

Jacks' and Jills' Co-operative Preschool of Ancaster

Parent Handbook 2021/2022



263 Jerseyville Rd. W.
Ancaster, ON
(located at the Ancaster Lions Outdoor Pool)

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Hours of Operation:

Tuesday-Thursday, 9:15-12:00 p.m.

September-June

Welcome to Jacks' and Jills' Co-operative Preschool of Ancaster

We believe children learn best through meaningful play. This encourages curiosity, discovery and problem solving, which allows individual growth and development of a positive self-image. Our play-based program focuses on social, emotional, physical, cognitive and language development and self-regulation skills.

This philosophy, together with the provincial regulations of the Child Care and Early Years Act (the CCEYA, which is the legislation that regulates licensed child care in Ontario) is intended to strengthen the quality of our program and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and well-being.

The teacher(s) at Jacks' and Jills' are dedicated to providing a program which will meet the needs of all of our children. We acknowledge the fact that coming to Jacks' and Jills' is your child's introduction to learning in a school setting. This experience will set the stage for your child's school career. Therefore, we will endeavour to make your child's learning experience a happy and rewarding one. We will encourage your child to develop his or her maximum potential.

1. INTRODUCTION

This handbook is a comprehensive overview of the policies and procedures governing the school. As a co-operative corporation we are in fact a business, governed by statutes and corporation bylaws, and managed by an elected Executive Committee. That means that we must conduct business in a very specific way and that there are very clear rules governing how we do most things. But within this, the Executive Committee takes its direction from parents and other members as expressed at our General Meetings. Here, parents will have an opportunity to share their ideas, concerns and opinions with our professional teaching staff and all other co-operative members. This makes the active participation of each and every one of us extremely important at General Meetings, on Duty Days and on an overall basis.

Most of the policies and procedures pertaining to the daily life of the school, along with policies regarding anaphylactic management, performance of duties on duty days, police clearances, etc. are dictated by the terms of our license to operate a Child Care Centre; this license is issued by the Ministry of Education, under the Child Care and Early Years Act, and all preschools are subject to the same regulation. These policies are in place to ensure that our children receive the best and safest possible care. Some of the policies required by the Ministry must be voted on or reviewed on a yearly basis; these will be brought up by the Executive at General Meetings.

This handbook is important because it outlines the information needed in order to be an informed and active participant at the preschool. In a Co-op, we each share equally the responsibility for running our school and giving our children the very best possible start to their educational career and indeed, to life in general.

It is essential that everyone read this handbook through carefully. It will help you understand the policies and procedures governing the school. It will also help you understand the day-to-day operation of the school and your role in it.

2. PROGRAM STATEMENT

Jacks' and Jills' Co-op Preschool provides a nurturing and stimulating environment that is warm and inviting. It offers an exciting space that encourages active exploration and meaningful interaction to support all children's autonomy and sense of competence. Our preschool offers materials and resources for building, problem solving, and imagining, as well as opportunities for creative expression in all forms throughout the daily routines.

In compliance with the Child Care and Early Years Act (CCEYA), and grounded in current research in early child development through the How Does Learning Happen (HDLH) document (2014), our program implements and adjusts practices that abide by the Foundation for Learning to support children's sense of belonging and well-being, as well as engagement and expression.

The following goals will guide our program in our pursuit of positive experiences and outcomes for children and families:

A. Promote the health, safety, nutrition and well-being of the children.

- Children will be supervised by adults at all times.
- Daily monitoring for illness and notification of illness to parents.
- In case of anaphylactic allergies, individual plans and emergency procedures with the child's photograph will be developed and posted for staff. Staff will be educated on how to administer Epi Pens. An Epi Pen must be available on site.
- Promote proper hand washing before and after playing in sensory activities, washroom routines, and at snack time.
- Encourage cleaning practices with the support of printed materials regarding hand washing, disinfecting classroom tables and countertops for food preparation, as well as using the 3-step wash, rinse, disinfect program at the sinks in the kitchen.
- Safe food handling by staff and children.
- Promote healthy eating by providing a variety of foods and range of textures and tastes, appropriate to the developmental stage of the group.
- Work with families to ensure the specific needs of individual children are met: dietary requirements, food allergies and intolerances, cultural background or medical conditions.
- Model positive behaviour to promote good eating habits.

- Provide a pleasant and culturally inclusive atmosphere for the children at snack time that encourages social interaction and learning.
- Inspection of the indoor play areas to ensure a safe learning environment.
- Compliance with Accessibility Standards for people with disabilities.

B. Support positive and responsive interactions among the children, parents, and program staff.

- Demonstrate empathy to increase the connection between adults and children.
- Promote helpful behaviours among peers and towards adults.
- Encourage group activities (circles, stories, creative play, etc) to promote a sense of belonging.
- State points-of-view of peers to promote consideration of personal perspectives.
- Value the children’s ideas as contributions for our program planning.
- Embrace diversity by welcoming LGBT families, as well as different religions and cultural backgrounds.
- Support inclusion policies for individuals with special needs.

C. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- Encourage conflict resolution by acknowledging children’s feelings and encouraging them to listen to their peers.
- Invite children to share ideas and materials with peers to promote cooperation.
- Offer children the opportunity to assist their peers.
- Staff and volunteer participation in various activities to support children’s engagement in their projects and to encourage them by challenging their thinking.
- Provide smooth transitions in daily routines by using visual and auditory cues (STOP sign at tidy up time).
- Offer comfortable spaces to share books, stories, and toys with their friends.
- Affirm children’s strengths and achievements to promote their sense of self and self-esteem.

D. Foster the children’s exploration, play and inquiry.

- Offer open-ended materials and resources.
- Allow children to problem-solve and think before offering input.
- Ask questions that can be answered through observation.
- Pose problems to solve and then brainstorm solutions and outcomes.
- Provide a variety of options and challenging materials.
- Offer materials for representing ideas with print and drawings.

E. Provide child-initiated and adult-supported experiences.

- Offer materials and extra resources to support child-initiated projects.
- Use specialized resources and books as means of extending activities that interest the child.
- Demonstrate enjoyment in reading books and telling stories.
- Adults provide experiences based on topics of interest to the children.

F. Plan for and create positive learning environments and experiences so that each child's learning and development is supported.

- Provide stimulating learning environments with accessible materials and tools.
- Present various materials to support sensory exploration.
- Avoid nonverbal and verbal responses to children's thinking that might imply "right" or "wrong".
- Encourage children to move outside their comfort zone by providing opportunities for reasonable risk-taking.
- Present children's ideas to others through drawings or telling.
- Make visible children's learning and understanding of the world around them.
- The environment will reflect different ideas, values, and cultures.
- Strategies will be in place for children with individualized education plans to reach their full potential.

G. Incorporate indoor play, active play, rest and quiet times into the day, giving consideration to the individual needs of the children.

- Offer opportunities to observe, investigate, and discover elements of our natural environment by taking part in the daily program, seasonal walks, and science area.

- Have children practice jumping and coordination through various activities, such as scarf dancing and listening games.
- Play music with simple rhymes to engage children in gross motor activities, dance, obstacle courses, and imitation of musical patterns through games and songs.
- Offer equipment to foster active play, such as balance beam, tunnels, rocking boat, stairs/slide, scooters, large blocks, etc.
- Promote balanced play periods with opportunities for quiet time (circle time and stories).

H. Foster ongoing communication and engagement with the parents about the program and their children.

- Build positive and responsive relationships through conversations and by demonstrating genuine interest.
- Open-door policy: parents are welcome to join their children during the morning routine.
- Daily exchange of ideas and/or summary of the morning activities with parents.
- Opportunities for children and their parents to explore together and co-plan projects.
- Information for parents about what children learn, general meetings, emails, updates, Facebook, monthly newsletters, and daily interactions, etc.
- Provide opportunities for parents to contribute to the program by promoting family gatherings and special event planning, such as special events, field trips, Mother's Day Tea, play dates at the Public Park, etc.
- Different forms of observation to record children's ideas, and share evidence of development and learning with parents through drawings, attempts at writing, photos and written observations of children's exchange of ideas .
- Post information and observations around the classroom on bulletin boards for staff and parents. Parents are encouraged to share their perspective and contribute to the bulletin boards.

I. Involve local community partners and allow those partners to support the children, their family and staff.

- Contact different groups or organizations to offer experiences and materials that encourage children to explore new learning environments (for example, trips to the

Fire Station, library, pizza stores, senior residences, art galleries, the RBG, concerts, etc.).

