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PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

The overall goal of Early Childhood Education is to provide children with an environment that will promote their optimum development at a time when they are in a critical period of their development, socially, physically, emotionally, and intellectually. While each of these areas of development are important, **the child's feeling of self worth is most crucial and must underlie every aspect of their first school experience.**

The following tenets underlie the philosophy of the North Grenville Co-operative Pre-School and Learning Centre's Pre-School and Childcare programs:

- Each child is an individual with their own rate and style of learning and growing, their own unique patterns or approaches to situations, and their own innate capacities. Every child needs opportunities adapted to their individual needs with respect for individuality.
- All aspects of growth are interrelated: physical, emotional, social, and intellectual. In planning a program we consider the child as a whole, not just one aspect of his development. For example, in planning opportunities for developing physical skills we are also interested in how these skills build self-confidence, increase opportunities for contact with other children, and add to the child's knowledge of the physical world.
- Play is an important avenue for learning and for enjoyment. Children learn through active involvement in play, using all their senses; through doing things to and with materials; through representing concepts in play, rehearsing roles and thus clarifying them. Children test out, explore, discover, adapt, classify, organize, and reorganize their experiences as they play. The values of play are increased by informed guidance and equipment as well as a provision for space and uninterrupted time.
- A positive self-concept or self-image is an important factor in his learning and mental health. This can be fostered by understanding and guidance. The child must feel that the significant people around him like him and feel that he is an able person.
- Discipline is necessary for the growth of each child. Good discipline involves fairness, consistency, respect for the child and an understanding of child development. Positive and consistent guidance will help a child to regulate his own behaviour in a responsible way.
- Parents are the child's most important teachers. Teachers need to partner with parents and can learn from each other. Early Childhood Education programs should respect the parent-child relationship. Teachers have the responsibility of interpreting programs to parents as well as understanding the expectations of the parent about the education of their own child. Parental involvement in a program can cultivate a strong relationship between the parent and child and children feel special when their parents take the time to participate in their school experience.
- A safe, healthy, positive and stimulating environment is the right of every child and the programs must be non-sexist in nature.
- A low pupil/teacher ratio is essential to ensure that the teacher can focus on individual needs of the child. The program must be flexible and plan activities according to the varying needs and levels of ability.
- In short, we believe in quality programs for young children and we are dedicated to meeting all needs of the child.

THE CO-OPERATIVE PHILOSOPHY

A co-operative pre-school and childcare setting provides opportunities for children to interact with other children, to learn social skills and to begin to prepare for the larger world around them. At the same time the parent has the opportunity to be involved with their child's experiences. It is a unique educational system where child, parent and teacher interact together to form the basis of the co-operative structure. For children, co-operatives provide the time, place and people to meet their need for love, understanding, relationships, responsibility, learning and creativity. For parents, co-operatives provide support and a sense of belonging. It is a place where they can observe their child and where they can both be learners and teachers. They can be genuinely involved with their children's education. In this environment the teacher also learns when sharing in the goal of providing what is best for the children. In facilitating good education, for both parent and child, the children are a catalyst in learning about themselves professionally and individually. A co-operative pre-school and childcare program is a welcoming place, designed by families for families. Ideally, it is an environment of acceptance and understanding and is aware of needs and challenges within a family. Parental involvement in a co-operative setting strengthens and supports the family by providing educational stimulation for children and parents as well as creating a social climate needed by young families. Co-operatives focus on children and their families and can help parents to teach their children how to grow to be responsible and contributing members of the community.

PRIVACY POLICY STATEMENT

During the collection of information for membership purposes, the North Grenville Co-operative Pre-School and Learning Centre requests personal information to be included on the application form. Anyone from whom we collect such information should expect that it will be carefully protected and that any use of or other dealing with this information is subject to consent. Our privacy practices are designed to ensure each member of our organization that their personal information will be kept private.

What is Personal Information?

Personal information is any information that can be used to distinguish, identify or contact a specific individual such as a name, address, ID numbers and even beliefs and opinion. Business contact information and certain publicly available information, such as names, addresses and telephone numbers as published in telephone directories, are not considered personal information.

Our Privacy Practices

Personal information gathered by members of our organization is kept confidential. Only the persons authorized to access personal information may do so based on their need to deal with the information for the reason(s) for which it was obtained. Information provided to us is kept in separate files and locked in a filing cabinet. Safeguards are in place to ensure that the information is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered.

All staff, BOD members, volunteers and students are required to sign an **Oath of Confidentiality** prior to working in the program.

Updating of Privacy Policy

It is this organizations practice to review our Privacy Policy on a yearly basis and to update the policy when necessary.

CRIMINAL REFERENCE CHECK POLICY

Criminal Reference checking is a precautionary measure designed to ascertain whether employees and volunteers involved with children have a criminal history, which could make them unsuitable for working with children. All information obtained through a Criminal Reference Check is strictly confidential. This policy is mandatory for licensing with the Ministry of Children's Services.

- A Criminal Reference Check (CRC) will be required for the following positions: all members of the Board of Directors, teachers, duty parent volunteers, volunteers who may accompany a child with special needs, any support staff who will have direct contact with children.
- Before any offer of employment can be made, the candidate must sign a C.R.C. consent form.
- To ensure that information is current, Criminal Reference Checks will be updated every year for B.O.D members and employees. Any parent(s), who has a child enrolled in the program for two or more consecutive years, will be asked to have a check done each year at registration. If the individual has had a previous criminal reference check done with another organization or agency, the North Grenville Co-operative Pre-School and Learning Center will still require that a current one be done.
- A Criminal Reference Check consent form will be provided in the Registration package. If more than one consent form is required (i.e. both parents wish to do duty days or a caregiver will be doing duty days) contact the Registrar or Director of Programs for additional forms. A parent or caregiver will not be permitted to do duty days, even in an emergency situation, unless a C.R.C. has been done on the individual.
- In the case of duty day volunteers, the C.R.C. consent form(s) must be completed and returned with the child's registration package. All completed C.R.C. consent forms will then be turned over to the Director of Programs (to ensure confidentiality) and processed by the local police department.
- Other volunteers (i.e. students, or those who may accompany a special needs child) are required submit a completed consent form to the Director of Programs. Student volunteers under the age of 18 years of age are required to provide two letters of reference from persons who are over 18 years of age and are not an immediate family member.
- For all Board of Directors members and employees, C.R.C. consent forms will be submitted to the Chair of the B.O.D.
- A positive result does not necessarily eliminate the possibility of volunteering in the program nor preclude employment. A committee consisting of the Chair of the Board of Directors, the Director of Programs and one

other member of the B.O.D. will take the nature of, and the circumstances surrounding the charges and convictions into consideration before making a decision to allow the individual to work with the children. The individual will be given an opportunity to meet with the committee to discuss the results of the check. The individual will be advised in writing of the discussion and the reason for the decision.

- **Any offences involving children or any form of violence will immediately be cause to not permit employment or volunteer status.** In this case, all information regarding the C.R.C. will be returned to the individual.
- In order to ensure that all Criminal Reference Check information will be confidential, they will be kept in a separate, secured and dated file at the North Grenville Co-operative Pre-school and Learning Centre to which the Director of Programs and the B.O.D. Chair only will have access.
- If an individual wishes to have their C.R.C. information returned to them, they can make a request to the B.O.D. Chair or the Director of Programs. A photocopy will be made (marked copied) and the original returned.
- After a period of two years, the C.R.C information retained on file will be destroyed.

NURSERY SCHOOL PROGRAM GENERAL POLICIES

Objectives

- To maintain a **co-operative** (parent-run), not for profit, Nursery School program, licensed under the Day Nurseries Act.
- To provide a fun, positive and safe learning environment with a balanced curriculum designed to meet the physical, social, intellectual, and creative needs of the pre-school child.
- To provide parents with an opportunity to become involved in their child's first school experience and to help parents acquire a better understanding of children and of their own child, by means of participation in the school program and through contacts between parents and teachers. *"Parents and the Early Childhood Educators are partners in the learning experiences for their children and themselves."**

Admission

- Children are eligible for enrolment if they are at least 30 months of age when starting the program and are toilet trained. Priority will be given to those who are 3 years old by December 31st of the current school year. For waiting list purposes, priority will also then be given in order of oldest to youngest. The Director of Programs will review applications. Consideration will be given to the age of the child and whether the parent can participate (see non-participating membership). Priority in registration will be given to parents who are able to participate fully in the program. Applications may be taken at any time during the year for the current year, care being taken to inform the applicant as to their place on the roster.
- A \$30 non-refundable registration fee per family is payable at the time of registration as well as the first month's fee post-dated to July 31. This cheque will be returned if the child is withdrawn before July 31st.
- Children with special needs may enrol in the Nursery School program and may be accompanied by an aid worker or special volunteer (needs will be discussed a time of registration). There will be a limit of one child with special needs per program.
- Priority in registration for the following year is available to children attending in the current year and to their siblings. Parents wishing to take advantage of this availability must notify the registrar at least 30 days prior to the date set for pre-registration.
- Under the Day Nurseries Act, we are licensed for up to 10 children between 2 ½ and 4 years of age.

Membership

- All licensed programs at the *North Grenville Co-operative Pre-School and Learning Centre (NGCP&LC)* are **co-operative**.
- Registration fee of \$30.00 determines membership in the co-operative and helps to cover administrative costs such as registration packages, brochures and group insurance, etc.
- Active membership shall consist of **participating** and **non-participating** parents. We will allow one non-participating parent per Nursery School program group.

Duties of Members

- A copy of the General Policies will be included in the registration package and read by all the members. Members will be required to sign the "Policies and Responsibilities Sign-off Form" stating that they have read, understood and agree to follow the policies of the North Grenville Co-operative Pre-School and Learning Centre.

- Parents will be required to assist the teachers at the school with the daily Nursery School program. The number of duty days will be fixed according to the number of participating parents.
- Each parent of the co-operative is expected to share in the work of the school by taking on at least one of the parent roles and responsibilities outlined in the parent handbook, or on the Board of Directors. **All members are required to fully participate in all fundraising events.**
- When a parent is unable to work on a scheduled day, he/she is **responsible for finding a replacement by exchanging duty days with another parent** otherwise a \$20 fee will be levied. (\$20 will be paid to the emergency replacement volunteer to cover the cost of providing snack and time). Inform the replacement parents of any needed material, snacks, etc.
- Attendance at all General Meetings (3-4/year), by at least one parent, is expected. Parents are also welcome and encouraged to attend Board of Directors meetings. Important decisions are made at these meetings that may affect the general membership of the centre. The Board of Directors will assign a position to parents who do not volunteer for a committee.
- Parents with special circumstances (i.e. pregnancy, nursing a baby) can make arrangements with the Scheduler to have their duty days lumped together for the most convenient period and are required to do a comparable number of duty days.
- **No siblings may accompany the duty parent.**
- Duty parents must be at the school at least **15 minutes** prior to the start of the school day to assist in setting up, and will be required to spend time after the program ends to finish cleaning up.
- Parents are asked to refrain from using their cell phone while on duty during the pre-school program hours.

