

# PARENT HANDBOOK 2017-18

**HURON PLAYSCHOOL CO-OPERATIVE INC.**

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## THE SCHOOL PHILOSOPHY

Welcome to Huron Playschool Co-operative. Our philosophy is that a co-operative playschool offers a gentle start to a child's school years. We as parents help to guide our children through the transitions to education in a group setting, using play as the medium.

In a co-operative playschool, the teacher and parents work together closely. The aim of the program is to help build each child's self-esteem and to develop his or her individual social, intellectual and physical skills. Parents may find it to be a learning experience as well. The co-operative playschool exposes parents to a variety of new ways of problem solving and dealing with their children. It is also a ready-made parents' support network.

Parents are involved in the running of our school and, as a group, oversee anything from budget to maintenance. They help out in the daily program on a rotating basis and share a wide variety of tasks necessary to the smooth operation of the school. These jobs are assigned at the first meeting. A limited number of non-co-operating spaces are available. These families are still expected to participate fully in the general operation of the school. Regular meetings are held to discuss new ideas, future program plans and problems that may arise. Parent education resources are fostered.

The co-operative approach demands time and energy from each family enrolled in the school, but it is time and energy well spent as both children and parents benefit from the experience.

## PROGRAM STATEMENT

Huron Playschool Cooperative, through staff and the active involvement of parents, provides a safe and nurturing environment where children are encouraged to develop their cognitive, social, emotional and creative capacities through play. The foundation of our program statement and strategies for implementing the program statement is the Ministry of Education's document *How Does Learning Happen* (<http://www.edu.gov.on.ca/childcare/pedagogy.html>).

**How do we view children?** Children are competent, capable of complex thinking, curious and rich in potential. Each child should feel that he or she belongs and is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed.

The foundations for our program are:

**BELONGING:** Encourages relationships with other people, providing them with a sense of being valued and making contributions as part of the group, the community, and the natural world.

**WELL-BEING:** Addresses the importance of physical and mental health and wellness, incorporating capacities such as self-care, sense of self, and self-regulation skills.

**ENGAGEMENT:** Encourage active involvement and focus. When children are able to explore the world around them, with their natural curiosity and exuberance, they are fully engaged. This promotes the development of problem solving, creative thinking abilities, and innovative skills, which are essential for learning and success in school and beyond.

**EXPRESSION:** Recognizes that expression and communication takes on many forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore a variety of materials support creativity, problem solving and mathematical behaviours. Language-rich environments support growing communication skills, which are the foundations of literacy.

## **HOW DO WE IMPLEMENT OUR PROGRAM STATEMENT?**

### **How do we promote the health, safety, nutrition and well-being of the children in our care?**

Regular outdoor play in all seasons gives children space in which to be exuberant, to move around, and to challenge themselves physically. We promote health and safety by teaching good habits of personal hygiene, observing common safety rules both indoors and out, and providing hazard-free spaces where children are free to explore and engage in various kinds of play.

Our snacks and meals are provided by playschool families, prepared according to the latest Canada's Food Guide, and not only are they nutritious (each one containing a protein, grain and fruit and vegetable selection), but they often reflect the cultural background of playschool families, offering children a diverse range of new items to try.

All Centre staff, students and co-op duty parents must have a valid first aid certification, including infant and child CPR. All Centre staff, students and volunteers are required to obtain a criminal reference check that includes a vulnerable sector screening. The vulnerable sector check must be updated every five (5) years.

In the unfortunate event of an accident, the parents of the child involved will be notified immediately and first aid will be administered as required or the child will be transported to a local hospital for care.

**How do we support positive and responsive interactions among the children, parents, and staff?** As stated in *How Does Learning Happen*, “[f]ostering good relationships with children and their families is the single most important priority for educators in early years programs.” (p. 18)

Excellent communication, positive and supportive relationships and mutual support between families and staff is essential to our program's success. We encourage communication at pick up and drop-off times and teachers can also be reached by email. Families receive a weekly email

newsletter, “The Scribbler,” with updates and notifications, and are kept up to date by attending our general meetings throughout the year.

The Playschool environment reflects the people who are here (e.g. by displaying children's art work, photos of children and their families, and including pictures that reflect children's communities and experiences and the wider world;

Program plans for the current week are posted in the Centre above the art shelf. These plans offer more details about events and activities in the classroom. Past program plans are posted on the parent board. Families can use these tools by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming in the room at that time.

Playschool’s strength is that our co-operative nature involves families in every aspect of our programs.

**How do we encourage the children to interact and communicate in a positive way and support their ability to self-regulate?**

The playschool’s mission is to provide a safe and nurturing environment for children, and foster communication and expression in all forms. Our approach emphasizes not directing a child’s behavior, but instead listening, responding to, and building on child-initiated communication and conversation, and asking for and considering children’s ideas in joint dialogue. Our staff play an important role in supporting children’s self-regulation by providing an environment that reduces stressors, and by being responsive and attuned to each individual’s needs, as well as by helping children learn strategies to recognize and modulate their emotional states and impulses and become more aware of the effects of their actions on others.

Adults help children notice when there is a problem and adults and children work together to solve problems (e.g. we notice together when someone is sad, and strategize about how we can all help them).

**How do our programs foster children’s exploration, play and inquiry, providing child-initiated and adult- supported experiences?**

Play is the cornerstone of our curriculum and is 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.

