



**PARENT HANDBOOK**

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***Thank you for registering your child in Kettleby Co-Operative Nursery School! We believe we have a truly exceptional program and social environment waiting for your child to discover, and a teacher who delights in seeing each child bloom, each in their special way. We also have a friendly, fun group of parents happy to trade parenting tips and laughs with you. We welcome you and your family to Come Grow with Us!***

## **What is a Co-operative?**

A Co-operative is an independent association of “persons who join together to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.... Co-operatives are based on values of self-help, self-responsibility, democracy, equality.... Co-operative members believe in the ethical value of honesty, openness, social responsibility and caring for others.” – The International Co-operative Alliance Statement on the Co-operative Identity, 1995

## **The Benefits of a Co-operative Pre-School**

Children benefit from a co-operative pre-school by being given the freedom to explore, develop, and to express oneself. Children are able to participate in activities designed with the age and abilities, as well as the needs of the individual child in mind. They are able to socialize with other children as well as adults, develop self-esteem, independence and experience a wide variety of play equipment, expressive materials and media.

Parents of young children often want affordable play experiences for their children as well as support for themselves. Parents involved in a co-operative benefit by being an integral part of their child’s first school experience and being able to witness their child’s development first-hand. Parents find co-operative centres are welcoming places, designed by families to help families. It is an environment of understanding and acceptance. A personal and informal relationship with the teacher makes leaving young children for the first time more comfortable and reassuring.

Parents may discover new talents and resources within themselves by getting involved with the operation of the school. By meeting and socializing with other families, parents often learn that their concerns and problems are not unique. Parental involvement in co-operatives strengthens family life and provides effective insight and support for the whole family.

The teacher can use the parent’s talents, ideas and resources to enhance the program. Since parents are involved in the daily operation of the school, the teacher is able to gain insights into family dynamics, which may help to better understand the child. The parent-teacher relationship in a co-operative is one of mutual respect and consideration.

## **Our Philosophy**

At KCNS, we believe that parents, teachers and the community should work together to provide the best education for our children by creating an environment where, through an individualized play-based program, each child's growth is fostered.

We place strong emphasis on children's social and emotional well-being and believe that a strong sense of self is essential to all areas of development, such as language, cognitive and physical development.

Children are seen as individuals with their own rate and style of learning and unique approach to situations.

At KCNS, play is the medium through which children acquire skills. We encourage each child to develop a strong sense of their own worth, the ability to feel comfortable in various situations and an appreciation of learning.

An important developmental task of the preschooler is to begin the mastery of social skills. At KCNS, we help children to share new experiences with each other through which they develop both a sense of self and empathy towards others.

The role of the Teacher and Duty-Parents is to observe, support and guide the children's experiences so that they engage in positive interactions with one another, within the community and their environment.

At KCNS, it is of utmost importance to us to ensure the enhancing of every child's self-esteem. To this end, the Teacher's relationship to each child is of primary importance. Children are welcomed by the Teacher with warmth and acceptance and the awareness of each child's individual needs. The Teacher is present to support and encourage children in their emerging skills in all areas of development. Parents/Guardians are important partners in this process. Ongoing communication between Parents/Guardians and the Teacher, their involvement in the daily program as Duty-Parents and in the school as a whole, is an integral part of our program.

### ***The objectives of the Kettleby Co-operative Nursery School are:***

- To provide children with a safe and stimulating environment in which to develop socially, mentally and physically
- To show children how adults work together in the community
- To teach children respect for others, themselves and the environment
- To provide parents with the opportunity to be a part of their child's first school experience
- To provide support and insight for the whole family

- To help parents teach their children how to be responsible members of society

## **Program Statement**

At KCNS, we strive to provide a program that offers services to children, their families and the community, that encompasses the research and legislation in Ontario's three major early learning documents: How Does Learning Happen?, The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children and is in accordance with the Minister's Policy Statement on program and pedagogy as issued under Subsection 55 (3) of the Child Care and Early Years Act.

We believe that every child deserves to be treated with dignity, respect and equality. Our school is inclusive to all and we honour and respect all children's beliefs, culture, language and experiences acquired from their family and community.

It is also our duty at KCNS to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

KCNS welcomes all support services and aids in the community to train our teacher, contribute to individual program plans or work in the program as additional support in the classroom. Our teacher will work cooperatively in a professional partnership with all services in place for the well-being of the child, including Service co-ordination meetings to successfully set goals and discuss what strategies will best serve the interests of the child and their family.

At KCNS, it is important to the success of our program to have positive and responsive interactions among the children, parents and me, the teacher. I encourage engagement and open communication with parents about the program and your children. This will be provided through a program called HiMama.

Weekly program plans are also posted on the Teacher's Notices board located outside of the Snack room. The weekly program plan offers specific details about events and activities that are happening in that week. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming at that time.

## **Strategy:**

At KCNS, our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). Parents are encouraged to read this document that is available in the Teacher's office.

We understand that learning and development happens within the context of relationships among children, families, educators, and their environments.

We understand that for children to grow and flourish, the four following foundational conditions need to exist: Belonging, Well-Being, Engagement, and Expression.

These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

<b><i>FOUNDATIONS</i></b>	<b><i>GOALS FOR CHILDREN</i></b>	<b><i>EXPECTATIONS FOR PROGRAMS</i></b>
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child’s healthy development and support their growing sense of self, as well as self-regulation skills
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many	Early childhood programs foster communication and expression in all forms

	ways	including creativity, problem solving, mathematical behaviours and language development
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At KCNS, we will follow these ten strategies to foster these conditions:

Promote an environment which is healthy, safe, and supports general well-being

- Support positive and responsive interactions
- Encourage the children to interact and communicate
- Foster exploration, play and inquiry
- Provide child-initiated and adult-supported experiences
- Plan for and create positive learning environments and experiences
- Incorporate indoor and outdoor play, active play and quiet time
- Foster the engagement of and communications with parents
- Involve local community partners
- Support staff and others in relation to continuous professional learning

KCNS ensures that all new staff and volunteers review this program statement prior to interacting with the children; and, that all staff and volunteers review this program statement at any time that it is modified or at least annually.

Plan of Action:

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, a daily schedule that lists when activities occur throughout the morning is posted in each room and on the Teacher's Notices board.
  
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and

ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). To facilitate this, our Teacher's Program Plan will describe the specific learning experiences planned for the children or documented by the end of the day in each curriculum area. The Program Plan is posted on the Teacher's Notices board.

3. Our teacher uses observations, knowledge of child development and the children's cues to promote continuous learning opportunities. At KCNS, we support and encourage families to be active participants in their child's learning environment. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, our teacher strives to create and provide learning experiences that meet the individual physical, social, emotional and intellectual development of the children.
4. Play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children. Materials reflecting people with disabilities and diverse cultures are placed in an inclusive manner throughout the room. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways.", (HDLH, p. 20). To achieve this we aim to ensure an inclusive indoor physical environment that is reflected in many different ways, such as planned learning experiences, displays, art materials, books, music, props, accessories and language.
5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, a stimulating visual environment is achieved through displays situated at the children's eye level, which promote spontaneous interactions, logical thinking

and memory recall. Parent participation and community involvement are encouraged in this. Displays of people with disabilities, diverse cultures and family structures will also be placed in an inclusive manner throughout the room.

6. Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). To facilitate this, children will be exposed to Sensory experiences that include documented learning experiences referring to one or more of the five senses, and Science and Discovery experiences that provide the children with the opportunity to experience natural objects, environments and/or events.
7. Children develop self-expression and individuality when provided with creative art experiences using a wide variety of mediums. Realistic expectations and flexibility within the Daily Schedule and being responsive to the children's interests allow for the time to complete and/or extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). To facilitate this, our teacher provides an art program that uses a wide variety of safe, developmentally appropriate art materials and equipment, exposing children to many different art mediums. The teacher and the structure of the program allows for time to complete and/or extend the creative process. Materials reflecting diverse skin tones are placed in an inclusive manner.
8. Literacy is an essential part of the KCNS program. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). To achieve this, children have opportunities throughout the morning to be read to individually, in groups and on their own. Books are carefully chosen based on content, language and illustration and reflect diverse people, cultures,

disabilities, different languages and real images. Borrowing books occurs often and encourages the link from school to home.

9. At KCNS, children are exposed to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities as described in the same quote as above from HDLH. In support of this, our teacher strives to incorporate language and literacy materials throughout all learning areas. Language and literacy learning experiences are planned daily.
10. From the earliest age, children are naturally and joyfully experimenting with sounds, rhythms, chants and rudimentary melodies. By exposing children to an assortment of cultural music and musical genres, skills such as language development, rhythm awareness, self-regulation and self-concept are promoted. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, different genres of music are the background to daily play. Age appropriate music programming with appropriate accessories played in a meaningful manner that benefits the learning opportunities and experiences is provided weekly along with daily singing at circle and transition times.
11. Active physical play learning experiences are provided daily for chat KCNS. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, p. 29-30). To facilitate this, physical play learning experiences where children are given choices, are planned and provided. These experiences may be indoor or outdoor, in different weather conditions.
12. At KCNS, children have access to an ample selection of props and blocks, children can build, create and explore concepts. This encourages the development of spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this,

opportunities for spontaneous cognitive and manipulative learning experiences are provided throughout the morning. Our program is planned to ensure that the development of cognitive and manipulative skills of the children based on their cues and interests is encouraged.

