

Elora Co-op



Pre-School

Elora Cooperative Preschool
Parent Handbook
2023-2024

Table Of Contents

Introduction
Program Statement
General Information
Admission and Fees
Program Description
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 – 2023

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 adult

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 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.

Goal: To develop a warm and caring environment outside of the Preschool by bringing the indoors out.

Approach: The Elora Cooperative Preschool recognizes the need in children to develop their mental and emotional well being by spending as much time outdoors as indoors, if not more. The staff at the Elora Preschool strives to create an outdoor environment that engages the children in exploration and creativity. The community around has many walking trails and forests that are used for this purpose, as well as our large playground space.

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.

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.

Your Child at Preschool

What to bring to preschool:

Please label all articles of clothing, footwear, bags, and other objects brought to school.

* School Bags: Your child should come to class with a backpack or bag marked with his/her name, which will be used to take home things he/she has completed at school as well as any handouts (class schedule, newsletter, notices, etc.) intended for parents. Please send the bag to school each day and when it comes home, check to see whether there is anything in it. Bags are to be hung up on your child's labeled hook.. If your child still is using diapers please have extra diapers and wipes in their bag as well. Please also send a labelled water bottle filled with fresh water daily.

* Clothing/Shoes: Please dress your child in clothing that is washable, practical, and comfortable. Please bring rubber soled shoes or slippers for indoors. Outdoor clothing and footwear should be appropriate for the weather, including rubber boots for wet days and warm boots in winter, and as easy as possible for your child to manage themselves. Soiled footwear should be removed at the entrance doors and placed on the rubber mats, and coats are hung on the labelled hooks in the hallway. Please put any hats, mitts, etc., in the sleeve of your child's coat before hanging it up. We ask that each child keep an extra set of clothing in his/her backpack each day (in the event of accidents, spills, etc. and preferably in a ziplock bag to protect against glue and paint from art work), and an extra set of mittens during winter.

Transitioning to Preschool:

It is normal for both you and your child to feel some uncertainty about starting preschool. It may take some time for your child to adjust to a new environment, and at first, some children are reluctant to participate or stay on their own. The rate at which your child will adjust will depend on many things, including previous experiences, age, and individual needs. Here are some ideas to consider as you prepare for this transition:

* Talk to your child about what to expect when they go to preschool (teachers, friends, toys, painting, stories, etc.), and reassure them that you will return to pick them up. It can be helpful to make references to when in the day you will pick them up and what you will do together afterwards (eg. You will have some time to play, and then I will pick you up, we will go home for lunch, and then it will be napttime.)

* You are welcome to come and stay with your child at school for a couple sessions to help your child feel reasonably secure. How long to stay and how to make the transition to leaving can be discussed with the teachers. We encourage you to talk with your child(ren) about Preschool being a safe place, where the teachers will take care of your child when you leave.

* It is okay for your child to just observe what's happening in the room or to play by themselves until they feel comfortable joining in a group activity. The teachers will help encourage participation in group activities but they will follow your child's lead and not force any child to participate until they are ready

* You and your child's teachers are a team, working together to help your child have a positive preschool experience. Please do not hesitate to discuss any questions or concerns about your child's adjustment to preschool with the teachers at any time in the school year

General Information

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

Phone 519-846-5092

Email info@elorapreschool.ca

Website 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 (Teacher)

The Board of Directors for this current year is elected at the previous years spring 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
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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 reminded of the pick-up time, and the fee for another late pick up. If late pick up occurs again, the parent/guardian will be charged a fee of \$3/minute. In the event late pick up occurs again, the Board of Directors will meet to discuss further.

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.

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

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.

Base Fees for 2022/23

<u>Class</u>	<u>Monthly Tuition</u>
Toddler (Monday AM)	\$95/month
AM Preschool (Tues/Thurs)	\$215/month
PM Preschool (Mon/Tues/Thurs)	\$310/month
Full Day (Wed/Friday)	\$405/month

Non-Base Fees for 2022/23

Non-sufficient funds fee: \$25.00

Opt-out of Cooperative Duty \$250.00

Non fulfilled Cooperative Duty Fee: \$250.00

Unscheduled Late Pickup fee: 1st time warning, 2nd time \$3/per minute

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

- Age 30 months -5 years
- 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 RECE (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

- Age 30 months – 5 years
- 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 RECE and assisted by a classroom helper when required.