**How do we create positive learning environments and experiences in which each child's learning and development will be supported?**

Every day features a group activity ("circle time"), to which all children are invited to participate. Group time introduces skills and activities that children can explore more fully during free play, and actively engages children through conversation, music and movement. For free play, our classroom features a variety of spaces that encourage different kinds of play, including imaginative play, building and construction, arts and crafts, more active play with balls and movement, and a quiet space with cushions and books for reading. Children are able to choose their own activities during free-play periods and develop their own interests. Their learning and development is documented throughout the year in individual "Learning Stories," which families are able to take home at the end of the year.

**How do we incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children?**

We are fortunate to have use of the Huron Washington Playground, just a short walk away from playschool. During warmer months, programs begin outside and provide children with lots of opportunities for active play. We have a shed full of toys and there are always a variety of activities available for children to choose from. During the winter, outdoor play comes at the end of each school day. In our full day nursery school program, there is a rest period after lunch, and children are encouraged to nap should they need to do so.

**How do we involve local community partners and allow those partners to support the children, their families and staff?**

Playschool 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 setup goals and discuss what the best interest of the child and their family is.

**How do we support staff and others who interact with the children in relation to continuous professional learning?**

We support 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. Regular verbal feedback is given to volunteers and co-op duty parents. At parent meetings the Director/Teacher reports on what is happening in the programs, discusses stressors and suggests strategies co-op duty parents can use to support children.

## **How do we document and review the impact of the strategies set out in its program statement on the children and their families?**

Playschool 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.

Our playschool programs have developed in response to the Ontario Ministry of Education's policy statements on programming and pedagogy, in particular the document "How Does Learning Happen: A Pedagogy for the Early Years" (Ministry of Education, 2014). This document is available online to interested families, and a printed copy is available in the office.

## **PROHIBITED PRACTICES**

The Teacher/Director or designate will observe staff, student teacher, duty parent and volunteer interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions. The following practices are not supported by Playschool:

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

Huron Play School commits to ensure the safety and well-being of all of the children in our care.

## **REVIEW AND MONITORING**

All employees, students and volunteers will review and sign the program statement implementation policy prior to employment and going forward on an annual basis. A record of signatures of the employees, students and volunteers who have reviewed the program implementation policy will be retained on file by the Play School Director.

The Director of the Playschool will regularly work with staff and volunteers to reflect on their child caring practices. Efforts will be made to ensure that training and development in child-related topics are taken by staff to provide the appropriate tools and techniques required in their daily work. Discussion about the programs during staff and parent meetings will help ensure that the approaches specified in the program statement are implemented. Bi-monthly curriculum meetings will be scheduled for the Nursery School Program if there is parent interest.

### Negative Behaviours:

Any staff member, student or volunteer that demonstrates any of the negative behaviour in the above section will be immediately removed from duty at the Play School until resolution by the Executive Committee. A report documenting the incident will be created and reviewed by the Program Director. Any actions will be reported to the Board and the Executive Committee will decide the appropriate next steps to deal with the individual and their actions. If the offending adult is re-instated at the Play School steps will be taken to ensure that this person is not left alone with any child at the Play School.

Huron Playschool recognizes and conforms with all the guidelines for reporting to the Ministry of Education, municipal children's services, child protection agencies, and professional colleagues.

Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.

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

## **Daily Schedule**

There is a long time for free play first thing in the morning, supporting children's deep engagement with the materials and activities. Adults are not supervising. We are enriching and extending children's interests, and therefore their skills. Adults might be able to offer new materials, to make a suggestion, to help children find a prop they need.

We need to tidy and clean the room each day, and all children and adults will be expected to help with that. In the morning program, it is helpful if adults can tidy up unobtrusively during free play time. We don't want children to leave a mess, but because we want children to feel welcome to take materials around to use in different parts of the room, and to leave them for other children if there's interest, it's not always clear whose responsibility it is to tidy something. Help children maintain the environment so that the tidy up job isn't impossible, and all of us will help to tidy at the end of the program. If children have created an interesting set-up, it can be left for the next group.

Activity time ends with a group time. All children are invited to participate. Group time introduces skills and activities that children can explore more fully during free play. Group time provides opportunities for children to express themselves, to demonstrate what they already know, what they are interested in and what they want to explore. Children are actively involved in group time through conversation, music and movement.

Both programs include some outdoor time. Outdoor play invites children to be loud and exuberant. They have space to move and to challenge themselves physically. They can find space to be alone and to play together in bigger groups. There is time to notice nature, in the park across the road and at other natural spaces nearby. Our shed includes a variety of loose natural materials, and indoor toys might come outside to support children's creative play. The park and other spaces are our outdoor playroom.

Activities on the program are implemented during outdoor and indoor play - check the program plan.

Children are encouraged to be independent with self-help skills, with adults and older children helping children learn how to dress and undress themselves, and helping in the bathroom as needed.

We play outside every day unless the weather is dangerous. Starting the program with outdoor play allows us to extend or shorten it based on children's interests and the weather that day.

Snack and lunch are times for relaxed conversation. Adults encourage and support conversation while they are modeling healthy eating, helping to serve snack and supervising to ensure safety.

After lunch the room will be quiet and children who need to sleep will be helped by an adult. Children who don't need to sleep will play quietly with puzzles and stories, or might be given the responsibility to help younger children sleep.

After school children walk to Playschool for snack and activities, with children and the teacher planning the club's daily activities, including field trips. The after school program finishes in the playground in the early fall and spring. In the late fall and winter months, children play in the park on the way from school and finish the afternoon inside at Playschool.



Children will be encouraged to dress themselves to get ready to go home, and parents will arrive to help. The morning program finishes at noon and the after school program ends at 6:00. Duty parents need to stay until all children are picked up.