13. Children are provided daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Opportunities for spontaneous cognitive and manipulative learning experiences occur throughout the morning. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, p.15). To facilitate this, the teacher plans the program to support the development of cognitive and manipulative skills of the children based on their cues and interests. Children will have access to a selection of accessories and materials, such as counting and sorting games, puzzles, cause and effect toys, lacing beads, sewing cards and shape sorters.
14. Children enhance their social interaction skills, emotional development and language extension through open-ended, dramatic play. "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others."(HDLH, p. 24). To achieve this, we provide a Dramatic Play environment and accessories to encourage imaginative play with three or more role-playing possibilities.
15. Compliance with the Regional Public Health Procedures and Practices ensure that we provide physical, instructional, and early learning and care supports for our teacher and duty parents for diapering/toileting routines. In support of this, all accessories and washroom fixtures are in good condition and all diapering supplies are available and close at hand. Diapering procedures are posted in the washroom.
16. Snack time is a chance for positive learning experiences that promote social interactions and self-help skills. The Teacher and Duty-Parents encourage children to have a healthy respect for food and eating. This is a wonderful time to engage and develop relationships with all of the children. In support of this we will ensure that children are encouraged, but never forced to eat food, that the Teacher and Duty

Parents sit and engage with the children during snack time and facilitate a positive social experience.

17. At KCNS, we strive to make sure that all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff and that we provide health and safety resources on topics that are relevant to the children and families at the school. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we remove anything that is potentially dangerous to children. Anything done to maintain cleanliness, including toy and equipment washing will follow the current Regional Public Health Cleaning Guidelines and Schedules.
18. We ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this our toy and play equipment washing schedule identifies categories of toys and play equipment, and that it is signed and/or initialed and dated by the duty parent when complete; as soon as toys and/or play equipment become soiled, they are properly cleaned.
19. We provide the environment and practices for proper hand hygiene procedures that promote healthy living and support the individual child's lifelong learning of proper hand hygiene. To facilitate this, the teacher and duty parent's role-model proper hand-washing procedures for the children through the use of the visual hand-washing schedules. Glove usage provides barriers to potential illnesses and exposure to harmful materials and will be worn when necessary. The Teacher/Site Supervisor will monitor duty parents hand hygiene practices to support awareness and healthy habits.
20. Transitions can be a challenge and learning opportunity for children. Being aware of the individual children's cues as they further develop their self-regulation and self-help skills as well as positive interactions during transitions, provide a supportive learning environment. In support of this, children are made aware of upcoming transitions and singing is used to facilitate smooth, positive transitions. The Teacher and Duty-Parents are aware at all times of the number and names of children that are in their care. All arrival and departure times are accurately documented on the Main Attendance Record in pen by parents and confirmed by the teacher.
21. At KCNS, all adults are expected to promote a positive and supportive approach to all

interactions with all children, peers and other adults in the room, role-modeling appropriate social skills throughout the morning to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, p. 36). To achieve this, the Teacher and Duty-Parents will direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours.

22. The Teacher and Duty-Parents work as a team and with engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, the Teacher and Duty-Parents will communicate and work together to ensure the whole room environment is supervised at all times.
23. We support our Duty-Parents with guidance from the Teacher, in their competencies to follow the cues of children and provide interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH p. 35). To facilitate this, children are provided with choices, time and materials so that they may follow their own learning goals.
24. Interaction with children should be in a way that fosters self-esteem. Children need support as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, p. 24-25). In support of this, our Teacher and Duty-Parents will role-model how to accomplish tasks, assist children to process their own emotions and learn to identify the emotions of others, and provide encouragement on how tasks are completed.
25. At KCNS, we promote the use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, p. 41). In support of this, the teacher and duty parents use

developmentally appropriate strategies to support the behaviour of the children within the room, while also role-modeling positive guidance strategies and encouraging children to problem solve as needed. Developmentally appropriate strategies will consistently be used when re-directing the children and they will be aware of the individual behaviours of the children in their care and can anticipate potential situations.

26. Our Teacher strives to balance verbal/non-verbal interactions with children and provide experiences and opportunities to assist in extending the learning with all children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, p. 41). In support of this, our Teacher and Duty-Parents allow children to respond by using language or gestures. They will respond to all form of communication initiated by a child. Active listening skills are to be modeled by the adults and, where possible they use language to extend the children's vocabulary. Verbal and non-verbal interactions between children are encouraged.
27. Our Teacher uses observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Our Teacher encourages the children to question, problem-solve and experiment. Our Teacher and Duty-Parents balance verbal/non-verbal interactions with children, while providing experiences and opportunities to assist in extending the learning with all children. The Teacher and Duty-Parents will role-model positive social interactions with the children.
28. We strive to ensure children are able to engage in outdoor play experiences safely, while being well-shaded and well-supervised. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Developmentally appropriate 3-D materials, balls and equipment are in good condition and accessible to the children. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, p. 19). In support of this, our Teacher ensures that time is scheduled to set up the playground or indoor gross motor play areas prior to children having access to it to decrease wait times and maximize children's participation. The Teacher and Duty-Parents also ensure that any unsafe conditions or situations are quickly remedied and that they have access to a communication device to quickly obtain assistance when needed and a first aid kit is accessible to outside to deal with emergencies promptly. Storage exists for all

outdoor equipment to ensure that it is stored and maintained in a safe manner. Resources are provided to families to assist them in accessing programs and information within the community.

29. Throughout the school year, KCNS collaborates with local community partners. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p.19.). In support of this, up-to-date community information is available for parents about the elementary schools, family support programs and recreation programs within the neighbourhood. We have field trips to different places within our community and take part as a school in community events.
30. We support our Teacher in continuous growth and professional learning. Research, theory and practice suggest that one of the things important to achieve a high quality program is to “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”.

**Practice:**

The following eight practices implement, monitor and evaluate our action plans and allow us to continually improve our performance.

1. All new staff upon hiring, and all existing staff, annually will acknowledge and review the program statement, and all relevant and attached guidelines.
2. Annually, parent surveys will be conducted to assess our performance against the 10 key requirements.
3. Each Program Plan of Action will undergo an annual assessment for compliance and necessary updates.
4. Bi-monthly the Teacher and the President or Human Resources will meet to discuss performance against the Program Statement and a plan for improvement or changes as necessary.
5. Annually a meeting will be scheduled with the Teacher, President and Human Resources to review and discuss performance relating to the Program Statement and to set goals for the upcoming year.

6. Provide the goals and achievements relating to the Program Statement, discussed at the annual meeting with the Executive and incorporate their feedback into the plan for the upcoming year.
7. In order to support the Teacher in their continuous growth and professional development, time and money will be budgeted to support the Program Statement needs.
8. Annual performance review of the teacher will include a self-assessment of the ten key strategies promoted by the HDLH document where they will outline successes and goals for improvement for the upcoming year, relating to these strategies.

## **FAMILY ETIQUETTE**

Parents/ guardians are requested to:

- return any forms by the date requested
- treat the staff with respect
- discuss any concerns privately with the Supervisor or staff, or if necessary, the Board of Directors
- make appointments at a mutually convenient time for themselves and the school
- actively participate on the Board of Directors or as a Committee member
- sign a contract acknowledging they understand their responsibilities to the school staff

## **PARENT/GUARDIAN INVOLVEMENT**

**KCNS** is committed to effective communication with families. To this end, we encourage parents to:

- actively communicate with the staff, at any time, about their child to build a positive relationship
- take a few minutes at the beginning of the day to let the staff know about any event that could affect their child's day
- bring in supplies (yarn, paper rolls, egg cartons) for creative activities
- share their talents or interests with the centre
- participate in field trips
- read the weekly email which outlines important information, upcoming events, weekly themes and program activities

## **Admission Requirements**

Children are eligible for enrolment from the ages of 30 months to four years (pre- JK). Limited enrolment is available for children ages 24 to 30 months. Children under 30 months will be assessed by the teacher and accepted provided they are ready for our preschool program.

An interview and tour of our facilities can be arranged for you and your child to meet the teacher, answer any questions and to complete admission forms prior to enrolment.

Due to the above mentioned regulation and the co-operative nature of our school, we have limited enrolment for non-duty families.

## **Children's Records**

KCNS will ensure that up-to-date children's records include the following:

- An application for enrolment signed by a parent of the child.
- The name, date of birth and home address of the child.
- The names, home addresses and telephone numbers of the parents of the child.
- The address and telephone number at which a parent of the child or other person can be reached in case of an emergency during the hours when the child receives child care.
- The names of persons to whom the child may be released.
- The date of admission of the child.
- The date of discharge of the child.
- The child's previous history of communicable diseases, conditions requiring medical attention and, in the case of a child who is not in attendance at a school or private school within the meaning of the Education Act, immunization or any statement or required form completed by a parent or legally qualified medical practitioner as to why the child should not be immunized.
- Any symptoms indicative of ill health.
- A copy of any individualized plan.
- Written instructions signed by a parent of the child for any medical treatment or drug or medication that is to be administered during the hours the child receives child care.
- Written instructions signed by a parent of the child concerning any special requirements in respect of diet or physical activity.

Note: If information is not available, either because a certain section is not applicable to a given child or the family does not wish to provide the information, KCNS will record the reason that the information is not available.

These records will be kept on the premises of KCNS and will be available for inspection by a Ministry Inspector, Supervisor or Program Staff at all times for each child attending KCNS.

All children's records will be maintained for at least three (3) years from the date that the child is discharged from KCNS, and upon request, this information will be made available to the Ministry of Education.

KCNS ensures that a medical officer of health (or their designate), upon producing proper identification, will be permitted to inspect (and copies provided to them upon their request) a child's record with respect to:

- The name, date of birth and home address of the child.
- The names, home addresses and telephone numbers of the parents of the child.
- The child's previous history of communicable diseases, conditions requiring medical attention and, in the case of a child who is not in attendance at a school or private school within the meaning of the Education Act, immunization or any statement or required form completed by a parent or legally qualified medical practitioner as to why the child should not be immunized.
- Any symptoms indicative of ill health.

