child's bag or backpack on their hook at school. Indoor shoes will be left underneath the child's hook. Children still in diapers must also have diapers, wet wipes in their bag.

Please name tag or mark with indelible pen all removable clothing. Please ensure the labels has your child's name on it even if it is a "hand me down". As they learn to recognize their name they will refuse to wear an article of clothing that has a different name on it other than their own, even if it's hanging on their hook.

The school has a "Lost and Found" box in the front hall. Please check this if clothing goes missing. Please avoid bringing to school expensive or cherished clothing.

Dress your child in appropriate clothing so that they will feel free to participate fully in any and all activities (some may be quite messy). Staff members provide protective smocks whenever possible, but they cannot be held responsible for damaged clothing.

Ensure that their clothing is such that it will be easy for them to go to the restroom on their own. Belts, buttons and zippers can be overwhelming for duty parents as well when there are 20 of them. Outdoor clothing should be adequate for prevailing weather. Two-piece snowsuits are preferable to one-piece snowsuits, as they are easier for the children to put on themselves. In warm weather, please make sure your child wears a wide-brimmed hat and sunscreen.

Remember – Easy clothing means independence!

3.18 Toilet Training & Diapering

Parents of children in diapers are responsible for ensuring adequate supplies of wipes and diapers (**clearly labeled with your child's name**) are at the school at all times.

Parents are encouraged to discuss their child's toilet training with the staff so that a cooperative and consistent effort can be achieved. Children receive positive reinforcement for their successes in using the toilet; similarly, we are accepting when accidents occur. Learning to use the toilet takes time and it is also usual for a child to regress. Please send in ample changes of clothing throughout this time.

In order to permit morning programming to start on time, parents must check and change their child's diaper if necessary upon arrival at the school. Children in training should be taken to the washroom by their parent/caregiver before the start of the program.

The diaper changing area and anything else that comes in contact with a child's feces or urine will always be cleaned and disinfected with a bleach sanitizing solution after every diaper change. The diapering area is also located near a source of warm running water, and has a sink, within arm's reach for convenient hand washing with soap. The changing area is separate from the food storage and preparation area.

With the use of disposable diapers, the basic steps in reducing the spread of illness are the same:

- Proper hand washing after diaper changing (written instructions regarding proper hand washing are posted at the diaper changing area, as this is the single most important method of preventing spread of illness)
- Sanitizing of diaper changing surface; after each use, a squirt bottle of sanitizing solution is used
- Proper diaper disposal and minimizing the handling of diaper wastes

Any diarrhea discovered when changing a diaper is evaluated to determine if the child should be isolated from the other children and/or sent home.

Storing soiled diapers:

- Soiled diapers are stored in containers separate from other waste
- Fecal material and urine are not mixed with regular trash and garbage
- Where possible, soiled disposable diapers are disposed as biological waste rather than in the local landfill

Containers for soiled diapers:

- Washable, plastic-lined, tightly covered, hands-free operated receptacles with firmly fitting covers (e.g., Step cans) are used

Separate containers are used for:

- Disposable diapers
- Soiled clothes and linens
- Soiled clothing that are to be sent home with a parent, are individually bagged.

3.19 Materials to Save

Throughout the year, many materials are required for artwork. Please, if you use these products at home, bring them to the nursery school:

- | | |
|----------------------|------------------------|
| - Yarn | - Wrapping paper rolls |
| - Baby food jars | - Thread spools |
| - Old cards | - Pastas (all shapes) |
| - Fabric remnants | - Paper bags |
| - Packing tape rolls | - Wallpaper leftovers |

3.20 End of Year Clean Up

In addition to the regular co-op duties, **all families must participate in the end of the year clean up**. Dates will be posted during the month of May and each family is required to sign up for a cleanup duty. To accommodate working parents, there will be an evening and a morning clean-up date offered. If you cannot make it on the date you signed up for, it is up to you to find another parent to switch with. Let the Teachers know of any changes so that they may record this on their end.

3.21 Fines

FINEABLE ITEM	FINE AMOUNT
Failure to fulfill Committee responsibilities	\$50
Non-attendance at Orientation	\$15
NSF Cheque (bank charge and repayment of cheque must be paid within 10 days)	\$40
Withdrawal from school Without 1 Month written notice	One Month Tuition payment
Late pick up of a child One Warning will be issued	\$10 for first 5 minutes late \$1 per minute thereafter.
Non-attendance of a mandatory meeting	\$15
Failure to partake in End of Year Clean Up	\$100

All fines must be paid within thirty (30) days of the date the fine letter was issued or your child will not be permitted to return to school until payment is received. Every effort will be made to email the fine letters within ten (10) business days, excluding weekends, statutory holidays and Christmas and March Break holidays.

3.22 Petitioning a Fine

In the event a fine is issued that you disagree with, you may petition the fine in one of the following manners:

- You may petition your fine in person at the first monthly executive meeting after your fine is issued. If you choose to represent yourself in person, you must notify the President and Vice-President of this request and the reason(s) for the petition in writing.

- You would attend the executive meeting, state the grounds of your appeal and the executive would, later in the meeting, vote on your appeal.
- You may have the President or Vice-President petition your fine at the executive meeting that follows your fine being issued. The President or Vice-President will state your case on the grounds you feel your case is worthy. This will be done anonymously.

After this petition takes place, the Executive will vote on your individual request, taking into account all aspects of the handbook and sections of fineable issues. A majority vote of the Executive will determine the outcome of your specific petition.

Either the President or Vice-President will notify you of the outcome of the vote. A fine is to be paid, ten (10) days after notification of petition outcome, or by the due date on the original fine letter, whichever is earliest. **Failure to pay your fine will result in your child not being able to attend school until the fine is paid.**

You are allowed to petition a fine one (1) time only. At the time of your petition all aspects of your fine must be brought up.

The majority vote of the executive will determine the outcome of your fine, and that decision is final.

If you do not notify the Vice-President before your thirty (30) days, or date the fine is to be paid on, your fine will be considered due. After this date, you may no longer petition that fine.

3.23 How to Play & Speak with Children

It can be challenging to interact with a group of young children. However, with a little practice, and some helpful tips, it can be a lot of fun for everyone.

- Give Directions: make sure you have the child's attention; get down to their level and have them look into your eyes; directions should be concise and specific, to avoid confusing the child
- Guide Behaviour: use a positive approach, e.g., commend desirable behaviour and disregard minor unacceptable behaviour; make positive statements and avoid saying, 'no' and 'don't', instead try, 'Chairs are for sitting on' or 'The playdough belongs on the table'; be alert to the children's activities to avoid problems, e.g., redirect the child who is obviously going to knock down the blocks of another
- Encourage Independence: encourage the child to do as much as possible for themselves; however, do not insist on complete self-help if they are clearly tired at the end of the morning or afternoon or becoming increasingly frustrated; let children develop their own problem-solving skills; offer suggestions when they cannot do it alone; allow the child to choose their own activities; avoid interrupting any activity in which the child is absorbed; offer suggestions only if they seem to be wandering aimlessly
- Encourage Creativity: help the child discover their own sense of creativity rather than conforming to adult standards; refrain from participating in the arts and crafts program - a child cannot attain the level of skill of an adult and seeing a sample of an adult's work may cause a child to feel inadequate (if a child asks you to draw something, try saying, 'If I show you my way, it will be my horse, not yours', or 'You can think of so many things I can't'; ask questions to clarify the child's own ideas – 'What are the important parts of a horse?' 'What colour do you want to make it?' - if a child asks you what to make, direct their thinking in a general way - e.g., avoid 'Paint a tree with apples' and try, 'Did you see anything interesting to you?' or 'Let's see how many different things the brush can do'

- Stimulate Curiosity and Learning: when possible, ask leading questions to help the children discover answers for themselves - e.g., ‘What will happen if...?’; encourage the children to become aware of their surroundings and explore the senses - touch, smell, hearing and sight; draw attention to the little details
- Accept Each Child as an Individual: accept each child for what they are and what they can do rather than what you think they should be or should be able to do; avoid making comparisons between one child and another; help each child feel they have something to contribute to others; take the time to get to know and understand each child; show genuine interest in what they do
- Speaking with the Children: shaming behaviour such as labeling a child as selfish or naughty should not be used; it does not add to the child’s self-respect; children should be directed towards areas that interest them and should never be forced to participate in an activity that has little or no interest for them

3.24 Compliance & Contraventions

The staff, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of KCNS outlined in this handbook and in the ‘Child Care Centre Policy for Monitoring Compliance and Contraventions’ document. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of the school.