## MISSION STATEMENT

Huron Playschool Co-operative, through staff and the active involvement of parents, provides a safe and nurturing environment where children are encouraged to develop their cognitive, social, emotional and creative capacities through play.

## BRIEF HISTORY

In 1968, Huron Playschool was called the Rochdale Playschool and had an enrolment of 7 or 8 children. It was started by a group of people who were politically compatible, basically from the New Left. The aim of the Rochdale Project/Playschool was to look for an alternative to the academic structure in education and to explore other models of learning. In 1968 the idea of a parent co-operative playschool was very radical. The school had its beginnings in an apartment on the seventh floor of Rochdale Residence. After one year, the Ontario Government suggested that the school should move to comply with health and safety regulations. In 1969 the Rochdale Playschool, which then had about 15 member families, moved to St Thomas's Church and became the Huron Playschool. The Playschool is now open to about 30 member families and is no longer associated with any political group or philosophy.

## FACILITIES

The school area consists of a large "L" shaped room, an office/kitchen and a children's washroom. Activity areas within the space include:

- An arts and crafts area
- A play dough/ sensory area
- A dramatic centre
- A block area
- A reading area
- A puzzle and fine motor toy area
- A science area
- A water table
- A sand table
- Gross motor area

The office/kitchen has space for snack preparation, fridge and sinks, cleaning supplies and storage as well as the teacher's desk and school files.

An enclosed park opposite the school (corner of Huron and Washington) is our outside play area. At the park the school maintains a locked shed with balls, wagons, sleds, pails, shovels and other toys.

## ACCESSIBILITY

The Playschool is committed to providing an accessible environment in which all individuals have access to the Playschool's services in a manner that positively reinforces customer service.

The Playschool strives at all times to provide its services in a way that respects the dignity and independence of people with disabilities (which includes children with disabilities).

However, unfortunately the Playschool is not accessible for people requiring assistance with stairs or requiring ramp systems as our physical environment is in the basement (and down 2 flights of stairs) of St. Thomas Church.

The Playschool is also committed to and will make reasonable efforts to giving people with disabilities equal opportunity to access and use its services, and is committed to allowing them to benefit from the same services, in the same place and in the same or similar manner as other customers.

For more information and details on the Playschool's Accessibility Policy - please speak to a member of the Playschool staff.

## THE SCHOOL YEAR

Huron Playschool operates from the beginning of September to the end of July (the program changes in July to a summer camp). The school observes the same winter and March breaks as the Toronto public schools. On PA days there will be a PA Day camp for up to 16 children. Exact dates of school holidays are generally announced at the September or October meeting. Children begin the school year on a staggered basis, with returning children admitted first.

## CHILD – ADULT RATIOS

The Playschool is licensed for a maximum of 24 preschool children. The Preschool age includes kindergarten children. Currently, the morning program is limited to 20 children (plus one sibling spot for co-op duty families) and the afterschool program to 13 children (plus one sibling spot for co-op duty families). Our License allows two co-operating adults to replace one assistant teacher in the Nursery School program.

## THE PLAYSCHOOL PROGRAMS

There are two programs this year at Playschool: a co-operative nursery school program (from 9:00a.m. to 3:00 p.m. with a morning only option) and an after-school program (3:30-6:00 p.m.).

The teachers are responsible for planning, organizing and implementing programs tailored to the developmental needs of each class. Parent input and participation is welcomed and encouraged.

The school may also have a rotation of college students studying Early Childhood Education or related subjects and doing organized field placements at Huron Playschool.

### **Morning Program**

9:00-10:10 Free Play and Planned Activities

Children decide where they want to play. The Program plan outlines planned activities and the learning opportunities embedded in play.

10:10-10:45 Snack

Children work with adults to tidy up the playroom, including putting all toys away, emptying the water table, tidying the writing and craft tables. Children who are interested will help prepare the room for snack. We might do a teacher-directed activity or read a book during the transition. Children eat snack together after thanking co-op duty parents. Children eat snack and clear their own dishes.

10:45-11:15 Bathroom & Group Time

All children are encouraged to use the bathroom before we get ready for outdoor play. One parent does the dishes in the kitchen. The other duty parent tidies tables with children's help. Children will have the choice to join group activities or to play independently. Once everyone has used the bathroom, children will get ready to play outside.

11:15-12:00 Outdoor Play

We will play outdoors most days. If the weather is truly dreadful, we'll plan some gross motor activities in the Church Hall. We will play at the park across the road and go on frequent outings to other parks and nearby natural spaces. Outdoor activities are planned daily. Sandbox toys and other playground toys are available. Children may transition outside in two groups, each with one teacher and a duty parent.

### **Afternoon Program**

12:10-12:50 Lunch

Children enjoy a relaxed lunchtime with a teacher and the duty parent. Once children have finished lunch, they will use the bathroom. Puzzles and books are open.

12:50-1:20 Quiet Rest Period

There is a rest period in the afternoon for all children. Children who don't nap will read independently until those children who sleep fall asleep.

1:20-2:40 Free Play and Planned Activities.

Children decide where they want to play. The Program plan outlines activities available and the learning opportunities embedded in play.

2:40-3:00 Tidy Up & Story-Time

Children work with adults to tidy up the playroom, including putting all toys away, emptying the water table, tidying the writing and craft tables. The program finishes with a small snack and a story.

### **Summer Camp Program**

The Summer Camp program runs from 9:30-3:30 and follows the Nursery School Program Daily Schedule.

