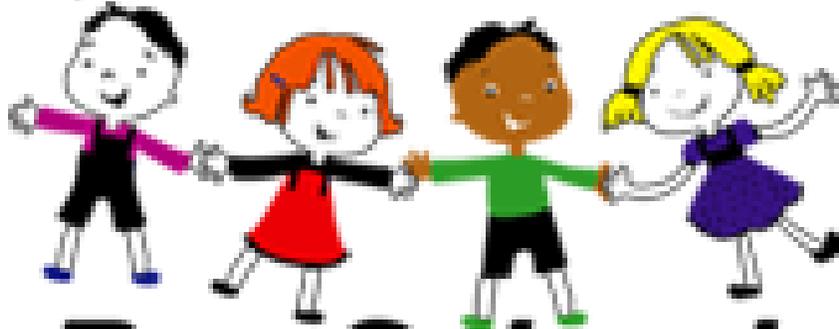


# Elora Co-op



# Pre-School

Elora Cooperative Preschool  
Parent Handbook  
2022-2023

## Table Of Contents

Introduction  
Program Statement  
General Information  
Admission and Fees  
Program Descriptions  
Your Child at Preschool  
Policies and Procedures

## Introduction

Welcome to the Elora Co-operative Pre-school!

The pre-school was developed in 1974 by a group of parents who were interested in a positive group experience for their pre-school aged children. They together with an Early Childhood Educator and the Ministry of Community and Social Services set up the policies and by-laws, acquired furnishings and secured accommodations in the Elora United Church, and the Elora Co-operative Pre-school was born.

Since that time, the pre-school has expanded its programs, facilities and equipment. With the hard work and co-operation of many families, the pre-school has become better and better.

The key word in our name is **co-operative**. We are a pre-school where everyone works together to make our program successful. In the triangle of children, parents and teachers, we all have an important role to play.

With about 70 families involved in our program, each having different ideas and interests, communication is essential. Monthly outlines, newsletters and a website are published. Take the time to read them to find out what is happening at the school.

### **The Preschool's Mission Statement:**

Our mission is to create a co-operative atmosphere wherein parents and qualified teachers work together to maintain a loving, creative, safe, clean and stimulating environment to assist all children, regardless of race, culture or special needs. Our goal is to help these children build a positive self-concept through encouraging their physical, intellectual, cognitive, social and emotional growth. It is also our mission support the families of these children in whatever way possible.

At any time in the year if you have any concerns, suggestions or questions, please bring them to either the teachers, or any member of the Board of Directors.

To answer some of your initial questions, the Board of Directors has put together this Handbook to acquaint you with the basic concepts and policies.

It is intended to be used as a guide to the Preschool.

To all of you a hearty welcome to the Elora Cooperative Preschool!

### **Program Statement - 2019**

Our mission is to create a co-operative atmosphere wherein parents and qualified teachers work together to maintain a loving, creative, safe, clean and stimulating environment to assist all children, regardless of race, culture or special needs. Our goal is to help these children build a positive self-concept through encouraging their physical, intellectual, cognitive, social and emotional growth. It is also our mission support the families of these children in whatever way possible. At the Elora Cooperative Preschool, we strive to provide a program that will successfully set the foundation for lifelong learning, behaviour, health, and well being.

Within the context of the Government of Ontario document, How Does Learning Happen, and the belief that children are competent and capable, we will aim to address the four

foundations to ensure optimal learning and development. Recognizing that if a child's basic physical needs of nutrition, rest, warmth are met and that if a child's emotional needs - feelings of safety and security and being cared for are in place then a child can have the confidence to interact within an environment that is safe, stimulating, and varied and to begin the processes of exploring and learning on a physical, emotional, social and cognitive level.

Goal: To create a warm and happy atmosphere where your child can build a positive self-concept

Approach: The Elora Cooperative Preschool is dedicated to making the children feel warm and happy at preschool by engaging with them in soft tones and expressions. It is our philosophy that each child is loved and appreciated for their unique and individual characteristics regardless of their needs or limitations.

Goal: To encourage your child's independence and self-responsibility

Approach: The Elora Co-Operative Preschool environment is designed to develop a foundation for independence and self-responsibility. We encourage the children to make decisions that reflect their independence and self-responsibility. The staff encourages the children to also take responsibility for their decisions by having conversations with the children about the decisions they have made, whether it was a good decision or another choice would have been more appropriate. The staff will work with the family members and professionals at Canadian Mental Health, Kids Ability, Occupational Therapists etc. to ensure that all children are able to develop this independence and self-responsibility as best as they can.

Goal: Promote child-led and active exploration opportunities in carefully planned learning environments

Approach: The Elora Co-operative Preschool will provide a diverse variety of open-ended play materials in loosely defined areas so that children can freely use the materials to support their exploration, inquiry and play with bodies, minds and senses. We will ensure that these materials are inclusive of all children, and will provide adaptations to the materials to further ensure all children can manipulate the materials.

Goal: To allow the children to develop new relationships with peers and adults

Approach: The Elora Co-Operative Preschool environment and playground encourages positive social interaction for cooperative learning, peer teaching and emotional development. The staff will provide ways of communication for children who need assistance communicating with the use of PEC symbols, hand gestures, or IPAD technology.

Goal: To encourage your child's whole physical development, to expand his/her intellect, to further develop language skills and to promote your child's inquisitive nature and enjoyment of learning

Approach: The Elora Co-Operative Preschool will provide a wide selection of materials that will encourage development of the whole child. In the classroom and the playground we will have ensure that there are materials that are suited to children's different developmental levels (ie stairs have railings, ramps, bikes or ride on toys that cater to different needs). We will also encourage language skills by having literacy materials readily available for the children to read and write/draw.

## **Belonging**

We strive to welcome every child and their family to the Elora Cooperative Preschool and to create a warm and loving environment where they can feel a part of our preschool community.

We accept that our families come from a variety of backgrounds, with different cultures, languages, religious beliefs and family styles. It is these differences that make our society

rich and the Elora Cooperative Preschool welcomes and respects that diversity and uses it to enrich our program.