- Partnership with local colleges (ECE programs) and high schools (Co-op programs) to offer opportunities for student placements to enrich the learning experience of both the student and the children.
- Affiliation to professional organizations to enrich the materials and resources offered in the classroom (ASCY, public library, mentors, etc.).

J. Staff support in relation to continuous professional learning.

- Offer financial support and time away for professional development of staff members.
- Provide professional training opportunities to staff, parents, and volunteers to encourage continuous professional learning.
- Bring in guest speakers, articles, pamphlets, and workshop registrations, etc. for staff, parents and volunteers.
- Maintenance of the Professional College of ECE and AECEO.

K. Document and review the impact of the strategies set out in the above goals on the children and their families.

- Encourage self-reflection, discussion, and ongoing collaboration among staff, parents, and volunteers in order to readjust practices and procedures.
- Evaluate the physical environment and provide changes when necessary (to facilitate the natural flow between different areas of the classroom).
- Annual evaluations of the program and teacher by parents and volunteers in a detailed document.

This Program Statement is meant to be a live document that is reviewed, revised, and readjusted on an ongoing basis.

All new program staff, volunteers, and students at Jacks' and Jills' Co-op Preschool must be aware of the Program Statement contents prior to interacting with the children and whenever the document is modified. March 2, 2021

3. PROGRAM STATEMENT IMPLEMENTATION POLICY

Expectations for implementation of our Program Statement under CCEYA s.49
Pursuant to the Child Care and Early Years Act s.46

- Support positive and responsive interactions among the children, parents, program staff, volunteers and students.
- Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

Being a cooperative program, parents support the teachers in the classroom as well as offer positive support to the children in attendance. Staff, volunteers and students will not discuss issues or concerns in front of a child. Ask for support from the supervisor if you require assistance dealing with a child or situation.

Children in attendance will be supervised at all times by qualified staff.

Staff, volunteers and students will engage in play with children by modelling behaviour: offer toys, take turns and exchange ideas in play.

Children will be supported in a positive manner that is appropriate to their age and development level.

Encourage conflict resolution by acknowledging the child's feelings, encourage them to attend and listen to peers.

Prompt cues for regulation of emotions by assisting each child individually on how to calm themselves in order to solve conflicts.

Preventative practices will be implemented on an ongoing basis during the different activities in order to minimize conflict or dangerous situations.

Regular staff intervention will be in the form of praise, encouraging comments, and reminders to the children of appropriate behaviour.

Show and stress empathy and rationalize the logical consequences of specific actions with peers.

Acknowledge children's ideas and promote consideration of different points of view.

Staff, volunteers and students will consistently use soft, supportive voices.
Encourage group activities to provide a sense of belonging.

At snack time, children will be encouraged to feed themselves and taste different foods.

Model positive behaviour to promote healthy eating habits. At snack time be pleasant and display good table manners.

Promote helping behaviours among peers and towards adults. Invite children to assist others to reach a common goal (tidying up, co-operative play).

Avoid non-verbal and verbal responses to children's thinking that imply judgment (right/wrong; yes/no).

Facilitate opportunities that promote independence and self-awareness during washroom routine. Children will be guided and assisted by program staff through the washroom routine according to the amount of adult help they require.

Emphasize the importance of hand washing to stay healthy. Hands must be washed after going to the washroom, creative activities, playing with sensory materials like play dough, sand or water, and before and after eating.

4. PROHIBITED PRACTICES

CCEYA (according to S. 48 and S. 88.1(5)) regulates the behavior of individuals who provide care and interaction to ensure the safety and well-being of the children in a preschool setting. Jacks' and Jills' Co-op Preschool adheres to these principles and practices. As such, the Preschool will **not** permit the following as acceptable methods of guiding behaviour.

No employee, volunteer, or student on an educational placement cannot engage in the following prohibited practices:

- 1) Corporal punishment
- 2) Physical restraint of children, including but not limited to confining to high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself/herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- 3) Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- 4) Use of harsh or degrading measures or threats or use of derogatory language directed at or his/her self-respect, dignity or self-worth
- 5) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- 6) Inflicting any bodily harm on children including making children eat or drink against their will.

Compliance and Contravention of Policies and Procedures and Individualized Plans:

Everyone on the premises is expected to comply with Jacks' and Jills' Cooperative Preschool's Policies and Procedures, all individualized plans, and the requirements of CCEYA. All complaints regarding prohibited practices made by anyone, including parents, children, and employees will

be investigated and acted upon by the Supervisor and/or Executive. Serious Occurrence procedures will be followed when required.

Failure to comply with Jacks' and Jills' Co-operative Preschool's self-regulation policies and procedures including the use of prohibited practices, and all individualized plans, could result in the following:

For Employees:

A Minor Contravention of Policies and Procedures:

- 1) Verbal warning, noted in personal files and a review of policies and discussion of acceptable practices
- 2) A written warning, noted in personal files
- 3) Dismissal if warranted

A Major Contravention of Policies and Procedures (use of physical force):

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

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

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

For all others, including parents, volunteers and students:

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

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

Monitoring Compliance and Contravention of Policies and Procedures and Individualized Plans Behaviours of Staff, Volunteers, and Students in the Classroom:

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

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

5. SELF-REGULATION POLICY

“Encourage the children to interact and communicate in a positive way and support their ability to self-regulate”

At Jacks' and Jills' Co-op Preschool, children are viewed as competent beings; capable of knowing their needs and with guidance and support, communicating to them in a positive matter with others.

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

- Be courteous with one another

- Use acceptable language and tone
- Conduct themselves in a manner that enables one to feel safe from all types of abuse
- Respect equipment, the preschool and the personal property of all people

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

- Facilitate development of language
- Provide sufficient space and equipment
- Utilize positive classroom management techniques; guidance and redirection
- Establish classroom routines
- Support opportunity for self-expression
- Enable peer resolution, helping children negotiate their interactions with one another and with shared materials.
- By listening to a frustrated child and helping them learn skills to be more persistent
- Utilize a variety of large and small group activities that facilitate positive interaction
- Encourage children to listen to one another and help them to provide comfort when others are sad or distressed
- Engage children in the care of the classroom and ensuring that each child has an opportunity to contribute to the group

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

Challenging Behaviours:

Teachers will anticipate and take steps to prevent potential challenging behaviours. They evaluate and change their responses based on individual needs. However, in those incidents where an exhibited behavior is trying, unacceptable or harmful to others, self or property; observation, knowledge and communication are keys to helping parties resolve the issue, re-establish positive interactions, and help those involved to gain further strengths to grasp self-

regulating skills. If resolution is momentarily unattainable, children may be redirected to other play areas when their activity is disruptive or to quieter areas when in need of more personal space.

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

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

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

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

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

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

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

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

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

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

Review and Sign-off:

All staff, volunteers, students and support staff will review the prohibited practices, program statement and required policies and procedures of the preschool:

- Prior to the commencement of duties
- Upon any updates or changes to these policies and procedures
- Annually, all paperwork associated with prohibited practices, policies and procedures of the preschool.

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

Review Log:

All paperwork associated with monitoring the behaviour of individuals at the preschool will be kept in one central file. This log will include factual statements only.

The binder may contain:

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

- Summaries of concerns regarding the child’s behaviour, including meetings to discuss concerns, strategies agreed upon, discussions with child’s parents.
- Dates of observations of prohibited practices and program statement practices by the Supervisor or others where applicable.
- Date of complaints regarding behaviour management practices and a note indicating where the details regarding the incident and the action taken can be found (e.g. Teacher’s file).
- Workshop, courses, in-service training, etc. participated in by employees, provided to parents, etc.

Record Retention:

All records related to the review and sign-off of monitoring of prohibited practices and program statement practices will be kept on file at Jacks’ and Jills’ Co-op Preschool for 3 years.

6. GENERAL POLICIES

The policies of Jacks’ and Jills’ Co-operative Preschool are required by the Ministry of Education and the Hamilton Public Health Department. They are intended to ensure the safety and well-being of our children and it is imperative that all members of the school understand them. The President of the school must ensure that all of these policies are clearly understood by new parents and staff (before their first day at the school) and are reviewed with all parents and staff at least yearly thereafter. The President/or supervisor will request and retain a signed record from each parent or employee (before their first day at the school) indicating that the individual has read and understood these policies.

Confidentiality/Privacy:

The teacher(s) often use mobile devices (i.e. Ipad) to document classroom activities, special events and children’s progress. Photographs may be posted on Jacks’ and Jills’ website or Facebook. Parents are required to sign a release form giving permission to photograph their child(ren). Duty parents are asked not to use their personal mobile devices while on duty (i.e. texting, taking photos).