### **After School Program**

3:30-3:50 Pickup at Huron Public School

Children are met at their classes in the playground. Children walk to Playschool for snack and to use the bathroom.

3:50-4:30 Planned Outdoor Activity or Free Play at the Park (Alternate gross motor activities planned when weather does not permit play at the park). Children play at the park with playground toys and equipment. An activity is planned daily.

4:30-4:50 Snack & Introduction to Activities

Children transition back to Playschool. Snack is offered. The teacher sets up the day's activities.

4:50-5:50 Free Play and Planned Activity Time

Most areas of the room are open for play. Planned activities are available and are listed on the program plan. The writing table is available for children with homework.

5:50-6:00 Tidy Up and Quiet Time

Children and teachers work to tidy the room and get ready to leave.

Times might vary slightly from one day to the next depending on weather, number of children in attendance and special activities, but the routine of the day is consistent.

### **Program Plan**

Program plans for the current week are posted above the art shelf. Past program plans are posted on the parent board. Program activities are based on observation, children's and adult's interests and with a focus on developing specific skills from the Early Learning for Every Child Today (ELECT). The Child Care and Early Years Act and the City of Toronto Quality Assessment Tool

both outline specific criteria for program plans. Teachers will normally follow program plans, but some days unexpected things happen!

## **Documentation**

The Nursery School children each have their own Learning Story. Learning stories are records of each individual child's learning. Records include samples of work and photos and include links to the curriculum. Ideally children work on these with adults and they are updated regularly. A copy of the ELECT is included at the back of each learning story for reference.

## **Cubbies**

Your child's cubby has a basket for a change of clothes (remember to update this seasonally) and to store indoor shoes or soled slippers. Outdoor shoes should be placed in the bottom area of the cubby so that it's easy for all adults to help your child get ready for outdoor play. Hats, jackets and backpacks should be in middle section. This section will be emptied daily since your child's cubby is shared with a child in the After School program. Labels are helpful. Dress your child in comfortable, loose clothing that can stand up to paint, glue, dirt and anything else we use at Playschool.

## **Celebrations & Birthdays**

We'll celebrate on all sorts of occasions this year. We celebrate children's birthdays with a Playschool Birthday crown, and at Circle time by singing Happy Birthday and giving children a card. Snacks (except when we bake) will normally be sugar free, but children are welcome to bring in a special food or fruit to share with their friends on their birthday. All food for sharing must be vegetarian.

We'll celebrate holidays we know something about -- please help us celebrate holidays your family celebrates. Talk to Tracey if your family is celebrating a holiday that is coming up in the next month. Celebrations might involve special food, music, games, crafts and books. Other celebrations include pyjama parties, beach parties and teddy bear picnics.

## **Field Trips**

Both the morning and after school groups will go on outings. Watch the Scribbler for information about planned trips. The morning group will often need an extra volunteer.

## **REGISTRATION**

### **General**

The teacher may use his or her discretion in consultation with the Executive to create a group that is gender- and or age-balanced.

Children enrolled in the Playschool are not required to be toilet trained.

Each child is allowed two parent members, either one or both of whom can fulfil co-operating duties. In the case of a single parent family, another of the child's caregivers can become a member of the co-op. This person's membership is subject to approval of the Executive. Once approved, the caregiver is a full member of the co-op. This surrogate must be consistent for the term of the enrolment.

Nannies and baby-sitters may fulfil the duties for one co-operating parent with prior approval of the Board provided that they have met all the requirements of co-operating parents, including attending a parent orientation session.

Full-time enrolment is preferred in the morning program, and part-time enrolment is not offered unless there are several empty spots. Enrolment in the Afternoon and After-school programs can be full-time or part-time (two or three days/week). Because the Grade 1 and 2 spots are limited in the After School program, children who are in Grade 1 or 2 may only register full-time.

## Special Needs

Huron Playschool is open to children with special needs. However, as there is only one qualified teacher in the morning and afternoon programs, each special needs application must be given individual consideration. If one-on-one supervision is required for a child, the parents must be prepared to arrange for an additional caregiver to attend school with the child at all times.

## Waiting list

Parents wishing to enrol their children in the school will be placed on a waiting list. Priority on the waiting list will be assigned as follows:

1. Currently enrolled families.
2. Previously enrolled families.
3. New families in order of initial contact with the school.

Deposits must be paid on time to retain priority on the waiting list.

Deposits and registration fees – Please see Fee Information Sheet

## Medical records and other forms

Huron Playschool is required by law, to have all registrations and medical records completed and on file, for each family at the start of the school year. These records include:

- Children's confidential information form
- Other forms related to registration, including children's medical consent form, authorization to share information, release and indemnity

- Co-op duty parent(s) health forms and police reference check forms and a Standard First Aid certificate (for parents who will do co-op duty in the mornings).
- Membership agreement form
- Co-op duty parent(s) signed agreement to Playschool policies and procedures

These forms are provided to parents by the school with registration materials and at the Co-op Duty Parent Orientation. It is the responsibility of each family to ensure that they are completed and returned. Children's files are checked at our Licensing inspection to confirm that the Playschool has these documents.

All children must be vaccinated or provide documentation as to why they are not vaccinated to the teacher before the child will be permitted to attend school.

### Vulnerable Sector Screening

As of March 1<sup>st</sup>, 1995, all agencies funded or licensed by the Ministry of Community and Social Services are required to conduct a Vulnerable Sector Screening (VSS). These checks will be done on all volunteers and employees, engaged or hired on a full or part time basis, where these individuals provide direct services to children.