We will establish a positive and caring, respectful and responsive relationship with children and their families. This begins with a warm intake process that will welcome families into our school with a tour of our premises and conversation around the needs of their child and the role our preschool can play in their child's life. We will further that sense of belonging by engaging in open communication with families about their child through daily conversation, emails, website, meetings, school parties, and activities. We invite parents to respond in the conversations, emails, attend meetings, and fill out a provided satisfaction survey. The Board of Directors along with staff take into serious consideration any recommendations submitted in the suggestion box and will review the programs, practices and policies of the preschool. They will discuss where needs are being met or if improvements or changes need to be implemented to our programs policies or practices to better the quality of our preschool.

We expand our belonging beyond the walls of our preschool by encouraging interaction with our community at large with field trips, visitors to our program, and walks through the community. We also invite the community to the events that we as the preschool provide such as our Easter Egg Hunt, Spaghetti Supper, Halloween Party, Spring Tea etc. It is our aim to make sure that our children and their families feel valued.

### **Engagement**

We celebrate play and see the natural curiosity and enthusiasm of children as the core of our program. We strive to help them explore and engage meaningfully with the world around them.

We make experiences available by providing the children with materials that allow them to be involved and focused, to explore with natural curiosity and exuberance. We assist them in being engaged through play and enquiry, to develop skills in problem solving creative thinking, and innovation, all of which are essential to lifelong learning. We, as the staff do this in a manner that is honest kind, respectful and inclusive. We do not intrude on play, but rather we help to solidify the play or take it to new levels by adding suggestions, asking questions, volunteering new vocabulary and adding new materials. We support their delight, wonder and excitement for learning with our own delight, wonder, and excitement for learning.

We provide an interactive environment for children to explore and investigate ideas through play with different centres, small play equipment, artistic, auditory, sensory materials and books and a variety of literature to expand literacy.

The staff support the growth of relationships between children by helping them with turn taking and modelling play, and assisting the children to find words to aid in conflict resolution.

We provide an environment that is rich in variety of play materials and choices keeping in mind the individual needs and interests of each child. We alter this environment on a regular basis as we see needed by the children's interests.

Upon arrival children and parents will be greeted warmly and by name in an unhurried manner that will allow for a time of conversation and a gentle transition into the program.

We will make available experiences and materials and the involvement of staff that will allow our children to be involved and focused and to explore with natural curiosity and exuberance. We will assist them in being engaged through play and inquiry, to develop skills and problem solving, creative thinking, and innovation, all of which are essential for life-long learning. We will do this in manner that is honest kind respectful and inclusive. We will not intrude on play but rather will help to solidify it or take it to new levels adding suggestions, questions, new materials, in a way that is respectful and kind.

We will support the growth of the relationships between the children by helping them with turn taking, modelling play and strategies for playing together and for finding the words to

help them support their peers in play as well as the words to help them develop conflict resolution skills.

We will provide an environment and experiences for children to explore and investigate ideas and interact with others in play with a variety of play centres, small play equipment, artistic materials, auditory materials, sensory materials, books and other materials to expand on literacy. We will move through the program indoors and outdoors, allowing areas for active gross motor play, quiet fine motor play, individual play, one on one play with caregivers, with peers, as well as larger group times. We will do this within the context of a routine but not within the confines of a schedule respecting the needs of each individual child for active play and quieter times.

Our teachers will use their knowledge of Early Childhood Development throughout the classroom to enhance and enrich each child's experiences and allow for their development.

We will support our staff to encourage and enrich interests of children by reflective practices and documentation and discussion. Experiences and learning will be shared among staff and parents and children through classroom displays, photos, as well as daily conversation.

### **Health and Well Being**

We strive to help each child achieve a feeling of self worth, of competence, of health and well being. We ensure a safe and healthy environment for our children our families and our staff.

This includes up to date immunization records for staff and students information for parents regarding childhood illnesses.

The Preschool provides a daily, weekly, and monthly outline of disinfection of premises and toys which adheres to all Wellington Dufferin Guelph Public Health requirements Elora Cooperative Preschool is dedicated to the development of healthy children and adults. With the understanding that all good eating habits are developed early in life we have designed our snack and lunch menus to meet Canada's Food Guide and are designed to be healthy and interesting to the children. We put a strong emphasis on fresh fruits vegetables. Our menus are approved in writing by a Nutritionist with WDGPH.

We strive to make meal and snack times a time of unhurried and relaxed interaction with staff sitting at the table with the children adding to the conversations about the food and encouraging the children to be as independent as possible in the choices and serving of the food.

We ensure that any child with a life-threatening illness or allergy has a plan in place for any emergencies. These plans are reviewed with all staff and helping parents before the child attends preschool.

The Elora Cooperative Preschool will ensure the safety of the children at all times. The children will be supervised at all times.

### **Expression**

All forms of expression are valued. We will foster communication through our children's words, their bodies and use of all kinds of materials.

Through bodies, words and use of materials, our children develop capacities for increasingly complex communication. Opportunities to explore many different and varied materials support creativity, problem solving and mathematical behaviours. Our language rich environment supports communication skills which are the foundation of literacy. We display these expressions around our classroom; on paper, in three dimensions, in photographs and short videos.

### **Role of Staff**

All staff will interact with children and their families in a warm, positive, constructive and meaningful way. Children and parents will be greeted warmly and by name in an unhurried manner that will allow for a time of conversation and a gentle transition into the classroom. Our teachers will use their knowledge of Early Childhood Development and learning throughout the classroom. It is the belief of the preschool that the primary relationship between the child and the teacher that is of the utmost importance. We strive to make sure that every child feels safe, comfortable, and cherished. In addition, we recognize the importance of the relationship with families and we strive to make sure that every family feels respected, comfortable and heard.

It is the responsibility of staff to encourage and enrich the interest of children by reflective practices and documentation. Experiences and learning will be shared among staff and parents and children through classroom displays photos as well as daily conversation. ECP values continuous profession growth development. Staff meet formally on a weekly basis as well as informally on a daily basis to view program plans and plan for the future. The preschool will provide the budget and consideration for staff to attend a minimum of 5 activities for professional development. yearly.