Afternoon Program classes are offered every 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.

CWELCC

The Elora Cooperative Preschool for the year of 2023/24 has decided opt out, as per the membership vote, for the \$10/day initiative from the government.

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.

Policies and Procedures

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. In the event the Preschool needs to close early due to inclement weather, the Board of Directors will be contacted to make a decision. The parents in turn will be notified by email as well as the See Saw App.

The Board of Directors reserves the right to close the preschool due to extenuating or unforeseen circumstances, without reimbursements. Such decisions also will be made by the Board of Directors. If not all Board Members are available, the decision can be made with 4 Board Members.

The Board of Directors reserves the right to close the preschool due to extenuating or unforeseen circumstances. There will be no reimbursement of fees for such closing.

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

Registration Policy

The Elora Cooperative Preschool will open registration in between February -April. Registration priority will be given first to the current membership. 1 week 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).

Opt Out of Cooperative Duty Policy

Elora Cooperative Preschool

Date Established: February 2023

Date Updated:

The Elora Cooperative Preschool relies heavily on the membership to create a cooperative environment. An environment wherein everyone works together to maintain the Preschool and keep costs low. If parents are not able to commit to a Cooperative Duty the Opt out fee for this is \$250.

When a family joins the preschool part way through the year, Opt Out fees will be calculated on a \$25/month fee.

eg. A family joins the Preschool in January – the opt out fee would be \$25/month for January – June the fee would be \$150.00

Waitlist Policy (updated October 2022)

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 (updated October 2022)

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.

Holding a space Policy

Children are enrolled on a first come, first serve basis. If your child cannot start on the day of registration, but you would like to assure they have a space you can choose to pay the full monthly fee to hold the space until your child can attend. Alternately you can choose to be placed on the waiting list in the hopes the space will still be open when you would like your child to attend. (ex. A registration form is filled out in September but you would like the child to begin attending in October)

Child Care Centre Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: The Elora Cooperative Preschool Inc

Date Policy and Procedures Established: January 2023

Date Policy and Procedures Updated: November 2023

Purpose

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

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

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

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

Policy

General

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

Additional Policy Statements

Children will only be released to authorized adults by parent/guradian or authorized persons

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is

listed in the Emergency File located in the Blue Binder in the back pack, or office drawer or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).

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

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Supervisor and Staff and they must commence contacting the child's parent/guardian no later than 9:15 (half day), 9:45 (full day). The Supervisor will conduct calls to all parents who have not informed the Elora Cooperative Preschool that their child will be absent.
 - In the event the Supervisor cannot reach the Primary Caregiver, the Secondary Caregiver will be called.
 - In the event that the Supervisor cannot reach either contact, attempts will be made 15 min later, and if no response then unexplained absence will be recorded.
 - The Supervisor will make note on the daily attendance log the absent child, and the reason they are absent
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

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

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up by 11:30 (half day), 3:00 pm (half day pm, full day) the Supervisor shall contact the parent/guardian phone call and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must attempt to call the secondary caregiver. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall continue to try to contact the primary caregiver or authorized pick ups/emergency contact. The staff will keep the child at the centre until pick up has been concluded.
- Upon pick up, the parent/guardian or authorized individual will be reminded of the Late Pick Up Fee as outlined in the Parent Handbook. It is as follows:
 - 1st Late Pick Up is a Warning
 - 2nd Late Pick Up is \$3/minute
 - 3rd Late Pick Up is a Board Meeting where further actions will be discussed.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 11:30 am, or 3:00 pm staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall inform the parents/authorized persons the importance of arriving on time for pick up. The parents/authorized persons will also be told of the penalty payment that applies to the family in the case of late pick ups.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall continue trying to reach the authorized persons on the child's Registration Forms. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 12:30pm, or 4:00pm the staff shall proceed with contacting the local Children's Aid Society (CAS) at [519 824-2410](tel:5198242410). Staff shall follow the CAS's direction with respect to next steps.