Non-Participating Members

- Attendance at all General Meetings (3-4/year) is expected.
- Parents are expected to serve on at least one committee, preferably to chair a committee. All members participate in fundraising.
- The school will search for participating members willing to do paid duty days in place of non-participating members. If none are willing, those non-participating may not be admitted.

Fees

- Fees are determined by the Board of Directors and will be reviewed annually.
- The monthly tuition fees will be greater for non-participating parents than for participating parents.
- A \$30 non-refundable registration fee per family is required.
- Post-dated cheques are required for the 1st of each month and must be submitted prior to entry in the Nursery School program.
- No refunds will be made when the centre is temporarily closed due to emergency conditions (snowstorms, lack of heat, etc.).
- No refunds will be made for absence due to illness, traveling, or any other reason.
- No refunds shall be given for the last month of Nursery School.
- A charge of \$25 will be levied for any cheque made payable to NGCP&LC that is returned NSF by the bank.

School Closures

The Nursery School program will be cancelled for the morning in the event of school bus cancellations. School bus cancellations are televised on local television stations and are broadcast on local radio stations, or check this website for bus cancellation information <http://www.ucdsb.on.ca/transportation/viewcancelled.cfm>

Emergency Closures

- The centre will close for the following reasons:
 1. No Power
 2. No Heat
 3. No Water
 4. Serious occurrences such as flood, fire, vandalism, etc. where the centre is deemed unsafe for use.
 5. May close if Campus closure is ordered by the University of Guelph – depends on reason for closure. Please note that campus closures are extremely rare. Severe weather conditions may determine this outcome in which case families will have prior warning that the campus may be closed.
- Parents will be called to come and pick up their children ASAP if the centre has to close during the day.
- In the event that a decision is made to close prior to 7:00 AM, every effort will be made to notify parents by telephone. If we are not able to reach parents, a notice will be placed on the door. Parents are encouraged to call the director or staff members if uncertain about the centre being closed. Please refer to the staff/parent member phone list.

- Fees will not be reimbursed if the centre is closed for one day. If the Centre is forced to close for an extended period of time the BOD will meet to determine reimbursement of fees. Such a circumstance would be extremely rare.

Withdrawal

- When a parent desires to withdraw a child from the Nursery School program, 30 days written notice is required and must be sent to the Director of Programs or Chairperson of the Board of Directors. A refund will be given only if the vacancy can be immediately filled from the waiting list without loss of fees to the Nursery School. Refund will be effective from the time of the notice, exclusive of the registration fee. Please note that an exception will apply if a withdrawal is made within the first month and a refund will be given even if the vacancy cannot be filled immediately.
- A parent may be asked to withdraw the child due to the child's inability to benefit from the program, in consultation with the parent, Director of Programs/Teacher and the Chairperson of the Board of Directors.

Health Regulations

- A TB test will be required **if the duty parent/volunteer has lived or traveled outside Canada or in a First Nation Community where TB is common for a total period of 3 months (90 days) or more in their lifetime.** Before participating in the duty day schedule and working with the children, a two-step Mantoux skin test is required. Parents will not be allowed to perform a duty day until this requirement is met. The Leeds, Grenville and Lanark District Health Unit set the requirements for parents/volunteers and teachers. Call the Health Unit (258-5941) for further information and/or if a TB test is needed.
- Verification of up-to-date immunization (or completed affidavit) as required by the local medical officer of health, is required for each child prior to admission.
- Teachers are not responsible for the administration of medications other than those required for conditions such as asthma and allergic reactions. Parents/legal guardians must sign a consent form prior to administration of any medication and must update each year that child is enrolled in program. At orientation, duty parents will be made aware of children who have allergies and/or asthma and how to proceed in the case of a situation requiring emergency medication during Nursery School program hours. A list of children with allergies will be posted in the classroom and kitchen.
- Communicable diseases or prolonged illness shall be reported at once to the NGCPLC Director of Programs.
- Children who exhibit the following symptoms of illness will not be permitted to participate in the program:
 - Elevated temperature, flushing, pallor or listlessness.
 - Acute cold, nasal discharge or coughing.
 - Vomiting or diarrhoea.
 - Red or discharging eyes or ears.
 - Undiagnosed skin rashes or infections.
 - Unusual irritability, fussiness and restlessness.
- Adequate clothing must be worn for the weather. Shoes or slippers with non-slip soles must be provided for indoor play.
- A seasonally appropriate, complete change of clothing is required to be brought to the school, contained in a labelled "zip-locked" bag, and kept in the child's cubby. Children's clothing should also be labelled with their name. Check the "Lost and Found" regularly for missing items.

Insurance and Liabilities

- The North Grenville Co-operative Pre-School and Learning Centre Inc. is a member of *Parent Co-operative Preschool Corporation (PCPC)* and carries insurance through the group plan provided by the organization. *PCPC* builds partnerships by providing support, services and tools that work for the childcare community and is supported by volunteers, parents and educators who are dedicated to the goal of quality early childhood education and parent education.
- All agencies licensed by the Ministry of Children's Services, which provide direct service to children, require a Criminal Reference Check (CRC). All duty parents are required to authorize the police to perform a CRC (Consent to Disclosure form is included in the registration package) before the school year commences. A photocopy of a photo ID is also required. All information obtained will be kept confidential.
- A permission form must be signed so that a child may participate in school field trips. Parents will be notified of impending trips. Parents must attend or arrange for supervision.

School Sessions

- Children are enrolled for two (or optional three – French Immersion) mornings per week. Single day enrolments are not allowed.

North Grenville Cooperative Preschool and Learning Centre Inc.

- Nursery School begins the first public school week after Labour Day in September and will end in June. School start dates are in September and will be on a staggered basis. Parents will be informed of their child's starting day when notified of the orientation meeting date.
- The Nursery School program will be closed on all Statutory and Public holidays as well as the public schools scheduled two week Christmas and one week March breaks.

Program

- The hours of the Nursery School program are 9:00 a.m. to 11:30 a.m. Parents are asked **not to drop children off early, and to pick children up promptly.**
- The basic daily schedule includes free play (consisting of a choice of crafts, games, and creative play), music circle, snack, work jobs, group learning and story.
- Children must be brought into the Nursery School classroom (never dropped off in the yard) and helped with the removal of outdoor clothing, where necessary, by the parent. It is the responsibility of person dropping the child off to mark the attendance book (in - /, out - X). Make contact with the teacher so that she is aware that your child has arrived. The teacher in charge will verify attendance at the beginning and end of the program.
- Field trips are planned throughout the year, at which time all parents of children attending are needed to help supervise. To assist in transportation, parents are required to make arrangements between themselves in regard to carpooling unless bussing has been arranged. Siblings or other children in care may accompany parents on the field trips unless otherwise advised. E.C.E.

Teachers (R.E.C.E.)

The Director of Programs and Registered Early Childhood Educators are responsible for:

- Educational direction and philosophy of the centre, planning and implementing the school program, directing parents, volunteers and students working in the program.
- Establishing a genuine and positive relationship with parents wherein parents are comfortable approaching the teacher for consultation regarding their children and to integrate the parent and child into the daily program and their role in the NGCPLC.
- Taking all reasonable measures to ensure compliance with the Day Nurseries Act.
- Maintaining confidential records on all children including: medical, accident, permission, enrolment, evaluation and observation.
- Attending Board of Director's meetings, General Membership meetings, monthly staff meetings, planning and assisting in the orientation meeting at the start of the school year and contributing to the ongoing operation of the centre.
- Keeping an inventory control that includes; identification of broken equipment, recommendation of new equipment and/or improvement to premises.
- Establishing positive relationships with outside agencies (i.e. schools, public health, local community service groups, etc.)
- Maintaining a professional attitude that reflects the North Grenville Co-operative Pre-School and Learning Centre's philosophy.

ADDITIONAL INFORMATION

Fee Subsidies

Limited fee subsidies are available through the United Counties of Leeds and Grenville. Eligibility for these subsidies is determined by the United Counties and is based on a financial needs assessment. If you feel you may qualify or would like more information about eligibility requirements, please contact:

Community & Social Services Division

25 Central Avenue West

Brockville, ON K6V 4N6

(613) 342 3840 or 1 800 770-2170 Fax: (613) 341-3849

Duty Days

Your child will look forward to your duty day. Your role is primarily as an assistant to the teacher, working with the children. This offers you an excellent opportunity to witness and to share in your child's first school experience.

A few tips to help you enjoy this time:

- Make yourself familiar with the "Duty Day Responsibilities".
- Wear comfortable clothing.
- Talk or listen to the children at eye level.

- Give the children time to sort out problems themselves; the teacher will handle discipline problems.
- Enjoy the opportunity to listen to and observe the children.
- Most importantly, have fun!

PARENT ROLES AND RESPONSIBILITIES

As a member of the North Grenville Co-operative Pre-School and Learning Centre you will be required to fulfill a role in the running of the school program. The responsibilities range from sitting on the Board of Directors to yard clean-up workdays. Although some jobs carry more involved work expectations, all jobs outlined are essential in the smooth operation of the co-operative. When choosing a position, keep in mind that the experience will make you an integral part of the co-operative and some roles will give you experience that can be used on a C.V.

Following, are job descriptions for board and other committees/positions that will be helpful in considering a position that is right for you as a member of this co-operative.

Parents/guardians who do not volunteer to take a position at the first General Meeting of the school year, or who join our program after the September start date, will be assigned a vacant position.

BOARD OF DIRECTORS

"It is a shared co-operative endeavour under a shared professional/parent umbrella. No one person can pull the load. The Board needs to be aware of the fine line of responsibility between its administrative duties and the E.C.E. Director of Program's domain. The partnership that develops between the E.C.E. and the Board respects the program responsibilities of the E.C.E. and the administrative responsibilities of the Board." (*Growing Co-operatively* by O.P.P.C.E.O.).

The Board of Directors consists of Officers and Directors and is necessary to carry out the administrative responsibilities of the North Grenville Co-operative Pre-School and Learning Centre. They are responsible for governing the school, on behalf of the parent membership. The Board of Directors is comprised of Pre-School, Childcare and Learning Centre program parents and community members, and reflects the needs of the NGCP&LC and the community.