Staff are encouraged to attend as many workshops and conferences offered by the Wellington Children's Early Years Community of Professional Development. They are encouraged to attend other workshops, times of fellowship with other ECE's as well as any documented online learning or profession related reading. The staff networks with the other Cooperative preschools in the area once every three months. We will ask for at least 5 avenues verified in a school year.

The Program Statement Handbook as well as all Policies and Procedures will be reviewed with staff, students and Parent Helpers, prior to interacting with the program and on an annual basis thereafter. Review to be recorded and signed.

Staff will be informed and agree with signature to our Behaviour Policy wherein children will always be treated with courtesy and respect, will always involve conversation with parents and will NEVER: permit corporal punishment of any child: deliberate harsh or degrading measures that would humiliate a child or undermine their self respect; or deprive a child of basic needs including food water shelter clothing or bedding.

It will be the responsibility of supervisor and staff to monitor on a daily basis that all staff will adhere to the practices as laid out in the Program Plan. Any breaches will be reported to the Board of Directors on a weekly basis as well as informally on a daily basis to view program plans and plan for the future.

All Staff and Parent helpers and will review the Handbook, all policies and procedures, and practices prior to interacting in the program and on an annual basis thereafter.

### **Inclusion Policy**

Inclusion at Elora Co-Operative Preschool ensures that staff will work to facilitate attendance by all children regardless of their ability. If any child should have special needs requiring them to have help accessing our program, all efforts will be made to accommodate those needs within the program and/or involvement with other agencies. Partnering with the parents, staff will access the services under the Inclusion Support Services of Wellington

County Child Care Services to establish developmental/behavioural goals that will be addressed at the centre.

The partnership between parents/caregivers, support staff, trained professionals and the Elora Co-Operative Preschool Staff is critical to providing the most optimum environment for the child. It is with the help of the of regional staff (ie Inclusion Consultants, or other professionals) that and Individual Support Plan (ISP) is made. The developmental goals are reviewed with the parents, staff, and Inclusion Consultant annually.

## **General Information**

**Address:** Elora Cooperative Preschool  
75A Geddes St  
Elora, Ontario  
N0B 1S0

**Phone** 519-846-5092

**Email** [info@elorapreschool.ca](mailto:info@elorapreschool.ca)

**Website** [www.elorapreschool.ca](http://www.elorapreschool.ca)

**Parking** Park in the parking lot beside the playground, which is located in beside the Shoppers Drug Mart. We ask that you limit your Drop off and pick up to a short time – as this is the Shopper’s only parking lot.

**Staff:** Nancy Vink (Supervisor)  
Lesley Ferguson (Teacher)  
Lisa Graff (RECE)

The Board of Directors for this current year is elected at the Annual General Meeting and all other personnel are appointed during the summer.

**School Year:**

First term – First Tuesday after Labour Day until the last day of public school in December (as per Upper Grand District School Board Calendar)

2 weeks Christmas Break – as per the Upper Grand District School Board Calendar

Second Term – First Day of Public School In January (as per the Upper Grand District School Board Calendar) until the last day of Public School in June (as per the Upper Grand District School Board Calendar)

**School Hours**

Toddler Class	Monday am	9:00 Am – 11:30 am
Preschool class	Tues/Thurs am	9:00 AM – 11:30 AM
Preschool Class	Mon/Tues/Thurs PM	12:30 PM – 3:00 PM
Preschool Class	Wed/Friday all day	9:15 AM – 3:00 PM

**Snacks**

A snack for the Preschool will be purchased by the staff. The snack menu will be given out at the start of the year and will indicate what each week’s snack will be.

All food preparation will be done at the school, according to the Ministry of Health Guidelines for food and preparation. The children all sit together and enjoy their snack/lunch at the same time. If your child has any allergies and/or dietary restrictions, please be sure to indicate that on the registration form. You are welcome to send in snack/lunch substitutions to preschool, as long as the food packages are labelled with your child’s name. Any food that comes in from home must be free of the allergies that are applicable to the school year.

**Transportation**

Each parent is responsible for making transportation arrangements for his or her own child.

### **Unscheduled Late Pick-Ups**

We realize that some days may not go as planned, and you may be a few minutes late. Please call the school or send a message if you are going to be more than 5 min late. In the event that a parent is late for pick up, without notification, the parent will be informed of the pick-up time. If late pick up occurs again, the Board of Directors will be notified. If a parent is consistently late, there may be a monetary penalty.

### **Unauthorized Persons**

Please indicate ALL authorized person(s) under the "Pick Up" on the registration form in your child's registration package. If someone other than a parent (or another regular pick-up arrangement) is to pick up your child, please inform the teacher and leave a telephone number of someone to contact in case of emergency. For the safety of your children, any visitors to the preschool need to be pre-arranged with the teacher. Unannounced, unauthorized visitors will not be permitted to the school.

### **Co-operative Duty**

#### **Cooperative Duty Descriptions**

Since the Elora Cooperative Preschool is a cooperative preschool, every family is assigned a role/duty for each child/class enrolled. We attempt to match you with a cooperative duty that best suits your interests and time schedule. Each role varies in the time commitment required, but many can be completed outside of school hours. The roles and a brief description of each are listed below. Through a JotForm, you are given an opportunity to tell us your preferred duties. As some roles are in higher demand than others, selecting as many potential roles as possible on the Jotform is in your best interest, and will aid the Board of Directors in making good matches.

Please note: Every effort will be made to accommodate your job preferences, but every role needs to be filled, and therefore your preferences are NOT a guarantee of your assignment. The role you are assigned will be communicated to you prior to August.

\*Numbers in brackets indicate the number of people typically assigned to each role

**Equipment Building and maintenance - Indoor (2)** – Install, repair, maintain and create wish lists for furniture, toys, and equipment at the school. Make recommendations for purchases to the teachers or Board members as needed. (Helps to be 'fix-it' oriented.)

**Building and maintenance – Outdoor (10)** - Maintain playground equipment, including cutting and trimming grass (summer months also), and raking leaves in the fall. Make recommendations for purchases to the teachers or Board members as needed. Be available late August for a work day to prepare the Preschool for Class in September.