The VSS is a precautionary measure designed to ascertain whether individuals providing direct service to children have a criminal history which could potentially make them unsuitable for certain positions of trust. Such checks can assist the school in attempting to ensure the safety and well-being of our children.

Effective August 31, 2015, Vulnerable Sector Screenings must be updated every five years, and Offence Declarations must be completed every year that Vulnerable Sector Screenings are not required.

### Immunization and Health Status

Toronto Public Health requires that all adults working or volunteering with children in group settings provide current immunization records and documentation of tuberculosis testing. It would be helpful to show documentation of current immunization status to the Director so that it can be indicated on your form.

## TERMINATION OF MEMBERSHIP

### Withdrawal

Provincial law stipulates that a member withdrawing from a co-operative must provide 6 months' notice. However, it is the common practice at Huron Playschool that families withdrawing must give a minimum of 30 days' written notice. Their June deposit will pay for the final month at Huron Playschool. Less than 30 days' notice will result in the loss of the June deposit. Any request for a deposit refund must be made in writing to the Executive and will be considered on a case-by-case basis.

## Probationary Period

The first six weeks of a child's tenure at school is a settling-in period. If any child or family has not adjusted to the program by the end of the six weeks, their membership in the co-operative may be reviewed. This is at the discretion of the Teacher and the Executive.

## Revocation of Membership

In exceptional circumstances, membership in the co-operative may be revoked whether or not the probationary period has expired. If the Teacher and Executive determine that the behaviour of a child is consistently disruptive to the successful operation of the school, or the co-op member fails to fulfil his/her co-operating duties, or job to an acceptable standard. Members facing revocation have the right to a hearing before any decision is made on revocation and have the right to appeal a decision to revoke, in accordance with the by-laws of the co-operative.

## THE DUTY PARENT ROLE

Playschool is licensed under the Child Care and Early Years Act. We are inspected annually before our license expires to ensure that we are meeting all the requirements of the Act. Our License from the Ministry of Education allows two qualified participating parents to replace one assistant teacher in the morning program. Duty parents who replace staff must hold a current Standard First Aid certificate with Adult/Child CPR. When the Ministry Licensing Officer visits us (without prior announcement) he (David Noble is our Ministry of Education Program Advisor) may talk with duty parents about their role, and will observe the program to be certain that duty parents and teachers are acting in accordance with the Act. Our program is also guided by the requirements of Toronto Public Health, and Toronto Children's Services.

Please leave your cell phones in your bags so that your focus is on the children in our care. You are welcome to enjoy a drink while on duty, but keep it out of reach and preferably in a spill-proof mug. Unfortunately there is no on-site parking for co-op duty parents. There is lots of paid parking close by, but all the free parking requires you to move your car every two hours and this isn't possible in a duty shift. The men's bathroom is just outside the Playschool door. The women's bathroom is at the top of the stairs.

## Daily Routine for Co-operating Parents

There is a routine to your duties as a co-operating parent, which, once learned, should make your co-operating a pleasant experience. This routine -- which becomes easier as you go along -- helps the school run more smoothly from one day to the next. Returning parents and the teacher are the best sources for new parents wishing to learn the ropes of co-operating. We try to match a new parent with a returning parent during the first month of school to assist with the task of learning the ins and outs of the co-op duty day.

Times might vary slightly from one day to the next depending on weather, number of children in attendance and special activities, but the routine of the day is consistent.



When children are busy, engaged with each other or with activities, they will not always need the support of an adult. You can check in with the teacher to see if there is a task you can help with. If it is quiet, you can make yourself comfortable on the sofa with a book. Someone will probably join you soon!

## **The Monthly Co-op Schedule**

A schedule will be issued before the end of the month for the next month's co-operators. Please let the scheduler know if you are planning to be absent for a period of time which will prevent you from co-operating, e.g. for a vacation. Generally, the 15th of the previous month is the cut-off date for changes to the following month's schedule.

If a parent wishes to exchange a co-operating day with someone else s/he should do so privately. The scheduler is only responsible for drafting the monthly schedule, not for changes. Parents should make any changes on the copy posted at Playschool so that the teacher will know whom to expect that day or notify the teacher in the event of a last minute change.

Families with newborns are excused from co-operating duties for one month following the birth.

Grave illness may excuse a family from co-operating duties at the discretion of the Executive. In situations like this it may fall to other co-operators to pick up extra shifts.

Families with two children in the school will co-operate one and a half times as often as families with one child.

Every family must do the same number of co-operating shifts over the course of the year. Families who go on vacation must make up co-operating days missed.

**Morning:** A parent from each family will co-operate, on average, two times per month.

**Afternoon & After School:** A parent from each family will co-operate, on average, one time per month.

## **Help - I can't co-op today!**

If you know in advance that you can't co-op, you can arrange to trade your shift with another family. There are always people who are available to work your shift. If you know in advance that you need someone to work your shift you can let the scheduler know. If you are in a panic and can't find someone else to trade shifts, you can check the monthly schedule for a list of people you can call who are available to work your shift. This list is updated monthly.

## **Penalties for Late Parents**

Duty parents replace required staff under the terms of our License from the Ministry of Education, and our staffing must be in place at the start of each program. Because parents who are late for co-op duty jeopardize the Playschool's license, families who cannot arrive on time for their duty shifts will be asked to hire someone for their shifts.

## **Siblings**

Parents are welcome to bring a younger sibling with them on their co-operating days, provided there is only one sibling per session. Older siblings may attend with the permission of the teacher.