It is the responsibility of the teacher(s), duty parents, volunteers, students and the board of directors to protect any confidential information discussed with them during their period of involvement with the school. The confidential nature of information concerning children and their families will be respected.

7. SERVICES OFFERED

Age Categories:

Jacks' and Jills' offers programming for children ages 18 months to 4 years with an integrated toddler and preschool program. The toddler program is offered for children ages 18-29 months. The preschool program is offered for children ages 30 months to 6 years. Children in either age group may enter the program at any time throughout the school year, at the complete discretion of the teacher(s) and Executive Committee. The discretionary decision of the teacher(s) and Executive Committee is based on many factors (including, but not limited to, the pre-existing class dynamic, the number of teachers working in the classroom, the number of students already in the classroom, and the prospective student's ability to adjust to this new, more mature and independent environment). Acceptance for either age group is not guaranteed. Our guiding principle in making such a decision is always to ensure a positive and rewarding environment and experience both for our current students, and for any prospective incoming students.

Ratio:

At Jacks' and Jills', we always meet and often do better than the Ministry-mandated ratio for adults to children. There is always one ECE-qualified teacher running the classroom, along with two duty parents assisting. When our class size reaches 17 (and usually before that number) or if our classroom dynamic warrants it, we have a teacher's assistant, or second ECE-qualified teacher. We are licensed to have 24 children in a class.

Enrolment:

September and January start dates are most common. However, children accepted for enrolment may start at any time of the school year, in consultation with and at the discretion of the teacher(s) and the Executive Committee. In making the decision about start dates, the teacher(s) and executive consider factors including upcoming holidays, excursions, theme/party days, etc. Please be advised that entry in December and April thru June is generally not accepted.

Changes to enrolment status:

Changes to enrolment status include things like the addition of a morning to the child's class schedule, or a change from participating status to non-participating status (or vice versa). When parents wish to make any changes to their child's enrolment status, a Change of Enrolment Status form must be completed. The form is available from the supervising teacher or the Registrar, and must be signed by the parents and submitted to the Registrar at least two weeks prior to the effective date of the change. The Registrar will bring the proposed changes to the teacher and Executive Committee for approval, and will then notify the parents if their change has been approved.

8. SCHEDULE OF FEES and DEPOSITS

Please note that due to Covid-19 we are not currently offering a Participating-rate. There will be no parent volunteers in the classroom at this time.

2 Mornings per week: \$200/ 4 weeks*

3 Mornings per week: \$300/ 4 weeks*

*Thanks to government funding, these rates will be reduced on a temporary basis

(September - December 2020) to the following:

2 Mornings per week: \$160/ 4 weeks

3 Mornings per week: \$240/ 4 weeks

Payment Options

Payment is to be made on a lump sum basis at the beginning of each term by cheque.

Payment Due Date	2 Mornings Per Week	3 Mornings Per Week
September 15	\$640	\$960
January 5	\$1150	\$1725

If preferred, payment can also be made with monthly postdated cheques.

Cheques for September - December are due on **September 15**.

Cheques for January - May are due **January 5**.

Cheque Schedule	2 Mornings Per Week	3 Mornings Per Week
September 15	\$160	\$240
October 13	\$160	\$240
November 10	\$160	\$240
December 8	\$160	\$240
January 5	\$200	\$300
February 2	\$200	\$300
March 2	\$200	\$300
March 30	\$200	\$300

April 27	\$200	\$300
May 25	\$150	\$225

You must submit your postdated cheques to the Treasurer at the Parent Orientation or the first day of school. **Cheques should be made payable to Jacks' and Jills' Co-operative Preschool.**

Note: If you enroll a second child from the same family within the same school year, there is a 10% reduction in the total monthly fee for that family.

Leave of Absence:

If a family is going to be away from the preschool for four or more consecutive weeks, the family may apply for a Leave of Absence. A Leave of Absence Request form must be completed and submitted to the Executive Committee six weeks before the proposed Leave of Absence is to begin. Should the family be approved for a Leave of Absence, the family will be required to pay their regular monthly fees, make arrangements to fulfill their committee position (i.e. ask another family for help, in return for helping with the other family's committee position later), and forfeit their deposit for any missed General Meetings. The family will not be expected to make up missed duty time.

Admissions and Waiting List Policy:

Children of families meeting all registration requirements will be enrolled in the following order:

- 1) Children currently enrolled in the program.
- 2) Children of staff members.
- 3) Siblings of students currently enrolled.
- 4) Families whose registration carried over from the previous school year.
- 5) Students who have been on the Admission Waiting List on a first-come first-served basis.

Refundable Deposits:

Please have individual cheques for the following amounts to submit to the Treasurer at the Parent Orientation Meeting. **Cheques should be made payable to Jacks' and Jills' Co-operative Preschool.** If deposits are not needed by the end of the year, cheques will be either returned to you or destroyed by the Treasurer.

Deposit for missed duty and/or missed classroom cleaning	\$50	Due September 15 th , 2020
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Deposit for missed meetings (cheque is returned at the meeting if you attend OR deposited after meeting missed)	4 x \$20	N/A
Deposit for failing to complete 6 mandatory volunteer hours	\$100	N/A

Insufficient Funds:

Any member who, for any reason, writes a cheque that is returned by the bank due to insufficient funds will be required to pay a \$25.00 service charge to the school, in addition to replacing the cheque.

9. EXCURSIONS

Field trips and excursions will be run throughout the year and alternate days as much as possible. All Jacks’ and Jills’ children are welcome to attend all excursions, whether it takes place on the child’s regular preschool day or not. On days of excursions, the school will be closed, and everyone attending the outing will meet at the predestined place at the pre-set time. The teacher(s) will be present on the excursion, but there will be no duty parents for that day.

Supervision on Excursions:

Parents are responsible for their and their child(ren)’s own transportation to and from excursions, and are responsible for attending and supervising their own child(ren) on the outing. If parents are absolutely not able to do so, they may make advance, individual arrangements with another parent to bring and/or supervise their child(ren). Siblings of Jacks’ and Jills’ children are welcome to attend excursions, provided they are accompanied by their parent(s). The teacher(s) cannot be responsible for any children who are not enrolled in the preschool.

Excursion Forms and Organization:

Please make every effort to print and return excursion permission forms and any necessary payments promptly to the Excursion Organizer. We are always interested in new suggestions for places to visit. We also welcome feedback after excursions; this helps us to decide whether to visit individual sites again.

Cancellation of Excursions:

In the case of inclement weather on an excursion day, the school will follow the closure decisions made by the Hamilton-Wentworth District School Board (HWDSB). If the HWDSB schools are closed, you can assume (unless you hear otherwise) that any preschool excursion

for that day is cancelled. If the preschool makes a decision about canceling an excursion that is different from the closure decision of the HWDSB, you will be informed by phone of that decision. If an answering machine is reached, a message will be left, but no attempt to call back will be made.

Please be reminded that you have agreed to “permission for spontaneous outings” in your registration package forms. We like to use the great outdoors as part of our learning.

10. SCHOOL ROUTINES

Arrival and Departure:

The arrival and departure of each child must be recorded daily. Parents must sign their child(ren) in and out by indicating and initialing the time of arrival and departure. An attendance log is also kept by the teacher to record each child’s attendance.

Children may be released to a person other than a parent ONLY if prior signed and dated written permission clearly naming the person to pick up the child is received by the teacher. Forms for this purpose may be obtained from the teacher. Alternatively, a parent who wishes his or her child to be picked up by someone else from time to time may list this person on the registration form. In any case where a child will be picked up by someone other than a parent, this fact MUST be noted at arrival time on the day in question, and the person picking up the child must show photo identification to the teacher before the child will be released.

Arrival time is 9:15am – 9:30am. Departure time is 12:00pm. If a child is continuously picked up late, it is at the discretion of the teacher and the Executive Committee to provide a written warning to the parent. Continued tardiness following a written warning will result in a charge of \$15 for every 5-minute increment (rounded up) following the end of class.

Pick-up time is 12:00pm. Please be on time in picking up your child; children get anxious when parents are late, and teachers have other duties to perform after class ends, and cannot provide adequate supervision. Children can only be released to a parent or someone approved by the parent IN WRITING, as previously outlined. Parents picking up their children are asked to remain on the classroom landing near the stairs. Please arrive close to 12:00 to alleviate distraction for the children. If you need to remove your child earlier, please be quick and discreet in removing him/her from the “Goodbye Circle”.