**Play-Doh Duty (3)** – September – December, January – March, April – June. Provide play doh weekly for the children to play with.

**Laundry (2)** – Responsible for any laundry that may occur through out the week at Preschool. This will vary each week and will consist of towels, wash cloths, dress up clothes.

**Special Events Field Trips (2)** - Work in conjunction with the teachers to help organize annual field trip(s) to Apple Orchard, Fire hall, library, grocery store, etc

**Special Events Social (10)** – Under the direction of the Social Board Member, work together to organize the Annual Triathlon (September), Halloween Party (October) and Bake Sale, Easter Party (May), End of Year Parties (June)

### **Fundraising**

**Fundraisers (15+)** - Under the direction of the Fundraising Chair(s), you will help raise money by organizing and/or assisting with fundraising events.

**Web Maintenance (1)** – assist with the website maintenance, updating any information

**Costco Gopher (3)** – Make trips to Costco to buy larger size items for the Preschool as needed. This will be communicated to you by the teachers.

### Board of Directors

The Board of Directors is a group of volunteers who each take on a leadership role for the school, and meet together one evening a month to make decisions. This is a rewarding opportunity to be involved in the direction of our school, and an excellent addition to any resume. In lieu of this service to the school and attendance at board meetings, members of the Board of Directors are not required to sign up for a Cooperative Duty.

President

Vice-President

Secretary

Treasurer/Communications

Membership Chair

Fundraising Chair

Social Chair

Outdoor/Indoor Maintenance Chair

### **Opt-Out Option**

We encourage parents to be part of the Preschool, and do a Cooperative Duty. We also are extremely aware that for some families this option is not feasible. If your family is not able to commit to a cooperative duty, you can pay out for a fee of \$300 for the year.

Please let us know if this applies to you.

If you sign up to do a Cooperative Duty but do not complete it, you may be asked to do another duty. If you do not fulfill either of the commitments you will be asked to pay the \$300 opt out fee.

### **Admission and Tuition Fees**

A \$40 non-refundable registration fee is due at the time that registration packages are submitted in order to reserve your child's space.

The following items are due at Registration or before your child's first day of Preschool:

- Child's immunization records
- Any documents needed of Cooperative Parent Duty

The tuition fee schedule is sent out to the families in the summer, prior to Orientation night. The tuition fee schedule for the following year is proposed by the Board of Directors, and approved by the general membership in September.

### **Program Descriptions**

Class	Monthly Tuition
Toddler (Monday AM)	\$80/month
AM Preschool (Tues/Thurs)	\$160/month
PM Preschool (Mon/Tues/Thurs)	\$270/month
Full Day (Wed/Friday)	\$360/month

### **TODDLERS**

- Ages 18 months to 30 months
- Co-op class
- 3 teachers

The Toddler Program is carried out in the Big Room. It is intended as a first experience to school for your child. The children are free to play, discover, make friends, and in many cases, learn to be without a parent for a short period of time. Snack is provided.

### **MORNING PROGRAM**

- ages 2.5 years - 5
- Co-op and Non Co-op options available
- 16 spaces, 2 teachers

All classes will have two teachers scheduled, at least one of whom will be an REECE (Registered Early Childhood Educator)

These classes are offered 2 mornings a week. The following daily schedule is followed consistently. Students enjoy playtime in the Big Room where the emphasis is on gross motor skills (*large muscle development*), imaginative play, music and social time. Children are encouraged to help tidy up. Children gather at circle time for songs, stories and games. Activity centres are offered in the Creative Room including sensory, art, science and cognitive/manipulative play with an emphasis on developing a child's fine motor skills. Children gather, seated with the teacher, for snack time (*provided by the pre-school in all classes*). Snack offers a lovely social interactive time where children are encouraged to practice manners, speaking in turn, and listening to others. Playground time is offered daily, weather permitting.

## **AFTERNOON PROGRAM**

- ages 2.5 years - 5
- 16 spaces, 2 teachers

All classes will have two teachers scheduled, at least one of whom will be an RECE and assisted by a classroom helper when required.

Afternoon Program classes are offered every Monday/Tuesday/Thursday pm.

The Afternoon Program follows a daily schedule similar to the Morning Program (*see above*) but offers more advanced, structured, programming geared to this older group of children. These classes incorporate Kindergarten readiness and enhancement activities with a strong creative component.

## **WEDNESDAY/FRIDAY FULL DAY PROGRAM**

- Ages 30 months – 5
- Co-op and non co-op options available
- 16 spaces, 2 teachers

The full day class is run from 9:15 – 3pm. This program is geared towards children who will be heading off to Junior Kindergarten. It is more advanced than the morning or afternoon program. It is intended to focus on developing the independence that is required of the children in JK. The classes, like the afternoon, incorporate JK readiness and independence. The program starts outside, with free play – focus is intended on gross motor. There is a large playground for the children to take safe risks, being in tune with their body and knowing its limits. There is also opportunity to “bring the classroom” outside when weather is permitting. The teachers set up innovative, child-led activities outside, as well as go on many discovery walks around the town and neighbouring parks. Lunch and snack are both provided at preschool for the children. Lots of opportunity is given to the children to develop friendships through group activities.

## **Foundations for Learning in Early Childhood**

The Elora Cooperative Preschool is licensed under the Ontario Ministry of Education, and therefore our program is built with the following foundations for learning in Early Childhood.

### **1. Belonging**

- every child has the sense of belonging when he or she is connected to others and contributes to their world.

### **Expectations for Program**

- 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.

### **2. Well-Being**

- Every child is developing a sense of self, health, and well-being

### **Expectations for Program**

- Early childhood programs nurture children's healthy development and support their growing sense of self.

**3. Engagement** – every child is an active and engaged learner who explores the world with body, mind and senses.

### **Expectations for Program**

- Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.