The Licensing Specialist from the Ministry Education reviews the School’s policies and procedures annually. In addition, policies like the Behaviour Management Policy are an integral part of the fabric of the School, its philosophy and the program. Accordingly, the Supervisor and President reassess all policies and procedures annually and present any proposed changes to the Board of Directors for discussion and approval. The Supervisor also reviews the School’s policies and procedures with new staff and volunteers to ensure they are understood and followed. Each year, the staff, volunteers and Board must read and formally sign-off on the policy and procedures, to acknowledge their full understanding and commitment to implement them. Also, adherence to these policies is part of the staff’s annual review.

Finally, the School is governed by a set of by-laws. The Board of Directors also reviews these annually. The membership votes on any proposed changes at the Annual General Meeting.

- Written Process for Monitoring compliance and Contraventions
- KCNS will be monitoring compliances and contraventions on policies, procedures and individualized plans on an ongoing basis with employees, students and volunteers.
- These policies include: Playground Safety Policy, Anaphylactic Policy, Sanitary Practices Policy, Serious Occurrence Policy, Supervision of Volunteers and Students Policy, Program Statement Implementation Policy, Staff Training and Development Policy, Police Record Check and Fire Safety and Evacuation Procedures and Children’s individualized plans. Some of these policies are included here in the Parent Handbook. Others are kept in a different document. If you would like to see any of the policies not included here in the Parent Handbook, please contact a teacher or a Board Member.
- A tracking system with comments will be used to record compliances or contraventions. Additional evaluations are used to monitor the Program Statement.

The Supervisor and President monitor staff and volunteers’ compliance with the policies and procedures.

In the event of non-compliance with any of the policies and procedures, the Supervisor and President notify the contravening person. The procedures for responding to non-compliance are as follows:

3.25 Non-Compliance by an Adult Volunteer

- The Supervisor and/or President provides a written or verbal warning advising the individual either to comply with policies and procedures, or temporarily cease participation at the school; a replacement would have to be used at the possible expense of the participating family
- If compliance is still not possible, the Supervisor and President discuss the case with the Board of Directors
- The Board votes on whether the violating volunteer must permanently cease participation at the School until compliance with policies and procedures is possible
- For serious allegations, the participating individual may be asked to leave the premises immediately.

3.26 Non-Compliance by a Staff Member

The School will take the following steps for staff that have difficulty or refuse to practice the School's policies and procedures:

- The Supervisor discusses the non-compliance issue with the staff member to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; and putting the results of the discussions in a written report that is signed by both parties
- Impose a two-week trial period, which takes place under the close observation of the supervisor, to comply with the policies and procedures and improve their methods
- Review the performance after the two-week trial period; if there is no notable improvement and the staff member fails to comply or clearly disagrees with the philosophy, the supervisor and Vice-President advise the Board of Directors and initiate termination procedures

4 General Procedures & Policies

4.1 Anti-Racism & Diversity

As a community-based, not-for-profit/co-operative childcare school, we are committed to the principles of racial and cultural equality. KCNS firmly believes that ethnic diversity strengthens and enriches our School socially, culturally, and economically and that racism creates barriers for children and their families and contravenes the fundamental principles of the School.

To ensure a steadfast commitment to these principles, KCNS believes that constant and continuing efforts must be made to develop and enforce anti-racism policies.

Specifically, the School is committed to:

- Developing an environment and creating programs that promote and respect the beliefs, values, and practices of all, encourage diversity, knowledge, and understanding, and actively promote anti-racism
- Encouraging open discussion with staff and volunteers about issues as they arise
- Reviewing the philosophy with all staff and participating individuals to ensure they understand and adhere to it

4.2 Child Abuse & Neglect

KCNS recognizes that each of us has a responsibility for the welfare of children. The Ontario's Child and Family Services Act (CFSA) states clearly that members of the public, including professionals, such as Registered Early Childhood Educators and those working with children, have an obligation to report suspected abuse promptly. If they suspect a child is or may be in need of protection from physical, sexual and emotional abuse and/or neglect by the person in charge of the child by failure to adequately care for, provide for, supervise or protect the child, they should report to:

- Children's Aid Society
- Ministry of Education, Serious Occurrence line at: <http://www.earlyyears.edu.gov.on.ca>

Staff members of KCNS who, in the course of their duties, have reasonable grounds to suspect that a child is or may be suffering or may have suffered abuse shall report the suspicion to the appropriate Children's Aid Society.

A child is **in need of protection** where:

- A child has suffered physical harm or is at risk of suffering physical harm
- The child has been or is at risk of being sexually molested or sexually exploited
- The child requires medical treatment or suffers from a mental, emotional or developmental condition and the child's family does not provide or refuses to consent to the treatment
- The child has been abandoned or not provided basic necessities (e.g., food, shelter, clothing etc.)
- The child has suffered emotional harm demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour and the child's family does not provide or refuse to consent to treatment to remedy the harm

The duty to report is an ongoing obligation. If a person has made a previous report about a child, and has additional reasonable grounds to suspect that a child is or may be in need of protection, that person must make a further report to a Children's Aid Society.

KCNS is committed to taking a pro-active position regarding the prevention of child abuse through;

- Ongoing observation of the children in our care;

- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting;
- keeping abreast of developments in legislation and relevant issues;
- communication and support of the child and family; and
- working with other community service providers

The following policies and procedures are designed to make staff, students, and volunteers aware of their responsibilities for the recognition, documentation and reporting of suspicions of child abuse.

4.3 The Child & Family Services Act (Section 72)

4.3.1 Duty to Report

In accordance with the Child and Family Services Act, it is the responsibility of every person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator or employee of a day nursery. An individual's responsibility to report cannot be delegated to anyone else.

4.3.2 Failure to Report

It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities. The penalty imposed (a fine of up to \$1,000) emphasizes that a child's safety must take precedence over all other concerns.

4.3.3 Confidentiality

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitation and client privilege.

4.3.4 Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "...maliciously or without reasonable grounds for the belief or suspicion..."

4.3.5 Reporting Procedures

1. Any staff/student/volunteer who suspects that a child has been abused or is at risk for abuse should inform the supervisor of the intention to immediately call a Children's Aid Society (CAS). The person who suspects the abuse must call him/herself — do not ask anyone else to help you decide if a report should be made or to make the report for you. Do not discuss your suspicions with anyone else until you have spoken with a Children's Aid Worker.
2. If necessary, access immediate medical attention if a child has sustained injuries. Where injuries have been suspected to have been caused by child abuse, do not inform the parent of the intention to access medical care for the child, until you have spoken with a Children's Aid worker and have been directed to do so.
3. If there are any concerns or doubts regarding making a report of suspected abuse, the staff/student/volunteer will be encouraged by the supervisor to consult with a worker from a Children's Aid Society. If the allegation is against another child in the centre, the supervisor will consult with a Children's Aid worker as to how to best protect, supervise and support both the alleged victim and abuser, and other children.

4. It is the responsibility of the person who suspects child abuse to follow through on the report to a Children's Aid Society, and the supervisor will provide support and direction. When making the report, give your name, the centre name, your position and phone number to the Children's Aid worker.
5. No staff/student/volunteer or member(s) of the Board of Directors will advise someone not to report suspicions of child abuse, or to try to stop the person from reporting or consulting with a Children's Aid Society. There will be no sanctions or reprimands for anyone who consults/reports suspicions of child abuse. However, disciplinary action will result if there is an attempt to stop someone from following through on the legal duty to report.
6. If a staff/student/volunteer has any further suspicions of abuse or new information with respect to a child, s/he must immediately make another report to the appropriate Children's Aid Society, regardless of any previous reports.
7. Information considered confidential cannot be kept in confidence if it is related to a suspicion of child abuse - all staff/students/volunteers must follow through on the legal duty to report.

4.3.6 Making a Report of Suspected Child Abuse

Suspicions of child abuse must be reported "forthwith" (i.e., immediately) to a Children's Aid Society. If the child's religious affiliation is known, the report can be made directly to the society of the appropriate religious affiliation.

- Children's Aid Society
- Jewish Family and Child Service
- Catholic Children's Aid Society
- Native Child and Family Services

If the child's religious or cultural affiliation is not known, or is not Catholic, Jewish or Native, the report can be made to a Children's Aid Society.

The telephone numbers of each Children's Aid Society and local police service are posted on the bulletin board in the supervisor's office and in the staff room.

A report to all Children's Aid Societies can be made any day, at any hour. However, if reporting after regular business hours, you will likely be required to leave a message, your name and return telephone number with an answering service. Indicate if your call is urgent. You will then need to wait for a return call from an after-hours protection worker. Leaving a message with an answering service is not considered a report - you must speak directly to a Children's Aid worker. If the staff/student/volunteer thinks the child is in immediate danger, do not wait to be called back - phone the police.

4.3.7 Discussing the Situation with a Parent/Caregiver

A staff/student/volunteer who suspects abuse will not tell a parent/caregiver or child about the suspicion, the intention to report or that a report has been made until after consultation with a Children's Aid Society and confirmation that it would be appropriate to tell. Discussing any suspicions of child abuse with a parent/caregiver/child before consulting with a Children's Aid worker could jeopardize the child and/or contaminate the investigation.