Glossary

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

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

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

Excursions while at Preschool

February 2023

The Elora Cooperative Preschool is an active part of the community that surrounds us in the town of Elora. The Preschool often goes on walks, with the children connected to a safety rope. These walks include visits to the grocery store, post office, library and the surrounding parks in town. The staff of the Elora Cooperative Preschool maintain all safety measures that are required by the Ministry of Education, as well as the safety standards required by the Elora Cooperative Preschool.

Parent Issues and Concerns Policy

Name of Child Care Centre: ELORA COOPERATIVE PRESCHOOL

Date Policy and Procedures Established: SEPT 1 2017

Date Policy and Procedures Updated: January 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, CAROLYN FEENSTRA

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.

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 supervisor and/or licensee.

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Board of Directors.

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

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

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.

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. monitoring and avoidance strategies
 - b. signs and symptoms of an anaphylactic allergy
 - c. action to be taken by preschool staff in the event the child has an anaphylactic allergy
 - d. parent consent that allows the preschool staff to administer the allergy medication in the
 - e. 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:
 - i. 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
 - ii. 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.

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.

TOILETING and DIAPERING POLICY

Elora Cooperative Preschool

Date Issued: 2019

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.

Untrained Children

- 1) 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.
 - a. **Newly Trained Children**
 - i. Parents are asked to toilet their child prior to class to ensure that they are clean and dry.
 - ii. To encourage children to gain independence and take responsibility for self dressing, parents are asked to dress children in easily managed clothing.
 - iii. To ensure continuity, as often as possible staff will utilize the toileting schedule currently practiced at home.
 - iv. 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.
 - v. Parents are asked to send the following with their child on a daily basis:
 1. extra underwear
 2. extra change of clothes
 3. diaper wipes
 4. plastic bag for soiled items
 - b. **Fully Trained Children**

- i. 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.
- ii. To encourage children to gain independence and take responsibility for self dressing, parents are asked to dress children in easily managed clothing.
- iii. 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.

c. **Mishaps**

- i. 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

Emergency Management Policies and Procedures

Emergency Management Policies and Procedures

Emergency Management Policy

Name of Child Care Centre: Elora Cooperative Preschool

Date Policy and Procedures Established: June 2017

Date Policy and Procedures Updated: 2022

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery. Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located: **out front by the glass doors of the church.**

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at:
The Elora Township Office: 1 Macdonald Square, Elora, ON N0B 1S0

If any emergency situations happen that are not described in this document, The Supervisor or Designated Staff will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed. All emergency situations will be documented in detail by the Supervisor or designated staff in the daily written record.

Fire Safety Policy and Procedure

AUGUST 2022

Fire Safety Policy

As outlined in the Child Care and Early Years Act, we are required to implement and uphold the following:

- 1) each staff member is instructed as to his or her responsibilities in the event of a fire before commencing work for the first time;
- 2) a written procedure is posted in a conspicuous place in each room in the child care centre that is used for the care of children
- 3) fire drills are conducted monthly
- 4) a written record is kept of all fire drills, and all tests of the fire alarm system and that each record is kept for at least 12 months from the date of the drill or test;
- 5) there is a designated place of shelter in the event the child care centre must be evacuated due to an emergency, which is The Elora Township Office: 1 Macdonald Square, Elora, ON N0B 1S0

Fire Safety Procedure

- 1) In the event of a fire or need to evacuate the building the teachers will initiate the following procedure.
- 2) Teacher blows whistle and indicates which exit to use.
- 3) Teacher 1 and 2 take all children to the emergency exit, counting and cross checking against attendance numbers
- 4) Teacher 3 closes doors and windows, takes emergency red/black binder, checks remaining rooms
- 5) Teacher 1 does attendance, each child says "I'm safe."
- 6) If real fire or smoke or other danger to the children and staff has been observed then the teacher will pull the real fire alarm in the church and then call 911
- 7) If unable to return back to preschool then the group will move to the designated Emergency Shelter which is The Elora Township Office: 1 Macdonald Square, Elora, ON N0B 1S0
- 8) All parents will be notified to come and pick their child up the emergency shelter as soon as possible.

- 9) After the event is over, the event needs to be reported as a Serious Occurrence to the Ministry of Education through CCLS within 24 hours of the licensee or supervisor becoming aware of the occurrence.