**4. Expression** – every child is a capable communicator who expresses himself or herself in many ways.

**Expectations for Program** – Early childhood programs foster communication and expression in all forms.

### **Concerns about Development or Behaviours**

The Elora Cooperative Preschool is an inclusive school that strives to meet the needs of all of our children. We realize that our program is an important part in the early childhood development of our students. We strive to create an environment that helps ALL children learn and achieve social development. Parents and teachers will work closely together as a cohesive unit to support their child's learning, identifying any developmental or behavioural areas that need extra attention.

Parents who have concerns about their child's development or social skills are encouraged to speak with the teachers at any time. The teachers have years of experience guiding children and are a great asset for any questions you may have.

The teachers will work collectively with you as the parent to address your concerns, discuss strategies for guiding learning/social development.

When the concern is justified, the teachers, with parent involvement will take concerns to outside sources such as Canadian Mental Health Association, Occupational Therapists, Speech Therapists etc.

### **Registration Policy**

The Elora Cooperative Preschool will open registration in April. Registration priority will be given first to the current membership. 2 days later the registration will open to the general public. Being on the waitlist for the previous year does not permit early registration.

### **Fees and Forms**

In order to confirm registration:

✓ The enrollment form must be completed in full.

✓ Payment of a \$40 non-refundable registration fee is required.

In the event a family registers mid-year, they will begin payment at the beginning of the month in which the child will begin attending, unless the start date is after the 15th of the month, wherein they will be charged half the month's fee. All other fees and enrollment protocol are also required before the child's start date (please see above).

### **School Closing Policy**

The Elora Cooperative Preschool follows the advice of the Upper Grand District School Board when there is inclement weather.

The Preschool is closed when the Upper Grand District School Board closes their schools to students and teachers.

The following website can be used: <https://www.findmyschool.ca/Cancellations>

### **Waitlist Policy**

Children will be accepted in to the Preschool on a first-come basis in accordance with our registration procedures. If the classes are full, children's names will be placed on a waiting list until a space is available. The content of the waitlist is kept confidential; however, parents may inquire about where their child stands on the list.

The membership chairperson will offer available spaces to the children on the list as the spaces become available, by contacting the parents via the information that was collected. The membership chairperson will follow the order of the waitlist for each class in such a manner that allows the preschool to fill available spaces to the maximum capacity (ie. If a full-time space is available for a given class, preference will be given to the first person on the waitlist requesting a full-time space, with those requesting part-time space receiving lower priority),

No registration fees will be collected until a spot is available for the child. Elora Cooperative preschool does not collect any money in order to be put on the waitlist.

### **Withdrawal Policy**

In the event a family wishes to withdraw their child from the preschool, 30 days notice is required. The withdrawal must be communicated to the board and the teachers as soon as possible so that duty schedules and class lists may be adjusted. All duties must be completed up to the point of withdrawal. Trading of duties or completing alternate duties may be arranged in order to fulfill duty commitments, with the approval of the Scheduling Chair.

In the event that a child is withdrawn during the last two months of the school year, regardless of whether or not notice has been given, no refund in tuition fees shall be made unless the child can be replaced immediately.

In the event a family withdraws their child from the preschool, but then later decides to register again, they must follow the same registration process and the same enrollment fees will apply.

## **Parent Issues and Concerns Policy**

Name of Child Care Centre: ELORA COOPERATIVE PRESCHOOL

Date Policy and Procedures Established: SEPT1 2017

Date Policy and Procedures Updated: Januray 20, 2022

### **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).

NANCY VINK, LESLEY FERGUSON, LISA GRAFF

## **Policy**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, 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 BOARD OF DIRECTORS 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 THREE 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.

## **Anaphylactic Policy 2021**

### **General**

Anaphylaxis is a serious allergic reaction that can be life threatening. The allergy may be related to food, insect stings, medicine, latex, exercise, etc. It requires avoidance strategies and immediate response in the event of an emergency. The Elora Cooperative Preschool is committed to reducing the risks associated with Anaphylaxis. This policy is intended to help support the needs of a child with a severe allergy and ensures procedures are in place to address anaphylaxis in the Preschool, which includes providing information, guidance and instruction on anaphylaxis and on the administration of medication to staff, volunteers and parents.

### **Anaphylaxis Procedure**

Definitions In this Policy,

- 1) "Board" means and includes the members of the Preschool Board of Directors.
- 2) "Parent" means the parent or legal guardian of the Preschool student affected by Anaphylaxis.
- 3) "Preschool" means the Elora Cooperative Preschool.
- 4) "Teacher" means the person fulfilling the role of paid Preschool teacher.

Strategy to Reduce the Risk of Exposure to Anaphylactic Causative Agents

1) The Preschool shall implement the following:

- a) a communication plan to provide information on life-threatening allergies to employees, parents, volunteers and preschool children.
- b) regular anaphylaxis training for all employees, volunteers and parents who are in direct contact with anaphylactic preschool children on a regular basis
- c) a requirement that the Board ensure that, upon registration, parents, guardians and preschool children shall be asked to supply information on life-threatening allergies
- d) a requirement that the Board, in cooperation and consultation with the teacher and the parent, develop an individual plan for each preschool child who has an anaphylactic allergy
- e) a requirement that the Board, in cooperation and consultation with the teacher, maintain a file for each anaphylactic preschool child

2) The Preschool shall, at the beginning of the school year and periodically throughout the year, make a voluntary community appeal to help keep the preschool environment allergy-safe by not sending specific allergens in snacks (eg.-peanuts and nut products)

3) Depending on the allergies of the children attending the Preschool, the Preschool shall avoid food and other causative agents (e.g.-latex, fabrics, medicines, chemicals, etc.) that may be used for craft and sensory programming or for cleaning, and that commonly produce allergic reactions.

### **Communications Plan**

The supervisor states whether there is an enrolled child with an anaphylactic allergy. A posting of the child's picture will be attached to the allergy/sensitivity list posted in each room.

1. All Preschool employees, parents, volunteers, students in regular contact with anaphylactic preschool children shall be familiar with the Preschool's Anaphylactic Policy. If applicable, they shall also be familiar with the individual plan for children under their direct supervision, including the emergency procedure to be followed if the child has an anaphylactic reaction. The review of the policy will be completed annually or whenever any changes are made and any training will be completed before there is any contact or interaction with the child.