All members of the Board of Directors are expected to attend monthly BOD meetings, attend all general membership meetings (3 - 4 annually), maintain confidentiality of information pertaining to school business, children, parents, volunteers and teachers, participate on other board sub-committees as required, and be familiar with and follow the By-Laws and Policies and Procedures of the North Grenville Co-operative Pre-School and Learning Centre.

The B.O.D. positions that are marked with an asterisk, (*) indicates that this seat must be held by a parent who has a child enrolled in the licensed pre-school or child care programs. These terms run for one year only and will be filled by new parent members each September. **There must be at least one parent representing the pre-school program and one parent representing the childcare program on the BOD.**

All remaining B.O.D. positions are open to parent members, some being specific to pre-school or child care, but can be held by persons who do not have a child currently enrolled in the pre-school and childcare programs. To be eligible, non-parent members must have held a position on the B.O.D as a Community Representative for a period of one year or, have previously served on the B.O.D as a parent member. They may hold this position for a two-year period. If at the end of the current member's two-year term a new parent wishes to run for the position, an election will be held. **All Board of Director positions are elected and have one (1) vote.**

All Board of Director Members are responsible for:

- Determining and maintaining the philosophy of NGCP&LC
- Establishing and maintaining the objectives and goals of the NGCP&LC (both long term and short term)
- Establishing and or/approving all policies.
- Refining the duties and responsibilities of the members.
- Determining and attending all meetings.
- Adhering to the By-laws of the corporation.
- Hiring/evaluating and firing of personnel.
- Ensuring that all legal requirements are met.

- Meeting financial obligations of the centre.
- Adopting and supporting the annual budget.
- Developing criteria for the evaluation of the Board and its members.
- Interpreting the NGCP&LC to the general public.
- Identifying outside support resources.
- Maintaining the history, archives, and business files of the centre.

In accordance with the North Grenville Co-operative Pre-School and Learning Centre Inc. registered By-Laws, the Board of Directors will consist of the following members. Listed are members and their specific roles:

Officers:

1. Chairperson
2. Vice-chair *
3. Treasurer
4. Secretary *

Directors:

5. Director of Programs
6. Before and After School Age Program Supervisor – KPS site
7. Learning Centre Committee Co-ordinator
8. AECEO/PCPC. Rep. *
9. Fundraising Co-ordinator*
10. Public Relations/Marketing Coordinator*
11. Community Rep./Advisor

1. CHAIRPERSON

The Chair of the Board of Directors is responsible for establishing a tone and providing leadership for the Board members. In collaboration with the Board, the Chair ensures efficient business operations of the school following the By-Laws and Policies and Procedures. In collaboration with the Program Director, the chair will help ensure a positive day-to-day operation of the school and establish and support policies to reinforce a positive school atmosphere. This person should have previously (within the past 2 years) held a Board of Directors position.

- Presides over and plans all Board of Directors (BOD) meetings and General Membership meetings. Calls special meetings as need arises.
- Co-ordinates the BOD member's basic responsibilities, delegates tasks and functions accordingly
- Maintains confidentiality of information pertaining to school business, children, parents and teachers in accordance with Privacy Policy.
- Appoints committees and participates in sub-committees as required.
- Member of Personnel Committee.
- Requests written reports from other members when required.
- Is familiar with the lease agreement and deals with relevant issues that may arise.
- Establishes and maintains a log book noting calendar requirements (i.e., licensing, insurance renewal, lease agreement, teacher contracts, etc.)
- Co-signs all documents and cheques along with the secretary and treasurer.
- Encourages group cohesion and parent participation, working closely with the Director of Programs in establishing a positive and open relationship with the general parent membership.
- Reviews on a continual basis with the Director of Programs, any issue that may arise in the day-to-day running of the school program including safety and upkeep of the property.
- Co-ordinates with Community Rep/Advisor in acting as a public relations officer for the North Grenville Co-operative Pre-School and Learning Centre.
- Submits an annual report at the AGM.
- At the end of the term the Chairperson is required to act as a "Past Director" and assist the newly elected Chairperson over the first few months.

2. VICE-CHAIR *

- Assists the Chair where required.
- Assumes the role of the Chair during her/his absence.
- Works to publicize events and activities (registration, fundraising, Learning Center programs etc.) by means of news media, posters etc. Maintains a file of contacts and advertising information.
- Maintains the school archives (photos, press, special events etc.)

- Works with the chairperson in compiling and updating a Board of Directors Manual which includes:
 - √ Job descriptions
 - √ Copy of by-laws
 - √ Copy of the policy and procedure manual
 - √ Copy of the Board of Directors handbook
 - √ Information relevant to a BOD member, i.e., previous years minutes.
- Ensures that all BOD members are aware that they are responsible for maintaining and adding any relevant information to the manual and that the manual is passed back to the Vice-Chair at the end of their term.
- Implements an annual BOD (self evaluation) and a program evaluation (parent survey). Reviews and compiles results for presentation to the Board.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Vice-Chair.

3. SECRETARY *

- Gives notice of all meetings (both BOD and general membership).
- Records and reads minutes of all meetings.
- Establishes and maintains the minute book file.
- Establishes and maintains a book of motions.
- Establishes and maintains standing files in the school containing all historical information and data.
- Ensures by-laws are relevant and requests revisions when necessary.
- Keeps an updated copy of the by-laws and the minute book at all meetings
- Performs duties related to typing, duplicating, and maintenance of accurate files on all correspondence as delegated by the Board or ECE.
- Should own or have access to a computer.
- Maintains “Secretary” copy of the executive manual and returns the manual to Vice-Chair at end of term.
- At the end of term, attends the first parent orientation meeting for the upcoming year to ease the transfer of responsibilities to the newly elected Secretary.

4. TREASURER

- Manages and assists Director of Programs with all financial activities of the NGCP&LC.
- Co-signs all cheques and other school related documents, along with one of other designated signing authorities (Chair, Secretary, and Director of Programs).
- Chairs the budget committee and prepares the annual budget for the following school year (in May).
- Requests a financial report from the bookkeeper and prepares a financial report for each BOD meeting.
- Requests a financial report from the bookkeeper and prepares a financial statement for the end of the fiscal year.
- Collects and organizes all monies for deposit including fundraising money, registration fees, and fieldtrip money
- Maintains accounts payable and accounts receivable.
- Prepares and files an annual tax return.
- Maintains “Treasurer” copy of the executive manual and returns the manual to Vice-Chair at end of term.
- Submits an annual report at the AGM.
- At the end of the term Treasurer is required to act as a “Past Director” and assist the newly elected Treasurer over the first few months.

5. DIRECTOR OF PROGRAMS

- Standing position receiving wages to fulfill duties outlined in job description.
- Member of Personnel and Finance Committees
- Maintains incorporation documents and ensures updates are submitted as necessary
- Is familiar with the insurance policy and deals with any issues arising
- Submits an annual report at the AGM.

6. BEFORE AND AFTER SCHOOL PROGRAM SUPERVISOR – KPS SITE

- Standing position receiving wages to fulfill duties outlined in job description

7. LEARNING CENTRE CO-ORDINATOR

- Co-ordinates a Learning Centre Committee that will determine enrichment programs for children 5-13 years of age. The committee will work closely with the Community Rep/Advisor to identify programming needs and will seek out individuals and professionals to deliver these programs.
- Calls Learning Centre meetings when required and delegates tasks and functions accordingly.

- Together with the committee, works to develop and maintain a criteria for the nature and delivery of the programs.
- Along with the committee, determines fees for use of space and programs.
- Presents Learning Center programs proposed by the committee to the B.O.D for final approval.
- Arranges use of rooms for class sessions and workshops.
- Responsible for organization of information for flyers, brochures and any advertising of Learning Centre Programs.
- Collects registration forms and provides the program leaders with parent contact and emergency information of the children enrolled in their programs.
- Encourages group cohesion and parent involvement with Learning Centre Programming and works closely with the Program Director in establishing a positive relationship between Pre-School, Child Care and Learning Centre parents.
- Reviews on a continual basis with Program Director any issue that may arise in the day-to-day functioning of the Learning Centre.
- Submits an annual report at the AGM.
- At the end of the term Learning Centre Co-ordinator is required to act as a “Past Director” and assist the newly elected Learning Centre Co-ordinator over the first few months.

8. AECEO/PCPC REPRESENTATIVE *

NGCP&LC maintains membership with the **Association of Early Childhood Educators Ontario** and the **Parent Cooperative Pre-School Corporation**. *“Parent Co-operative Pre-School Corporation (PCPC) believes in a strong commitment to promote quality learning environments which enhance the level of care and education for young children while strengthening the partnership between parents and teachers.”*

- Reports pertinent information, coming from the AECEO and PCPC to BOD members and to parents (when applicable) via bulletin board postings or parent newsletter articles.
- Attends Ottawa Valley Branch AECEO meetings
- Acts as a liaison between the NGCP& LC and the AECEO and PCPC

9. FUNDRAISING CO-ORDINATOR *

- Co-ordinates the efforts of the fundraising committee in raising money to meet the fundraising target set in the annual budget.
- Is responsible for monitoring and collecting all monies raised and submits these funds, along with any receipts to the Treasurer.
- Seeks and organizes money making projects with B.O.D. and general membership approval.
- Works closely with the Public Relations/Marketing Coordinator to correlate ideas and plans.
- Works with the Treasurer regarding budgets and expenditures.
- Communicates to parent membership the expectation to support and participate in endeavours to raise money.
- Presents fundraising ideas proposed by the committee to the B.O.D. for final approval.
- Maintains “Fundraising Co-ordinator” copy of the Executive Manual and return to Vice-Chair at end of term.
- Submits an annual report at the AGM.
- At the end of term, attends the first parent meeting for the upcoming year to ease the transfer of responsibilities to the incoming Fundraising Co-ordinator.

10. PUBLIC RELATIONS/MARKETING COORDINATOR

- Maintains the school archives (photos, press, special events etc.)
- Works to publicize events and activities (registration, fundraising, learning centre programs, etc.) by means of news media, posters etc.
- Maintains a file of contacts and advertising information
- Submits an annual report at the AGM

11. COMMUNITY REPRESENTATIVE/ADVISOR

- Sits on the B.O.D. as an interested community person.
- Can volunteer to assist any of the B.O.D. members where needed.
- Can sit on any one of the sub committees (i.e. Community Liaison Committee, Learning Center, Fundraising or any ad hoc committee that may be formed).
- Lends advice and support to the NGCP&LC’s activities. For example: a teacher may act as an academic advisor and inform the BOD of current and relevant school board information, health care professionals will advise accordingly etc.
- If after a period of one year there is interest in another B.O.D position (that is not reserved for a pre-school or child care program parent, see *) Community Rep may stand to be elected to that position.