In situations where the cause of the child's injuries, the nature of the child's disclosure, or the behaviours observed are not clear, consult with a Children's Aid worker before speaking to a child/parent, to discuss the appropriateness of clarifying a situation and to obtain direction. If it is appropriate to clarify any information this should be done in a non-threatening casual way. For example, asking a child "How did you get that bruise?", or asking a parent "Sharon said that you and she are going on a trip. Where are you going?"

- Use an interested and concerned tone of voice.
- Avoid accusatory questions or statements.
- Ask what happened, and how it happened, rather than why.
- Ask open-ended questions.

If someone other than the parent/caregiver is the suspected abuser, consult with the Children's Aid Society as to who should notify the child's parent/caregiver. If it is decided that it is appropriate for the staff person to inform a parent(s) of the report, emphasize to the parent both the concern for the child and the legal obligation to report suspicions of child abuse.

4.3.8 Documentation

In the event that a staff/student/volunteer suspects child abuse, a "Suspected Child Abuse Reporting Form" will be completed as soon as possible in the individual's handwriting, using pen only. If applicable, this includes circling bruises/injuries on the body chart attached to the reporting form. Document only the facts - do not include how you are feeling about the incident or personal thoughts about what might have happened.

- Include the name(s) and phone number (s) of the individual(s) you spoke with at a Children's Aid Society and/or police service and any direction you were given.
- Do not make a rough copy and then rewrite in good - the original recording of the facts is your documentation. If you make a mistake, do not use white-out - cross out and initial any errors, and then continue on.
- Sign and date the form.
- This form is to be completed every time a staff/student/volunteer has reason to suspect that child abuse has occurred.
- All documentation is to be forwarded to the supervisor to be kept in a secure and fireproof cabinet, separate from the child's general file.

4.3.9 What to Report to a Children's Aid Society?

The staff/student/volunteer making a report of suspected child abuse to a Children's Aid Society may not have access to all the information listed below. If this is the case, do not conduct an investigation to search it out. Remember, it is imperative that the staff/student/volunteer report the information to a Children's Aid Society as soon as possible. The following is a list of information, if known, that the staff should be prepared to provide to the Children's Aid Society in making a report of child abuse.

4.3.10 If a Staff, Student or Volunteer is Suspected of Child Abuse

If a staff/student/volunteer/parent suspects another caregiver in the centre of abusing a child(ren) in care, s/he should inform the supervisor of the intention to call a Children's Aid Society. If the allegations are made by a parent, inform the parent of his/her duty to report to a Children's Aid Society, and the supervisor's obligation to also speak with a child protection worker. The staff person with whom the parent spoke will immediately inform the supervisor of the parent's allegation. If the staff person suspected of abuse is the supervisor, then the President of the Board should be informed.

- The staff/student/volunteer making the allegation will follow the reporting procedure outlined above and will complete the necessary documentation.

- The person suspected of abuse will not be told by anyone about the suspicion, the intention to report or that a report has been made until after the supervisor has consulted with a Children's Aid worker for direction.
- The supervisor will consult with a child protection worker as to what, if anything should be done to protect a child(ren) at the centre from further contact from the alleged abuser.
- The supervisor will notify a program adviser at Ministry of Education – Children Services within 24 hours of the occurrence, and submit a serious occurrence through CCLS.
- The supervisor will immediately notify the President of the Board of Directors, who in consultation with the supervisor, Children's Aid Society and legal counsel will determine what action, if any, will be taken with respect to the suspected person's job responsibilities.
- The supervisor will meet with the suspected person to discuss any procedures for a change in duties, responsibilities, etc. The supervisor will follow-up with a written confirmation of any decisions and the reasons for such, a copy of which is to be given to the suspected person, and a copy retained on file.

4.3.11 When the Children's Aid Society/Police Conduct an Investigation

When child abuse has been reported, the investigative team may request permission from KCNS to interview a child on the premises. All efforts will be made by staff to cooperate with the police/child protection worker in order for the investigation to be completed in such a way as to provide the least disruption to the day-to-day operations of the centre. Should the investigative team's request to interview the child at the centre be refused by the supervisor/Board of Director for any reason, the child may be apprehended (with or without a warrant) and removed from the centre.

- If the authorities have told any staff/student/volunteer of the intention to come to the centre, the supervisor is to be notified immediately.
- The supervisor will arrange for an appropriate private location for the interview to be conducted. When the authorities arrive, the supervisor will ask for identification upon their arrival.
- If a Children's Aid worker/police officer arrives unannounced, the supervisor will ask for identification and call his/her respective offices to confirm that s/he is a representative of a child protection/police service.
- The police/child protection worker may determine that it would be in the best interests of the child to conduct an interview without the prior knowledge of, and without the child's parent(s) present. All staff involved must respect this decision, and not speak to the parent(s) until further notice.
- The supervisor will prearrange with the investigative team, if a support person from the centre can be present when the child is being interviewed. Any support person who agrees to attend the interview will be reminded by the supervisor, that s/he may be required to attend and testify in court proceedings related to the case.
- If, after interviewing a child, the investigative team feels it is necessary to apprehend the child, the supervisor/staff/students/volunteers will cooperate. The supervisor will clarify with the investigative team who will be responsible for contacting the parent(s).
- The supervisor will document the names of the investigative team, the date, time, how long the authorities were at the centre, and any relevant outcome. The documentation will be kept in a secure and fireproof cabinet, separate from the child's general file.

4.3.12 Confidentiality & Disclosure of Information

Any information related to a suspicion or report of child abuse is confidential between the person directly involved, the person making the report and a Children's Aid Society. The supervisor, in consultation with a Children's Aid Society, will give direction regarding the appropriate sharing of information with staff/students/volunteers/the operator and/or a member(s) of the Board of Directors. Discussing any information with others related to a situation of suspected child abuse outside the designated individuals is a breach of confidentiality, and may leave you liable for slander.

In a case where a child has been apprehended by a Children's Aid Society, the supervisor will speak to a worker to determine whether or not the child will return to the centre as scheduled. The supervisor will advise the staff, and determine the best way to explain the child's situation to the other children. This will be done in such a way as to balance the child's/family's right to confidentiality with the concerns of others in the centre.

4.3.13 Students on Placement

When a student is on placement at KCNS, s/he is expected to follow the centre's Policies and Procedures Regarding Child Abuse.

4.3.14 Policy Implementation

Before commencing employment/placement/volunteering, staff/students/volunteers will be asked to sign a form stating that all the policies and procedures with respect to child abuse have been read, understood and will be followed. Updated policies and procedures will be brought to the attention of all staff/students/volunteers for their advice and signature.

4.3.15 Policy Review

The policies and procedures with respect to child abuse will be reviewed annually by the supervisor, and updated accordingly.

4.4 Emergency Management Policies and Procedures

KCNS has emergency management policies and procedures, as described in section 68.1 of Ontario Regulations 137/15. If an emergency occurs, parents will be contacted using the children's emergency list.

It is very important that the staff of KCNS be able to get in touch with a parent or alternate in case of emergency. An emergency knapsack containing First Aid material, the class list and emergency contact information is carried by the Supervisor at all times when outside the school building. Any changes in emergency contact information should be given to the Supervisor and Registrar immediately. To ensure that parents are immediately accessible in the case of an emergency, it is imperative that the school be notified of any change in home address, employment address, phone numbers etc.

A child needing emergency medical care will be taken to the nearest available hospital as required. Parents will be notified immediately. If parents have special requirements regarding hospital treatment of their child, they must communicate these requirements to the school in writing

In an emergency, the safety and care of the children is the prime concern of KCNS. Emergency and fire procedures are posted in the School. Parents should read these procedures and be familiar with them. It should be noted that if the School requires temporary emergency shelter, staff and children will be housed at the EMS station at the corner of Keele & Elizabeth Grove.

If travel to this location is not possible, or if the entire school is relocated, the School will follow directions given by the landlord. The School will contact the families from this location.

4.5 Field Trips

Trips and activities have always been an integral and fun-filled part of the program at the school. We believe that reinforcing what is discussed in the classroom with hands-on experience is important and helps the children learn and better appreciate the world around them.

All trips, including occasional walks in the KCNS community, must be approved by parents. A consent form is attached to each registration package to allow your child(ren) to participate in these walks.

All trips off of school property must be approved by the Board and Supervisor, and will require the written permission of the parents. A permission form will be sent to all parents outlining the date, time and location of the trip. These permission forms must be signed and returned to the school in order for your child to participate.

All parents who are volunteering on their child's field trip must have a valid police screening check.