2. Information about anaphylaxis and strategies that reduce the risk of exposure to triggers of anaphylaxis within the Preschool environment shall be shared with the entire Preschool community.

3. Anaphylaxis information provided by the Preschool shall present a balanced picture of anaphylaxis to avoid unnecessary anxiety or unrealistic expectations. While anaphylaxis has the potential to cause death, fatalities are rare.

4. Anaphylaxis information provided by the Preschool shall be easy to understand for everyone.

5. The Preschool shall provide on-going Anaphylaxis reminders in newsletters, bulletins, and during information events.

6. The list of banned foods and other causative agents will be posted and supplied to the Preschool community and will be revised as necessary, depending on the life-threatening allergies of the children enrolled.

7. If parents are bringing in snack or lunch items, the food items need to be nut free, or free of the cause for anaphylaxis in the school

### **Anaphylaxis Training**

1. All Preschool employees, parents and volunteers who are in contact with preschool children with life-threatening allergies must have regular Anaphylaxis training from a physician or a qualified parent on the procedures to be followed if a child has an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer medication. It is acceptable for an employee to be trained by a physician or parent of the child with the allergy, and in turn that employee can train all other employees, parents and volunteers. This training must be completed before there is any contact or interaction with the child in the classroom.

2. As a new child starts in a class where there is another anaphylactic child, his/her parent must receive anaphylaxis training. Every time a new anaphylactic child starts at the Preschool, that child's physician or parent must train a staff member, who in turn will train all other staff, parents and volunteers.

3. The Supervisor shall keep a log of staff, parents and volunteers who have completed anaphylaxis training.

4. Training shall include risk reduction strategies, an overview of signs and symptoms and what to do in case of an emergency.

5. All Preschool employees, parents and volunteers who are in contact with anaphylactic children should be encouraged to practice with an epinephrine auto-injector trainer device throughout the year.

6. Substitute teachers must review the individual plans for anaphylactic children in the Preschool.

### **Individual Files**

1. Individual files shall be kept for, and be specific to each child with an anaphylactic allergy, with input from the child's parent and the child's physician including the emergency procedure that includes: a description of the child's allergy

- monitoring and avoidance strategies
- signs and symptoms of an anaphylactic allergy
- action to be taken by preschool staff in the event the child has an anaphylactic allergy
- parent consent that allows the preschool staff to administer the allergy medication in the
- event their child has an anaphylactic reaction emergency contact information (parent/emergency services)

2. The Preschool Board shall request at the time of registration that parents provide information on life-threatening allergies.

3. It is the obligation of the child's parent to ensure that the information in the child's file is kept up-to-date, including any changes to the child's individual plan or treatment or if their child has outgrown an allergy and no longer requires medication, or if their child develops an allergy and requires medication.

4. The individual plan for a child with anaphylaxis and the emergency procedures in respect of the child shall be reviewed as follows:

a) by all employees and documentation made as such in their file before they begin their employment and at least annually afterwards, and documentation made as such in their file

b) by parents and volunteers and students who will be providing care or guidance at the Preschool before they begin providing that care or guidance and at least annually afterwards, and documentation made as such in their file.

### **Sick Child & Notification of Parents Policy**

REVISION DATE: March 2022

To ensure the health of all children, teachers will observe children daily before and during class and association with other children in order to detect possible symptoms of ill health. Under no circumstances should parents bring child who is showing signs of illness to preschool.

Children presenting with the following symptoms should be excluded from attending classes at preschool while the symptoms are present:

- Fever (axilla/armpit) temperature of 38°C or 100°F or higher within the last 24 hours. A fever may be accompanied by general symptoms such as listlessness or excessive sleepiness;
- respiratory symptoms such as sore throat or trouble swallowing, coughing, runny nose and eyes, earache.
- Breathing trouble, sore throat, swollen glands, loss of voice, hacking or continuous coughing.
- Infected skin or eyes, or an undiagnosed rash.
- Severe itching and/or dry skin on either the body or scalp if caused by head lice, body lice, or scabies.
- Diarrhea or loose stools (may or may not be combined with nausea, vomiting, or stomach cramps). 2 or more loose stools within last 4 hours.
- Vomiting: 2 or more times in a 24 hour period. Note: please do not bring your child if they have vomited in the night.
- Frequent scratching of body or scalp, lice, rash, or any other spots that resemble childhood diseases, including ringworm.

- Child is irritable, continuously crying, or requires more attention than we can provide without hurting the health, safety or well-being of the other children in our care.

- Children with known or suspected reportable or communicable diseases (see attached Appendix)  
If a child shows or develops any sign of illness while at school, the teacher will call the parent (or emergency contact) immediately and ask them to come for the child. In the meantime, the child will be isolated from the other children. The school will not give the child any medication at this time.  
If the parent or emergency contact is not available to remove the sick child from the school, AND the illness warrants it, a medical practitioner or nurse will be contacted to attend to the child.

If your child is diagnosed with a communicable disease (see attached Appendix), inform the teacher and/or Health Chairperson immediately so that other parents may be appropriately notified. Your child's name will not be posted, but, for example, notice of a case of chicken pox, German measles, meningitis, or other appropriate information will be provided to parents as the situation warrants.

Staff must notify the local Medical Officer of Health (Public Health) immediately when they know that a child enrolled in the child care program has a reportable communicable disease. Parents of children with special medical needs must provide written instructions to the teacher, signed by the parent or a physician. These instructions are to be filed at the school.

## **Supervision of Children Policy**

**April 2022**

### **POLICY**

To ensure all staff are aware of the expectations regarding the supervision of children.

The Child Care and Early Years Act (2014) identifies the following references for supervision of children:

2.9 Supervision by an Adult

Ontario Regulation 137/15

### **Supervision by an Adult**

Every licensee shall ensure that every child who receives child care at a child care centre it operates or at a premise where it oversees the provision of home child care is supervised by an adult at all times, whether the child is on or off the premises.