OTHER CO-OPERATIVE PARENT MEMBER POSITIONS

These terms run the length of the school year (September through June), and **must be filled by pre-school and childcare parents**. Positions that are program specific are noted; otherwise the positions are open to parents from each of the pre-school and childcare programs.

PLEASE NOTE: As members of this co-operative, **ALL PARENTS** are expected to participate in **ALL** fundraising activities. Successful fundraising efforts are very important and necessary in supplementing the operating budget so that fees can be kept as low as possible, as well as to enable the purchase of new toys and equipment when needed. One or two very successful fundraisers, with full member co-operation and participation, will reduce the overall amount of fundraising activities that will be needed.

FUNDRAISING COMMITTEE (3+ per program) Pre-School and Childcare Programs

- As a committee, works with the Fundraising Co-ordinator to seek and organize money making projects necessary to meet the fundraising target set in the annual budget.
- Jobs may include: helping to distribute event posters, designing and printing tickets, telephoning local business for silent auction donations, dance committee, etc. (small, yet important jobs that busy parents can do from home)
- Reports to the Fundraising Co-ordinator.

SCHEDULER (3) Pre-School Program, 1 per group: M/W, T/TH and Fri. French Immersion

- Assigns and posts a schedule of duty days.
- Provides each member of program with a copy.
- Assigns snacks for duty days following snack suggestion guideline provided in Parent Handbook
- Reports to Program Director.
- Maintains a folder that includes a job description and any other information that is pertinent to fulfilling the duties of this position. At the end of the term hand in the folder and include notes, suggestions and any other tips that will help make performing these duties more efficient.

SCHOLASTIC BOOKS (1) Pre-School Program or Childcare Program

- Distributes order forms to parents and collects book orders and money.
- Consolidate orders and have ready to send in order to Scholastic
- Distributes books to those who have placed orders.
- Report to Director of programs
- Maintains a folder that includes a job description and any other information that is pertinent to fulfilling the duties of this position. At the end of the term hand in the folder and include notes, suggestions and any other tips that will help make performing these duties more efficient.

NURSERY SCHOOL YEAR END PARTY PLANNER (1) Nursery School Program

- Plans year end party event in June
- Communicates event details to Nursery School program families
- Reports to Nursery School program teacher and Director of Programs

YARD CLEAN-UP WORK BEE CO-ORDINATOR (1) Pre-School or Childcare Program

- Arranges twice yearly (fall and spring) work bee to clean up yards and flowerbeds, wash windows, paint touch-ups where necessary etc, and co-ordinates a pot luck/ BBQ feast to round up the day of work.
- Reports to Director of Programs.

MAINTENANCE (1) Nursery School or Childcare Program

- Repairs, or if necessary, works with Director of Programs to arrange repairs to equipment and furnishings when needed.

LEARNING CENTRE COMMITTEE

- Work together with a committee to offer special enrichment programs for children 5-13 years of age. See L.C. Committee Co-ordinator description above for more details.
- This committee may be of interest to parents who also have children older than pre-school age, or, who are interested in the programs offered by the L.C. The Learning Centre programs are an important and exciting part of this school's mandate and will not be possible without fresh input and a strong volunteer base.

VOLUNTEER POOL

- For all co-operative parent members, in particular child care program families, who work full time and cannot find time to make a commitment to any of the above positions. **Participation in at least one yard clean-up work bee (spring or fall), or signing up on a roster of duties for fundraising and community events, will be expected in order to fulfill your commitment as a co-operative member (lists will be posted when volunteers are needed.)**

ADDITIONAL, SPECIFIC JOBS

- These are extra jobs that need doing, but are not mandatory for parents to make a commitment. Examples: Web site set up and management, aquarium maintenance, flowerbed maintenance. If you have a particular interest or talent in any of these areas and would like to help out, your assistance will be most welcome.

COOPERATIVE MEMBER EXPECTATIONS

As a member of a cooperative, your involvement is extremely necessary and important to the growth, success and quality of our centre's environment. The level of involvement varies but it is essential that **all** members participate in some way and contribute to the cooperative organization. When all members are active participants, the task of fulfilling the cooperative's goals and expectations are shared evenly, rather than resting on the shoulders of a few committed members. New ideas and enthusiasm are important and welcome!

There are 3 main ways that NGCPLC expects member participation:

1. **Choose a job from "Parent Roles and Responsibilities"**. At the parent orientation meeting in late August, we elect new BOD members to fill vacated positions and assign new volunteers to the list of "Other Cooperative Parent Member Positions". All families (new and current) will be contacted and informed of the meeting date. Families who do not attend the orientation meeting, or that join throughout the year will be assigned to a vacant job, or sit on the volunteer pool list.
2. **Attend General Membership Meetings**. General Membership meetings play a very important role in the operation of this co-operative and are held three to four times throughout the year. The BOD assumes the majority of the responsibilities in running the school, but input from the members is equally as important. Decisions that will affect your role and participation in the school's activities are made as a result of the input the board receives from parent membership. In order to make decisions that reflect the membership as a whole, attendance by the parent members is crucial. **Attendance by at least one parent is expected!** Refer to "Board News" on the main bulletin board for meeting dates.
3. **Participation in Fundraising Events**. In order to keep program fees affordable, fundraising is an essential activity. Fundraising activities have many benefits outside the obvious goal of making money for the centre. Each time there is a fundraising event members advertise the centre and its activities simply by talking to friends, neighbours and local businesses. Involvement in a co-operative for many families provides an opportunity to meet other parents with children the same age. Working together on fundraising campaigns furthers the opportunity to socialize and form friendships that can last for many years to come. Fundraising also gives members an opportunity to take ownership and to work directly towards making a positive influence and commitment to the quality of our centre and the community in which you live and raise your children.

When planning fundraising events, we look for activities that will require the least amount of work to earn the most amount of money. Young families are very busy and it is important to choose campaigns that will not overburden the co-operative membership. Fundraising will be on the agenda at the parent orientation meeting and your input will be very useful in helping the new fundraising committee determine fundraising events for the year. The goal is to meet the fundraising target with no more than 3 - 4 campaigns over the course of the year.

Breakfast with Santa is our major annual event, held on the first Sunday in December. This has become a popular community event and we rely on participation from all members and staff to make it a successful and happy event. Other smaller events and campaigns are held through out the year and again, participation by all members helps to ensure the success of these events. Refer to the Fundraising information on the main bulletin board for details and volunteer sign-up.

Fundraising "Buy-out Option". Many co-operatives have opted for a fundraising "buy-out", where families pay an additional sum (in lieu of fundraising) plus regular program fees. Families must choose to fundraise, or pay an

additional buy-out fee. The fundraising goal and buy-out amount is determined in May when our annual program budget is prepared for the upcoming program year. This buy-out option is an alternative for families to consider if participation in fundraising activities is something that is not possible due to other commitments or a demanding personal schedule. If families choose to buy-out, the amount can be paid as a one time fee or divided over the program year. The buy-out option will be presented in September.

DUTY DAY RESPONSIBILITIES

Daily Program Routine

8:45 AM - Set-up. Check the program plan for scheduled free choice activities and assist teacher in setting them up; i.e. sensory tables, easel, playdoh, etc. Fill hand-washing bucket with warm soapy water and place in easel area with towel. Check the washroom for cleanliness and make sure there is soap and paper towel in the dispensers.

9:00 AM - Free Play. Help teacher supervise activities: put names on artwork and assist children with paint smocks etc, encourage children to put away a toy before getting another, be available to children for any assistance. Remain in the classroom until tidy-up time unless a child needs to be accompanied to the washroom.

9:50 AM - Tidy-up time. Assist with general clean up of toys and classroom.

10:00 AM - Music Circle

1. When teacher begins music circle, clean up craft area; place paint brushes and paint pot “no-spill” tops, glue sticks and tops in the bucket of soapy water to soak, wipe easel, wipe craft table cloth and put away. Take bucket to kitchen.
2. Wipe the tables with disinfectant (*bleach/water solution in spray bottle*) before setting the table for snack. (** tables must be disinfected before and after snack*)
3. Prepare snack in the kitchen, **following snack preparation guideline.**
4. Return to classroom, set drinks, dishes, serviettes and snack on tables and be ready to assist children with washing hands for snack. Teacher will send two children at a time with you to the bathroom to wash hands (**Note: we must use hand washing procedure that is posted*). Children will return to music circle until all have washed hands, then teacher will send children to table for snack.

10:20 AM - Snack, Toilet and Quiet time. Children are expected to stay seated while eating and to practice proper table manners. When finished the children are asked to excuse themselves from the table, put their serviette in the garbage and place their dirty dishes on the tray. Wipe the snack tables again with disinfectant and take dirty dishes to kitchen. At this time we remind children to use the bathroom. They can look **quietly** at books while waiting for others to finish with this routine. Be available to assist children in the bathroom.

10:35 AM - Group Learning Circle and Story. While children are at circle, put dirty dishes in the dishwasher and leave kitchen tidy. Run the dishwasher if full. Place artwork out on tables for parents to pick up. See to any cleanup that is not finished. Be available to assist teacher with group learning activities if asked.

10:50 AM - Dressing for Outdoor Play. Gather outdoor clothes, place in basket and have ready by classroom door. Remind children to go to toilet before getting dressed! **Help children to become independent by encouraging them to dress themselves.** Assist with zippers and ties.

11:00 AM - Outdoor Play. Accompany teacher and children outdoors and assist supervising the playground.

11:30 AM - Clean-up. Assist teacher with final clean up of classroom. Finish any jobs that you did not have time to do during the program. Make sure that the following are done:

- Paint/craft area cleaned – easel, brushes, lids, glue sticks etc.
- Re-fill paint and glue pots if needed
- Sweep floors – classroom, (esp. under snack tables), in kitchen and children’s coat area
- Empty all garbage cans
- Leave kitchen tidy – wipe counters and trays with disinfectant
- Run dishwasher – if full
- Check washrooms for cleanliness, wipe counter and toilet seat with disinfectant
- This schedule is flexible and will vary when responding to the particular needs and events of each day.

Your first duty day may seem a bit overwhelming. Don't hesitate to ask the teacher any questions you may have about your responsibilities. Your "duty days" should be fun and enjoyable and the children are always excited when their parents come to school. Some times children will "act up" a little bit when their parent is in the classroom. Don't despair if this happens, it is common! Please feel free to join our circles if you have time.