Parents and Caregivers are reminded that YOU are responsible for your children during pick up and drop off. Our rented space is located on city property, close to a fairly busy road and the property has gated access to a pool area. The city cannot guarantee the safety of the entire grounds, including the pool gates at all times (evenings, winter etc.). Note, there is no surveillance camera around the pool area.

Daily Program:

Our daily routine starts with free playtime as all the children are arriving. Next, our “Good Morning Circle” begins around 9:30am. and is designed to welcome the children, reinforce routines and is a cue for parents to exit. After the morning circle, the children generally proceed to various creative and explorative centres; they have a bathroom and handwashing break before snack time, then are free to enjoy various toys and activities, the reading corner and gross motor play area. The “Goodbye Circle” is at the end of the morning and duty parents are encouraged to join the children at the circle when duty tasks are complete.

As much as we want our children learning to handle and play within a routine, we also want them to learn to handle changes in routines. To that end, we plan special theme days (e.g. Backwards Day, Hawaiian Day, PJ Day) that are fun and memorable events for children, parents and teachers alike. Theme days will be listed on the monthly schedule, in the newsletter, and notices will be posted on the white message board.

Toileting:

There is one designated bathroom break in the preschool day, but children may ask to be taken to the bathroom at any time. A teacher or a duty parent will always accompany a child to the bathroom; they are not permitted to go alone. It is encouraged that children be in the toilet training process when they enroll at Jacks’ and Jills’, but they do not need to be fully trained. If a child is still training and is wearing pull-ups or training pants, we ask that parents send extra pull-ups in the child’s school bag and that the pull-ups have opening tabs on the sides. Children will always be encouraged, in a positive manner, in their toilet training, and never reprimanded or treated negatively in the case of accidents.

Toddler program: We ask that parents provide an adequate number of diapers and wipes for each day.

Clothing:

Your children should wear appropriate clothing that is comfortable, washable and easy to put on and take off. Rubber-soled shoes must be worn for safety. Please label outerwear and footwear clearly. Please include a change of clothes in your child’s school bag in case of accidents or major spills.

School Bags:

Each child will be provided with a labeled cloth bag. This bag must be sent to school each day to hold artwork, notices, extra clothing etc. Please take your child’s school bag home EACH DAY, as the hooks are used by more than one child; as well, our rooms are used by other groups in off-hours, so we cannot guarantee the security of the bags after school. If this bag is lost during the year, it will be replaced for a small fee.

Personal Toys:

Our school provides a wide variety of toys with which the children can play. It would be helpful for parents to encourage their children to leave personal toys at home, as they could get lost or broken at the school.

Closing classroom doors/gates:

Please ensure that the gates at the top of the stair entrance are closed upon entering or leaving the preschool. Kitchen doors are also to be kept closed.

Building Doors:

Please use the Left/West doors upon entering the building at arrival and departure time. These doors will be locked during class time. The duty parent will lock and unlock the doors at the appropriate times. Please note the Right/East doors are locked at all times. If you are going to be picking your child up early please inform the teacher ahead of time.

Phone:

Please note that the preschool phone number DOES NOT ring at the preschool; it is a “virtual phone” and acts only as a message service. If you need to contact the school during school hours (i.e. you need to pick your child up early, you are stuck in traffic and will be a few minutes late, etc.) the phone number for the building is 905-648-1930. Please do not leave a message on this phone as it is a City of Hamilton number and we are not likely to receive the message. If the answering machine picks up before someone can get to the phone, please hang up and call right back. Also, keep this number in mind if the teacher needs to contact you during the preschool day (i.e. your child is sick, etc.); this is the number she will call from and it will show up on call display as City of Hamilton.

Communication:

Communication among co-op members (i.e. the executive committee, teachers and families) is paramount to keeping our preschool running smoothly, and to ensuring that everyone is informed and has a chance to express her/his opinions. While the General Meetings are a key forum for discussion and relaying information, there are several other modes of communication upon which we rely as well. Each family is assigned a mail pouch on the wall as you enter the room, and it is your responsibility to check it daily. We also use a white message board in the classroom for daily notices. Finally, email is an essential method of communication – it is quick, efficient and cost-effective – so please do make sure to check your email routinely.

If you wish to discuss your child’s progress with the teacher(s), you are welcome to do so at dismissal time. However, please be aware that other parents may want to speak with the teacher(s) at this time as well, so try to keep your comments brief. If you need to have a private or lengthier conversation, please ask the teacher(s) to book an appointment or a phone call with you at a more appropriate time.

Sanitary Practices:

After toileting, before eating and before and after playing in the sandbox and water play areas, all children must wash their hands using the soap dispenser and running water. Each time a child's hands are washed, a clean drying towel must be used. The towel is then immediately placed in the dirty laundry container, or garbage bin when disposable paper towels are used.

All tables used for snack time must be wiped down by the appropriate duty parent with cleaning solution immediately before snack time.

All toys and play equipment must be cleaned as they get soiled. All parents (duty or otherwise) are asked to place any toys that children have put in their mouths in the appropriate labeled bin, located beside the kitchen sink. General toy and play equipment cleaning is performed on a routine basis, by duty parents, as part of a committee position, and during classroom cleaning evenings. Sand and rice in the activity tables are changed on a routine basis throughout the year.

Floors and carpets are cleaned by us, Jacks' and Jills' membership. In addition, duty parents sweep floors daily and damp-mop floors when spills, messes, etc. occur. All table surfaces are cleaned daily.

Snack Preparation:

- 1) All snacks must be prepared at the school. A cutting board and knives are provided for this purpose. The cutting board and utensils must be washed before and after each use in a bleach solution
- 2) Be sure to wash your hands before preparing the snack
- 3) Dishes must be washed in three steps:
 - hot, soapy water
 - clear rinse
 - basin with one half capful of bleach for one minute
- 4) Dishes must be air dried, and all cutlery must be stored with handles up.

Children's Hand Washing Procedure:

- 1) Children's hands are to be washed under warm running water, with supervision (for water temperature), using soap pumps
- 2) Pumps must be cleaned with disinfectant at the end of each day's use.

11. INCLUSION POLICY

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

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

Parents may request a consult with a consultant teacher to evaluate their child's developmental progression or a teacher identifying a developmental concern will approach a parent to discuss the situation and call a consultant teacher in for an observation and evaluation of the child upon parental consent. Funding may be available from the Ontario government for eligible families.

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

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

12. SCHOOL CLOSURES

In cases of inclement weather, the school follows the closure decisions made by the Hamilton-Wentworth District School Board (HWDSB). If you are unsure about whether the school is open, check the local news media (CHCH, 900chml) or the HWDSB website (hwdsb.on.ca); if it is reporting that HWDSB schools are closed (disregard notices of school bus cancellations), then assume Jacks' and Jills' is closed as well.

If, in the case of inclement weather, the preschool makes a decision to close or to open that is different from that of the HWDSB you will be informed by phone/text of that decision. If an answering machine is reached, a message will be left, but no attempt to call back will be made.

If there is a situation specific to our preschool (e.g. a local power outage, flooding in the building) that requires a closure decision, and that decision is reached before school begins, you will be informed by phone/text. If an answering machine is reached, a message will be left, but no attempt to call back will be made.

All school holidays observed by the Hamilton-Wentworth District School Board will also be observed by the preschool, not including the HWDSB's professional activity days.

Our teacher(s) participate in two Professional Development Days during the course of the school year. These days are facilitated through the Hamilton District Council of Co-Operative Preschools. The preschool is closed on these days, one in the fall and one in the spring (see school calendar for dates).

In the event of any other last minute changes to excursions, events, etc. we will make every effort to contact members by phone to notify them of the changes.

13. EMERGENCY MANAGEMENT POLICY AND PROCEDURES

Name of Child Care Centre: Jacks' and Jills' Co-op Preschool

Date Policy and Procedures Established: August, 2017

Date Policy and Procedures Updated: August, 2017

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow and 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.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

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).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

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 at: on the grass, west side of building

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: Morgan Firestone Arena emergency meeting place

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the supervisor 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 in the daily written record.

Additional Policy Statements:

E.g. regular drills with staff for training/practice, emergency bag preparation, etc.

Staff, duty parents and students will practise evacuation drills monthly. The supervisor will be responsible for bringing the Emergency Procedures Binder, attendance/individual plan clipboard and pre-school phone.

Procedures:

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also:

	<ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. <p>5) The supervisor or duty parent will immediately:</p> <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) The supervisor or duty parent must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of</p>	<p>1) The staff member who becomes aware of the threat or must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>2) Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while</p>

<p>a suspicious package.</p>	<p>another individual calls 911 and communicates with emergency services personnel.</p> <p>3) Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children’s attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions.