### **Safeguards**

Personal information gathered by KCNS is kept in confidence. Personnel are authorized to access personal information based only on their need to deal with the information for the reason(s) for which it was obtained.

Safeguards are in place to ensure that the information is kept safe and is not disclosed or shared more widely than is necessary to achieve the purpose for which it was gathered. Measures that have been taken to prevent its being lost or destroyed include:

- Paper information is either under supervision of the Supervisor/Teacher or secured in a locked area within the school; when paper information is not being used, it is stored in a fire-proof and water-proof location
- Electronic hardware is either under supervision by the Supervisor/Teacher or secured in a locked or restricted area at all times; in addition, all electronic devices are password protected
- All electronic data is backed-up regularly and is stored off-site at in case of a fire, flood, break-in or other situation that might put the personal information in danger of being damaged, destroyed or placed in an unauthorized person's hands
- Paper information is transmitted through sealed, addressed envelopes or boxes by reputable companies

- Supervisor/Teacher, Executive Board and Duty Parents are trained to collect, use and disclose personal information only as necessary to fulfill their duties and in accordance with privacy policies

### **Destruction of Records**

Paper files that contain personal information will be destroyed by shredding. Electronic information will be destroyed by deleting it, and when the hardware is discarded, it will be ensured that the hard drive is formatted to erase any information contained within.

### **Fees**

A non-refundable registration fee of \$75.00 is collected to ensure a space will be available for your child. The fee is payable at the time of registration and is non-refundable unless your child cannot be accepted by the school.

A meeting deposit fee of \$50.00 is also required at the time of registration. This fee, set by the Executive, is to ensure that all members of the co-operative attend general meetings and stay informed of what is happening within the school.

Post-dated tuition cheques are to be handed in with your completed registration package to the Registrar. The fee schedule is in the Registration Package. In accordance with our license, a child cannot start school until **ALL** forms have been received and processed. Families will be contacted if there are forms outstanding prior to the start of school.

### **Withdrawal Policy**

Written notice must be given should you wish to withdraw your child from the school one (1) month prior to the date of your child's withdrawal. There are no refunds after March Break.

The Executive Board reserves the right to suspend or withdraw services if the rules of KCNS are not followed or if the behaviour of the child or the family interferes with the School's program and hours.

When problems are observed, the following steps will be followed:

Minor infractions of the rules or behavioural problems will result in a verbal warning from the Supervisor/Teacher and clarification of the School's policies; all verbal warnings will be documented and placed in the child's file.

A report of the behaviour or a serious incident will result in the Executive Board being notified while ensuring confidentiality of the family, as well, a written warning will be sent to the family

The family and/or the Executive Board may request a meeting to follow up on the written warning

In the case of a serious incident, a plan that is mutually agreeable to the School and the family may be required before the child is re-admitted to the school

Three written warnings within a 10-month period will result in withdrawal of services by KCNS.

### **Class Size**

The Ontario Child Care and Early Years Act regulate the acceptable ratio of adults to preschool children. This allows KCNS an 8:1 ratio of children to teacher. Since another staff is required when a ninth preschooler is in attendance, it is necessary to have two Duty-Parents to replace that staff. At no time is one Duty-Parent sufficient to meet ratio requirements.

We accept no more than fourteen children on any day.

## **Part 2: School Routines**

**Hours of Operation**

**Parking at the school**

**Suggested clothing, gear and necessities**

**Arrival Routine**

**Dismissal Routine**

**Program Schedule**

**First Days at School**

**Tips for Letting Go**

**Snack Preparation and Routine**

**Absences**

**Change of Address, Phone Number, Employment**

**Parent/Teacher Interviews**

**Communications**

**Security**

**Washroom and Hand-washing Procedures**

**Diapering Procedure**

**Toilet Training**

**Toys**

**Celebrating Birthdays**

**Special Class Events**

**Field Trips**

## **Days and Hours of Operation**

KCNS operates Monday through Thursday from 9:15 to 12:15.

We follow the same holiday schedule as the York Region District School Board, including Thanksgiving Day, Winter Break, Family Day, March Break, Good Friday, Easter Monday, Victoria Day and any P.A. Days that do not fall on a Friday.

Should it be necessary to close the school on any other day, due to loss of power, loss of water, flood, fire, inclement weather or any other unforeseen circumstance, families will be notified as soon as possible via email which we need a response to. If there is no response to the email, then families will be called. If you are uncertain whether or not the school will be opening, please contact the Teacher.

For inclement weather, if the YRDSB cancels their buses, we close the school. This call is usually made by 7:00 am. You can find out if buses are cancelled by going on the YRDSB site, or from any of the following radio/TV stations:

CITY TV – Breakfast Television, CFTO, GLOBAL NEWS, CP 24, CTV BARRIE

590AM, 640AM, 680AM, 860AM, 1010 AM, 1050AM, 1540AM, 1580AM, 88.5FM, 89.9FM, 92.5FM, 93.1FM, 94.9FM, 95.9FM, 97.3FM, 98.1FM,99.1FM, 99.9FM, 100.7FM, 101.1FM, 102.1FM,104.5FM, 107.1FM

## **Parking at the School**

### **IMPORTANT**

### **NOTE:**

To ensure the safety of all children, please **DO NOT** park your cars beyond the North end of the church building, near the playground.

All cars must be **BACKED IN** to their spots at arrival and departure times, giving drivers an unobstructed view. Parking in the circular driveway of the front church entrance is prohibited, as this is a fire lane.

## **Suggested Clothing, Gear and Necessities**

Nursery School is a time for children to explore and experiment with all sorts of materials. At KCNS we love to do messy crafts and science experiments! Please do not send your child to school in clothes that are special or cannot get dirty. Consideration is taken to do not so messy things on days when we have a special day at school where children may be dressed up. (Halloween, parties, etc.)

Please ensure your child comes prepared for outdoor play each day. It is the parents' responsibility to apply sunscreen and insect repellent before school.

**All** of your child's belongings must **be clearly labeled** with their name: clothing, shoes, boots, jackets, mittens, hats, snack bags, snack containers, reusable water bottles etc.

For your child's cubby:

- Comfortable, supportive indoor shoes (velcro are easiest, please no crocs/slippers)
- Complete change of clothes (underwear, socks, pants, shirt)
- Diapers/pull-ups, wipes and cream, if required

Gear:

- Snack Bag
- Child's reusable travel water bottle (lidded, leak proof)
- Sun hat
- Raincoat and splash pants
- Rain boots
- Winter coat and snow pants
- Winter boots insulated and waterproof
- Winter hat, mittens or gloves (preferably waterproof)

### **Arrival Routine**

Morning Circle begins promptly at 9:15am. It is best to arrive between 9:00am and 9:15am so children can get ready for the morning. Duty Parents arrive at 9:00am to begin setting up for the day. We ask that you do not arrive with your child prior to 9:00am. **Parents are responsible for their children until 9:15am.**

Remove outdoor footwear (parents too please), upon arrival at the school. It helps keep our floors and carpets clean and free from dust, mud, slush and moisture.

Hang up child's outerwear in designated cubby in the Snack Room and change into indoor shoes.

Place labeled snack bag on the snack table.

Quietly sit on the carpet and look at books. Children are discouraged from running and boisterous play once inside the school. They are reminded to use walking feet and inside voices.

Unless the child is experiencing separation anxiety, parents are advised to leave once the Teacher begins Circle.

Late comers are asked to wait with their child in the Teacher's office and remove outerwear to avoid further disturbance when they join Circle Time. When there is a

natural break in Circle Time, a Duty-Parent will come to escort your child into the room. It is important for your child to arrive promptly to receive the full benefit of the day's program and to avoid distracting the other children once activities have begun.

### **Dismissal Routine**

The Teacher dismisses children to their parents at 12:15pm, after Goodbye Circle. Children are dismissed from outside in the Playground, from the Gym or the Snack Room.

If someone other than yourself is picking up your child from school, please ensure the Teacher is notified and the name of the person picking up your child is listed on the Emergency Contact Form you completed in the registration package. If something happens and you are unable to return, the Teacher may release your child with telephone authorization at his/her discretion.

### **Program Schedule**

- 9:00           Duty Parents arrive
- 9:10           Children arrive, get ready and sit for Circle
- 9:15           Morning Circle
  - Attendance
  - Hello song
  - Calendar and Weather
  - Sharing news and events
  - Discuss activities for the day
- 9:30           Craft and Free Play in the Craft Room
  - Organized craft
  - Painting
  - Playdough / Sand / Chalk
  - Themed discovery toys and centres
  - Role playing
  - Construction
- 10:30          Washroom Routine
- 10:40          Snack
- 10:50          Small Group Learning and Quiet Activities
  - Early literacy, early numeracy and early printing

- Cognitive toys and games
- Fine motor skills
- Books

11:30 Story and Song Circle

- Instruments
- Music and movement

11:45 Gross Motor Play

- Outside in Playground or in the Gym
- Apparatus / riding toys / parachute

12:15 Good-bye Circle

- Children are dismissed to their parent

### **First Days at School**

For many children, KCNS will be your child's first time that they will be left without their parents/caregivers in a new and unfamiliar environment. Subsequently, we suggest that you make yourself or another trusted adult, available to stay with your child for a couple of mornings, if necessary, at the start of the school year. This gives your child the opportunity to explore their new surroundings and get to know the Teacher, while having a loved one close at hand for safety and comfort.