NUTRITIOUS SNACKS AND PRESENTATION

OUR CENTRE IS PEANUT FREE

Nutritious Snacks

Nutritious and dentally healthy snacks should be offered to young children in small amounts at regularly scheduled times. Snacks complement meals and make a healthy contribution to the child's overall diet. Children need between meal snacks to meet their energy and nutrient needs. The duty parent is required to bring the snack for the day that they are scheduled to assist in the classroom. The Scheduler will be responsible for assigning duty days and planning a variety of appropriate snacks.

The Day Nurseries Act requires that "*snacks be nutritious and consist of foods that will promote good dental health and will not interfere with a child's appetite for mealtimes*".

The Scheduler is asked to be creative by including a variety of snack foods on the schedule. Snack menu suggestions are listed below. Snack time can be an opportunity for children to try new foods. If a child does not like what is served, they will be encouraged to 'give it a taste', but never forced to eat. The Day Nurseries Act requires that foods from two food groups be offered at each snack and to strive for foods that are low in sugar, fat and salt. Emphasize finger foods.

Be Aware of Allergies

A list of allergies will be posted in the classroom and in the kitchen. The Scheduler will make note of allergies on the snack schedule each month. Parents of children with severe allergies have the option of providing the child with a snack, brought from home, each day, making an effort to follow the planned snack schedule as closely as the child's safety will allow and ensuring that at least two food groups are offered. (please refer to Anaphylaxis Policy for details.)

Duty parents are asked to provide the snack that is scheduled for your day. All parents in the program will receive a copy of the "Duty Day/Snack Schedule" and one will also be posted on the parent communication board. If you must make a substitution, you are required to make note of any changes on the posted schedule.

Keep portion sizes small to avoid waste and overwhelming the child. For example: cut muffins in ½ or serve mini muffins, cut bagels in ¼ etc. Fill cups no more than ½ full, seconds will be offered as required. The children do not need large amounts of food at snack time. Seconds are fine, but it is not necessary for them to eat continuously.

Place snack on a serving plate (one for each table) so that the children are able to select the food and amount they would like for themselves. To prevent excessive wasting of food, avoid bringing juice boxes or yogurt and applesauce in single-portioned containers. It is preferable to serve children the amount they can handle.

Children will be encouraged to use proper table manners; "please" and "thank you", take small helpings at a time and finish eating it before taking more, stay seated until finished, ask to be excused from table, etc.

Beware of Choking!

Keeping a close watch on the children while they are eating and reminding them to stay seated can reduce the risk of choking. Foods that are small, round or smooth can slip into the windpipe and block it. Some ways to prepare snack and reduce the risk of choking are:

- Slice grapes and cherry tomatoes in half lengthwise
- Spread butter and cream cheese thinly
- Remove pits from cherries, plums, peaches, etc.
- Cut orange segments into smaller pieces (section membranes can be hard to chew)
- Offer some apple wedges peeled (some children are not accustomed to chewing the peel)
- Slice raw vegetables and fruits thinly

NGCPLC provides all cups, plates, cutlery and serviettes. Duty parents are required to bring the assigned snack and to place any perishable food in the refrigerator until snack time. A "Snack Preparation" guideline will be posted in the kitchen for reference. All dirty dishes go in the dishwasher.

Snack Menu Suggestions

At least two food groups must be represented. A beverage will be served with each snack and can represent one food group. Dips and spreads are "extras" and do not represent a food group.

- Vegetables with dip and crackers *(dip must be served to each individual child as a 'dollop' on their plate.)
- Fruit wedges and chunks of cheese. (make it fun by making "kabobs" - a cube of cheese and a piece of fruit on a tooth pick)
- Cheese and crackers.
- Fruit wedges with yogurt dip.
- Bagels with cream cheese, or butter and jam, or honey - leave some plain for those who may not like a topping.
- Graham crackers with cream cheese - prepare just before serving to prevent sogginess and leave some plain.
- Applesauce and cheese, or plain cookies
- Yogurt and muffins, or plain cookies
- Muffins, plain cookies, or loaf slices, i.e. banana (serve with milk)
- Small sandwiches on whole grain bread i.e. butter and jam, banana, or honey, tuna, egg.
- Beverages – milk, fruit juice (avoid high sugar fruit drinks). Water will be offered to children who do not like either juice or milk.

PLAYGROUND SAFETY POLICIES

Outdoor play is an important element of an active learning environment. Outdoor program planning must provide for games, activities and adequate space to enhance gross motor development and provide age appropriate stimulation. Outdoor play activities will be outlined on the daily program plan.

The Director of Programs /Teacher will be responsible for completing a daily inspection checklist prior to the children entering the yard. There are certain elements that are out of our control and must be checked each time the playground is used. Teachers and duty parents must be on the alert for potential situations or hazards that could cause injury. For example; litter (glass bottles, cans, food or needles), animal waste, wasp nests, fallen tree limbs or storm damage, vandalism, tools left behind, etc.

Seasonal conditions will be considered (rain, extreme cold weather, frozen/slippery surfaces, snow up against fence, etc.) and the daily program schedule will be flexible allowing for adjustments to be made if necessary.

All equipment, new and used/renovated must meet current CSA Standards. The surfacing of the playground must be maintained to meet all current CSA standards.

Supervision Expectations and Guidelines:

Adequate supervision is essential in promoting a safe, creative and constructive outdoor play environment. Serious injuries can be prevented and minor accidents will be reduced with appropriate and consistent supervision.

- Staff ratios cannot be reduced on the playground. Pre-School Program duty parents are expected to accompany the teacher in the playground so that adequate supervision is maintained.
- Wear clothing appropriate for the weather and wear sturdy slip proof footwear.
- Use proper lifting techniques.
- Children's clothing will be checked before entering the playground to ensure there are no dangling scarves (scarves must be crisscrossed under arms, not tied, and tucked snugly under jackets), cords, drawstrings, jewellery, etc. that could present a potential strangulation hazard. Check pockets for food from home (potential choking or allergy hazards) or for inappropriate items such as sharp objects and small toys.
- See that children's laces are tied and/or footwear is appropriate for weather conditions.
- Know where the first aid kit, phone and emergency numbers are kept; notify the Director of Programs/Teacher if any first aid supplies are low. An additional outdoor First Aid Kit will be kept in the porch adjacent to the playground.
- Engage yourself in active supervision. Be aware of the activities and the whereabouts of each child, as they move about the playground frequently.
- Watch for trip hazards, toys left lying about, etc.
- Watch for overcrowding on equipment or in any areas of the playground.

- Redirect children from areas where they may interfere with sliding, ball throwing, bike riding, kicking games, toboggans etc.
- Ensure that entire yard is being supervised. Circulate around your area and keep a close eye on the exit gate (small gate at front) and door into school. Redirect children if they are playing near gate or at door step (children will not be permitted to play on step – see safety rules below)
- Be alert in anticipating behaviours and hazards. Children's positive behaviours will be encouraged by; observing play patterns, reinforcing positive behaviour, helping with conflict resolution, reminding children of safety rules (see below) and following the schools behaviour management policy (see Parent Handbook).
- Ensure active communication amongst playground supervisors, for example; notify other playground supervisor if you are taking a child into the washroom, or if you must leave the yard to apply first aid. If you leave the playground for the above-mentioned reasons, the 6/1 ratio must still be maintained, so it may be necessary to take a group of children inside with you so that a supervisor is not left with more than 6 children while alone in the yard.
- Any unsafe or broken toys or equipment must be removed from the play area immediately upon discovery.

Safety Rules for Children

Actively teach and reinforce these rules of safety:

- Children are **not permitted** to play on doorstep. When entering and exiting the yard children must be accompanied by an adult while using the steps
- Children are **not permitted** to open the gates. Parents picking up children are asked to not allow children to open the gate, actively encourage children to wait until the gate is opened for them by an adult.
- Children are **not permitted** to leave the playground unattended. If they see their parent, they must wait until the parent comes into the yard to get them.
- Pushing, shoving, wrestling or horseplay is not permitted.
- Remind children that sand, toys, snow etc. is not to be thrown.
- If children are eating outdoors (for example - snack picnics in warm months) they are to remain seated until all food is swallowed.
- Fingers need to stay away from moving parts.
- Move away from the bottom of a slide after using it (sliding in winter too)
- Always go feet first down a slide and never run down a slide.
- Wait until equipment is dry before using it.
- Never jump from unsafe heights.
- Always hold handrails and grips.
- Come to an adult for assistance if you or someone else is hurt.

When Injuries Occur:

- Duty parents must inform the teacher in charge, immediately, of the injury.
- The child will be provided with immediate medical attention as warranted.
- In the event of a serious injury, all children will be taken inside, while the injured child receives the necessary first aid and necessary telephone calls made or emergency measures taken.
- Parents will be informed of the incident.
- The incident will be logged in the playground injury log.
- The incident will be discussed with the Director of Programs to determine if action is needed to prevent similar accidents in the future.

Orientation and Training

- All teachers will be asked to review and sign (annually) an agreement to comply with playground safety policies. The "sign-off" forms will be kept on file for a period of two years.
- Playground Safety policies will be provided to each Pre-School Program duty parent (see Parent Handbook) and the policy will be reviewed and "signed-off" by all parents who supervise the playground before working with the children for the first time (Policies and Responsibilities Sign-off form).
- Additional volunteers that work in the playground will be asked to review, sign and date these policies before they assist in the playground.
- A copy of "Supervision Expectations and Guidelines" and "Safety Rules for Children" will be posted for handy referral by duty parents and volunteers.

Playground Safety Binder

- All inspections and reports will be kept in the Playground Safety Binder.
- Annual inspections will be completed with a written report based on the criteria set out by the CSA. The annual playground safety inspections will be kept in a permanent record available for examination at any time.

- Daily written inspections (checklist) will be completed each program day prior to the children entering the playground.
- Playground injuries will be reported in the "Playground Injury Log". This report will detail accidents and or injuries specific to the playground.

Action Plan

1. Items needing immediate attention will be removed immediately from the playground so that they are inaccessible to the children.
2. The teacher, duty parent or volunteer who first noticed the problem should report the issue to the Director of Programs immediately, so that it can be recorded in the daily log.
3. The Director of Programs will assess the situation and decide how the problem will be addressed. A written report will be filed in the Playground Safety Binder

BEHAVIOUR MANAGEMENT POLICIES

Children should be encouraged to verbalize their feelings rather than resort to physical action to express aggression. When a conflict arises between younger children, who are unable to express their emotions verbally, their attentions should be re-directed. With older children, if a child resorts to physical aggression/violence, the situation should be discussed with them so they may gain an understanding of the problem. If another child is involved, both children should be taken aside to discuss the situation. If a disruption has reached a point where discipline has to occur, the child should be removed from the situation until, he/she has calmed down and a discussion can take place.