	<p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The supervisor or duty parent must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p>

	<ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the

	<p>procedure in a child’s individualized plan, if the individual is a child); and</p> <ul style="list-style-type: none"> • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the supervisor or duty parent must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: 911

Ambulance: 911

Local Fire Services: 911

Site Supervisor: 905-648-1930 or 905-929-1160

Licensee Contact(s):905-648-8659

- 4) Where any staff, students and/or volunteers are not on site, the supervisor or duty parent must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.

- 5) The supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
- help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<p>1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.</p> <p>2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</p> <p>3) Staff must:</p> <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. <p>4) The supervisor will determine if operations will resume and communicate this decision to staff.</p>
Communication with parents/guardians	<p>1) As soon as possible, the supervisor or duty parent must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the supervisor must provide a notice of the incident to parents/guardians by the end of the school day, verbally or by phone.</p>

	3) If normal operations do not resume the same day that an emergency situation has taken place, the supervisor or licensee must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.
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8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) The supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, the supervisor or duty parent will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, the supervisor or licensee will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Phase 3: Recovery (After an Emergency Situation has Ended)

<p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, temporarily relocating, etc.</p>	<p>The supervisor or licensee will contact appropriate designates, as necessary.</p>
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>Staff and duty parents will be available to discuss or refer to appropriate professionals, as necessary.</p>
<p>Procedures for Debriefing Staff, Children and Parents/Guardians Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>The supervisor and/or licensee must debrief staff, children and parents/guardians after the emergency.</p>

**Regulatory Requirements: Ontario Regulation 137/15
Emergency management**

68.1 (1) In this section,

“emergency” at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. O. Reg. 126/16, s. 42.

(2) Subject to subsection (3), every licensee shall ensure that each child care centre it operates has written policies and procedures regarding the management of emergencies that,

- (a) set out the roles and responsibilities of staff in case of an emergency;
- (b) require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
- (c) identify the location of a safe and appropriate off-site meeting place, in case of evacuation;
- (d) set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;
- (e) set out requirements regarding communications with parents;
- (f) set out requirements regarding contacting appropriate local emergency response agencies; and
- (g) address recovery from an emergency, including,
 - (i) requiring that staff, children and parents be debriefed after the emergency,
 - (ii) setting out how to resume normal operations of the child care centre, and
 - (iii) setting out how to support children and staff who may have experienced distress during the emergency. O. Reg. 126/16, s. 42.

(3) Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,

- (a) the child care centre is located in a school, the licensee uses or adopts the school’s emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
- (b) the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

Intent

The intent of this provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency.

The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry’s authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

14. FIRE AND EMERGENCY PROCEDURES

Evacuation of the Building:

In advance of an emergency, the teacher(s) will ensure that all children recognize the sound of the whistle, siren or bell as an emergency signal to which they must respond by approaching and attending to the teacher(s). The children will then line up at the exit door and follow the teacher(s) to a designated safe area. The teacher(s) will also ensure that all new staff is trained in emergency procedures before they begin work. All parents will be trained in emergency procedures by the teacher at the Parent Orientation Meeting. Fire drill procedures are noted on each duty card for the duty parents.

In the event of an evacuation staff and children assemble at the far southwest corner of the field, past the parking lot. The Ancaster Rotary Centre (Jerseyville Road West) has been designated as the off-site emergency shelter if our premises are not available due to emergency circumstances.

Missing Child Procedures:

Jacks' and Jills' Preschool has the highest regard for the safety of the children in our care. Teachers and duty parents will always be extremely aware of the potential for a child to go missing during a preschool session.

As a general precaution, we ask that any parent who witnesses a preschool child in the hallway, or exiting the building unaccompanied by an adult, please bring that child back to the preschool rooms and leave that child in the care of his/her parent, or the teacher(s).

Communicable Illnesses:

Children with communicable illnesses (for example, but not limited to: vomiting, diarrhea, fever, pink eye, chicken pox) are not allowed at school until the child is FULLY recovered and may not return to school less than 24 hours after the final bout of illness i.e. vomiting or diarrhea.

Children will be observed as they arrive and the teacher has full discretion to send a child home if she judges that the child is ill. Fees cannot be returned for days missed due to illness. A parent or emergency contact MUST be reachable at all times during school hours, in the event that the teacher must call and request that a sick child be picked up. In cases where antibiotics are prescribed for an illness, children will be permitted to return to the school 24 hours after the start of the medication.

In the case of chicken pox, on advice from Hamilton's Public Health Department, Jacks' and Jills' has adopted a policy of asking parents to keep infected children home for 6 days after the spots are discovered AND until all spots are crusted. This applies whether or not the child has been

immunized against chicken pox. We realize that some children have very short and mild courses of the illness, but ask that everyone adhere to this guideline nonetheless, for the safety and health of our preschoolers, their infant siblings, parents and teachers alike.

If your child contracts a communicable illness, we ask that you notify the supervising teacher so that the school can then relay the information to the membership. The name of the child in question will remain anonymous.

First Aid:

A first aid kit is maintained in the school along with an up-to-date first aid manual. The teacher will ensure that all staff is aware of the location of the first aid kit and manual.

Other Safety Issues:

No child will be permitted to chew gum on the school premises. We ask that parents not allow their children to bring gum to school. Those children who arrive chewing gum will be asked to dispose of it. We ask that parents use discretion in allowing their children to wear any jewelry to school. The teacher may ask a child to remove jewelry if she deems it to be dangerous, particularly during gross motor activities. The teacher will retain any removed jewelry and return it to the child's parents at pick-up time, but the school is NOT responsible for the loss of any jewellery.

15. PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Name of Child Care Centre: Jacks' and Jills' Co-op Preschool

Date Policy and Procedures Established: August, 2017

Date Policy and Procedures Updated: August, 2017

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).

Amanda Colyer RECE Supervisor/Teacher

Policy

General:

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers, staff and students 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 Jacks' and Jills' Co-op Preschool 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 2 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 member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect or face a fine of not more than \$5,000.

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

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

For more information, visit

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

Procedures:

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, toilet training, program activities, snack arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 2 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

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

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.

Contacts: Amanda Colyer, RECE Supervisor/Teacher jacksandjills@icloud.com

President: jacksjillspresident@gmail.com

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- a. the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- b. the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- c. when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent:

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

16. SERIOUS OCCURRENCE POLICIES

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

Serious Occurrence:

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

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

CCLS Category: Death of a child

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

*An allegation of abuse and/or neglect of a child that occurred while the child is not attending the preschool is not a serious occurrence because it is unrelated to Jacks' and Jills' Co-op Preschool, but this situation must be reported to CAS

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

CCLS sub category

- a. Injury

b. Illness

- 4) Any incident where a child goes missing or is temporarily unsupervised.

CCLS Category: Missing or Unsupervised Child(ren)

Sub- Categories:

a. Child was found

b. Child is still missing

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

CCLS Category:

a. Fire

b. Detection of Carbon Monoxide

c. Flood

d. Outbreak

e. Gas Leak

f. Lockdown

g Other Emergency Relocation or Temporary Closure

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

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

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

- 1) Immediate attention to the situation is to be provided. Provide First Aid, call 911 for emergency responders.
- 2) Staff will report the occurrence to the Supervisor or the person in charge immediately.
- 3) This person is responsible to conduct a preliminary inquiry which includes:
 - a. Contacting the parents involved.



- b. Ensuring all persons having knowledge of the occurrence remain at the site until excused.
 - c. Notifying the President of the Board.
- 4) The supervisor and President of the Board have authorized access to CCLS and are responsible for reporting the serious occurrence by using the Ministry of Education Early Years Portal. Log in to the Child Care Licensing System with the One-Key ID, password and PIN number. www.earlyyears.edu.gov.on.ca

Steps in Reporting a Serious Occurrence:

- 1) Generate and file a Serious Occurrence Report using the Child Care Licensing System.
- 2) Complete the Serious Occurrence Notification form in CCLS.
- 3) Print and post the Serious Occurrence Notification form in a conspicuous place highly visible to parents for at least 10 days from the date of the final update.

NOTE: A copy of the Serious Occurrence Notifications form is to be saved as an MS WORD document to ease compiling and updates should they be required at a later date.

- 4) If necessary, update the Serious Occurrence Report online (ie. When new information is available, or Program Advisor requests an update). Post updated Notification form. Continue to post updates until 10 days after incident finally resolved.
- 5) Keep up to date yearly log of serious occurrences and actions taken and outcomes of incidents.
- 6) Retain Serious Occurrence Notification form on file for at least three years.