When it is time for you to leave, explain that you are leaving and will be back soon to pick them up. Your child may cry and want you to stay. We understand how hard it is to leave a crying child, but the Teacher will recommend you leave anyway. The Teacher or a Duty-Parent is there to comfort your child while you are gone. Gradually, the separation time will increase, and your child will begin to feel secure in this new setting, understanding that you will always come back at the end of the morning. If your child is suffering separation difficulties, plan to arrive back at the school 10 – 20 minutes before the dismissal time.

Please discuss any concerns with the Teacher.

### **Tips for Letting Go**

Let your child linger near you

Arrive to school earlier to allow you and your child to have time together before activities begin

Allow time for your child to show interest in an activity, then let them know that you are leaving

Remember that watching is a form of participation

Remember that each child has their own individual reaction to other children and adults

Let your child be themselves

## **Snack Preparation and Routine**

### **KCNS is a Nut Free School**

It is our responsibility to prepare and send nut-free snacks. Please ensure the snacks you send are in packages that are labeled “Nut Free” from the manufacturer.

Snack time at school is a relaxed social time when children sit down together to enjoy each other’s company. Children are discouraged from sharing snacks.

Parents are asked to send nutritious snacks – please no chips, candy, pop etc. In warm weather please ensure your child has enough to drink. We recommend sending reusable water bottles designed for children, instead of plastic water bottles or juice boxes.

KCNS encourages litter-less snacks: sippy cups, yogurt and applesauce in small containers with lids, etc. Uneaten food and drinks will be sent home.

Fruit and vegetables such as grapes, oranges, apples, cherry tomatoes and carrots should be cut into small pieces to prevent choking.

### **Absences**

If your child will be late or absent, you must contact KCNS no later than your child’s arrival time. You may call the school or email the Teacher. This will facilitate planning for the program.

If your child is not coming due to illness, it is important when you contact the school to notify the Teacher about the sort of illness that your child has contracted. This will help the Teacher and Duty-Parents to identify symptoms in other children with whom your child has come into contact.

Refunds are not given for days on which your child is absent whether due to illness, vacation or appointments, nor does the school provide make-up days.

## **Change of Address/Phone Number/Employment**

It is imperative that KCNS be notified immediately of any change in the family home address, any telephone numbers, parent's place of work or emergency contacts.

## **Parent/Teacher Interviews**

If you should wish to discuss your child's progress or development, you may arrange an interview with the Teacher at any time throughout the school year. Please initiate this by speaking to the Teacher to arrange mutually convenient time.

## **Communications**

The Teacher sends a weekly email with the weeks Program Plan and any other information you need to know for the upcoming week. Please check your email regularly for important notices, updates and events for the school. Also see the School Events board located outside the Craft Room.

HiMama will be used by me to record activities and updates throughout the day. It will provide you with a complete history of your child's experience in our program with photos stored safely and securely in a journal format.

You will also receive weekly emails which include the weekly program plan and any other important information needed for the week. The weekly program plan offers specific details about events and activities which is a tool parents can use for involvement by bringing in resources such as books, pictures, costumes or music which are relevant to the programming at that time. A copy of the weekly program plan will also be posted outside of the Snack Room.

## **HiMama**

HiMama will keep you in the loop with digital updates on your child to complement our important face-to-face interactions. It is also a great way to reinforce your child's in-program learning at home, as you'll have timely insight into what they've been working on throughout the day.

Updates of your child will automatically be sent to you via email. You may also elect to login to your special Parent Portal online or via the HiMama Parent app. At that point you can create an account. If you want to share updates with additional family members, you can also do so once you've created an account.

You can visit the HiMama website where you can find HiMama's page dedicated to Internet Safety, an FAQ page with answers to frequently asked questions, as well as a Contact Us page if you have specific questions.

## **Security**

In keeping with the Ministry of Education guidelines, all teaching staff and volunteers, including Duty-Parents and Executive Board Members, must undergo a Vulnerable Sector Screening Police Check.

All children are supervised at all times. Anytime they need to leave the classroom, including washroom visits, an adult accompanies them.

After Circle Time, the door to the school is locked and stays locked until 12:00 pm, just before school dismissal time.

## **Washroom and Hand-washing Routines**

At 10:30am we have scheduled a break before Snack when each child washes their hands and are asked if they need to use the toilet. All children and Duty-Parents are required to wash their hands. We support toilet training whether training pants or pull-ups are used. However, children are taught to wash their hands after using the toilet and before eating to encourage good hygiene practices.

Duty-Parents do not change diapers or pull-ups as a matter of course at this time. If the child is in obvious discomfort or has had a noticeable bowel movement, Duty-Parents will, of course, change the child.

**Hand-washing:** Since the water supply at school comes from a well, we should be conscious about conserving water.

- Apply soap to the child's hands
- Encourage child to rub vigorously between fingers as well as fronts, backs and wrists of both hands - "make lots of bubbles!"
- Rinse hands
- Dry with a paper towel
- Discard paper towel in the bin provided, but discourage children from touching the garbage or the lid

**Public Health has provided a detailed procedure of hand-washing, which can be found illustrated on the poster in the bathroom, the craft room and the snack room.**

## **Diapering Procedure**

Never leave a child unattended on the change table. Make sure everything you need is within easy reach

1. Gather child's diapering supplies from cubby. Assemble supplies within easy reach. Use disposable, sanitary gloves. Use skin care products only if requested by a parent and only for the designated child.
2. Hold child away from your clothes as you place him/her on the change table. Remove diaper, folding soiled surface inward
3. Clean child's skin with a moist disposable bottom wipe, wiping from front to back. Remove all soil: remember the skin creases.
4. Place soiled diaper and disposable bottom wipe in a plastic garbage bag.
5. Wipe hands on a clean, disposable bottom wipe and discard it in a plastic bag
6. Fasten new diaper in place and dress the child.
7. Wash child's hands following the hand washing procedure outlined above. Return the child to the play area.
8. Sanitize change table surfaces with a sanitizing solution and a disposable towel. Let area dry to prevent irritation of children's skin
9. Rinse any soiled clothing in the toilet and then place in plastic bag and return to the parent at the end of the day. Wash hands following hand wash procedure outlined above.
10. Report any abnormal skin or stool conditions to supervisor and parents.
11. Soiled diapers, wipes and change paper are sent home with the child, daily. Do not leave in a garbage can. Please do not throw them out in the church's roadside garbage bins.

## **Toilet Training**

Parents/Guardians are encouraged to discuss their child's toilet training with the Teacher so that a co-operative and consistent effort can be achieved. Children receive positive reinforcement for their success using the toilet; similarly, we are accepting when accidents occur. Learning to use the toilet takes a long time and it is also usual for a child to regress.

Please send ample changes of clothing throughout this time.

In order to permit Circle to start on time, Parents/Guardians or Caregivers must check and change their child's diaper if necessary upon arrival at the school. Children in training should be taken to the washroom by their Parent/ Guardian or Caregiver before the start of Circle Time.

## **Toys**

Children are not permitted to bring toys from home to school, unless asked to do so in order to participate in a particular activity such as Show and Tell. Toys can get lost or broken and often create feelings of jealousy between children. Starting in October, each child will have one opportunity per month to bring something to school to show their friends at circle time.

### **Celebrating Birthdays**

Birthdays and special occasions are an exciting thing for children to share together. If you do wish to bring in a snack for the class to share, it must be commercially bought and labeled nut free. Homemade treats are not permitted.

Public Health requires that during operating hours, food provided for group consumption (i.e. sharing), must be from approved commercial food sources. If any food is provided, KCNS must maintain a log, document name and parent, food item, place of purchase and names of who consumed them.

### **Special Class Events**

#### **Class Parties**

KCNS celebrates Halloween, Christmas, and Valentine's Day by having class parties. The dates of the parties will be marked on the Duty Schedule Calendar and also emailed to you in advance. We also have an End of Year class party, usually scheduled for the end of June.

The Teacher organizes an extra special craft; children can dress up for the occasion and are welcome to wear Halloween costumes or seasonal outfits. The day is fun and special! If you have any suggestions that might make the morning extra special, please let the Teacher know in advance.

As with birthdays, no homemade food may be brought in to share with the class. Any food to share with the class must be made in a commercial facility designated nut free and clearly labeled. All shared food must also be documented, as outlined in "Snack Preparation and Routine".

#### **Field Trip Policy**

At KCNS we schedule a field trip every other month, or as the schedule allows, during regular school hours.

A Trip Co-Ordinator is chosen at the first General Meeting in September.

The Trip Co-Ordinator works with the Teacher, choosing different trips that support learning in the classroom, expose the children to new experiences and involve them further in our community.

A few weeks prior, you will receive an email from the Field Trip Coordinator with all the details. The trip will also be noted on the Duty Schedule Calendar and posted on the Parent Notice Board.

Children attend field trips with their parent, relative or caregiver who is responsible for transportation to and from the activity and supervising that child throughout the activity.

Any adult who is responsible for a child on a field trip must have submitted a Vulnerable Sector Screening Police check to the school before attending any field trip.

**Part Three: General Policies and Procedures**

**Anti-Racism**

**Bike Helmet**

**Child Abuse**

**Compliance with Policies and Procedures**

**Confidentiality and Non-Disclosure**

**Grievances, Complaints and Concerns**

**Inclusion**

**Income Tax Statements**

**Insurance Coverage**

**Licensing and Other Inspections**

**Privacy Policy**

**Valuing Diversity**

**Vulnerable Sector Screening**

**Weather**

## **ANTI-RACISM AND DIVERSITY POLICY**

As a community-based, not-for-profit, co-operative nursery school, we are committed to the principles of racial and cultural equality. KCNS firmly believes that ethnic diversity strengthens and enriches our school socially, culturally and economically and that racism creates barriers for children and their families and contravenes the fundamental principles of the school.