Field trips and outings are always open to all member families, regardless of the scheduled day of a child's attendance. However, to ensure that the appropriate adult to child ratio is maintained, we ask that children who are not scheduled to attend on the day of the field trip are supervised by a parent/guardian. All parents volunteering on their child's field trip must have a valid police screening check. Whenever possible, field trips are open to siblings as well. KCNS always welcomes and encourages parents to attend field trips – it's a lot of fun and makes for great memories with your child!

All transportation to and from field trips is the responsibility of the parents.

4.6 Parent Issues and Concerns Policy & Procedures

4.6.1 Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

4.6.2 Definitions

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

Staff: Individual employed by the licensee (e.g. program room staff).

4.6.3 General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their children are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by King City Nursery School and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

4.6.4 Confidentiality

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

4.6.5 Conduct

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

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

4.6.6 Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children’s Aid Society](http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx) (CAS) directly.

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

4.6.7 Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related	Raise the issue or concern to: <ul style="list-style-type: none"> - the classroom staff directly or - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 3 business days.
General, Centre or Operations-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the board or licensee. 	Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern;

<p>Staff, Duty parent, Supervisor, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly or - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<ul style="list-style-type: none"> - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Student/Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or - The supervisor and/or licensee. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the board at King City Nursery School.

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

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

4.6.8 Behaviour/Withdrawal From Program

Occasionally, an unusual situation may arise where the regular program cannot meet the needs of an exceptional child. In this case (in consultation with the Supervisor over a reasonable amount of time) the Board of Directors reserves the right to determine that this child be withdrawn. This action will be taken as a last resort and is driven by the interests of the child and the safety of others at the School. For the benefit of all concerned, we will follow these steps:

4.6.9 Documentation

- At the onset of the problem, any staff directly involved with the child will record the behaviour in question; specific incidents, as well as responsive actions taken by the staff to manage the improper behaviour, will be included
- The Supervisor and the staff will meet to develop a common strategy to help assist with the child

4.6.10 Parental Notification

- Families will be immediately apprised of any behaviour in question and informed of the actions that the staff has taken to date
- Parental insight into any specific behavioural issues will be sought

4.6.11 Development of a Long-Term Behaviour Management Plan

- A meeting will be held between the family, staff, the Supervisor and a Special Needs Childcare Consultant to identify and agree upon key issues
- A Behaviour Management Plan will be developed; clearly measurable goals accompanied by specific timelines for these goals will be established; responsibility for carrying out the various components of the plan will be assigned
- The child's Teacher and/or School Supervisor will decide if a more appropriate goal for the child would be possible with part-time placement or a reduction of time spent at the School
- Parents unwilling to cooperate with the adoption of a Long-Term Behaviour Management Plan may be at risk of having to withdraw their child from the School after a reasonable amount of time, if the child's behaviour does not improve

4.6.12 Assessment of Results

If the Behaviour Management Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Board of Directors has the authority to conclude that the child should be withdrawn. Families will be informed of this decision in writing and assisted by professionals to make alternate arrangements. An appropriate time period will be established in order to secure the best possible placement for the child. Advisors for Children's Services, from the province and, if appropriate, the District School Board, must be informed if a child is withdrawn.

It should be noted that in extreme circumstances, a child may be, at the discretion of the Board and Supervisor, immediately withdrawn from the program if the child poses a clear and present danger to the safety of anyone at the School.

4.6.13 Re-Entry Meeting

In the case of a temporary withdrawal, a meeting will be scheduled on the day the child returns to the School. It will involve parents/guardians and the Teachers and/or School Supervisor. The meeting will establish responsibility for development of a long-term plan of action and monitoring of future behaviour.

4.7 Income Tax Statements

If requested, in writing, a record of the previous year's fees and other monies paid to KCNS will be provided to each family by the Treasurer/Bookkeeper. Tax receipts are emailed to each family. Fee receipts will not be issued until all outstanding fees and penalties are paid. Tax receipts are issued in February and again in June (for non-returning families).

4.8 Insurance Coverage

KCNS has insurance coverage indemnifying the School for accidents or natural disaster. The policy also provides Directors' liability.

The school is not responsible for loss of property or clothing of its students.

4.9 Protection of Confidential Information: Privacy Policy

Privacy of personal information is an important principle to KCNS. We are committed to collecting, using and disclosing personal information responsibly and only to the extent necessary for the services we provide. We also try to be open and transparent as to how we handle personal information. Information is never sold to a third party.

4.10 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. Exceptions: business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories, are not considered personal information.

4.11 Privacy Practices

Personal information gathered by KCNS is kept in confidence. The teachers and executive members are authorized to access personal information based only on their need to deal with the information for the reason(s) for which it was obtained. Families should know that information is shared with the Region of York, the Ministry of Education. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered. Measures are also taken to prevent information from being lost or destroyed.

4.12 Updating of Privacy Policy

We will regularly review our privacy practices and update our policy.

4.13 Emergency Closures / Storm Policy

While we realize that the closing of the school at any time other than the normal closing time will cause some inconvenience to parents, there may be times when such action is necessary because of bad weather conditions. KCNS follows the York Region District School Board and York Region Catholic School Board bus cancellation policies. In the event of inclement weather, due to snow storms, KCNS will be closed should the buses be canceled for either of these aforementioned school boards. That is to say, if you hear on the radio or television that buses have been canceled, but the schools are otherwise open, the Nursery school will be CLOSED that day. **This, however, is only due to poor driving conditions and not due to extreme cold weather conditions.** If you are uncertain about the weather in the morning, please consult either the radio or television as school closures and school bus cancellations are always mentioned.

The Board and the Supervisor have both the authority and responsibility to act in the interests of the school and the children in their care. If weather conditions warrant an early closing time, the school will contact all parents and ask for their cooperation in picking up their children. If overnight weather conditions warrant a school closure, the Email/Phone Duty Parent will diligently make all efforts to inform the families via email and/or phone messages.

If the Supervisor or the Board of Directors feel that traveling to and from school presents a hazard, or if an unforeseen situation arises at the school (e.g., broken furnace, blackout), they may decide to close the school until it is no longer deemed hazardous. Licensing requirements include mandatory functioning phone lines, heat and electricity and running water. Because these cases are beyond the school's control, no reimbursement of funds will be provided for cancellation of regular programming.

4.14 Students as Volunteers

KCNS participates in a number of programs involving students. Under the supervision of our staff, the students gain practical experience while bringing new ideas to the School. Notice of R.E.C.E. and high school student placements will be posted. Please make an effort to get to know these people. They contribute a lot to the program.

4.15 Parents as Volunteers

Any parent wishing to volunteer in the classroom must complete a criminal reference check and submit a current immunization record and a TB test. In addition, volunteers must review and sign all relevant policies and procedures.

4.16 Provincial License & Other Inspections

KCNS is licensed under Ministry of Education. Every year, a licensing specialist from the Community and Social Services performs a full inspection of the School for the license renewal. The inspection includes spending all day at the School to review the program, policies and procedures, health and safety practices and all the requirements of the Child Care Early Years Act. Each school has a consultant who performs surprise visits to the School at least twice a year for a complete and full inspection. After the inspection, a detailed report signed by the licensing specialist is presented to the Supervisor. A copy is reviewed with the Board of Directors and is posted in the school for your review.

Other inspections include a yearly visit by a Public Health Inspector, "Food Safety Inspector". The Public Health Inspector performs surprise visits to the School twice a year. The main objective of the visit is to check all food related safety guidelines such as menu, food temperature, employee hygiene, storage, health hazard and general food handling.

4.17 King City Co-Op Nursery School Bylaws

The bylaws explain the general operation of the school including parents' responsibilities as well as the Board of Directors. Personal copies of the school's constitution and bylaws are available from the Secretary.

5 Inclusion

5.1 Inclusion Policy

The mandate of the program offered by KCNS is to provide a warm, loving and secure environment for all children who come with varying needs of development; social, emotional, physical, behaviour and cognitive, where they can flourish. Group interaction plays a key role by encouraging self-confidence and developing mutual respect and a sense of sharing. A part of this involves coming to terms with what is socially acceptable to both learning and life.

We believe that each child is unique, and in partnership with families we are committed to meeting the developmental/educational needs of all children.

KCNS abides by the following guidelines;

- According to the Canadian Charter of Human Rights and Freedoms, all individuals must be treated equally, regardless of race, national or ethnic origin, colour, religion, sex, age, mental or physical disability.
- Canadian Human Rights Act states that employers and service providers are required to accommodate special needs, including those of people with disabilities, short of undue hardship.
- Exclusion is never appropriate, whether it is based on race, faith, sexual orientation, gender or disability.

5.2 Admission Meeting

The Supervisor will request to meet with parents/child upon reviewing a new registration form after receiving it from the Registrar, if the registration form indicates any special needs or accommodations. The Supervisor will also request to meet with parent/child if the parent determines explicitly that the child will need accommodations. Therefore an in-person orientation of the school may be beneficial before admission to determine that the staff and facility can meet the child's needs.