The program teacher's role in discipline is to help the child maintain control of his/her emotions and actions – not to stop the child from expressing feelings and emotions.

- A child who loses self control needs support from program teachers. It should be taken into consideration that when a child acts out behaviour, it may be the only strategy the child has to gain attention.
- When a child displays unacceptable behaviour, it is usually an attempt to get what they want. Teachers can help the child to learn to ask for things in a more acceptable way.
- It is important to remember at all times that a child is vulnerable. Other children, adults, school/childcare centre, all or separately, may be just too overwhelming. Children, above all else, need the program teacher's respect, patience and understanding.

Discipline should be:

- Implemented as soon as possible after the inappropriate behaviour.
- Related to the nature of the troublesome behaviour.
- Appropriate to the developmental level of the child.
- Used in a positive and consistent manner.
- Designed to assist the child to learn appropriate behaviour.
- Discussed with the parent if a difficult situation arises with a child.

Guidelines:

Teachers, duty parents, volunteers and students are expected to use the program's stated behaviour management guidelines.

- Ignore inappropriate behaviour (when appropriate).
- Avoid raising your voice – be calm and firm. Use positive verbal reminders.
- Be patient and calm in your behaviour and responses.
- Be consistent and set limits prior to activities and transitions.
- Follow up when the limits that are set, are not followed or broken.
- Use positive reinforcement (both verbal and non-verbal) of desired behaviour.
- Time outs should be avoided where possible. Instead, divert the child's energy to another area or redirect the child to a closely supervised activity. Explain to the child why this has happened.
- If redirection does not work and a time out is necessary, use a particular chair in each area for timeout. Time out should not be for more than 5 minutes, depending on the age of the child. A teacher may have to stay with the child if he/she refuses to accept the time out. Use logical consequences whenever possible as an alternative to time out
- Remember that each child is different and an approach or method of dealing with a child may vary, depending on the individual child's need in each situation.
- Encourage the children to verbalize their feelings, fears, and anxieties.

- Call another staff member if the situation or the child gets too difficult to handle alone.
- Be alert to the development of potentially difficult situations or disputes between children
- Arrange each program to ensure the safety of the children at all times.
- Arrange each program in a way that can help prevent disputes from arising.
- In any situation, be involved with the children without inhibiting the children's play.

Arranging the Environment for Child Co-operation

- Place playroom materials where they are inviting for creative expression and cooperative play.
- Be ready to take the child's cue for new play, games or activities.
- Be aware of what all the children are doing and be ready to step in when needed.
- Vary the room arrangement from time to time.

Setting Limits: Why and How

- Setting limits gives children the security of knowing that their strong emotions will not lead them to do things that they will later regret. They will learn to know that an adult will take the responsibility of stopping unacceptable behaviour until they are able to do so for themselves.
- Teach children about safety, care of property, good health habits, and consideration of others.
- Allow children to make as many decisions as possible within the necessary limits.
- Explain the rules in a cheerful, respectful manner. Make rules understandable and acceptable to the children. Avoid repetition. Be consistent, firm and fair.
- Enforce the rules in a positive, unbiased manner.
- Understand the reasons for the child behaving in a disruptive manner (such as hitting, kicking, biting, throwing things, defying, or running away). Behaviour may be caused by any of the following:

- | | | | | |
|-------------|----------------------|-----------------|--------------------|-----------------|
| √ fear | √ jealousy | √ loneliness | √ over stimulation | √ embarrassment |
| √ fatigue | √ confusion | √ hyperactivity | √ sleepiness | √ others |
| √ anger | √ need for toileting | √ shyness | √ insecurity | |
| √ curiosity | √ boredom | √ illness | √ hunger | |

It is normal, at certain stages of development, for children to test limits. Be calm, consistent, and fair when dealing with a child that may be exhibiting unacceptable behaviour while testing limits.

Handling Difficult Situations

In spite of the limits that are set, difficult situations will arise.

- Remain alert to the total situation. Attempt to foresee and avoid trouble. Redirect an uncooperative child to another activity. Redirect the entire activity into a more wholesome direction.
- Allow children of comparable physical and/or mental ability to work out their own solutions. Encourage the shy child to stand up for him/herself. Encourage the aggressive child to verbalize.
- Help children understand the one another's actions.
- Treat toilet accidents casually.
- Try to ignore improper language. Say "We talk nicely here "or, "Can you think of a more positive way to say that?"
- If one child requires excessive attention that in turn results in insufficient supervision of the rest of the group or the disruption is preventing the other children from enjoying the activity, ask another staff (if possible) for assistance so that the group activity may continue uninhibited. Remove the child temporarily from the group gently without punitive action. The purpose is to help him/her.

Giving Directions

- Be sure you have the child's attention.
- Give positive directions that leave the child no choice of interpretation.
- Give a choice of two things when possible.
- Warn ahead of time before changing activity.
- Never plead, threaten or strike.
- Invite participation.
- Direct the child, to a new activity when the present activity is completed.
- Use a quiet voice as much as possible. Get down to the child's level when talking to them.

Professional Behaviour and Attitudes

- Never discuss a child when another child is present.
- Never discuss a child within his/her hearing.
- Do not discuss one parent's handling of a situation with another parent.
- Do not talk among yourselves in the playroom or playground.
- Do not, any time, leave children unsupervised. If the need arises to leave an area/activity, and you are the only staff member on duty, take the entire group with you.

De-escalating of Volatile Situations

When a child's safety is in jeopardy, the staff must intervene. This may require physical redirection. **The use of physical restraint is strictly prohibited.**

If any teacher should be required to deal with a volatile situation, the following steps must be observed:

- Where possible, two teachers shall be present in the same room as the child in order to act as an observer and/or relief.
- Where possible, all other children will be removed from the situation.
- Once the child has de-escalated from the situation he/she will be supportively reintroduced into the program. The teacher will remain with the child until he/she is settled into an activity or task.
- The teacher will document the incident, sign the incident report document and submit it to the Director of Programs
- The teacher and Director of Programs will meet with the child's parent(s) and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation. Parent(s) will sign off on both the incident report and strategies.
- If the child continues to experience challenging behaviour, the Director of Programs will contact the parent(s) to devise alternative strategies and interventions, including a communication plan with the parents to review child's progress.
- If all strategies fail and sufficient time and effort has been spent on trying to improve the situation including assistance from outside agencies, the Director of Programs reserves the right to decide if a child should be withdrawn from the program.

Prohibited Practices

The following behavior management practices will not be permitted by anyone, including teachers, duty parents, volunteers and students.

- Corporal punishment of a child (spanking, hitting, shaking, biting etc).
- Deliberate harsh or degrading measures that would humiliate a child or undermine a child's self-respect (shouting, sarcasm, insults, force-feeding etc.)
- Deprivation of a child's basic needs (food, shelter, clothing etc.)
- At no time will a child be put in any form of restraint, confined in a locked room or structure.
- Locking the exits of the school for the purpose of restraining a child.

Monitoring Behavior Management Practices

Monitoring will be conducted by the Director of Programs by observing the teacher's interaction with the children. This will be done informally on a day to day basis, and formally through a yearly evaluation process: The following practices are in place to help ensure that only preferred practices are used:

- During the hiring process, comprehensive discussion of behavior management policy will take place to ensure compatibility with the north Grenville Co-operative Pre-School and learning Centre's philosophy and the Day Nurseries Act requirements.
- Teachers, duty parent/volunteers and students will be made aware of the policies and procedures through the review and sign-off procedures.

All complaints made by anyone including parents, children, teachers, students and volunteers will be investigated and acted upon immediately by the Director of Programs and if necessary the Chair of the Board of Directors. Serious Occurrence procedures will be followed when required.

Contravention of Behaviour Management Policies

Teachers, duty parent volunteers and students must comply with the above stated policies and the requirements of the Day Nurseries Act. Failure to comply will result in:

- Students and Volunteers – a verbal warning initially followed termination of placement.
- Duty parents – a verbal warning initially followed by action deemed appropriate by the Director of Programs and Board of Directors, including the parent not being permitted to do duty days.

- Teachers – a verbal warning will be issued first and noted in the personnel file. If the misconduct continues further, the Director of programs will either prepare a written warning that will be placed her/his file, or place the employee on probation.
- If the misconduct continues further, the Director of Programs, in conjunction with the Board of Directors, shall terminate the employee without further notice. That employee shall be paid termination pay and/or severance pay in accordance with the Employment Standards Act.

Any employee observed using disciplinary measures that contravene the above or any other the Provincial Day Care standards is subject to immediate suspension by the director and subsequent dismissal at his/her discretion.

Complaints Regarding Contravention of Behaviour Management Policies

Complaints are to be made to the Director of Programs in the case of a supervisor, teacher, duty parent, volunteer or student who does not comply with the behavior management policies. Complaints concerning the Director of Programs will be made to the Chairperson of the Board of Directors. Complaints/concerns regarding behavior management practices will be recorded on the “Contravention of Behavior Management Policies” reporting form and kept in the personnel file. Disciplinary measures for staff usually involve a three-step process. The exception is for certain kinds of conduct, which because of its seriousness justifies omitting one or more of the steps. The Director of Programs and/or the Board of Directors, when determining which disciplinary measure(s) to take, will consider the following criteria:

- Seriousness of the offence.
- Actual or potential risk, or harm to the child.
- Past and recent performance of the employee.
- Frequency of occurrence.
- Previous disciplinary action taken.

Policy Review and Sign-Off

The behavior management policies will be reviewed prior to working with the children for the first time and thereafter annually with each supervisor, teacher, duty parent, volunteer and student. Each person will sign and date that they have read the policy and will agree to follow it.

The Director of Programs will review the behaviour management policy annually to ensure that it remains appropriate and up-to-date.

A record of the dates of review will be kept in the log. All records related to the review and sign off of behaviour management policies as well as the monitoring of behavior management practices will be kept on file for at least two years after the last date of entry.

Behaviour Management Log

Teachers will record concerns regarding the inappropriate behaviour of a child and the actions taken, including discussion of behavior with the child’s parent, in the daily logbook. The recording will be factual and the logbook will be kept in a secure location for reasons of confidentiality. At minimum it will include:

- The dates of review of the behaviour management policy and those involved in the review
- Summaries of concerns regarding a child’s behaviour including discussions and strategies agreed upon.
- Dates of observation of behaviour management practices by directors, operators or others where applicable.
- Dates of complaints/concerns regarding behaviour management practices and a note indicating where the details regarding the incident and action taken can be found (e.g. personnel file)
- Dates of observation of the use by anyone on the premises, of prohibited behavior management practices, with a note indicating where the details regarding the incident can be found.
- Workshops, courses, in-service training etc. participated in by staff, provided for parents etc.