To ensure a steadfast commitment to these principles, KCNS believes that constant and continuing efforts must be made to develop and enforce anti-racism policies.

Specifically, the school is committed to:

Developing an environment and creating programs that promote and respect the beliefs, values and practices of all, encourage diversity, knowledge, and understanding, and actively promote anti-racism

Encourage open discussion with the Teacher and Duty-Parent Volunteers about issues as they arise

Reviewing the philosophy with the Teacher and all participating individuals to ensure they understand and adhere to it

## **BIKE HELMET POLICY**

Safety of the children is one of our major concerns at KCNS. The bike helmets that the children wear need to fit properly in order to give optimal defense in case of an accident.

Properly fitted helmets should:

Fit comfortably on top of the head and sit low on the forehead, just above the eyebrow (the helmet should not move if you shake your head)

Have an outer shell inner protective liner, chin straps that hold the helmet firmly in place, and adjustable sizing pads

Meet SPCS, CSA or Snell standards

Wearing a baseball cap or any other headgear changes the fitting of the bike helmet on the head...

The thickness of the hat under the helmet raises the helmet above the head; the result is that the helmet covers less of the head than it should, leaving the sides unprotected

Raising the helmet on the head destabilizes it by moving the sides that normally keep the helmet steady, up and away from the sides of the head  
Having steel buttons (top of baseball cap), on top of the head could concentrate the force of the blow during an accident on one spot; the helmet is designed to spread out the force of impact to prevent the skull from fracturing.

## **Child Abuse and Neglect Policy and Procedures**

KCNS recognizes that each of us has a responsibility for the safety and welfare of children. The Ontario Child and Family Services Act (CFSA), states clearly that members of the public, including professionals, such as Early Childhood Educators and those working with children, have an obligation to report suspected abuse promptly. If they suspect a child is or may be in need of protection from physical, sexual and emotional abuse and/or neglect by the person in charge of the child by failure to adequately care for, provide for, supervise or protect the child, they should report to the Children's Aid Society or Child and Family Services. A CHILD IS IN NEED OF PROTECTION WHERE

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by that person's failure to care and provide for or supervise and protect the child adequately.
2. There is a substantial risk that the child will suffer physical harm inflicted or caused as described in clause (1).
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a substantial risk that the child will be sexually molested or sexually exploited as described in clause (3).
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not or refuses to provide, and is unavailable or unable to consent to the treatment.
6. The child has suffered emotional harm, demonstrated by severe,
  - (a) Anxiety
  - (b) Depression

- (c) Withdrawal, or
- (d) Self-destructive or aggressive behaviour,

and the child's parent or the person having charge of the child does not or refuses to provide and is unavailable or unable to consent to services or treatment to remedy or alleviate the harm.

7. There is a substantial risk that the child will suffer emotional harm of the kind described in clause (6), and the child's parent or the person having charge of the child does not or refuses to provide and is unavailable or unable to consent to services or treatment to prevent the harm.
8. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not or refuses to provide, and is unavailable or unable to consent to treatment to remedy or alleviate the condition.

### ***REPORTING CHILD ABUSE***

Daily records should document any observed incidents of a minor nature that re-occur and cause concern for the child's safety. Included is a description of the observed injury, including size, shape, colour and location on the body. Any drastic changes or chronic problems with the child's health or behaviour are noted. Any direct quotations related to child abuse from the child and/or staff member are noted. Any dramatization or direct quotations by the child during fantasy play are noted.

### **PROCEDURE**

It is the legal responsibility to report any suspicion of child abuse encountered in the course of one's professional duties. The responsibility to report those suspicions applies not only to individuals directly involved with the children, but to any volunteers, students or support staff who have contact with the children. Suspected cases of child abuse by a staff member of the day nursery must be reported to the Ministry as well as the Children's Aid Society.

1. Staff members need to report any and all suspicions to the Children's Aid Society themselves and report to the program coordinator as well.
2. A call to police or an agency answering service does not constitute a report - the caller must make the report of suspected child abuse directly to a qualified Children's Aid Society staff person. This needs to be done first hand by the staff member, not

someone with second hand information.

3. The information that the report should contain is:
  - (a) The name and address of the child
  - (b) The name and address of the individual suspected of abuse
  - (c) The nature of the suspected abuse (e.g. all physical and behavioural indicators leading to the conclusion of suspicion, including remarks from any interviews)
  - (d) The name, address, phone number and professional title and duties of the person making the report
  - (e) Any contacts made with relevant agencies or individuals (these people may be called upon at a later date)
  - (f) The date, time, name and professional title of the person receiving the report should be noted further reference, if required
  - (g) Update child's file and keep separate from regular files

### **ALLEGATIONS OF CHILD ABUSE AGAINST A STAFF MEMBER**

KCNS's procedure on abuse allegations or charges against a staff member is as follows:

- a) The person making the allegation should note, in writing, the reasons of the allegation and report the allegation to CAS.
- b) If the individual making the allegation is a staff member, he or she must subsequently inform the Supervisor of the allegation.
- c) The accused staff member shall be given work under the constant supervision of a senior staff member (one not involved in the allegation) or, given time off with pay until the investigation is completed.
- d) In addition to the CAS investigation\_\_\_\_\_ will conduct an investigation into the alleged abuse as quickly as possible. The investigating committee will consist of the Supervisor and three members of the Board of Directors. The investigation committee shall NOT include the person making the allegation, even if that person is a member of the Board.
- e) Where the allegations are made against the Supervisor, the need for an investigation shall be determined by and carried out by the Board only. The Supervisor shall be under constant supervision of an individual so designated by the Board.

- f) If a formal charge of abuse is made against an employee, that employee will be requested to take a paid leave of absence until such time as the charges are investigated and resolved.
- g) If an allegation is found to be true, that employee's employment will be terminated immediately

### **Compliance with Policies and Procedures**

The teacher, Duty-Parent Volunteers and the Executive Board are bound to follow and uphold the policies and procedures of KCNS outlined in this handbook. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of our school.

- a) The Licensing Specialist from the Ministry reviews the school's policies and procedures annually. In addition, policies like the Behaviour Management Policy are an integral part of the fabric of the school, its philosophy and the program. Accordingly, the Supervisor/Teacher and the President reassess all policies and procedures annually and present any proposed changes to the Executive Board for discussion and approval. The Supervisor/Teacher also reviews the school's policies and procedures with new staff and Duty-Parent Volunteers to ensure they are understood and followed. Each year, the Teacher, Duty-Parent Volunteers and Executive Board must read and formally sign-off on the policies and procedures, to acknowledge their full understanding and commitment to implement them. Also, adherence to these policies is part of the Teacher's annual review.
- b) Finally, the school is governed by a set of by-laws. The Executive Board also reviews these annually. The membership votes on any proposed changes at General Meeting.
- c) The Supervisor and the President monitor the Teacher and Duty-Parent Volunteer's compliance with the policies and procedures.
- d) In the event of non-compliance with any of the policies and procedures, the Supervisor and President notify the contravening person. The procedures for responding to non-compliance are as follows:

### **Non-compliance by a Duty-Parent Volunteer**

- a) The School will take the following steps for the Duty-Parent if they have difficulty or refuse to practice the school's policies and procedures:
- b) The Supervisor and/or President provides a written or verbal warning advising the individual either to comply with policies and procedures, or temporarily cease participation at the school; a replacement would have to be used at the possible expense of the participating family
- c) If compliance is still not possible, the Supervisor and President discuss the case with the Executive Board

- d) The Board votes on whether the violating volunteer must permanently cease participation at the school until compliance with policies and procedures is possible
- e) For serious allegations, the participating individual may be asked to leave the premises immediately.

### **Non- compliance by the Teacher**

- a) The school will take the following steps for the Teacher if they have difficulty or refuse to practice the school's policies and procedures:
- b) The President discusses the non-compliance issue with the Teacher to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; putting the results of the discussions in a written report that is signed by both parties
- c) Impose a two-week trial period, which takes place under the close supervision of the President, to comply with the policies and procedures and improve their methods
- d) Review the performance after the two-week period; if there is no notable improvement and the teacher fails to comply or clearly disagrees with the philosophy, the President advises the Executive Board and initiate termination procedures

### **Confidentiality and Non-Disclosure Policy**

The privacy of personal information is an important principle to KCNS. We are committed to collecting, using and disclosing information responsibly and only to the extent necessary for the services we provide. We also try to be open and transparent as to how we handle personal information.

Furthermore, propriety information, internal information, data and materials of KCNS are valuable assets. Protection of this information plays a vital role in our continued growth, public image and confidence in the services it offers.

#### **Importance of Non-Disclosure**

The information that the Supervisor/Teacher and Duty-Parents will have access to as a result of their position with KCNS is confidential, unique and valuable to the school and the unauthorized disclosure of that information to another party would cause KCNS and its clients irreparable harm and be in violation of the Personal Information Protection and Electronic Documents Act (PIPEDA) covering the collection, use or disclosure of personal information in the course of any commercial activity.