The admission procedures followed include:

1. Orientation that includes a meeting with parents
2. Application that includes documentation of a child's needs, abilities, interests, cultural observations, etc.

In addition, the following information is shared with parents prior to admission:

1. Parent involvement
2. Withdrawal; if the program is having difficulty meeting the child's needs, the program will ensure;
 - All families asked to withdraw from the childcare program are dealt with in a fair and equitable manner
 - Notice of withdrawal is consistent with the Withdrawal Policy of the program and is the same for all families. It should include written notice of withdrawal, documentation of meetings, and discussions with special needs support staff when appropriate
 - Reasonable care has been taken in assessing the child's needs, including the program's ability to support those needs
 - Special Needs Resources and other outside agency support have been exhausted prior to notice of withdrawal of the program

5.3 Support for Exceptional Needs

King City Nursery School supports families by ensuring their child's development and needs are recognized so each family can make appropriate choices for their child. There is acknowledgement and respect for the priorities the family has for their child. Families are encouraged and supported to make decisions about early intervention options.

We respect and value input from parents and encourage them to be part of the decision-making process for their child. We support families by consulting with early intervention professionals.

We work with parents and professionals who have valuable knowledge and expertise to share with us and each other. The staff receive professional development in current areas of child development, research, theory and practice.

Outcomes for children improve when the relationships among partners are based on trust and respect and support systems are coordinated and complimentary. Parents are recognized for their understanding of their child and therefore we believe parents must be involved. Professionals, including staff or the provider are recognized for their experience and knowledge of child development. When these partners work together and communicate openly, goals are set for the child and appropriate support systems can be planned. Existing supports and community resources are used and adapted to meet these goals.

At King City Nursery school, we support families by consulting with early intervention professionals. We work with parents and early intervention professionals who have valuable knowledge and expertise to share with each other.

5.4 KCNS Staff Commitment to Inclusivity

Our staff or the provider need training and resources to be effective at including all children while meeting individual needs. Our Professional development focuses on flexible practices for all children, such as a workshop on inclusive social play. Our Staff or the provider may also need specialized training for specific procedures required by individual children.

Our staff are committed to learning more about various disabilities and full inclusion as part of our annual training plan.

KCNS staff will:

- Value the opportunity to acquire specific competencies for working with children with disabilities
- Share the same value base and program vision as the other early childhood staff
- Attend and participate in training in order to understand and become skilled at using strategies and techniques
- Conduct regular observations, know the program and children well
- Acquire skills for positioning, handling and feeding a child with special needs, in addition to using devices and equipment required by the child
- Seek mentoring from Special Needs Resource staff or agency and act as a mentor to others
- Respect parents as experts on their own children
- Work to embed the children's individual objectives into the classroom activities and routines
- Identify, implement and evaluate appropriate opportunities and strategies to allow children to interact without adult assistance
- Build bridges between children with disabilities and their typically developing peers and help foster friendships

Benefits to our program include...

- All children and adults value acceptance and appreciate diversity
- All children benefit from program consultations that are provided by support agencies
- All staff benefit from enhanced training opportunities and broadened experiences

Benefits for families include...

- Enhanced family support connections in their local community
- Greater opportunity to develop friendships with other parents
- Improved awareness and appreciation for diversity and individual differences
- Increase opportunities for seeing social justice in action

Benefits for all children include...

- Gives children with special needs the opportunity to form friendships within their local community
- Access to early intervention services
- Allows children to attend local children's programs and schools in their neighborhood
- Develops empathy and an acceptance of individual differences

Benefits to Boards of Directors/Operators...

- Ensures that the organization follows fair and equitable practices

5.5 Valuing Diversity

KCNS is committed to the principle of equal opportunity for all its children, families, employees, and applicants for either program admission or employment. For that reason, we intend to create an environment which offers families equitable access to sensitive and appropriate services that do not discriminate on the basis of visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability.

KCNS recognizes and values the diverse backgrounds of the children we care for. We as a School will, through our programming, provide the children with a non-discriminatory, racially sensitive and culturally appropriate childcare program. We will ensure that the rights of the children in our care are not compromised and that each child is treated with respect, dignity, acceptance and understanding.

5.6 Accessibility

At King City Nursery School every child may attend our school regardless of any additional support that is needed. The physical environment is set up to consider the unique needs of each child. Areas are accessible to all the children.

We accept and welcome children of all abilities. Indoor and outdoor areas are arranged so all children can move freely and make choices based on their abilities, interests and needs. We make changes to our daily program to meet the needs of each child.

6 School Organization & Co-Operative Commitment

6.1 Governance

The successful operation of King City Co-Op Nursery School depends on the volunteer time and effort the parents put into its governance and operation. Although many decisions regarding the children's day are made by the teachers, general policy decisions are made by the Board of Directors. Any parent may make a written submission on any matter pertaining to the school for consideration from the board.

There are up to 8 positions on the Board of Directors: up to 5 elected positions plus the past President, the landlord, and one non-voting member (the Centre Supervisor).

General meetings may be called as needed. Board of Directors' meetings will take place once a month or as need dictates. Any parent may make a written submission on any matter pertaining to the Centre at any time for consideration by and reply from the Board. Any parent wishing to meet with the Board is to make arrangements for a meeting through the Secretary.

The following are, in general, the areas of responsibility of the Board of Directors.

- Decisions concerning the philosophy of the School
- Periodic evaluations of the program
- Decisions concerning the hiring, disciplining and dismissal of staff
- Decisions concerning staff salaries and terms and conditions of employment
- Decisions concerning registration and fee structure
- Establishment and monitoring of the budget
- Management of revenue
- Decisions concerning operating procedures
- Policy development (all School policies are available upon request)
- Resolution of conflict with staff or families which have not been resolved by the Supervisor

The Supervisor works closely with the Board of Directors with respect to all aspects of the School's management and attends all Board meetings. Should parents have any questions or concerns about their child, please do not hesitate to speak to the Supervisor.

May we respectfully remind you that positions held on the Board of Directors are voluntary and, at times, very time-consuming. We would appreciate compliance with the regulations in order to make their jobs easier and more pleasant!

6.2 Parents Cooperative Preschool Corporation (PCPC)

King City Co-op Nursery School is a member of the Parents Cooperative Preschool Corporation (PCPC), the local association of co-operative nursery schools. Members of the school automatically become members of PCPC and may attend their workshops and meetings held throughout the year.

6.3 Annual General Meetings (AGM)

Parents should always keep in mind that by enrolling their child(ren) with KCNS, they become members of this co-operative school. One of the many advantages of this structure is that each parent has a say in how the school is run, decisions that are made and the directions for the future. In order to maintain our high standards as a co-operative school, all parents are expected to attend the two general meetings during the school year. Families with children currently registered at KCNS are voting members (one vote per child registered) of the School and, therefore, have a say in the direction of the School. All members are asked to attend the Annual General Meeting, which is held in October. During the meeting, we review the Parent Handbook, welcome new families, provide an overview of the School, review our accomplishments, approve the next school year's budget, assign school positions, elect the new Board of Directors, and address any other issues that require a vote of the membership i.e. by-law changes (According to Article V of the by-laws, 25% of the membership constitutes quorum and a majority vote prevails).

In addition, parents are welcome to attend any of the monthly Board Meetings. Confidential matters will be discussed in a separate in camera meeting. Dates of meetings are posted on the website and meeting minutes are available to member parents upon request.

As per the Parent-School Agreement, it is mandatory that a representative from each family attend the AGM. Failure to do so will result in a \$15.00 fine. They are held in October and June for the purpose of administration of school business. A General Meeting may also be called in December if the executive and teachers deem it necessary. At this time such items as school policies are discussed and voted upon by everyone. General meetings are also an opportunity to communicate your feelings, ideas or concerns to the membership. These general meetings are not necessarily strictly for business purposes. They can also include parent awareness discussions or guest speakers, making the evening both interesting and informative

6.4 Board of Directors

The legally constituted Board of Directors administers the School on behalf of the families. Without it, the School would not be able to operate. Board meetings are held once a month during the school year. The following list outlines the positions of the Board of Directors.

- President
- Vice-President / Human Resource
- Treasurer
- Secretary
- Registrar
- Fundraiser Committee Director
- Marketing/Communications Committee Director

6.5 Committees

In addition to the Board of Directors, the School needs the work of committees in order to function. Each of these committees has one Chairperson and several members. The role of the chairperson of each committee is to direct and coordinate the work of the committee members and reports to the Vice-President, who acts as committee administrator. In accordance with the Parent-School Agreement, each family must sign up for one committee position for each child enrolled. Parents must actively participate on the committee they sign up for. The fine for failure to fulfill committee responsibilities is \$50.00. Each position on the Board of Directors will fulfill a family's committee responsibility to the school, regardless of how many children they have enrolled.