Parents should, however, be aware that co-operating with a sibling could be difficult depending on the age and temperament of the individual child. A parent co-operating with a sibling is responsible for the sibling in addition to all normal co-op duties and should not rely on his/her fellow co-operator or the teacher for supervision. In the past, parents who would prefer not to co-operate with a sibling have often been able to work out sibling care exchange arrangements with other parents at Playschool to avoid additional childcare expenses.

## PARENT JOBS

Each family must select one of a number of specific jobs for the duration of the school year. Jobs are expected to take about two hours each month. Families with two children may under exceptional circumstances, be required to take on two jobs. There is a wide range of jobs available to suit various interests and abilities. Brief descriptions of jobs are available on the Playschool's website (member section). Jobs are subject to change depending on enrolment and the needs of the school.

By its very nature a co-operative thrives or flounders on the quality of contributing members' work. Failure to fulfil designated responsibilities jeopardizes the quality of our children's experience and the very existence of our school, and it is considered grounds for membership revocation.

Parents are encouraged to change jobs each year that they are members of the cooperative.

## MEETING ATTENDANCE

Meetings are scheduled regularly. The Executive Committee meets monthly, and the full membership meets 5 times each year (normally September, November, February, April and June) in order to conduct school business and participate in special events and lectures. The group as a whole at these meetings oversees everything from budget to maintenance. Families are expected to attend the mandatory meetings, which occur three to four times per year. All are welcome and encouraged to attend all other meetings.

## TRI-ANNUAL CLEAN-UP

Three major clean-ups will be carried out at the school each year: prior to the winter break, in late March and at the end of the year. Each family is required to participate in one of three clean-ups. This involves 2 to 3 hours of work per family. When the family completes one of these cleans and has attended 3 meetings they will receive their \$100.00 participation deposit back.

## THE EXECUTIVE

Its Executive Directors administer the Huron Playschool. The Executive of the Playschool normally includes:

- ❖Nursery School Chairperson
- ❖After School Chairperson
- ❖Secretary
- ❖Treasurer
- ❖Parent Job Coordinator
- ❖Registrar
- ❖Board Member
- ❖Teacher/Director (ex officio)

The Executive Directors are accountable to the membership of the co-op in much the same way that the executives of a corporation are accountable to its board of trustees. For further information please refer to specific job descriptions of the Executive positions.

Major decisions involving staff, expenditures and administrative matters will be referred to the members at the monthly meetings for discussion and vote.

The Executive directors are elected in June for the following year.

If you have any questions or complaints please feel free to approach any member of the Executive or the Teacher/Director.

## MORNING SNACK

About three times during the school year each family will be scheduled to provide daily snacks for the group for one week. This involves buying the food, planning the snack and noting it on the menu forms posted on the Parent Board. Please complete the menu forms at the beginning of the week so that teachers and families can be aware of what will be served.

We are required to keep receipts for all food purchased for two weeks in case of a Toronto Public Health investigation.

Please note that Playschool is a NUT FREE ZONE. Other foods may also be restricted. Please check the allergy lists posted on the Parent Board and in the kitchen. Playschool will provide water to drink.

Important points to remember when it's your turn to provide snack:

**Each snack should include a grain, a protein and a fruit or vegetable.**

Introduce foods from your culture or family favourites.

It's great for children to have several opportunities to try new foods.

When trying something new, include something you know the children will enjoy.

Include a list of ingredients with home baked goods.

**Avoid** nuts, meats or fish.

**Avoid** snacks with added sugar, such as sweetened cereal, cookies and candy. Please be careful to check cereal. Many cereals are quite high in sugar.

**Avoid** snacks with trans fats, high sugar content or chemical preservatives.

**How Much to Prepare?**

Do your best to estimate quantities. When in doubt provide more of the fruits and vegetable serving. Don't forget that the teacher, co-op duty parents and possibly visiting students will be enjoying snack with the children. Any leftovers will be sent home.

Some menu ideas:

<b>Grain</b>	<b>Protein</b>	<b>Fruit/Vegetable</b>
Whole grain crackers	Cheese cubes	Apple butter & apple slices
Sliced bagel	cream cheese	Fresh fruit
Unsweetened cereal	Milk	Bananas
Pita bread	Humus	Cucumber slices & carrots
Crackers	Vegetable soup with beans	Vegetable soup
Corn chips	Cheese cubes	Mild salsa
Granola	Yogurt	Dried fruit

<b>Grain</b>	<b>Protein</b>	<b>Fruit/Vegetable</b>
Whole grain muffins	Muffins (made with eggs & yogurt)	Apple sauce
Oatmeal	Seeds	Fruit
No sugar cookies	Milk	Fresh fruit
Rice	Seaweed, tofu	Vegetables

### **Snack Preparation (at home)**

It is helpful for co-operating parents if you can do some of the snack preparation at home.

Wash all fruits and vegetables thoroughly, including organic. Salmonella can be found on the outside of melons.

Clean your workspace carefully before preparing snacks to prevent cross-contamination. Some children might have serious allergies.

Please remove seeds or pits - this is best to be done at home whenever possible.

## **HEALTH AND SAFETY**

### **General**

In the interest of the children's health and safety, parents are asked to:

- Notify the teacher of any illness that keeps your child away from school. It can be helpful for other parents to know of illness and in some cases there is a requirement to inform other families and public health of contagious illness.
- Avoid sending your child to school ill or overtired.
- Alert the school to any allergies your child may have.
- Inform the teacher when your child or a sibling has received a live (oral) polio vaccine.
- Leave a complete set of extra clothing in your child's cubby. Labels are helpful.
- Dress your child in comfortable, loose clothing. The school can be quite hot, even during winter months.
- Soiled diapers are to be disposed of in the diaper pail in the washroom on the shelf.
- Wipe and disinfect the change table after each use.