In order to appropriately safeguard the interests of KCNS, its clients, staff and business affairs, the following steps will be followed by the Supervisor/Teacher, and Duty Parents:

- Shall not directly or indirectly disclose any information relative to the business or affairs of the School or personal information concerning its employees, clients or associations it serves except as may be necessary in the proper discharge of their duties
- Shall use their best efforts to cause all persons or entities to which any information shall be disclosed by them to observe the terms and conditions set forth herein or as otherwise set out in the School's internal rules and regulations
- Shall not remove any confidential information from the School's premises except in the course of performing their duties on behalf of KCNS or without prior authorization of the Executive Board
- Shall have no obligation to keep confidential any information if and to the extent disclosure of any such information is specifically required by law or if the information has been released to the public by KCNS; except as may be necessary in the proper discharge of their duties, or after termination of their employment for any reason, except with the express written authorization of the School or as may be required by law

The Supervisor/Teacher and Duty-Parents must sign the Confidentiality and Non-Disclosure Agreement before starting work with the school and annually thereafter. The form is included with the Registration Package and in the Forms Binder in the office.

### **Grievances, Complaints and Concerns Procedures**

KCNS is a school with an elected Executive Board that administers and manages the school and is comprised of parents with children currently attending KCNS. Grievances, complaints and concerns are taken seriously at KCNS and we strive to address any issues immediately. In resolving complaints, the President and the Supervisor/Teacher may use resources available through PCPC and/or the Ministry of Education.

The following outlines the procedure to address complaints from families about operations, curriculum, philosophy, verbal harassment, or any other matter related to KCNS:

- a) The complainant is required to write a letter outlining the complaint in detail to the President so that the facts are clearly recorded
- b) Ask the complainant to discuss their concern with the Supervisor/Teacher or President including specifics such as date, place, issues and parties involved, using the letter as a source of information and agree on a plan of action and trial period
- c) Record the outcome of the discussion in detail
- d) Implement plan of action

If the complainant is unsatisfied with the plan of action after the trial period, the complaint will be discussed at an Executive Board meeting and the Board will vote on a plan of action.

Issues relating to the Duty-Parents should be directed to the Teacher. The Duty-Parents report to the Teacher.

The Teacher will notify the President of any concerns accordingly.

Issues relating to the Teacher, program, methods of teaching or the running of the school should be directed to the President.

They will in turn work with the Vice-President and possible the Executive Board to resolve the concern. The Teacher reports to the Executive Board who is overseen by the President.

### **INCLUSION POLICY**

The mandate of the program offered by KCNS is to provide a warm, loving and secure environment for all children who come with varying needs of development; social, emotional, physical, behaviour and cognitive, where they can flourish.

Group interaction plays a key role by encouraging self-confidence and developing mutual respect and a sense of sharing. A part of this involves coming to terms with what is socially acceptable to both learning and life.

The school makes every effort to serve all children in this capacity. Occasionally, an unusual situation may arise where the regular program cannot meet the needs of an exceptional child. In this case, in consultation with the Supervisor/Teacher over a reasonable amount of time, the Executive Board reserves the right to determine that this child be withdrawn. This action will be taken as a last resort and is driven by the interests of the child and the safety of others at the school. For the benefit of all concerned, we will follow these steps:

#### **Documentation**

At the onset of the problem, the Teacher will record the behaviour in question; specific incidents, as well as responsive actions taken by the Teacher or Duty-Parent to manage the improper behaviour, will be included

The Teacher will develop a common strategy to help assist the child

#### **Parental Notification**

Families will be immediately apprised of any behaviour in question and informed of the actions that the Teacher has taken to date

Parental insight into any specific behavioural issues will be sought

### **Development of a Long-Term Behaviour Management Plan**

A meeting will be held between the family the Teacher and a Special Needs Child Care Consultant to identify and agree upon key issues

A Behaviour Management Plan will be developed; clearly measurable goals accompanied by specific timelines for these goals will be established; responsibility for carrying out the various components of the plan will be assigned

Parents unwilling to co-operate with the adoption of a Long-Term Behaviour Management Plan may be at risk of having to withdraw their child from the school after a reasonable amount of time, if the child's behaviour does not improve.

### **ASSESSMENT OF RESULTS**

If the Behaviour Management Plan is unsuccessful, and it is determined that the child requires a different or more specialized placement, the Executive Board has the authority to conclude that the child should be withdrawn. Families will be informed of this decision in writing and assisted by professionals to make alternate arrangements. An appropriate time period will be established in order to secure the best possible placement for the child. Advisors for Children's Services, from the province must be informed if a child is withdrawn.

- *It should be noted that in extreme circumstances, a child may be, at the discretion of the Executive Board and the Supervisor/Teacher, immediately withdrawn from the program if the child poses a clear and present danger to the safety of anyone at the school.*

### **RE-ENTRY MEETING**

In the case of a temporary withdrawal, a meeting will be scheduled on the day the child returns to the school. It will involve Parents/Guardians and the Supervisor/Teacher. The meeting will establish responsibility for development of a long-term plan of action and monitoring of future behaviour.

### **Income Tax Statements**

If you require an Income Tax Statement recording the previous year's fees paid to the School, you must make that request in writing to the Treasurer and it will be provided. Tax receipts are not mailed unless requested. Fee receipts will not be issued until all outstanding fees and penalties have been paid.

## **Insurance Coverage**

KCNS has insurance coverage indemnifying the School for accidents or natural disaster. The policy also provides Director's liability.

The school is **not** responsible for loss of property or clothing of its students.

## **Licensing and Other Inspections**

### **Ministry of Education:**

KCNS is licensed under the Ministry of Education. Every year, a licensing specialist from the Ministry performs a full inspection of the school for the license renewal.

The inspection includes spending the whole morning at the school to review the program, policies and procedures, health and safety practices and all the requirements of the Ontario Child Care and Early Years Act.

After the inspection, a detailed report signed by the licensing specialist is presented to the Site Supervisor/Teacher. A copy is reviewed by the Executive Board.

### **Public Health Inspector:**

The Public Health Inspector performs surprise visits to the school twice a year. The main objective of the visit is to check things such as; infection prevention practices, cleaning and disinfecting practices, hand hygiene practices, appropriate diapering and toileting practices, food safety guidelines, food and harmful materials storage, etc.

After the inspection, a detailed report is signed by the Inspector and the Site Supervisor/Teacher. A copy is reviewed with the Executive Board.

KCNS complies with Ont. Reg. 137/15, ensuring that we carry out any direction from the Medical Office of Health with respect to any matter that may affect the health and well being of any child receiving care at KCNS.

## **Privacy Policy Statement**

Privacy of personal information is an important principle to KCNS. We are committed to collecting, using and disclosing personal information responsibly and only to the extent necessary for the services we provide. We also try to be open and transparent as to how we handle personal information. This document describes our privacy policies.

## **What is Personal Information?**

Personal information is information about an identifiable individual. Personal information includes information that relates to their personal characteristics, (e.g., gender, age, income, home address or phone number, ethnic background, family status), their health, (e.g., health history, health conditions, health services received by them), or their activities and views, (e.g., religion, politics, opinions expressed by an individual, an opinion or evaluation of an individual). Personal information is to be contrasted with business information, (e.g., an individual's business address and telephone number), which is not protected by privacy legislation.

## **Who We Are**

KCNS is a non-profit/co-operative corporation whose mandate is to provide quality childcare for children in a nurturing environment. The corporation is governed by a volunteer Board of Directors who has appointed a Director/Privacy Officer to carry out the mandate.

We partner with a number of agencies and support workers that may in the course of their duties have limited access to personal information we hold. (e.g. accounting auditors, supply staff). The Ministry of Education in the course of their duties to ensure compliance with the Child Care and Early Years Act will have access to personal information we hold. The Regional Municipality of York, Health Inspections Department, in the course of their duties to ensure compliance with the Child Care and Early Years Act, will have access to and collect personal information we hold.

We limit their access to any personal information we hold based on the legislative requirements and their authority to collect. We also have their assurance that they follow appropriate privacy principles.

## **We Collect Personal Information: Primary Purposes**

### **About Clients**

As licensed providers of childcare we collect, use and disclose personal information in order to better serve our clients. For our clients, the primary purpose for collecting information is to provide the best childcare possible, adequately meeting the needs of the children and families

A second primary purpose is to meet the legislative requirements of the Child Care and Early Years Act.

A third primary purpose to collect the necessary personal information is so that we can contact the appropriate people in the event of an emergency.

It would be rare for us to collect or disclose any personal information without the client's express consent, but this might occur in a case of urgency, (e.g., parent or guardian is unavailable), or where we believe the client would consent if asked and it is impractical to obtain consent, (e.g. a child's well- being is at risk).

Member names, addresses and phone numbers are included on our Membership Lists, which are circulated to all current members and staff. Should you not wish your information to be included, please inform your privacy officer or the registrar.

Permission/consent forms are provided to families prior to disclosing information about a child, unless the well- being of the child is at risk or a legislatively mandated program seeks information, (e.g. FACS).

A consent form is signed at registration time to allow the taking of photographs of children attending KCNS.

### **About Executive Board Members**

The primary purpose for collecting information is to allow for the distribution of relevant information to allow them to fulfill their responsibilities as Board Members.

A secondary purpose for us to collect personal information is to complete necessary reporting documents to Revenue Canada and the Ministry of Education for licensing purposes.

### **About Staff**

For staff our primary purpose for the collection of personal information is to complete payroll, provide benefits to employee and dependents, contact staff, etc.

The second primary purpose is to meet the legislative requirements and ensure the well - being of the clients and workforce.

## **About Contract Staff**

For people who are contracted to do work for us, (e.g., supply staff), our primary purpose for collecting personal information is to ensure we can contact them in the future, (e.g., for new assignments), and for necessary work-related communication, (e.g., sending out pay cheques, payment for services). Examples of the type of personal information we collect for those purposes include home addresses and telephone numbers. It is rare for us to collect such information without prior consent, but it might happen in the case of health emergency, (e.g., an outbreak of a contagious disease), or to investigate a possible breach of law, (e.g., if a theft were to occur in the school or office).