Serious Occurrence Annual Summary and Analysis:

Operators are required to maintain and complete the annual summary report and retain it on file. **This report is intended to summarize operator's serious occurrences over the year and identify issues, trends and actions taken.** In addition to ongoing reviews and follow-up to serious occurrences, licensing staff will review the annual reports during licensing inspections. **Reports will then be kept in Serious Occurrence Binder under yearly reviews.**

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



Serious Occurrence Reporting and Responsibilities Chart:

<p>Summary of Immediate Actions</p>	<ul style="list-style-type: none"> · Health and safety of clients(s) addressed. · Ensure notifications of coroner for any death, police/ CAS as applicable and family/others as appropriate. · Serious occurrence inquiry conducted. · The President or the Vice President will be informed by the end of the session.
<p>Within 48 Hours</p>	<p>Notify Program Advisor by completing a Serious Occurrence report via the Child care Licensing System (CCLS). If licensees cannot access CCLS they must notify their program advisor via email or telephone within 24 hours and complete a Serious Occurrence report in CCLS as soon as possible.</p>
<p>For 10 days plus additional 10 days of updates</p>	<p>A summary of the report and any action taken as a result of the incident is posted on the parent information board in the preschool hallway for at least 10 days.</p>

A hard copy or electronic copy of the serious occurrence report will be retained for at least three years from the date it is made.

17. STAFF TRAINING AND DEVELOPMENT POLICY

Jacks’ and Jills’ Co-operative Preschool values the pursuit of learning and the values of supporting the individual to be a lifelong learner. Jacks’ and Jills’ Co-operative Preschool staff have varying degrees of professional experience, knowledge and skills in Early Childhood Education. By supporting staff to pursue learning opportunities, such as, upgrading skills, acquiring new knowledge and gaining insight into new approaches to working with children, the preschool is creating an enriched learning framework in the classroom for preschoolers, their families and the teachers.

At the basic level all teachers will have a:

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

For all staff counted in ratio

- A valid Standard First Aid certificate including infant/Child CPR dated within 3 years recognized by the Workplace Safety and Insurance Board.

To further support staff in ongoing training and development the Jacks' and Jills' Co-operative Preschool will:

- Pay ECE staffs' College of Early Childhood Educator's memberships as a means of supporting staff in reflecting, planning and documenting their Continuous Professional Learning (CPL) development.
- Pay ECE staffs' local Affiliated Services for Child and Youth memberships as an access to a rich variety of class resources and time relevant ECE training courses.
- Pay staff for attendance of Hamilton and District's Co-operative Council of Preschools' (HDCCP) Professional Development Days (2 yearly). The preschool's membership in HDCCP allows staff the opportunities to network with other educators working in co-operative preschools.
- Provide orientation to new staff and foster mentoring between new staff and experienced staff to gain an understanding in working with families in a co-operatives preschool.

Other Helpful Practices:

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

18. SUPERVISION OF VOLUNTEERS AND STUDENTS POLICY

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

Currently at Jacks' and Jills' Co-op Preschool, all Duty Parent Volunteers are utilized above the child-teacher ratio the preschool must maintain to meet CCEYA standards.

Duty parents in a co-operative child care program who are taking the place of an employee are counted in ratio. Duty parents are responsible for the care and supervision of all children in the group and must meet all requirements applicable to employees of a child care centre.

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

READ and understand the following policies and procedures in consultation with preschool supervisor before starting their volunteer post:

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

And the following plans, conditions and overviews:

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

This overview of policies, procedures and individualized plans is to be signed and dated yearly or when updates to the policies, procedures, overviews and/or plans are needed. These signed and dated reviews will be kept on file at Jacks' and Jills' Co-op Preschool for 3 years. *View an EpiPen demonstration yearly (if there are any children attending that year with an EpiPen).



Supervision is monitored daily by the classroom teacher and formally reviewed at least once a year by the supervising teacher. This formal review is to be reviewed, signed and dated yearly by volunteers and supervising teacher.

Volunteers and students are not permitted to be alone with a child and cannot be counted in staff-child ratios in licensed child care centers at any time.

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

19. DUTY PARENTS

Duty parents in a cooperative child care program, who are taking the place of an employee, are not considered volunteers. Duty Parents

- Will supervise the children under the direction of the teacher in charge. Duty cards will also help provide an orientation of expected duties to be covered, room placement duties and emergency evacuation procedures to be followed.
- Are asked to regard each child as an individual and help supervise all children under their care.
- If unable to redirect a child with challenging behaviour to another area of play to ensure safety are asked to enlist the aid of the supervising teacher.
- May assist their own child in toileting routines. Teaching staff will handle the toileting needs of all other children in the program.
- Asked to help the children follow through with hand washing after sand and water play, messy play, eating, toileting and hands caught coughs and sneezes.

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

20. STUDENT/PARENT VOLUNTEERS/RESOURCE PERSONNEL

- Must follow all regulations and requirements of parent volunteers.
- Will not be counted in staff ratios.
- Will not have unsupervised access to the children in care. They are not involved in providing for the toileting needs of the children. Resource Personnel may assist their

child with special needs with bathroom routines with the written consent of the child's parents.

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

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

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

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

All Parents are welcome to observe their child in the classroom at any time without need of additional paperwork.

21. ADMINISTRATION OF PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS

It is the policy of the preschool that wherever possible, parents should administer any medications to their child at home, except when this cannot be done without affecting the treatment schedule, or if medications are required on an emergency basis during school hours. In this case, clear written instructions must be received on the appropriate Medication Authorization Form from the parent before administration of the medication can occur at school.

The supervising teacher (*or assistant teacher in the supervising teacher's absence*) is solely responsible for the administration of all medications at the preschool. The supervising teacher shall ensure that written instructions are obtained from the child's parent or guardian before any medications may be administered to a child at preschool.

A Medication Administration Record shall be maintained by the supervising teacher for each child to whom medication is given. The Record shall be signed by the supervising teacher each time medication is administered.

All medications must be received in the original pharmacist's container, clearly labeled with the child's name, medication name, dosage, date of purchase, instructions of administration and storage. All medications shall be stored in a locked container. The supervising teacher shall have sole access to the key for this container.

It is the policy of the preschool that Narcotics Controlled Drugs are not to be administered at the preschool.

All medications are to be given according to the method outlined in the Procedure for Administering Medications documentation provided by the Ministry.

22. ANAPHYLAXIS POLICY

Anaphylaxis, the medical term for “allergic shock” or “generalized allergic reaction,” can be rapid and deadly. An anaphylactic reaction can develop within seconds of exposure. It may begin with:

- itching
- hives
- swelling of the lips or face

Within moments, the throat may begin to close, cutting off breathing and leading to death.

During an emergency, below is the drill established by the Canadian Society of Allergy and Clinical Immunology, as in their book entitled Anaphylaxis in Schools and Other Settings:

- 1) One person stays with the child at all times.
- 2) One person goes for help or calls for help.
- 3) Administer epinephrine at the first sign of reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not cause harm to a normally healthy child, should the child not be experiencing true anaphylaxis. Delay of treatment, however, could be deadly. Note time of administration.
- 4) Call 911. Have the child transported to an emergency room even if symptoms have subsided. Symptoms may recur hours after exposure to an allergen.
- 5) One calm and familiar person must stay with the child until a parent or guardian arrives. When a child is being driven to the hospital, another adult should accompany the driver to provide assistance to the child if necessary. The child’s back-up epinephrine auto-injector should be taken.
- 6) Contact the child’s parents.

The key to preventing an anaphylactic emergency is absolute avoidance of the allergen(s). There are children within our preschool community who either may be or have been identified as being anaphylactic. To ensure the safety of all children at Jacks’ and Jills’ Preschool, the following policies are in place:

Anaphylaxis Emergency Plans:

- 1) Parents of children who are deemed to be (or potentially to be) anaphylactic are to establish clearly, with the teacher(s), a procedure outlining what is required in



case their child develops potentially life-threatening symptoms related to their allergies.

- 2) Teacher(s) and Educational Assistants are to be trained by either a doctor or parent(s) of an anaphylactic child on the procedures to follow in the event the child has an anaphylactic reaction.
- 3) A copy of all Anaphylaxis Emergency Plans (which include the child's photo) will be posted in a strategic location within the classroom setting.
- 4) All individual plans will be reviewed annually by the teacher(s) and Educational Assistants of the preschool.
- 5) All volunteers, including participating parents and ECE co-op students, will be informed of the individual plans annually.
- 6) All members will be trained by the supervisor and/or the parent of an anaphylactic child.