6.6 Election Policy & Procedures

- The executive committee positions and sensitive committee positions must be filled before any general committee positions are filled. During the general meeting in October, all executive members will discuss their committee positions with the general membership and the sensitive committee positions will be explained by the president/vice-president.
- Upon registration, anyone interested in a Board of Directors position, can complete a form. This form will be submitted to the President in their file at the school and will be kept confidential between only the person who has expressed interest in the position and the president and executive committee for the current school year.
- The president will then contact all persons interested in each position and discuss with them their qualifications and interest in the position indicated. In a situation where there is more than one parent expressing interest in an executive position, the president will contact all interested. The president, in conjunction with the executive committee, will then decide which parent would be best suited for the position and, wherever possible, offer another well-suited executive committee position to the other parents. The goal of this process is to fill the executive committee positions before the October annual general meeting with members who are best suited to the positions.
- During the general election in October, the new executive committee and sensitive committee members will be introduced to the general membership.
- If there are any outstanding positions from either of these committees, they will need to be filled by a parent before the rest of the committees can be filled. Parents from the general membership will be asked to volunteer for these positions by nominating themselves. The president will call for nominations three times. If there is only one nominee for any given position after the president has called for nominations three times the chair will state that the nominee has been elected by acclamation.
- If there is more than one person interested, the president will briefly meet privately and individually with all interested parties. The General Meeting will take a brief adjournment for these meetings. Once the president has spoken with the interested parties and they and the executive committee have come to a decision the meeting will resume.
- Next, the fundraiser committee will be filled by asking for volunteers. As this committee is of vital importance to the running of the school no other positions will be filled until this committee has a chair person who is an executive member, a co-chair and ideally 7 members.
- Finally, any families who have not yet joined a committee will choose a random number on a piece of paper and the chair will call the numbers in order. When your number is called you may then select which committee you would like to work on for the upcoming school year.

6.7 Orientation

This begins when inquiries are first made about enrolment in the school and continues throughout the school year. The goals for effective orientation are: better informed parents, open communication between parents and teachers, and a smooth-running school with happy, relaxed children, parents and teachers. When parents first participate in the school program, their primary concern is to be in the right place at the right time and to learn the location of equipment and supplies. Since we function best when we know what is expected of us, it is extremely important that we are well prepared for this role as participating members of a co-operative nursery school. As stated, due to the importance of orientation, it is mandatory to attend your scheduled orientation session for your program. A \$15.00 fine will be assessed for failure to attend orientation.

As part of your orientation:

- The teachers/supervisor will show you the facilities, the location of the equipment and supplies, fire drill procedure, emergency information and explain duty parent responsibilities.
- The Vice-President (committee administrator) will provide orientations and procedures for all members regarding their chosen committee(s).

Please do not hesitate to ask if you have any questions.

It is the parent's role to assist in the management of the pre-school, as well as to assist the teachers/supervisor with the children's program. This is best achieved through your attendance at the required October AGM (Annual general meeting), which are scheduled in the evenings. A December general meeting may be called if deemed necessary

7 Description of Volunteer Positions

7.1 Board of Directors

The Board of Directors is composed of six (6) Directors who are responsible above all else, for maintaining the interests of the parents and as such be accountable to the membership. The Board's mandate is to oversee the operational aspects of the school. The board meetings are once a month for approximately 90 minutes. Below are brief descriptions of each position, and their areas of responsibility. In some cases, due to enrollment the board will operate with five (5) Directors, in which case the Committee/Fundraiser/Marketing position will be eliminated and the tasks will be divided among the remaining board members. The Board of Directors is elected at the Annual General Meeting. Board of Director Positions at King City Co-Op Nursery School and their primary responsibilities are as follows:

7.1.2 President

- Presides over and plans all Board meetings; maintains regular contact with the supervisor between meetings; arranges special meetings if necessary
- Plans the activities for the year ahead for the Board and involves the Board in planning for the future
- Co-ordinates the Board's basic responsibilities and delegates tasks and functions accordingly
- Ensures all licensing requirements are met
- Acts as the official liaison between the school and the landlord
- Submits an annual report
- Has signing authority for all school documents and cheques
- Renews all school licences, grants, contracts and insurance
- The most important task assigned to the President is to ensure harmony, co-operation and contentment at every level of the School
- Acts as a public relations officer for the school
- Establishes and maintains a logbook noting calendar requirements (i.e., licensing, rental agreement, staff contracts etc.)

7.1.3 Vice President / HR Committee Chair

Aids the President, assumes the role of President during his/her absence

Handles the Human Resources portfolio

- Develops and revises staff job descriptions, Interviews and hires staff with the Hiring Committee
- Evaluates the job performance of staff annually
- Negotiates and recommends employment contracts for staff
- Assists in the resolution of conflict between staff and the Board/assists the President with teacher relations and other tasks required and/or requested by the President
- Learns about the President's role in anticipating a smooth transition from VP to President in the following year.
- Maintains the school files, history, archives and philosophy
- Assumes the role of chairperson for any special projects for the year (i.e., new playground, program expansion etc.)

7.1.4 Treasurer

- Responsible for all monies, incoming/outgoing including: banking, salaries, taxes, receipts, etc.
- Co-signs all cheques and other documents (if required)
- Responsible for obtaining adequate property and liability insurance and Worker's Compensation (if applicable)
- Prepares a financial statement at fiscal year
- Prepares a financial report for each meeting
- Arranges auditing procedures at fiscal year-end (if necessary)
- Preparing bi-monthly pay cheques for staff as well as source deductions
- Preparing school budget
- Maintains accurate and organized accounting records for the bookkeeper. (i.e., bank, audit, salaries, benefits, taxes etc.)
- Coordinates with the bookkeeper Tax Receipts for families and T4s for teachers.
- Coordinates with the bookkeeper to prepare a financial report for each meeting and a financial statement at fiscal year-end for membership review.

Note: Accounting experience is an asset but is not required. The Treasurer must possess excellent organization skills and be detail oriented.

7.1.5 Secretary

- Keeps accurate minutes of proceedings, decisions and unfinished business at both the Board and General meetings
- Publishing the notices and agendas for the Board and General meetings
- Sends notice of all meetings (both Board and General)
- Records and reads minutes of all meetings
- Establishes and maintains minutes of all meetings
- Co-signs all documents and cheques (if required)
- Keeps an updated copy of the minute book and bylaws at all meetings
- Establishes and maintains a book of motions
- Updating documentation and policies
- Fills out and sends in Form 1 after every election
- Retains and corporate seal

7.1.6 Registrar

- Provides members with information and tours of the school & distributes orientation materials
- Ensuring all required registration forms are submitted and up-to-date
- Maintains a wait list and ensures that all inquiries are dealt with in a timely fashion
- Maintains & distributes registration and orientation materials (forms, packages and handbooks)
- Informs the Supervisor of any enrolment changes (new families and families leaving the school)
- Responsible for all completed registration and membership forms.
- Ensures confidentiality of all information by adhering to ethical standards.
- Maintains accurate membership lists and waiting lists.
- Handles enquiries and describes school policies to interested parents
- Provides tours / visits of the school to prospective families
- Plans and implements ideas for promoting school enrolment.

7.1.7 Fundraiser Committee Director

- Work with the Board, Supervisor and staff to determine the School's annual fundraising goals
- Organize fundraiser efforts for the School; work with the Fundraiser Committee to generate new ideas for fundraising and delegate responsibilities; report ideas and progress to the Board
- Chair Fundraiser Committee meetings to ensure preparation and distribution of timely information and order forms to parents; verify amounts, send orders to suppliers, and confirm receipt of fundraising items; arrange distribution of fundraising items.
- Work with the Marketing/Communications Director and Fundraising Committees to ensure the timely and effective fundraising promotional materials; all materials must include the School's logo, available from the Marketing/Communications Director
- Liaise with the Treasurer about fundraising receipts and donations
- Maintain up-to-date fundraising files including inventory, orders made, expenses and surplus; report to the Board on a monthly basis in relation to budget
- Perform other responsibilities as assigned by the Board

7.1.8 Marketing / Communication Committee Director

- co-ordinate the external and internal messages for the School
- liaise between KCNS and the community to market and promote the School
- work with the Registrar on admission-related activities and efforts
- oversee and provide assistance (i.e., proof-reading) with the Supervisor, Board of Directors and Secretary, the production of printed materials of internal documents such as the handbook, brochure, flyers School signage, and the like
- oversee and assist the Marketing/Communications Committees and their sub-committees
- arrange advertising as necessary, with approval and input from the Board; organize signage and timely distribution of information
- develop marketing plans for new initiatives
- assist with the strategic planning for the School
- performs other responsibilities as assigned by the Board

7.1.9 Website Administrator

- Updating the school website to reflect any changes, important dates, photos and Open house details.
- Tracking site stats and tracking keywords that help identify KCNS on the web through search sites.
- Develop ways to increase traffic to the website.