## **Protecting Personal Information**

We understand the importance of protecting personal information. For that reason, we have taken the following steps:

Paper information is either under supervision or secured in a locked or restricted area.

Electronic hardware is either under supervision or secured in a locked or restricted area at all times

Staff are trained to collect, use and disclose personal information only as necessary to fulfill their duties and in accordance with our privacy policy.

## **Retention and Destruction of Personal Information**

We need to retain personal information for some time to ensure that we can answer any questions you might have about the services provided and for our own accountability to external regulatory and legislative bodies. However, we do not want to keep personal information too long in order to protect your privacy.

We keep our member files for two years after the family withdraws from KCNS.

Financial records are kept for seven years. Employee files are kept for five years after termination of employment.

We destroy paper files that contain personal information. We destroy electronic information by deleting it, and when the hardware is discarded, we ensure that the hard drive is formatted to erase any information contained within.

## **You Can Look at Your Information**

With some exceptions, you have the right to see what personal information we hold about you. Often all you have to do is ask. We can help you identify what records we might have about you.

If there is a problem, we may ask you to put your request in writing. If we cannot give you access, we will tell you within 30 days if at all possible and tell you the reason, as best we can, as to why we cannot give you access.

If you believe there is a mistake in the information, you have the right to ask for it to be corrected. This applies to factual information and not to any professional opinions we may have formed. We may ask you to provide documentation that our files are wrong. Where we agree that we made a mistake, we will make the correction and notify anyone to whom we sent this information. If we do not agree that we have made a mistake, we will still agree to include in our file a brief statement from you on the point.

## **Do You Have a Question?**

Please contact our Vice President/ Privacy Officer as listed on the KCNS Membership list. She/he will attempt to answer any questions or concerns you might have.

If you wish to make a formal complaint about our privacy practices, you may make it in writing to our Privacy Officer. She/he will acknowledge receipt of your complaint;

## **VALUING DIVERSITY POLICY**

KCNS is committed to the principle of equal opportunity for all its children, families, employees and applicants for either program admission or employment. For that reason we intend to create an environment which offers families equitable access to sensitive and appropriate services that do not discriminate on the basis of visible or perceived differences such as race, colour, religion, sex, age, family status, socioeconomic status, sexual orientation, national origin or disability.

KCNS recognizes and values the diverse backgrounds of the children we care for. We as a school, through our programming, provide the children with non-discriminatory, racially sensitive and culturally appropriate child care program. We will ensure the rights of the children in our care are not compromised and that each child is treated with respect, dignity, acceptance and understanding.

## **Vulnerable Sector- Criminal (Police) Reference Check Policy**

In the interest of hiring staff and recruiting volunteers with the personal and professional qualifications essential to ensuring quality child care, KCNS requires criminal record checking as part of the hiring/recruiting process for all positions within the school. This information will be acquired only for candidates to whom a conditional offer of employment/volunteering has been made — this includes Duty Parents, who will be required to submit to a Criminal Reference Check when registering their child.

At the commencement of each school year, all returning staff and volunteers (including Duty Parents), who's criminal reference check is less than 5 years old will be required to execute an annual Volunteer Offence Declaration certifying the absence or presence of convictions under the Criminal Code since their last Criminal Reference Check was conducted. A new criminal reference check must be completed by every employee and applicable volunteer every 5 years.

Current employees and volunteers of the Centre will be required to submit to a new Criminal Reference Check when offered a new position within the school (for example, an Early Childhood Education (ECE) teacher who is offered a position as a Supervisor), unless a Criminal Reference Check was completed within the preceding twelve (12) months. Duty Parents will be required to submit to a new Criminal Reference Check when registering a new child (such as a sibling), at KCNS if they have not been involved with the school for longer than 6 months. If an employee or duty parent's separation from KCNS has been for less than 6 months, the pre-existing criminal reference check is valid. If a new CRC or declaration came due during the time of separation, that information must be updated upon the return of the employee or duty parent. For employees who return after 6 months, a new criminal reference check is required. For students/ volunteers returning after the 6-month mark, an Offence Declaration must be completed addressing the period since the Criminal Reference Check was completed.

### **Purpose**

The Ministry of Educations' guidelines state:

'...criminal reference checking is a precautionary measure designed to ascertain whether certain groups of employees...have a record of criminal convictions which would make them unsuitable for positions of trust (i.e. sexual assault, drug trafficking). Such checks assist the Ministry in attempting to ensure the safety and well-being of those for whom it has the responsibility to provide or ensure proper care.'

A Criminal Reference Check must be a condition for all new employees and volunteers, prior to their appointment. A new criminal reference check must be obtained every 5 years.

### **Positions Affected**

- all full-time and part-time staff;
- duty parents, who might be left alone with the children at any time

Employees and Duty Parents with criminal reference checks older than 5 years must apply to obtain a new one within 30 days after the legislation comes into force. Written evidence needs to be on file indicating that confirms the request was made.

### **Criminal reference checks for members of the Board of Directors:**

Members of the Board of Directors are required to provide evidence of a clear police check following the Annual General Meeting they were elected onto the Board. The purpose of police checks for Board members is to report on any criminal convictions under the Criminal Code, however, for Board members the police check does not need to include records of voluntary and involuntary apprehensions and transfers to a mental facility, incident reports, charges, or having been a victim, suspect or witness to an occurrence. Police Reference Checks are necessary to ensure that the children under our care remain safe. They also ensure that staff, volunteers and/or Board of Directors have not engaged in harmful behaviour in the past that could put our children, staff and/or the business at risk.

### **Human Rights Code training:**

Amendments to the Memorandum of Understanding between KCNS and the local Police Services, effective April 2009, require that our agency must certify that at least one Agency member whose responsibilities include the review and assessment of the suitability of Applicants for positions within the Agency has received training on the Human Rights Code and the Agency's obligations there under with respect to offering employment or volunteer opportunities, has read the current Ontario Human Rights Commission policy or policies applicable to this issue. This training requirement may be met through training delivered by a consultant, the OHRC or through a self-study program undertaken by the responsible Agency member using resources available on the Commission's website ([ohrc.on.ca](http://ohrc.on.ca/) (<http://ohrc.on.ca/>)).

### **Procedures**

All candidates for employment with KCNS and potential Duty Parents will be advised of the requirement of the Criminal Reference Check during the interview or registration process. If a conditional offer is made to a potential employee or request to be a duty parent accepted, the successful candidate/duty parent is then responsible for getting a Criminal Reference Check. KCNS will supply Duty Parents with a letter that identifies them as a volunteer at the school so that they may receive a lower processing fee. The form for requesting a Vulnerable Sector Screening Criminal Reference Check is available online at [www.yrp.ca](http://www.yrp.ca) or one can go to the York Region Police Community Reporting Centre in Richmond Hill for over the counter service. The cost for the CRC for KCNS employees is covered by KCNS.

Any information obtained from the candidate or the police shall be restricted to the Supervisor and Vice-President.

The York Regional Police Service will complete the Criminal Reference Check (which is a 3 to 4-week process) and will forward information concerning the results of the search by mail directly to the candidate.

The Criminal Reference Check will consist of a check through the Canadian Police Information Computer System (CPIC), which includes Investigative, Intelligence and Identifications data banks and Service data banks, for the following information:

- Criminal convictions
- Outstanding criminal and provincial statute warrants
- Outstanding charges before the courts (including charged entries, including conditional release information)
- Missing person and/or elopee information
- Probation information (including peace bonds, restraining orders and reporting conditions)
- Any prohibitions (including firearms, driving, hunting and boat)
- Federal and provincial parolee information, and information relating to whether the candidate is suspected of committing a criminal offence or are involved in a serious criminal investigation
- Refused information (including firearm acquisition certificates)
- Special interest police information (including persons who have attempted to commit suicide whether in or out of police custody; persons who are known to be violent towards the police, themselves or other persons; and persons who are foreign fugitives where no warrant is available, or the fugitive is not arrest-able in Canada)

- Persons of interest (including persons who are suspected of committing criminal offences; persons involved in a serious criminal investigation; and persons who feel they are in danger of family violence)
- Criminal record information
- Special address information (information pertaining to addresses involved in criminal activity or domestic situations)
- Non-indictable information
- Note: if, in the future there is any position where children will be passengers in a vehicle driven by the employee/volunteer, a driving record check will also be required

In addition to the above categories of records, Service databases also document contacts that the candidate has had, if any, with the Service under the Mental Health Act; specifically, there are provisions under the Mental Health Act according to which police officers may apprehend a person and take them to the hospital for assessment by a medical professional. When police apprehend someone under the Mental Health Act, this is noted in the police database.

The York Regional Police Service does not, however, disclose contact, if any, that the candidate has had with the Service pursuant to the Mental Health Act as part of the Criminal Reference Check, unless KCNS specifically requests such information and certifies to the Service on the Consent to Disclosure Form that the information is required by the KCNS to properly complete its evaluation of the candidate's suitability for the position.

The candidate for employment or duty parent with KCNS may start to work before a Criminal Reference Check response is received but it will be made clear on the contract that their position as employee or volunteer is conditional on a negative Criminal Reference Check. Candidates will not be left alone with the children until there has been a satisfactory outcome of the Criminal Reference Check process.

### **Procedure for a Negative Criminal Reference Check**

When a Criminal Reference Check results in no findings of a police record, the

York Regional Police Service will send a copy of the original Consent to Disclosure Form with a stamp identifying 'No Findings' to the candidate directly. The candidate must retain a copy of the form and immediately submit the original to KCNS. The form must be forwarded to the KCNS as soon as it is received.