Immediate Action:

- 1) Most importantly, when in doubt regarding a possible allergic reaction, the child will be treated with his/her epi-pen immediately. 911 will be called and the parents will be contacted.

Environment:

- 1) Peanuts/nuts and/or foods contaminated with these potential allergens are not permitted within the classroom or kitchen environments. This is regardless of whether or not there are children enrolled at the school with this particular allergy.
- 2) Foods containing other allergens as identified in an Anaphylaxis Emergency Plan are also not allowed within the classroom or kitchen environments.
- 3) Bulk foods or foods labeled with "may contain" warnings (identified allergens only) are not permitted within the classroom or kitchen environments.
- 4) Because we share our kitchen facilities with members of the general community, please ensure safe food handling by first wiping the preparation area with a cleanser to ensure that removal of potential allergens.
- 5) Additional information is available online at:
http://www.hc-sc.gc.ca/fn-an/nutrition/child-enfant/anaphylaxis-anaphylaxie_e.

23. RESPONSIBILITIES OF PARENTS IN A CO-OPERATIVE PRESCHOOL - Overview

All members are required to:

- 1) Actively participate in General Meetings
- 2) Actively participate in fundraising/community events.
- 3) Fulfill the mandatory 6 volunteer hours required of each family.
- 4) Participate in duty days (Participating Members only).
 - a. submit all documentation required to performing duty (see below)
- 5) Participate in one cleaning session at the preschool during the year.
- 6) Participate as a member of one committee
- 7) Submit all paperwork/documentation for his/her child before the child begins classes



- 8) Be knowledgeable of the policies and procedures of Jacks' and Jills' contained in this handbook
- 9) Complete information regarding the CCEYA and our corporate by-laws
- 10) Read and sign the Terms of Agreement document, which indicates acceptance of, and adherence to, the policies, procedures and requirements set out in this handbook. (These documents will be distributed, and collected, at the Parent Orientation Meeting)
- 11) Submit all fees and deposits, as outlined in this handbook.
- 12) Sign the necessary form indicating you will volunteer to bring the snack on your designated days.
- 13) Agree to participate in a First Aid/CPR training course provided to families registered at Jacks' and Jills' preschool by ASCY before the first day of school. You will only be permitted to fulfill your duty days upon completion of the course.
- 14) Adhere to Jacks' and Jills' Confidentiality/Privacy Policy.

If you have any questions or concerns regarding these duties and responsibilities, please do not hesitate to contact the president or raise your questions at General Meetings. The ACTIVE participation of all parents is needed to make our preschool a success. Please remember that, together with our teacher(s), we ARE the school and our children are depending on us!

A. General Meetings

Because we are a co-operative preschool, our business must be conducted in a specified manner at General Meetings. In order to make good decisions that are responsible and fair to all, we MUST have all of our members present at each of these meetings. Legally, we require a quorum to make any decisions; therefore it is imperative that everyone attends each General Meeting. Important information regarding school policies, finances, programming, events and more is discussed at these meetings, and members have the opportunity to make suggestions, ask questions, raise concerns, and most importantly, to vote on key issues and binding decisions.

There are approximately five General Meetings (including the Parent Orientation Meeting) throughout the school year. They are held in the Jacks' and Jills' Classroom. The dates for these meetings are set at the beginning of the year so that members can make any arrangements needed in order to attend. Please write the meeting dates on your calendars!

We make every effort to keep our meetings efficient and effective. To that end, we ask that members arrive a few minutes before the start time, so that everyone is settled and ready to start the meeting on time. As well, we ask that questions raised or comments made are pertinent to the membership as a whole. Executive Committee members and teacher(s) are present after the meeting as well, and if your question or comment applies only to your individual situation, please approach the appropriate person for discussion after the meeting is adjourned.

Deposit cheques are required for each general meeting. The cheques are to be postdated for each meeting date. At the meeting your cheque will be returned to you. If the meeting is missed, the cheque will be cashed.



We are all responsible for keeping the preschool running smoothly, in terms of participation, decision-making and communication. We rely upon, and truly appreciate, your commitment to attend all General Meetings.

B. Fundraising

Although Jacks' and Jills' does not have a mandatory fundraising amount, fundraising is essential. As a co-operative preschool, we depend equally on fees and fundraising to pay our expenses and purchase the required equipment and supplies to run the school. There will be several fundraising opportunities that will take various forms. Some will involve purchasing goods while others will require donation of goods and time. In order to keep our school running while keeping our fees at a reasonable amount, it is vital that each family participates in as many fundraising opportunities as possible.

C. Mandatory Volunteer Hours

Each family is required to contribute at least 6 volunteer hours per school year. In a co-operative setting, members' help and time is essential to the functioning of the school. Volunteer opportunities may include helping to move in and out of our rented space, the parade committee, fundraisers, school events etc. This is also an opportunity to identify needs within the school and to use your talents and skills to contribute as you see fit. A \$100 deposit will be requested at the beginning of the year. Once your 6 hours of volunteer work has been completed, your cheque will be returned. If you fail to complete this mandatory requirement, your cheque will be cashed.

D. Duty Days

Number of Duty Days per Month:

If your child attends preschool 2 mornings a week, you will be required to perform approximately 1-3 duty mornings per month. If your child attends preschool 3 or 4 mornings a week, you will be required to perform approximately 2-5 duty mornings per month. If you have two children attending the preschool concurrently, you must perform the required duty for each of those children (unless you enroll one of the children in a non-participating spot). The exact number of duty mornings per month cannot be guaranteed, and must always depend on enrolment (higher enrolment leads to fewer duty days per family) and on scheduling needs, but will be tracked, and distributed as fairly as possible over the course of the school year.

During pregnancy (and/or immediately following delivery), placement of a new child in adoption (and/or during pre-placement visits), or in the case of prolonged illness or following surgery, a member is entitled to be excused from any duty days or General Meetings scheduled during one 6-week period.

Arrival Time:



Duty parents (and their children) are required to arrive at the preschool at 9:00 a.m. While the snack duty parent may go to the kitchen between 9:00 – 9:15 to begin preparing snack, he/she must be back in the classrooms by 9:15 to help supervise the children.

Duty Tasks:

When you do classroom duty, you are an active participant in the running of the classroom. You participate in circle time with the children, and have fun interacting with your preschooler and his/her classmates – but you also have a defined job to do, and a list of tasks to complete during your morning. You will have a duty card with you on duty days that lists all tasks that need to be completed – please follow this list of tasks diligently! Feel free to ask questions of the teacher(s) and/or your fellow duty parent on that day. You might also contact the Scheduler with any questions about duty tasks. When you are assigned to snack duty, you are responsible for bringing the snack for the day for the children in the class. There are postings in the classroom that outline the types of healthy snacks (e.g. real fruit juice, milk or water, as opposed to “punch”) to bring and how to prepare the food at the preschool. Generally, we ask that parents bring three components to their snack (e.g. grapes, cheese and crackers) as well as a drink. Snacks containing allergens are STRICTLY prohibited.

Duty Schedule:

The Scheduler will create and distribute (by email) monthly duty schedules, as well as post a copy in the classroom. Once the schedule is distributed, participating parents may make arrangements to swap duty days or vacuuming/laundry days with another parent; this change must be noted on the duty schedule posted in the classroom, or the original duty parent will be held responsible for that duty. A returnable deposit will be taken from each member performing duties. If a member misses a duty without having arranged for a replacement, that member will lose his/her deposit. A missed duty is a serious event, since it could mean that we have to close the preschool for the morning if a replacement for the absent duty parent cannot be found.

If there are days when you absolutely cannot do duty, please let the Scheduler know one month in advance to avoid any scheduling problems. Any requests to the Scheduler must be made in writing. If these are not received before the 15th of the prior month, these requests cannot be taken into account. Please be aware that we need, and much appreciate, flexibility from our members regarding scheduling needs. If too many requests are made regarding duty, scheduling becomes almost impossible. Please make every effort to be available for duty, and make requests only in exceptional circumstances. Any changes to be made once the schedule has been distributed and posted are your own responsibility and not the Scheduler’s.

Emergency duty parents are available to take duties on short notice; they may be called the night prior to the day of duty. This applies only in the case of an emergency situation such as illness. When an emergency duty parent is called to take your duty, it is expected that they will then SWAP duty days with you. They will not do your duty in addition to their own. It should be very rare for a family to need to use an emergency duty parent.