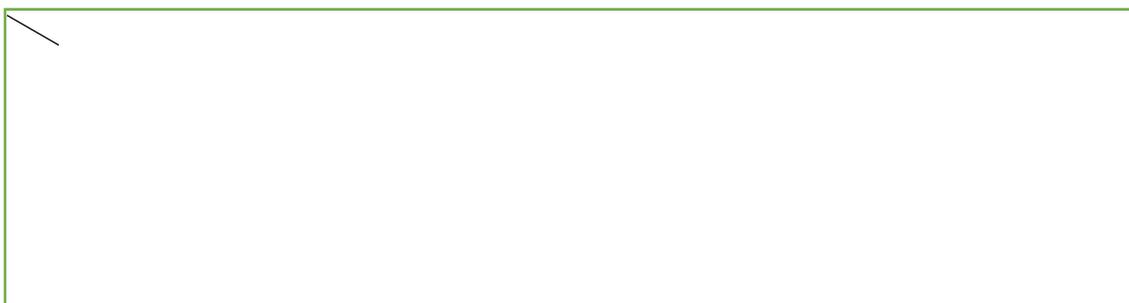
#### **Intent:**

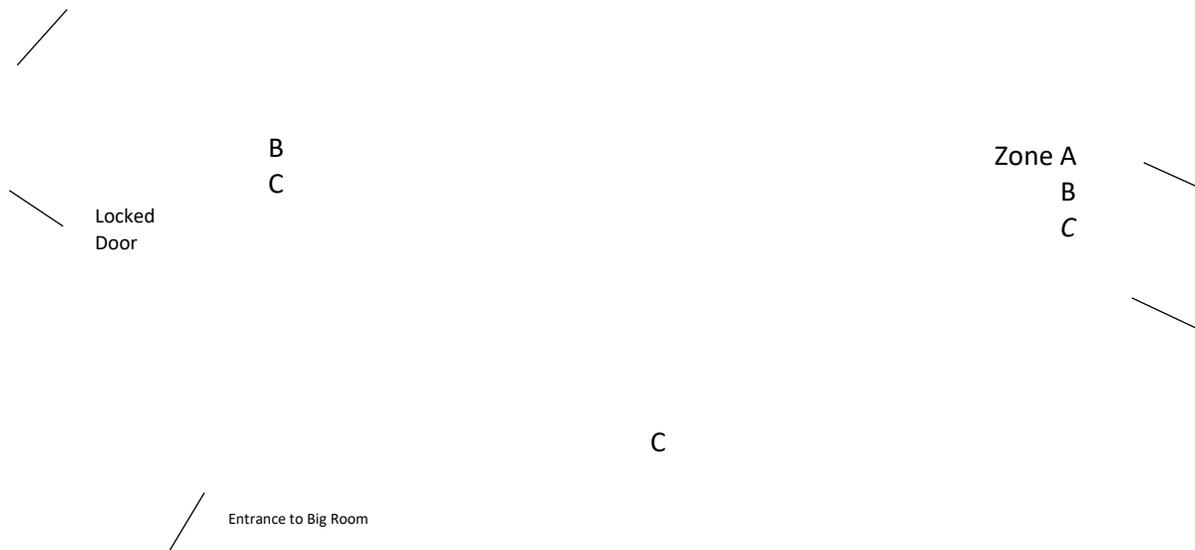
This provision protects the safety and well-being of children by requiring that they be supervised by an adult at all times while receiving child care

While on duty, The Elora Cooperative Preschool staff are responsible for the safety of the children at all times and constant supervision is required. Staff are assigned responsibility for a specific group of children. Staff must determine each child's developmental ability (using developmental checklist materials) in order to plan and implement a program that effectively meets the child's individual needs. Planning the program with consideration given to the children's abilities, as well as general safety practices, is an essential component of effective supervision of children.

### **Procedures**

- Constant supervision of the children is essential. All ECP staff must ensure all exits points from the Big Room, Craft Room, and Playground Area are monitored at all times
- Communication between ECP staff members is to be maintained. Staff must inform each other if they have left the room with any children, how many, and record the number on white boards available in each room, including the outdoor playground. Verbally and using hand gestures with other staff to help communicate how many children are leaving with staff.
- Children’s attendance records must be recorded as soon a child enters or departs the premises. Attendance must be checked constantly through out the day
- ECP staff will ensure that children are safely dismissed to their parent at the end of the program.
- Staff will position themselves within the room or playground, to achieve maximum supervision sight lines on all children. If a child needs to leave the room for any reason, the staff will accompany the child where they need to go.
- ECP staff are required to count the number of children in their care before and after the movement of children from within the centre, when outside in the playground and when moving children to and from the playground, and at any time that the centre takes the children off the premises
- Staff must be constantly aware of what is happening around them. By listening carefully and monitoring the room, a potential conflict or safety hazard may be prevented





**Supervision Zones**

<u>Zone</u>	<u># of staff</u>
A	1
B	2
C	3

The staff will ensure that children are being supervised at all times.

Using the description above – staff will monitor the children in the Big Room

Staff will:

1. Count the number of children coming in the Big Room, record the number on Dry Erase Board. The number will be changed constantly to reflect when children will be going out and coming back into the Big Room with a staff member.
2. When a staff member leaves the room with a child(ren) they will state loudly for all staff members to hear how many children they have (maintaining ratio) and how many are still in classroom. Staff will use visual hand signals to show number of children when communicating.
3. The staff will use the term “hello friends” to verbally announce counting of children multiple times during Free Play. The staff will count the children out loud and confirm the number with other staff members in the Big Room.
4. The staff will review these plans and policies yearly. Any supply staff that comes into Elora Cooperative Preschool will be made aware of this Supervision Plan.

**Supervision of Students, Volunteers, Parents**

**Prohibited Practices/Behavioural Guidance**

## **Purpose**

The Elora Cooperative Preschool welcomes volunteers and students into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

## **Policy**

### **General**

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.
- Students and volunteers will not be counted in staff to child ratios.
- \* As per the License, children will not be permitted to use the kitchen as a pass through

### **Student and Volunteer Supervision Procedures: Roles and Responsibilities**

#### **The licensee/designate must:**

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
  - Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
    - how to report their absence;
    - how to report concerns about the program
    - Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
  - Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
  - Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
  - Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions.