- Notify the teacher immediately regarding any strangers in the Playschool – exercise caution and discretion.
- Be sure that the front door is closed and locked at all times.
- There is no smoking during Playschool programs whether we are on a trip, inside or outside at the park.
- Co-op duty parents are responsible with the teacher for supervising and supporting children. Please do not use your cell phones in the Playroom.

## **Toronto Public Health Required Routine Practices**

Please review the Playschool's Health Policies and Procedures (available on the website) for more information about the required routine practices.

### **Hand Washing**

It is important for adults (and children) to wash their hands upon arrival at Playschool, before any food preparation, after wiping children's noses, before and after helping in the bathroom, and (as Toronto Public Health says) whenever in doubt! You can use hand sanitizer (located in several spots) as long as no visible dirt is present. Toronto Public Health inspectors visit us at least twice each year and expect co-op duty parents to be competent to supervise handwashing and explain the processes we use for sanitizing dishes and tables.

**Daily Bathroom Cleaning Routine** (Morning Duty Parents at the start of each program. Staff before the After School program.)

- Collect mop bucket & bathroom bucket from the kitchen.
- Wipe over handwashing sinks in play room and bathroom sink. Sanitize by spraying taps and soap bottles with Oxivir. Wipe with damp cloth or damp paper towels after 45 seconds.
- Clean toilet if needed.
- Wipe over toilet handles and seats & sanitize.
- Mop floor. Clean mirror if needed. Put cloth in for laundry.

**Daily Snack Preparation Routine** (Morning and After School Duty Parents)

- Confirm snack menu is safe for all children.
- Wash hands.
- Clean tables and sanitize (spray clean surfaces with Oxivir, wipe with damp paper towel after 45 seconds).
- Clean surfaces in kitchen and sanitize before beginning snack preparation.
- Wash hands and ensure children who are helping wash hands. Set each table with cups, jugs for water, napkins and either plates or bowls.

- Prepare snack by organizing a bowl or tray for each table. Wash all fruits and vegetables before cutting. Set up snack so that children can help themselves (using tongs or spoons) at each table. Leave snack on counter in kitchen until handwashing is finished.
- Put blue dish bucket and brown food bin for scraps out beside the sinks.

### **Dishwashing Routine**

- Fill the first sink with hot, soapy water, the second sink with hot rinse water and the final sink with our hot water and viper (one eighth of a cup).
- Dishes are washed, rinsed, and sanitized. Dishes must soak in the sanitizer for 45 seconds before being removed to air dry.
- Once dishes are washed, check to see if there are water table toys or other toys that need to be sanitized before draining the third sink.

### **Safety**

Keeping children safe is our number one priority. If you think a situation is unsafe, intervene immediately. If children are having a physical conflict, position yourself between them and see if it is possible for you to help them solve the problem. If you think children`s activity is risky and dangerous, talk to the children about your concern. Perhaps there is a different way they can try the activity that is not so dangerous. Talk to Tracey and Amy about activities you see that you think might be dangerous. We want to allow children as much freedom as possible, but we need to keep them safe.

### **Fire Drills**

The Playschool is required to hold monthly fire drills. Duty parents and any other adults on site are required to exit the Playschool with the teacher leading, children following and duty parents making sure the kitchen and playroom doors are locked behind us.

### **Accidents**

If you see a child get injured, provide immediate comfort, and give the teacher as much information as you can about the accident so that she can provide first aid and give information to parents. The teacher might ask the duty parent to provide first aid if the injury isn`t serious. If the teacher needs to provide first aid or call for emergency services, please remember that you will need to supervise other children. It is easy for all the adults (and children) to get caught up in a situation, and then leave children unsupervised.

### **Bathroom**

Teachers will have primary responsibility for supervising in the bathroom as they are here every day, and children are more comfortable with them. There may be times when the duty parent needs to help a child in the bathroom. Encourage children to be independent as much as possible. Detailed toileting routines and routines for changing diapers are posted in the bathroom.

### **Coming and Going**

When dropping off or picking up your child at school, please be careful to observe the following rules:

- Please make sure no other children are following you out the door or out of the park when you leave with your child. Parents should notify the teacher when they arrive and when they leave with a child, especially in the park.
- Notify the teacher either by note or telephone if someone other than a parent or a regular caregiver will be picking up the child.
- Always say goodbye to your child, even when he or she seems engrossed in an activity.

## Insurance

The school holds insurance coverage for fire, theft and accidental bodily injury to staff, parents and children.

## Emergency Shelter

In case of fire or other emergency, the children will be removed to safety according to the fire drill procedures posted prominently in the school. Fire drills are carried out on a monthly basis. Please familiarize yourself with these procedures.

Our Emergency Shelter is at the University of Toronto Schools at the southwest corner of Bloor St. and Huron St.

## COMMUNICATION

Parents need to know what to do if they have questions, concerns or if conflict develops. The following guidelines are to help parents know to whom they should direct particular concerns:

- Concerns about your child should be directed to Tracey and Amy.
- Queries about parent jobs should be directed to the Parent Job Coordinator.
- Concerns about the program should be discussed with the Chairperson for that program. When it is felt that general discussions by the group would be helpful, a parent can ask that it be put on the meeting agenda.
- Any item of general concern or items for the meeting agenda should be directed to the Chairpersons(s).
- Any questions, concerns or complaints can be taken to any of the Executive members.