7.2 Parent Duty Role Descriptions

The following are a list of parent duty roles that may exist in a given year. The exact roles and details of the roles may vary by year at the discretion of the Board of Directors, depending on the number of families enrolled in a given year.

7.2.1 Excursion Organizer (EO)

The Person who holds this time-sensitive position arranges for the children to visit places of interest in the community as well as invites special visitors to the school upon consultation with the teachers/supervisor.

At the request of the Supervisor/Teachers, the EO will call the location/visitor to book the excursion and confirm the following information:

- Location or Address
- Services they provide
- A group rate or each individual child cost
- Time & Date Availability

The EO will:

- Post on the bulletin board, a sign-up sheet for the parents to complete and return to the EO.
- Send an email to all parents describing the outing and provide any related links.
- Collect all monies for the excursion or advise parents they can drop into the school's "Money Box" in an envelope labeled "Excursion Money" with their name on it.

On the day of the excursion:

- The EO will accompany the class and pay the entrance fee with the money collected.
- The parent who performs this duty needs to be at the school to collect money from the parents for the trip or devise a procedure to make it easy for the parents to pay for the trip provides a written record of the year's schedule for next year's co-ordinator (to be given to the Vice-President at the end of the year)

7.2.2 Fridge Cleaner

Parent is in charge of sanitizing the fridge on a monthly basis, this is only a couple of shelves. The fridge will be cleaned out and wiped down at the following intervals:

- October
- November
- January
- March
- May
- End of year clean-up

All the items will be removed from the fridge, then the fridge will be wiped down and sanitized with the supplies provided. All the items in the fridge will be put back.

The parent will put the date on the form on the fridge to show that this has been completed.

*This duty is recommended to those parents who are not taking care of younger children.

7.2.3 Laundry Person

- Parent takes home and launders clothes and towels on a weekly basis.
- On the last day of each school week, at pick up, the Laundry Person will pick up the laundry. Everything will be brought back to the school the next week in the morning, at drop off, on the first day of school.
- The clothes and towels need to be laundered, dried and folded .and then put away in their appropriate spots
- If the parent cannot fulfill their laundry duties, it is their responsibility to contact another parent for support.
- Laundry will be placed in a specific spot so the parent can check each week if there is any laundry to wash.
- This duty is great for parents that drop off and pick up their child on a daily basis.

7.2.4 Phone & Email Communicator

- The Phone & Email Communicator updates the contact list and prints or emails a copy for each parent. They also phone and email parents in case of school closure due to weather (e.g., snow storms).
- When York Region Public School Board (YRDSB) announces the cancellation of buses, the school will be closed that day.
- The Phone & Email Communicator will send out an email to all parents, messaging that the school is closed
- However, if it's a really bad storm and the internet is down, chances are that the school is closed.
- This position is good for any parent.

7.2.5 Play Dough Maker

Play dough is made at the school and changed weekly. Parent can make 4 batches at a time and keep it refrigerated. Ingredients used are basic baking ingredients.

- Play dough is changed weekly at the school
- The Play Dough Maker makes the play dough at the school.
- The parent buys the supplies and ingredients

The Play Dough Maker can make up to 4 batches at a time and keep it refrigerated. This will be good for one (1) month. Wrap in saran wrap and store in the fridge.

The recipe for play dough is:

- 3 cups of boiled water
- 1 ½ cup of salt
- 6 tsp cream of tartar
- 3 tbsp oil
- Food colouring
- 3 cups of flour
- Add more flour as needed
- Roll into balls and cover with Saran Wrap

This duty is great for a parent who is able to spend time at the school in the morning and who doesn't have any other children to take care of.

7.2.6 Sand Table Provider

- Parent is in charge of supplying up to bags of sand during the school year for outside and inside
- sandbox. Sand needs to be replaced every two weeks or as the Ministry requests.
- Provide up to 10 to 15 bags of sand per year or as Ministry suggests
- It is recommended to buy “King Play Sand”. It seems to stay moist the longest. You can get it at Home Depot.
- The parent is responsible for filling and emptying the sand table every two weeks or as needed.

This job is great for someone who is very strong because the bags can be quite heavy.

7.2.7 Supplier of Supplies

Parent buys / provides supplies for school as needed (mostly paper towels and cleaning agents) and puts them in their designated spots.

Supplies currently needed:

- *Brita Filters (The cost of Brita Filters will be reimbursed by KCNS)
- Large refill hand soap
- Dish soap bottles
- Paper towels
- bleach
- The list of supplies needed is on the white board in the kitchen.
- It is up to the parent to check the white board on a daily basis.
- This is great for a parent who loves to shop.

7.2.8 Teacher Helper

The duties of the teacher helper are to assist teachers in preparing crafts and other minor day to day activities.

Possible Duties include:

- Cutting and preparing planned crafts
- Putting handouts in children's baskets
- Helping for special days such as posting signs
- Repairing or updating children's names on coat hooks or baskets

This job can be done at home or at the school.

7.2.9 Toy Washer

Note: **Duty to be divided between all families on a rotation basis.

Parent is in charge of sanitizing toys on a weekly basis. This is done on school premises.

- Toys played with by children need to be washed every week.
- The toy washing happens during the school day.
- A chart placed on the bulletin board will let the parent know which toys are needed to be washed
- Some toys are to be washed in the sink, others like puzzles and foam blocks will need to be simply wiped down
- A description on the procedure on washing the toys is located above the middle island sinks.
- The cleaning supplies are provided by KCNS and will be at the school.
- Each person who occupies this position will rotate.
- The parent is responsible for putting all the toys away at the end of the day

This duty is not recommended for parents who have young children to take care of. The parent may choose their dates to come in and will need to be spending some time at the school.

7.2.10 Other

If there is something that you can do/provide which you feel will be an asset to the school, please inform the teachers and/or a member of the executive committee. A committee position may be created for you, if approved by the executive committee and all other committee positions have sufficient support.

8 KCNS Program Statement

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.” – Plato

A policy statement, together with the regulations that guide program development, pedagogy and practice in licensed child care settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children’s learning, development, health and well-being. (Message from the ministry of Education)

King City Co-Op Nursery School encompasses the research and legislation in Ontario’s three major early learning documents: “How Does Learning Happen?”, The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children.

8.1 How Does Learning Happen?

Ontario’s Pedagogy for the Early Years is a professional learning resource guide about learning through relationships for those working with young children and families. It is intended to support pedagogy and curriculum/program development in early year’s programs.

Pedagogy is ‘the understanding of how learning takes place and the philosophy and practice that support that understanding of learning’.

Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of educators and families, and relationships among them. The pedagogical document, “How Does Learning Happen?”, helps educators focus on these interrelationships in the context of early years environments.

How Does Learning Happen? is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

Our “learn through play” philosophy works harmoniously with “How Does Learning Happen? Ontario’s Pedagogy for the Early Years.” This document, published in 2014, is used for the purpose of guiding licensed childcare programs. Our goal in utilizing this professional learning resource is to support our programming. We are using the “Foundations for Learning” component of the document to inform our practice in four ways:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child’s healthy development and support their growing sense of self, as well as self-regulation skills

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Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviours and language development

Foundations	Goals for Children
Belonging	<p>King City Co-Op Nursery School (KCNS) as a co-op, cultivates relationships and connections between children, adults and the greater community. It encourages the children to interact and communicate in a positive way and it fosters a child’s sense of belonging among the world around them. Group participation and co-operative play is an important part of our program as it encourages self-confidence and helps children develop mutual respect and a sense of sharing and caring.</p>
Well-being	<p>KCNS aims to nurture a sense of wellness within the child. We incorporate indoor and outdoor play, active play and opportunities for quiet time. While the parents provide snack, teachers ensure that each snack is healthy and combines one item from each food group in accordance with Canada’s Food Guide.</p> <p>The children are able to bring their own labelled+ water bottles and have access to them at all times. Our drinking water is tested every 3 years. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet and exercise.</p> <p>KCNS promotes the health, safety, nutrition and well-being of all children in its care. All Centre staff, students and volunteers working with the children must have a valid first aid certification, including infant and child CPR</p> <p>Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Our curriculum takes a child initiated, adult-supported approach that focuses on play-based learning, allowing the child to take the lead and then focusing on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with staff’s understanding of child development, each child’s learning and individual development is supported and as a result, the child’s competence, capacity and potential are maximized. We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well-being of all children. This is the foundation of our quality childcare.</p>