**Students and/or volunteers must:**

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
  - Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the Child and Family Services Act
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.
  - Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence

## **Prohibited Practices**

- Corporal punishment
- Physical restraint of the child, such as confining to a high chair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision
- Locking the exits of a child care centre 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 the children eat or drink against their will.

## **BEHAVIOUR MANAGEMENT POLICY**

These policies must be understood and agreed to before you actively participate as a sharing parent. The Elora Co-operative Pre-school believes that discipline should be:

- . related to the nature of the troublesome behaviour
- . appropriate to the developmental level of the child
- . used in a positive and consistent manner
- . designed to assist the child to learn appropriate behaviours
- . implemented as soon as possible after troublesome behaviour
- . discussed with a parent if a difficult situation arises

The Elora Co-operative Pre-school does not permit corporal punishment of any child; deliberate, harsh or degrading measures to be used on a child that would humiliate a child or undermine a child's self respect; or deprivation of a child of basic needs including food, shelter, clothing or bedding. No child shall ever be confined in a locked space. No child shall be forced to consume liquids or food against their will.

## **BEHAVIOUR GUIDANCE**

The staff at Elora Co-operative Pre-school uses a 1,2,3 method of behavior guidance:

1. The child is reminded of the acceptable behavior in a situation
2. The child is advised that there will be a consequence if the behavior persists - the type of consequence is discussed
3. The consequence is acted upon

If there is a persistent problem staff will discuss strategies. Parents will be called in to discuss these new strategies, give input, and be involved in the guiding of their child.

If the child is, or becomes a serious threat to the safety or well being of the other children the child may be asked to leave the program.

### **Strategies to ensure these practices:**

- Observe and listen to mitigate or diffuse possible conflicts. Verbal intervention may be used to refer to a relevant rule to allow the child to choose a different course of action.
- Know when the children in our care are having an 'off day' and help them to identify and name their feelings and discuss events of the day with them.
- Help children in our care to identify physical changes in their body, such as feeling hot, heart racing, clenching hands, when they are angry, frustrated, overwhelmed. Work on calming techniques to help children learn self-regulation skills.
- Model good behaviours and positive communication skills (being considerate with each other).
- Use positive language that is simple and understandable ('we walk inside' not 'don't run!'). · Use positive body language and tone (eye contact, soothing tones, encouraging 'inside voices'). · Personal requests and responses (reminding children of the appropriate rules spoken at eye-level, not shouted across the room). ·
- Give examples and options so that children learn to make wise choices.
- Acknowledge and support good decisions and behaviours by the children ("Thank you for sharing" or "I see you're working hard to make sure others are included!")
- Distraction (suggest a child come and look at something interesting other than that which is causing distress)
- Redirection ("Why don't we try...").
- Allow the children to choose a new course of action. ("Would you like to ask for the toy again?")
- Negotiate solutions with the children by suggesting a few simple rules (i.e., first child gets the toy for 2 minutes, followed by the next child for 2 minutes etc. or another toy offered in exchange)
- Regular and effective daily communication with parents/ caregivers, letting them know what happened and what was done to resolve the issue

### **Drug/Medication Administration**

The teachers will not give any medications to a child during preschool hours. There are two exceptions to this policy.

The first is any situation where a child has been prescribed any Epi-pen. In this event staff (including all classroom helpers involved with that child) will receive proper training from the child's parents in the use of the Epi pen for that particular child including all symptoms to watch for and use of the device.

The second situation is any life sustaining medication for a child eg insulin. In this situation the parents will meet with staff and will work out a procedure for administering that drug again including all symptoms and procedures. All drugs will be clearly marked with the child's name and directions for administering the drug and will be kept in a secure location. Any administration of these drugs will be reported IMMEDIATELY to parents.

### **Emergency Management Policies and Procedures**

The Elora Cooperative Preschool has the following policies and procedures in place, available in full on our web page

- Emergency Management Policy

- Fire Safety Policy
- Serious Occurrence Policy

## **TOILETING and DIAPERING POLICY**

Revised: March 2022

Elora Cooperative Preschool recognizes that children develop at their own unique pace. We believe children should not be excluded from activities because of their level of ability. Therefore, Elora Cooperative Preschool does not require children to be toilet trained prior to their attendance in our program. If toilet training has been initiated at home, every effort will be made to continue in the preschool environment after discussion with the child's parent or caregiver. Staff also recognize and respect the diverse styles of toileting children based on religious or cultural practice.

### **A. Untrained Children**

In accordance with the Child Care and Early Years Act 2014, a sanitary procedure for changing diapers is in effect and will be followed (see Diaper Changing and Toileting Procedure). Please send extra diapers and wipes to use for your child and leave in the child's back pack.

### **B. Newly Trained Children**

1. Parents are asked to toilet their child prior to class to ensure that they are clean and dry.
2. To encourage children to gain independence and take responsibility for self dressing, parents are asked to dress children in easily managed clothing.
3. To ensure continuity, as often as possible staff will utilize the toileting schedule currently practiced at home.
4. Staff will observe the child throughout the program and will offer opportunities for the child to use the toilet if it appears they may need to eliminate.
5. Parents are asked to send the following with their child on a daily basis:
  - a. extra underwear
  - b. extra change of clothes
  - c. diaper wipes
  - d. plastic bag for soiled items

### **C. Fully Trained Children**

1. Parents are asked to toilet their child prior to class to ensure they are clean and dry. Parents may send extra clothing as they feel necessary.
2. To encourage children to gain independence and take responsibility for self dressing, parents are asked to dress children in easily managed clothing.
3. Children in this category are generally expected to go to the washroom whenever they feel the need, although staff will remind the group while washing up for snack time and before outdoor play.

### **D. Mishaps**

1. Mishaps do occur and parents can assist staff by ensuring there is extra clothing provided for their child. A loss of control often occurs when children have not yet acquired complete control, are new to the program, are overly fatigued, or are feeling unwell. Staff recognize that children are often humiliated by wet or soiled clothing, and are sensitive to this by changing them in a quiet place without shaming or disgust