Duty Designates:

Participating parents may have their spouse, a nanny, a grandparent or other designate perform their duties throughout the entire year, provided that that person obtains the required Record of Clearance, provides the medical information required by all duty parents, is fully capable of completing duty tasks, and fulfills any other requirements of Ministry regulations.

Siblings Present During Duty:

Due to Ministry regulations, only children enrolled in the school may be present in the school throughout a regular school day (there are exceptions for excursions; see [Excursions](#) page). Siblings of children enrolled are not permitted to be at the school with duty parents. Many parents are willing to trade child care for at-home siblings on duty days. If you are unable to arrange suitable care for at-home siblings on your duty day, please arrange for someone else to take your duty day well in advance.

Duty Parent Documentation:

All persons who plan to perform duty days on more than two occasions throughout the school year must submit the following documentation:

- Record of Clearance from the Supervisor of the school or from Co-op Council. (see: Police Check Procedure below)
- If never have had a TB test, then a TST skin test is recommended (a doctor's note verifying this result is acceptable)
- Date of their last DPT booster.
- Duty parents born after 1970 must submit the date of their last MMR booster.

All required documentation must be submitted to the supervising teacher prior to commencing duty days. Until all documentation is completed and submitted, the family will be required to pay non-participating fees until all documentation is submitted. Then they will be put on the duty schedule.

Police Check Procedure For Duty Parents:

All co-operative members and their designates (e.g. grandparents, nannies, etc.) who plan to perform duty days, must obtain a [Record of Clearance](#) based on a police check.

If a member is returning to Jacks' and Jills' for a consecutive year, you will be asked to sign a [Declaration](#) only. After five consecutive years as a member of the preschool, members must complete a new police check. If a member is returning after a term or more absence, a new police check must be completed.

If a member has completed a police check for another organization within the past three months, that same police check may be submitted to the teacher(s). An attestation form will be given to fill out.

Completing a Police Check:

A “Vulnerable Sector Scan” is the police clearance required. It can be completed online at www.policeresolutions.ca or in person at the Central Police Station in downtown Hamilton, at 155 King William St. Please note if you choose to complete it online, there is a processing fee. Please submit your completed police check to the supervising teacher as soon as you are able.

E. Classroom Cleaning

Each family (participating and non-participating) is required to have one parent assist once per year in a scheduled classroom cleaning session. These sessions occur in the evening, are scheduled far in advance, and require approximately 90 minutes of your time. Each family will be assigned an evening to participate, and will be informed well in advance of that date. If a family member is NOT present on the family’s scheduled cleaning date, the classroom cleaning deposit cheque will be cashed. As with duty, if you find you are unable to be present on your date, it is your responsibility to arrange a swap with another family.

F. Committee Positions (General and Executive)

Each member of the co-operative (both those participating in duty AND those not participating in duty) will have a committee position.

General Committee Positions:

General Committee Positions are chosen through a lottery system at the first general meeting. A committee position involves performing one task necessary for the running of the school. Tasks change yearly, depending on the needs of the school at the time. Some of the tasks run throughout the year (e.g. laundry or vacuuming) and others are limited to a specific time period (e.g. organizing events, fundraising committee). Some involve more of a time commitment (being on the fundraising committee), while others involve less time (making playdough). We endeavour to ensure that there is something to appeal to everyone on the committee list. If there are other ways in which you’d like to contribute that are NOT currently on the list, please approach an executive member, or bring your ideas up at a General Meeting.

Executive Committee Positions:

The Executive Committee has a minimum of 6 members, who are elected, for a term of one year, by the membership at the last General Meeting of the school year. Executive members are eligible for re-election at the last General Meeting at the end of their term, but the President and Treasurer are not eligible to serve for more than two consecutive terms. The Executive Committee holds Executive Meetings throughout the years, which are in addition to the General Meetings. The Executive Committee members are not required to take on additional



committee positions (i.e. those described on the [Committee Positions](#) page). For more information on the Executive Committee, please refer to our school's bylaws. If you are interested in taking on an Executive Committee position, please feel free to contact the member currently acting in that position, or any other Executive member, with any inquiries.

The core positions on the Executive Committee are listed below, along with a very brief overview of the role:

- **President**: Responsible for the running of the school. Oversee and delegate various activities to the executive. Chair both general and executive meetings. Work with the Treasurer for budget planning and teachers' contracts. Ensure all licensing and operating requirements are met as set down by the CCEYA. Deal with any problems that may arise and follow a general calendar of things to be done throughout the year.
- **Vice-President**: Assist the President when needed; discuss school business, share advice and ideas. Chair general and executive meetings in the absence of the President. Assume duties of the President should he/she be unable to fulfill them. Organize school committee positions for members. Oversee volunteer mandatory volunteer hours. Record and monitor volunteer hour requirements. Lead advertising initiatives to promote the preschool in the community. At the end of the school year, perform an inventory of school property that is retyped every two years.
- **Treasurer**: Deposit all incoming monies and issue necessary cheques (i.e. biweekly payroll, bill payments). The treasurer will work directly with the school's bookkeeper to calculate school fees and distribute grant monies. File required forms and keep up-to-date financial records. Prepare budgets based on enrolment and fundraising efforts by members and advise members of school financial status.
- **Secretary**: Attend and take minutes at all general and executive meetings, making sure to record all motions and outcomes of votes. Type minutes and distribute to teachers and executive members; type and distribute General Meeting minutes to teachers, executive members and the general membership. Organize a phone or text system to inform members of school closures etc. Take attendance at general meetings and maintain a file of all minutes recorded as a permanent record for school.
- **Registrar**: Accept registrations throughout the year, explaining how the school functions to new members. Oversee all necessary paperwork, including maintaining

the membership list. Check and respond to phone messages. Work with teachers to organize Open Houses.

- **Scheduler:** Compose and administer a monthly calendar of duty days for members. This calendar also includes notations for the snack rotation, information on emergency parents, laundry rotation, excursions, holidays, classroom cleaning evenings, etc. Work with teachers and members to ensure that duty tasks are understood and performed properly.
- **Fundraiser:** Oversee and organize fundraising activities for the school. Work with a committee of members to run various fundraisers. Forward information to the Treasurer at the end of the year regarding what fundraising monies are still owed.

G. Helpful Hints For Working With Preschoolers (for duty parents)

Many parents approach their first duty days with trepidation. Never fear! We haven't lost a duty parent yet! The following information has been taken from legislations governing the operation of the school. Along with the expert guidance of our teacher(s), you will find it invaluable in performing your duty days at school. But remember – above all, keep your sense of humour!

It is important to keep in mind that children develop at their own pace. This means that as a duty parent, you will be dealing with children at various levels of ability and understanding. If you need clarification on how to deal with any of the children, please ask a teacher for assistance.

When on duty, please remember to:

- Keep the goals of the program in mind when interacting with the children.
- State your requests in a positive fashion (e.g. "Please close the door" as opposed to "Don't leave the door open"). This gives the child more information about what behaviours are appropriate and desirable, not just what is inappropriate. You might also say, "I need you to ask for that toy" to a child who grabs, rather than "Don't grab."
- Make your requests in the form of a statement rather than a question (e.g. "It is your turn to go to the bathroom now" is likely to be more effective than "Would you like to go to the bathroom?").
- Encourage the children to do as much as they can for themselves, but intervene when necessary.
- Bend down or sit at the child's eye level when interacting with him/her.

- Encourage the child to express his or her own creativity and imagination.
- Have fun with the children and feel free to become an active participant in their creative play. A child can learn a great deal this way.
- Encourage children to assist at “tidy up time.” Reward with much praise.
- Be consistent with rules and attitudes toward all child behaviours.
- Remember to give praise and positive reinforcement for desirable behaviours the children demonstrate.
- Deal with a problem situation if you are the closest adult, but inform a teacher of any aggressive behaviour or other serious incidents so that the teacher may determine if further intervention is required.
- Help children to learn socially acceptable ways of handling disagreements, line-ups, etc.

24. SUSTAINABILITY POLICY

At Jacks’ and Jills’, we strive to do our part to protect the environment and help provide a sustainable future for our little ones and generations to come. Here are a few ways we incorporate sustainability in our classroom:

- Reduce waste by separating recycling and organic food matter in the classroom and kitchen
- Reduce plastic waste by providing reusable cloth bags for transporting children’s work, extra clothing, etc.
- Reduce paper use and waste by emailing documents including the Parent Handbook, Newsletters, Meeting Agendas, Minutes, Excursion forms etc. Please print these documents only if a hard copy is necessary. Permission forms for excursions will need to be printed since a signed hard copy must be returned prior to field trips. If you are unable to print your form, please ask the teacher for a hard copy.