Engagement	<p>While the children are playing, the teacher actively provides guidance for a child if he/she needs help or asks them questions in order to challenge the child in their play and enhance his or her learning. It is up to the teacher to provide the tools and set the environment in which they play that is rich in materials and potential experiences where the child can continue to explore, investigate and ask questions. Play activities take up a major part of a child's waking hours and so we build on this element to promote whole-child development.</p> <p>Although the children may seem to be "merely" playing, they are, in fact, learning many of the skills needed to help them grow towards “learning how to learn”. These include: hand-eye coordination, awareness of shapes, creativity, patience, perseverance, balance, symmetry, listening skills, imagination, sharing and cooperation and most importantly, developing their self-confidence, and self-awareness. So whether it is through role play in the dramatic centre, or playing with blocks or mixing paint colours, a child will naturally develop fundamental cognitive and motor skills at his or her own pace, all the while feeling comfortable in his/her surroundings by having control of choosing what they want to play with and as a result, being much more motivated to learn while being relaxed and having fun.</p>
Expression or communication	<p>KCNS aims to foster communication and expression in all forms by promoting physical, social, emotional and cognitive growth by offering a wide range of stimulating activities in a nurturing, family friendly environment.</p> <p>The teachers at KCNS are committed to planning and creating a safe, warm, nurturing, child-centred environment and experiences in which each child’s individual needs for learning and development will be supported. We encourage children to be creative, active and engaged learners through interaction with and exploration of their daily environment. Children are encouraged to learn by doing and to try new skills; they are never forced to do more than they feel ready to attempt. The role of the teacher is that of facilitator, to provide the kind of experiences that promote active learning on the part of the child through the combination of planned programming and staff commitment to continued training.</p>

8.2 Think, Feel & Act Lessons

Think, Feel, Act, are six research briefs for educators working in early years settings which highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators.

There is a common thread throughout the briefs: a view of the child as competent, capable of complex thinking, curious, and rich in potential.

These briefs are intended to challenge the status quo and encourage critical reflection as we consider our work from different perspectives.

As ‘briefs’, the documents are not intended to provide an in-depth analysis of each topic, but instead, to pique your interest and highlight key ideas that are useful and relevant to your work. Above all, these briefs are intended to get people talking about some of the big ideas that have such a significant impact on the experiences of children across the province.

In order for a child to have academic success they must develop emotional intelligence. This refers to a broad range of positive social skills as well as skills in areas of self-esteem, empathy, emotional awareness, self-regulation and optimistic resilient thinking habits.

Emotionally Intelligent Children not only do better in school, they have high levels of self-esteem and are able to relate to others in a positive, healthy manner.

Our learning through play philosophy enables us to work on your child's emotional intelligence while at the same time your child is able to work on socialization, self-help skills, cognitive skills, gross motor and fine motor skills in a stress free and fun environment.

Our program reflects the uniqueness of all children. Children are supported and gain confidence by learning at their own pace in the comfort of a family focused environment with nurturing teachers.

By doing so we will be able to promote:

- The health, safety and nutrition and well-being of the children
- support possible and responsive interactions among the children, parents and staff
- Encourage the children to interact and communicate in a positive way and support their ability to self-regulate
- Foster the children's exploration, play and inquiry\provide child-initiated and adult-supported experiences
- Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

8.3 King City Co-Op Nursery School is a...

A co-operative nursery school setting that presents a unique opportunity for a mutual learning experience whereby the teacher, parent and child, learn together. A child surrounded by caring teachers and engaged families acquires an enriched program made possible by the personal skills and material resources available because of every one's joint efforts.

To tap into a 2-4 year old's physical, social, emotional and cognitive needs; The King City Co-Op Nursery School (KCNS) program is centered on a play-based philosophy. Children are full of natural curiosity and they explore this curiosity through play. When children are playing, it is the perfect time to learn. Play teaches children how to problem solve, how to make friends, how to express themselves, how to enjoy the world around them, and how to recognize letters, colours, shapes and numbers. All of these skills form

the foundation of a love of learning and it is our goal at KCNS to promote this love of learning in a safe, warm and loving environment.

KCNS strives to deliver stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily routine, which encompasses a balance of indoor and outdoor play, as well as active play, quiet time, lunch and snack times.

KCNS parents provide only nutritious snacks, meals and beverages to the children in our care. All food and drink provided by the Centre meet or exceed the recommendations set out in the latest version of Health Canada documents, 'Canada's Food Guide', 'Canada's Food Guide – First Nations, Inuit and Métis' or 'Nutrition for Healthy Term Infants', as the case may be.

KCNS is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. It is the duty of the centre to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

KCNS is open to all support services and aids in the community to train our staff, contribute to individual program plans or work in the program as additional support in the classroom. Our staff will work cooperatively in a professional partnership with all services in place for the well-being of the child. Service coordination meetings are required to successfully set up goals and discuss what is in the best interest of the child and their family.

The community such as the librarian, fire fighters and fitness instructor also play a part in our program. We encourage the children to learn about the people in the community and have visitors coming in as well.

It is important to the success of our program to have positive and responsive interactions among the children, parents and our staff. We encourage engagement and communication with parents about our program and their children at daily drop-off and pick-up times, email interactions, and our Himama app. With pictures and documentation that parents are able to see online and Parent/teacher interviews on request plus the occasional newsletter.

Weekly program plans are also posted in the Centre. This plan offers more details about events and activities in the child's room. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time

KCNS supports our staff in continuous professional learning opportunities to develop their knowledge and to stay current in the profession through regular workshops, seminars/webinars and conferences.

8.4 Early Learning for Every Child Today (ELECT)

At KCNS, we follow the Early Learning for Every Child Today (ELECT) document.

ELECT is a framework for Ontario Early Childhood Settings. This early learning framework sets out six principles to guide practice in early year's settings. It also provides a continuum of development for children from birth to age eight.

ELECT is recognized as a foundational document in the early years sector. It provides a shared language and common understanding of a child's learning and development for early year's professionals as they work together in various early childhood settings.

The principles of ELECT have informed provincial child care policy, such as the Ontario Early Years Policy Framework, as well as pan-Canadian early learning initiatives such as the Statement on Play of the Council of Ministers of Education, Canada.

ELECT principles are also embedded in the program document used in Ontario's innovative Kindergarten program.

A statement of principles is based on beliefs, values, experience and current research findings.

The deliberations of the panel converged on six overarching principles that orient Early Learning for Every Child Today:

- Early child development sets the foundation for lifelong learning, behaviour and health.
- Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
- Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning.
- A planned curriculum supports early learning.

- Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.
- Knowledgeable, responsive early childhood professionals are essential. Understanding children’s development begins with an understanding of the sequence

8.5 Documentation & Reviewing

We understand that pedagogical documentation is a way for our staff to learn about how children think and learn. We make daily observations of the children in the program and use this information to inform our future planning. We have monthly staff meetings to assess what we have observed about the children and try to interpret the meaning of why they are doing what they do. We have started to document using an app called HiMama.

“HiMama provides a quick and easy way for childcare programs and parents to record and share children's activities, everything from silly and fun moments to learning and developmental milestones. The HiMama solution for childcare and early learning programs is based on extensive research and interviews with early childhood educators and enables quick and intuitive recording of observations in the early childhood setting, as well as instant sharing with parents through real-time emails and updates through their mobile apps. In addition to staying informed on their children's activities while in childcare programs, parents can also log their children's activities so they'll never forget their favorite stories and can always relive through photos and videos in their child's online journal.”

In addition, we email parents and encourage parents to email us and always make time to talk to them by scheduling a meeting outside class time. However, being a co-op we tend to communicate with the children’s parents often by seeing them arrive and seeing them when they pick up their children that ongoing communication is always there.

8.6 Program Assessment & Reflective Practices

At KCNS, we assess our program monthly to ensure our program is meeting the needs of the children and the group and that their environment is set up according to the interests of the group.

Monitoring of staff, students, and volunteers will be done twice annually in the form of a separate staff monitoring checklist of items that adhere to the program statement.

In the event that the Director or designate observes or is made aware of any practice that is not supported they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy that is outlined in the Disciplinary Policy that is outlined in the Parent Handbook.

All KCNS staff (Supervisors, Teachers, Assistants and Volunteers) have made a commitment to abide by the standards of practice as described in the Behaviour Management Policy on page .

- We want to ensure that your children have safe and positive experiences. The CCEYA legislation asks us to include these prohibited practices in this package for you. The following practices are not supported by our facility and will result in immediate termination of our staff:
- Corporal punishment of the child;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

- Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 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;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.

We keep records pertaining to and monitoring of our Program Statement for 3 years.

KCNS ensures that all new staff, students and volunteers review this program statement prior to interacting with the children; and, that all staff, students and volunteers review this program statement at any time that it is modified or at least annually.

9 Conclusion

This Parent Handbook was compiled to acquaint you with King City Co-Op Nursery School, to explain the administration and day to day functioning of the school and your role as an assistant to the teachers/supervisor.

Enjoy your time in the school and above all, enjoy the children.

9.1 Amendments

Amendments may be made to the Parent Handbook at any time by a majority vote of the executive committee.