## PARENT ISSUES AND CONCERNS POLICY

### **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.



## **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).

## **Policy**

### **General**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, 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 the teachers and the Board 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 to the teacher, to the Director/Teacher, to the Chair of your child's program or to any other board member. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

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

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

### **Confidentiality**

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

### **Conduct**

Our 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 Teacher/Director and/or to any board member.

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

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

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

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

For more information, visit

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

## 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:
<p><b>Program Room-Related</b></p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the Director/Teacher</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the Program Chair or any other board member</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- Arrange for a meeting with the parent/guardian within five business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre- or Operations-Related</b></p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the Director/Teacher</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the Program Chair or any other board member</li> </ul> <p>-</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the Director/Teacher</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the Program Chair or any other board member</li> </ul> <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 Teacher/Director as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

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:
<b>Student- / Volunteer-Related</b>	Raise the issue or concern to <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> or <ul style="list-style-type: none"> <li>- the Director/Teacher</li> <li>-</li> </ul> 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><b>Escalation of Issues or Concerns:</b> 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 Teacher/Director, the Chair of their child's program or to any other board member.</p> <p>Issues/concerns related to compliance with requirements set out in the <i>Child Care and Early Years Act, 2014</i> and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.</p> <p>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.</p>		
<p><b>Contacts:</b></p> <p>Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or <a href="mailto:childcare_ontario@ontario.ca">childcare_ontario@ontario.ca</a></p> <p>College of Early Childhood Educators, 1-888-961-8558 / <a href="mailto:info@college-ece.ca">info@college-ece.ca</a></p>		
<p><b>Regulatory Requirements: Ontario Regulation 137/15</b></p> <p><b>Parent issues and concerns: 45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,</b></p> <ul style="list-style-type: none"> <li>(a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;</li> <li>(b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and</li> <li>(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.</li> </ul> <p><b>Parent handbook: 45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,</b></p> <ul style="list-style-type: none"> <li>(a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;</li> </ul> <p><b>Intent</b></p>		

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<p>This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.</p>		
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## CHURCH RELATIONS

St. Thomas's Church rents us space for the Playschool. We rely on the Church to function. It is important to maintain good relations with the church. Therefore, parents are asked to respect the following rules:

- Always be quiet when passing through the church building.
- Never use or block the church driveway when picking up or dropping off your child even for a few minutes. These spots are reserved for the ministers who may be called into the Church at any time. **Unfortunately there is no parking at the Church for co-op duty parents.**
- There is a "drop off" zone just south of the church on Huron St. If you notice that the drop off zone is not being observed, you can call the Toronto Police and ask them to come and ticket cars.
- Keep the stairway clean.
- Park strollers under the metal stairs at the side of the church. There is a chain so that you can lock your strollers up. In 2011/12 two strollers were stolen from the Playschool.
- Channel all communication with the church staff through the teacher. Do not approach church members or staff directly except in case of an emergency.
- Arrange for the teacher to notify the church to arrange to enter the school after hours or on the weekends.

## POLICY BINDER

A binder containing the official statement of Huron Playschool Co-operative policies is kept for reference in the office of the Playschool, and it is not to be removed from the premises.

Our policies are available on the Playschool website, in the member section. The Ministry of Education requires that all staff, board members, volunteers and co-op duty parents are familiar with the policies and procedures. Policies are reviewed at the Parent Orientation sessions. Policies and procedures that are revised are emailed to all families. Please see the Procedure for the Review of Policies and Procedures, for Monitoring Compliance and for Addressing Contraventions.

A list of the policies follows.

- Bylaws
- Procedure for the Review of Policies and Procedures and for Monitoring Compliance and for Addressing Contraventions – September 2017

A. Accident and Reporting Policy and Procedure  
Accident Report Form

- B. Anaphylactic Policy
  - Individual Anaphylactic Emergency Plans
  - Anaphylactic Training Record
- C. Fire/Evacuation Policy and Procedure
  - Emergency Management Policy and Procedure
- D. Positive Environment
  - Anti-Discrimination Policy
  - Anti-Racism Policy
  - Anti-Sexual Harassment Policy
- E. Behaviour Management Policies
  - Ideas to Remember when Working with Children (including Prohibited Practices)
  - Contravention of Behaviour Management
  - Behaviour Management Checklist
  - Behaviour Management Review Policy
- F. Privacy
  - Privacy Policy
  - Confidentiality and Non-Disclosure Agreement
  - Social Media Policy
- G. Serious Occurrence Policy – updated October 2016
- H. Child Abuse Policy
- I. Health Policies and Procedures (Sanitary Practices)
- J. Children’s Health
  - Medication Policy and Medication Dispensing Form – October 2016
  - Safe Drinking Water Policy – July 2017
  - First Aid Policy
  - Best Practices for Water Safety
  - Sleep Room Supervision – October 2016
- K. Outdoors
  - Playground Safety Policy
  - Weather Policy
- L. Vulnerable Sector Check Policy and Offence Declaration Form
- M. Customer Complaint Policy

## Parent Issues and Concerns Policy and Procedure

- N. Childcare Supervision Policy for Volunteers & Students
  - Volunteer and Staff Training and Development Policy
  - Provincial Wage Enhancement Policy and Procedure
- O. Food and Nutrition Policy
- P. Smoke-Free Policy
- Q. Fire Drills and Records
- R. Parent Handbook (including Program Statement and Program Implementation Policy)
  - Registration Package (including Calendar and Fee Sheet)
- S. Child Emergency Form
- T. Public Health Inspections/Visits
- U. Last Licensing Visit
- V. Financial Statements
- W. Insurance