Behaviour Code of Conduct

We believe that everyone has the right to feel secure and safe while participating in our programs. With this right comes the responsibility for all participants to respect everyone involved in our programs and to take pride in making this a positive place for all.

All participants are expected to:

- Demonstrate the core values of caring, honesty, respect and responsibility.
- Show proper care and regard for all program property and the property of others
- Allow all children to participate fully
- Respect and listen to the words of a;; adults and peers
- Respect the personal space of others

- Use positive and appropriate actions towards one another

Inappropriate physical contact, bullying, swearing or any behaviour meant to cause injury to others or damage property will not be accepted. North Grenville Cooperative Preschool and Learning Centre has a zero tolerance policy for any behaviour that could harm a child or staff member physically or emotionally.

Guiding Children's Behaviour

1. The program teacher will address the unacceptable behaviour with the child and follow up with the parent, if required
2. The program teacher will call the parent/guardian to explain what behaviour has been occurring.
3. If the behaviour continues, the parent/guardian will be contacted to immediately pick up the child from the program. The child will be suspended from the remainder of the program day. In consultation with the Director of programs a decision will be made regarding further suspension, or dismissal from the program will be made and the parent/guardian will be informed.

Any level of the above procedure may be skipped depending on the severity of the behaviour

Behaviour Contract - School Age Programs

A contract will be included in the registration packages for the *Before and After School Program - KPS Site* and the *Summer Camp Program*. Children and Parents/Guardians will be required to sign and return the contract as part of the registration process

Reporting Child Abuse and Neglect

It is the legal responsibility of every person who performs professional or official duties with respect to a child to report abuse or any suspicions of child abuse encountered in the course of ones work, to a Children's Aid Society. This responsibility is extended to include any parents, volunteers, and students or support staff that has contact with the children. Persons failing to report suspicion of child abuse are subject to legal action and a fine if convicted.

For further information, refer to "**Reporting Child Abuse and Neglect – Your Responsibility under the *Child and Family Services Act***".

A copy can be found online at www.children.gov.on.ca/.../childrensaid/reportingabuse/index.aspx and in the Policies and Procedures Manual, kept in the school office.

MEDICATION ADMINISTRATION POLICY AND PROCEDURES

Teachers are not responsible for the administration of medications other than those required for conditions such as asthma and allergic reactions. Parents/legal guardians must sign a consent form prior to administration of any medication and must be updated each year.

All teachers and duty parent volunteers should know:

- Which children have potentially life-threatening allergies or conditions that could require a puffer or adrenalin.
- Which allergens or conditions may result in anaphylaxis, for each child listed with allergies.
- What symptoms the child has experienced in response to allergens or conditions in the past.
- When to administer medication.

This information must be recorded in detail on the *Registration Form* and on the *Emergency Medication Authorization Form*. Parent orientation will include instruction on what to do in the case of an allergic reaction or asthma attack.

Storage

Store out of reach of children but easily accessible to staff – not locked. Parents will be expected to take the responsibility of placing the medication in a designated area (basket labeled "Emergency Medication", in upper kitchen cupboard by door next to classroom), if the medication is to be brought to school each day. It is preferable to provide medication to be left on the school premises. The cupboard where the medication is to be stored will be labeled "Emergency Medications". See that the medication is contained in a separate bag or pouch with the child's name clearly written on the container.

Ensure the following:

The prescribed information is in the original container with the pharmacist's label clearly marked with:

1. The child's name.
2. Name of the medication.
3. Dosage.
4. The date the medication was dispensed.
5. Expiry date.

ANAPHYLAXIS POLICY

Sabrina's Law (Bill 3)

On May 6, 2005, the Ontario legislature passed Bill 3, which requires school board's to have policies to include:

- ✓ *Training for school staff on dealing with life-threatening allergies*
- ✓ *Creating individual plans for students who have anaphylaxis*
- ✓ *Having emergency procedures in place for anaphylactic students*

The new Law takes effect January 1, 2006. The Law is a result of an Ontario student who died after reacting severely to food served in her school. According to Ministry statistics 42,000 students are at risk. Sabrina was allergic to milk products, peanut and soy.

Sabrina's law will see every school board come up with a policy on protecting students with life-threatening allergies and require principals to develop plans for individual students in their schools with these allergies.

School staff will be trained in how to handle such emergencies and be allowed to give students their emergency medication, usually a specially designed adrenaline injection, the first defence when a person with severe allergies begins to experience an allergic reaction

Scientists still do not really understand why these allergies are on the rise but they are. They are not a passing fad.

Sabrina's Law will be the first legislation of its kind in Canada.

OUR CENTRE IS PEANUT FREE

In our centre, we have at times children who are at risk for potentially life-threatening allergies. Our centre's anaphylaxis plan is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure and staff students and volunteers are trained to respond in an emergency situation.

Anaphylaxis is a severe reaction to an allergen. Symptoms include one or more of the following:

- Swelling of the eyes and face.
- Hives all over the body.
- Difficulty breathing.
- Vomiting.
- Diarrhoea.
- Loss of consciousness.

Symptoms can happen all at the same time and they can often occur in less than ten minutes or up to several hours following exposure to the allergen. If the child is not given adrenalin (epinephrine) immediately, they could die. Severe reactions can occur even if the child has had no signs or symptoms of a reaction in the past. In this case call 911 for assistance.

What causes anaphylaxis?

Someone who is highly sensitive could become anaphylactic by:

- Eating a substance, e.g. nuts.
- Inhaling a substance, e.g. pollen.
- Touching a substance, e.g. peanut butter.
- Being bitten or stung by an insect, e.g. bee.
- Medications
- Latex or other substances

Someone who does not have appropriate treatment for an asthma attack could become anaphylactic. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided

Identification of Children at Risk

At the time of registration, parent/guardians are asked about medical conditions, including whether children are at risk of anaphylaxis or asthma. All staff, students and volunteers must be aware of these children.

It is the responsibility of the parent to:

- Inform the centre supervisor of their child's allergy (and asthma).
- Complete medical forms and the Anaphylaxis Emergency Plan, which includes a photograph, description of the child's allergy, emergency procedure, contact information, and consent to administer medication.
- The Anaphylaxis Emergency Plan will be posted in the child's classroom, the kitchen and dining room and a copy attached to the child's emergency card.
- Ensure that the medications are provided to the centre before the existing medications reach their expiry date.
- Advise the centre in writing if their child has outgrown an allergy or no longer requires an epinephrine auto-injector. A note from the child's allergist or physician is also required.
- Parents are encouraged to have their child wear medical identification (Medic Alert) bracelet. The identification could alert others to the child's allergies and indicate the child needs epinephrine. Information accessed through a special number on the identification jewellery can also assist first responders, such as paramedics, to access information quickly.

Availability and Location of the Epinephrine Auto-injectors

- Store out of reach of children but make easily accessible to staff, students and volunteers (not locked). Staff working directly with the child may carry the auto injector in a fanny pack. All staff, students and volunteers must know the location of the auto-injectors.
- If appropriate, school aged children **attending a school aged program**, may carry their own asthma medication or emergency medication as long as the child has demonstrated maturity to carry on their own auto-injector and asthma inhaler. (by Grade one or Grade two) (*Procedures, established under Regulation 262, section 37, Clause (1) (a) in the Day Nurseries Act will be followed in this circumstance.*)
- Posters which describe signs and symptoms of anaphylaxis and how to give an epinephrine auto-injector will be placed in relevant areas, eg. class rooms, office, lunch room and kitchen.
- Additional auto injectors should be brought on field trips. If the location is remote, it is recommended that a teacher carry a cell phone and know the location of the closest medical facility.

Emergency Protocol

- An individual Anaphylaxis Emergency Plan must be developed and signed by the child's parent and physician before the child begins at the centre. It must be reviewed updated where applicable and signed again by the child's physician and parent/guardian at least annually.
- Parents/guardian for the allergic children are to discuss the individualized plans with the centre's director and staff.
- A copy of the plan will be placed in designated areas such as class rooms, office, lunch room and kitchen. A copy will also be attached to the child's emergency card.
- Staff/volunteers need to listen to the concerns of a child at risk, who usually know when a reaction is occurring, even before symptoms appear.
- To respond effectively during an emergency, a routine has been established and will be practiced, similar to a fire drill. During an emergency:
 1. One adult stays with the child at all times.
 2. One adult goes or calls for help.
 3. Before administering epinephrine check for;
 - ✓ the right medication
 - ✓ the right child
 - ✓ the right dose
 - ✓ the right route of administration
 4. Administer medication at the first sign of reaction. The use of epinephrine for a potentially life threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
 5. Call 911. Have the child transported to an emergency room even if the symptoms have subsided. Symptoms may recur hours after exposure to an allergen. If the child has a back-up epinephrine auto-injector it should be taken along.
 6. Contact the child's parents.
 7. One calm and familiar adult must stay with the child until a parent or guardian arrives.

Training

Staff will review and sign the anaphylactic policy before they are employed and at least annually thereafter. Students and volunteers will review and sign the anaphylactic policy before they begin to provide care or guidance at the centre and at least annually thereafter.

- When a child with an anaphylactic allergy is enrolled in the centre, training will be provided for staff, students, and volunteers. This training will involve;
 - ✓ a review of the child's individual Anaphylaxis Emergency Plan which includes monitoring and avoidance strategies for the child
 - ✓ signs and symptoms of an anaphylactic reaction
 - ✓ the emergency procedures to be followed in the event of an anaphylactic reaction
 - ✓ a demonstration on the administration of epinephrine for the child
- The training will be provided by the parent of the child with an anaphylactic allergy, a physician, a designate from the health unit or another individual who has certification as an epinephrine auto-injector instructor. As there are standard methods of administering epinephrine, it is not necessary that this part of the training be provided for staff, students or volunteers who have received training in the administration within the last year.
- Training will be provided for staff before they are employed and at least annually thereafter when there is a child with an anaphylactic allergy in the centre. Students and volunteers will be provided with the training before they begin at the centre and at least annually thereafter.
- All staff, students and volunteers who provide or may provide care for the child with an anaphylactic allergy for a period of time (eg. coverage during rest period, supervision at lunch, in blended groupings at arrival and departure times, supply staff) as well as other staff, who's work may be impacted by a child's anaphylactic allergy (eg. cook by a severe food allergy, a cleaner by a severe bleach allergy) will review the Anaphylaxis Emergency Plan. They will also be provided with training in the administration of epinephrine to be able to respond in the event that a child has an anaphylactic reaction. Staff who will never be involved in the care of any child, such as a custodian, maintenance worker, bookkeeper etc. are exempt from this requirement.
- Staff, students and volunteers will have opportunities to practice using an auto-injector trainer are encouraged to do so throughout the year, especially if they have a child at risk in the program.

Creating an Allergy-Safe Child Care Environment

Special care is to be taken to avoid allergy causing substances. Parents are asked to consult with staff before sending food to the centre. If permission is granted, the parent must provide a copy of the recipe or, in the case of a cake mix, provide the box/package. Cross contamination and measures to take to avoid this risk will be reviewed with the parent bringing in the food, before permission is granted.

Child Care Program

- All foods served (lunch and snacks) in the childcare program will be prepared by Centre staff. No snacks from lunch kits will be permitted before or after school
- If a child in the program has severe allergies to a number of foods, parents will be asked to provide an "alternate" lunch, to be brought to the centre each day that the child is participating in the program. This will ensure that the child will not accidentally ingest an allergen. This child will be closely supervised at lunch time and may be seated at a separate table at the request of the parent/guardian. The surface of this "separate table" will be carefully cleaned. All children will wash their hands before and after eating and will not share food, utensils or containers

Nursery School Program

- The duty scheduler will be made aware of allergy causing substances and will post these substances prominently on the duty schedules. No foods containing these substances will be permitted on the snack schedule.
- If a child with an anaphylactic allergy is enrolled in the pre-school program, all parents will be informed at orientation of the allergy and advised of safe food preparation practices and to avoid cross contamination when preparing snacks.
 - ✓ Wash hands and surfaces before preparing food for snack
 - ✓ Read food labels and avoid high risk foods such as bulk foods and foods which are known to contain allergenic substances (eg. peanuts/nuts in ice cream, baked goods or ethnic foods)
- If a child in the program has severe allergies to a number of foods parents will be asked to provide a snack to be brought to the centre each day that the child is participating in the program. This will ensure that the child will not accidentally ingest an allergen. This child will be closely supervised at snack time and may be seated at a separate table at the request of the parent/guardian. The surface of this "separate table" will be carefully cleaned. All children will wash their hands before and after eating and will not share food, utensils or containers.

Communication Plan

1. Each parent enrolling their child in licensed programs at this centre will receive a copy of this policy in their parent handbook.
2. All parents will be advised by letter when there is a child about to be enrolled in the centre who is at risk for potentially life threatening allergies and will be provided with specific information regarding foods or causative agents to be avoided.

FIRED DRILL/EMERGENCY EVACUATION PROCEDURE

Nursery School Program with Duty Parent Volunteer Routine

- Teachers are responsible for ensuring that all duty parent volunteers are familiar with the Fire Drill/Emergency Evacuation procedure. The procedure and specific roles will be reviewed at orientation. Newly enrolled children and duty parent volunteers must learn the procedure.
- Fire drill will be practiced in the nursery school program once/month. Practices will be held at different times during the program schedule. When the children are able to respond promptly and correctly to the fire drill signal, an alternate route will be taught and practiced. Practices following the main and alternate routes will then be random each month.
- A record of drill practices will be maintained.
- Specific evacuation routes and an evacuation plan will be posted in all rooms occupied by the children. This includes; main classroom, dining room, kitchen, second floor classroom and washrooms.
- The time limit for evacuation of the building as recommended by the Kemptville Fire Department is 1 minute and will be the goal for all practices.
- Specific duties are assigned to teachers and duty parent/ volunteers.

Designated Evacuation Shelter is the Purvis Hall - Library – next immediate building to the north on Heritage drive. The person who discovers a fire should assist anyone in danger and try to isolate any burning area by closing the door. Call 9-1-1!

Procedures to follow in the event of a fire or other life threatening situations on the premises:

1. Upon the sound of the alarm children are to stand up and immediately proceed to the designated line up area. (Instructions posted in each room will specify designated area)
2. As children are lining up, duty parent/volunteer will call **9-1-1** and take cordless remote phone out side. **If in doubt that 9-1-1 has been called, CALL!**
3. Teacher will retrieve classroom emergency information file box, attendance book and any emergency medication.
4. Once children are in line, they will be directed to safety outside, following the posted fire route, or alternate, if necessary. Duty parent/volunteer will lead and teacher is to follow at the end.
5. When children and adults are safely out of the building, teacher will check the number of children against the attendance record. (If parents have arrived before the attendance is verified, they must wait for this procedure to take place before the child is released.)
6. If possible, Director of Programs (or designate) will check the building including washrooms, and any other area where children may hide, to ensure that all duties have been fulfilled and that all persons have left the building. Duty parent/volunteer will be responsible for the pre-school children while this procedure is carried out.
7. Director of Programs (or designate) will ensure that all outside doors are closed.
8. If necessary, Director of Programs (or designate) will order and supervise evacuation to the Purvis Hall – Library until parents are notified and have arrived. Duty parent/volunteer will accompany teacher and children to evacuation shelter and remain until all children have been picked up.

THEMES/UNITS OF STUDY

Our program plans are structured using the E.L.F (Ontario's Early Learning Framework) curriculum and are designed to give the children experiences in art, music and movement, drama, children's literature, socialization and self awareness, large and small muscle development, cognitive development, science, group and independent learning experiences and theme exploration.

Themes are used to provide a variety of learning opportunities and will encourage children to see how things are related to themselves and to each other. Themes provide a focal point by which to organize a series of learning experiences that will encompass language development, social awareness, large and small motor development, spatial and number concepts, art and music appreciation, practical life skills, nature and science, visual and auditory discrimination and personal growth.

The goal of our Nursery School curriculum is to plant the seeds of curiosity, then encourage the children to explore, discover and learn with their peers in large groups, small groups and independently.

September – Getting to Know You!

“All About Me”
Home and Family
Teddy Bears
Colour Day - Blue

February – Heart Stoppers!

Feelings and Emotions
Valentine's Day
Dinosaurs
Colour Day - Red

October – It's Pumpkin Time!

Seasonal Changes and Weather
Thanksgiving - Autumn Harvest
Halloween Party
Colour Day – Orange

March – On the Move!

Transportation - Air, Space, Land and Water
Maple Syrup
Colour Day - Green

November – Winter's Coming!

Hibernation and Migration
Health and Nutrition
Colour Day – Brown

April – A Cloudburst of Activities!

Seasonal Changes and Weather
Easter
Friends Around The World
Colour Day - Yellow

December – A Festive Atmosphere!

Holiday Activities and Celebrations
Christmas Party

May – Marvelous Mother Nature!

Animals and Their Babies
Mother's Day
Gardening and Insects
Colour Day - Purple

January – A Blizzard of Winter Fun!

Wonderful Snow!
Our Five Senses
Colour Day - White

June – When I Grow Up...!

Our Community
Summer Safety
Father's Day
Graduation Celebration – Last Day of School

- If your child has a theme related item they would like to bring to show the class, encourage them to do so.
- Read the parent bulletin board regularly to stay informed of classroom events!
- Theme related field trips (i.e., apple orchard, sugar bush) or special events (i.e., teddy bear day, holiday celebration, special visitor in classroom) are planned regularly.

NORTH GRENVILLE CO-OPERATIVE PRE-SCHOOL AND LEARNING CENTRE

REGISTRATION CHECKLIST

- Before returning your registration package, make sure that **all requested information** is provided.
 - You will receive notice of our parent orientation meeting in August. *(September start)*
 - Remember to bring your Parent Handbook to the parent orientation meeting!
- First month fee of \$98.00 – 2 day program, \$148.00 – 3 day program, post-dated to July 31 *(September start)*
Please make cheques payable to **NGCP&LC**.
- Completed registration form ***(please review and be sure that all requested information is provided!)**
- \$30 registration fee
- Post-dated tuition cheques for the 1st of each month *(October to December)* in the amount of \$98.00 – 2 day program, \$148.00 – 3 day program.
- Signed Policies and Responsibilities form
- Completed Criminal Reference Check by OPP *(one for each parent/guardain wishing to do duty days)*.
- Child's immunization records *(photocopy)*

Have you lived or traveled outside Canada or in a First Nation community where TB is common for a total period of 3 months *(90 days)* or more in your lifetime? Yes No

If you answered "Yes" you will be required to provide the results of a TB test before working in the program as a duty parent. Contact the Leeds, Grenville and Lanark District Health Unit, Kemptville Office at **258-5941**, to arrange an appointment for a two-step Mantoux skin test. *(If you require information regarding countries where TB is common, contact the Health Unit.)*

NOTES/QUESTIONS

NORTH GRENVILLE CO-OPERATIVE PRE-SCHOOL AND LEARNING CENTRE

2011 FEE SCHEDULE

CHILD CARE PROGRAM

Childcare Required	Toddlers (18 mo – 2 ½ yrs)	Pre-School (2 ½ – 4 yrs)	JK/SK (4 – 5 yrs)	School Age (6 – 12 yrs)
Full Time Care * Charged by the month	\$840.00/month 5 full days/wk (lunch & snacks)	\$768.00/month 5 full days/wk (lunch & snacks)	\$543.00/month Non school days and Before and After school *No additional charges for PA days, Snow Days or Christmas/March Break (lunch & snacks)	\$322.00/month Before & after school care X 5 days *Additional charges apply if attending on PA days, Snow days, or Christmas/March Break (am & pm snacks)
			\$370.00/month Before & after school care X 5 days *Additional charges apply if attending on PA days, snow days, or Christmas/March Break (am & pm snacks)	
Part Time Care Options * Charged by the day	Toddlers (18 mo – 2 ½ yrs)	Pre-School (2 ½ yrs – 4 yrs)	JK/SK (4 – 5 yrs)	School Age (6 – 12 yrs)
Full Day &/or PA Days, Christmas/March Break	\$40.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$33.00/day (lunch & snacks)
Snow Days	N/A	N/A	\$35.00/day (must bring lunch)	\$33.00/day (must bring lunch)
Summer Program	\$40.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$36.00/day (lunch & snacks)	\$175/wk (lunch & snacks))
Before & After School	N/A	N/A	\$18.50 (am & pm snacks)	\$16.50 (am & pm snacks)
Before School	N/A	N/A	\$7.25	\$6.25
After School	N/A	N/A	\$11.50	\$10.50

NURSERY SCHOOL PROGRAM (2 ½ - 4 yrs)

2 Mornings/Week Program: (Mon. & Wed. OR Tues. & Thurs.) \$98.00/month	3 Mornings/Week Program: (Mon./Wed./Fri. OR Tues./Thurs./Fri.) \$148.00/month
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