If the form is not received by the Centre within 8 weeks, the candidate or volunteer will be asked to follow up with the York Regional Police Service.

If 12 weeks pass and the form has still not been received, the candidate may be relieved of their responsibilities until it arrives.

### **Procedure for a Positive Criminal Reference Check**

In the event of a positive Criminal Reference Check, the candidate will be provided with the police response and may be asked for written particulars surrounding the charges/convictions listed.

The candidate must retain a copy of the findings, and immediately submit the original to KCNS.

The candidate or volunteer may be requested to authorize the York Regional Police Service (Records Management Services) to speak with the Supervisor or Vice-President to confirm the general nature of the information included in the summary of findings.

Upon receipt of the findings, the candidate or volunteer will be given an opportunity to meet with the Supervisor and Vice-President to discuss the results of the check. In the case of a positive Criminal Reference Check, the position may be withdrawn (and the employee or volunteer may be required to cease work, if applicable) until a final decision of the Hiring Committee has been made.

The Supervisor and Vice-President will review the offence(s), taking into consideration:

- The nature of the offence(s)
- Sentencing received
- The length of time since the offences were committed
- The candidate's employment record, qualifications and references
- Any rehabilitative efforts made
- Whether a pardon has been requested
- If the finding concerns an apprehension under the Mental Health Act, the circumstances surrounding and following the apprehension, and the length of time since the apprehension
- The specific duties and responsibilities associated with the position applied for and the relevance of the particular conviction to the position
- The risk posed to the Centre and the children if the candidate were hired

A decision will be made based on the Committee's assessment.

The Committee will document its discussion and the reasons for its decision.

The candidate will be advised verbally and in writing of the Committee's decision.

### **Documentation**

All information obtained through a Criminal Reference Check is confidential. Only the Supervisor and Vice-President will have access to this information.

The Supervisor or Vice-President will note in the Employee's or Duty Parent's file the date of the Criminal Reference Check and the date the check was accepted. Any other documentation, including that of the Criminal Reference Checks, summaries of findings, and records of the Committee's discussion, will be kept in a secured file.

### **Collection of PRC's through CCLS**

The Ministry will begin to regularly collect PRCs from all child care licensees. Starting October 1, 2018, licensees will be able to submit their current PRCs in the Child Care Licensing System (CCLS) and will be required to submit a current PRC no later than December 31, 2019. The regular collection of licensee PRCs supports the health, safety and well-being of children receiving licensed child care. It allows the Ministry to conduct the ongoing screening of child care licensees to verify that they are not prohibited from operating a child care centre under the CCEYA and do not have a criminal history that may put children in care at risk.

Licensees that are corporations must provide a current PRC for each current director and officer of the corporation as indicated in their up-to-date CCLS Profile. In the case of a multi-service corporation (e.g. governing council, hospital), a PRC is required for all persons responsible for the delivery and oversight of child care programs, as identified in the CCLS profile. PRCs are only required for those individuals and will not be required for other board members whose responsibilities do not include child care.

### **How do I know that my personal information is secure in CCLS?**

The Ministry recognizes that information contained in PRCs is highly sensitive and personal. CCLS is designed with privacy and security features so that all uploaded documents are encrypted. In addition, all PRCs uploaded to CCLS can only be viewed by the individual who uploads them into CCLS and ministry staff who are responsible for licensing the associated child care programs.

## **Part Four: Duty Parents**

### **Requirements and Ministry Ratios**

#### **Eligibility**

#### **Duty Parent Responsibilities**

#### **Daily Duty Routine**

#### **Toy Cleaning Schedule**

### **Suggestions How to Assist in the Classroom**

#### **Playground Guidelines**

#### **Resolving Conflicts**

#### **Behavior Guidelines/Discipline**

#### **Prohibitive Practices**

#### **Behaviour Management Policy**

#### **Supervision of Duty Parents Policy**

## **Requirements and Ministry Ratios**

KCNS relies on our enthusiastic, loving and hard-working Duty-Parents. They keep our school clean and functional and assist the Teacher in and out of the classroom. Their warmth and compassion help teach our children to trust and respect other adults outside of their immediate family.

KCNS does not have placement students or other volunteers.

Officially, Duty rotation is scheduled according to the number of days your child attends. For example, if your child attends school two days per week, you are assigned for duty two days a month. Parents with more than 1 child enrolled are required to do 1 ½ times their duty. In periods of low enrollment, Duty-Parents may be asked to fulfill more than their assigned days, simply to ensure the school stays operational.

## **Duty Parent Responsibilities**

The Registrar is responsible for scheduling the monthly Duty Calendar. The calendar will be sent by email and posted on the Parent Notice Board, just outside the Craft Room, 1 week prior to the start of every month.

Duty-Parents must arrive promptly at 9:00am and to stay until all children have been picked up by their parents and duties have been completed.

**If you cannot come in on your duty day, it is your responsibility to find a substitute. This may mean trading a duty day with another Duty-Parent or paying \$35 to another Duty-Parent to replace you. Duty-Parents can only trade or sub with other enrolled Duty-Parents.**

## **Emergency Duty Parent**

This/These parents agree to act as fill-in Duty-Parents when the need arises, above and beyond their regular duty sessions. As mutually agreed by both parties, the school may pay the Emergency Duty-Parent \$35.00 for each extra duty shift worked. Alternatively, the Emergency Duty-Parent may “bank” duty days which may be used at a later, convenient time for both parties. The Emergency Duty-Parent may trade days with another Duty-Parent. A Duty-Parent may also pay another Duty Parent \$35.00 to cover their shift. In all cases, the person who does the duty on that day, **MUST SIGN** the duty schedule. If you would like to be considered as an Emergency Duty Parent, please contact the President or the Registrar.

In moments of “down time” or when all Duty responsibilities are completed, please refer to the Monthly Cleaning List. These are quick but important cleaning tasks required by the Ministry to be completed each month. Once you have completed a task, please initial and date beside it. The list is logged in a binder and checked by the Ministry Inspector.

### Daily Duty Routine

**PLEASE ARRIVE ON TIME TO BEGIN DUTY AT 9:00 am**

**If you are going to be late for duty, you must arrange with another parent to do your duties until you arrive.**

*NOTE: All cleaning products are in our upper kitchen cupboard. Please be sure to return all cleaning products to those cupboards and not left out where a child could access them.*

9:00 – 9:15	<p>Put out “Children at Play” signs on the drive way</p> <p>In Snack Room, fill one spray bottle with soap and water and another with Benefect and water and put a clean cloth with both. Fill hand-washing container with warm water and hand soap.</p> <p>In Craft Room, fill one spray bottle with soap and water and another with Benefect and water and put a clean cloth with both. Half fill hand wash bowl in craft room with warm water and hand soap.</p> <p>Check with Teacher if there are any other things that must be set up before the start of school.</p> <p>In winter months, shovel walkway and sprinkle salt if required.</p> <p>Check for hanging icicles.</p>
	<p>Playground Check* or Gym Set Up (in case of inclement weather)</p> <ul style="list-style-type: none"> <li>• Remove tripping hazards - fallen branches or snow build-up etc.</li> <li>• Remove any animal droppings or dead animals/birds</li> <li>• Debris on climbers such as leaves, sticks, snow should be brushed off using the broom from the shed. If necessary, dry the slide using a towel.</li> <li>• Broken or damaged equipment must be reported to the Teacher, the Playground Maintenance member and the Executive Board immediately.</li> <li>• Snow around base of play structure, sandbox and entrance to shed and entry gate must be cleared.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sandbox cover must be pulled back. Ensure there are no large holes dug in the sand which could be a tripping hazard.</li> </ul> <p><i>Several, but not all, of the toys should be brought out from the shed. Others can be brought out as required.</i></p>
9:15 am	Morning Circle: 1 Duty-Parent required to join Morning Circle Time.
	<p>2<sup>nd</sup> Duty-Parent sanitize areas where germs may be prevalent: Using Benefect full strength, sanitize walls that children have touched. This includes the main stair rail, the door handles to the craft and snack rooms, the area below the green line along the wall in the hallway, bathroom doorknob, walls and door of the toilet stall, the garbage can (especially the lid).</p> <p>Clean and Disinfect the Bathroom</p> <ul style="list-style-type: none"> <li>• Clean sink and taps with bathroom cleaner</li> <li>• Clean toilet bowl with toilet bowl cleaner</li> <li>• Wipe down seat and entire toilet fixture</li> <li>• Disinfect potty seat</li> </ul> <p>Refill paper towel, toilet paper and soap if required</p>
9:30 – 10:15	<p>Craft Room / Free Play</p> <p>Note: The children’s needs are the greatest priority. If the Teacher feels it is necessary to have a Duty-Parent in the classroom, then that is where you should be. Otherwise, please follow the toy-cleaning schedule, using the procedure outlined in the Kitchen.</p>
10:30	<p>Hand Washing and Washroom Routine</p> <p>Assist children in the washroom with hand-washing and toileting.</p>
10:40	Join children for a snack
10:50	<p>Clean Craft Room</p> <ul style="list-style-type: none"> <li>• Empty hand-washing basin</li> <li>• Wipe down craft tables using soap solution and cloth</li> <li>• Wipe down painting easel, clean up paints and wash brushes</li> <li>• Check supply of paper towels</li> <li>• Sweep floor, mop if required and vacuum</li> </ul> <p>Clean Snack Room</p> <p>Wipe snack tables and chairs with soap and water, then spray with Benefect and let air-dry</p>

	<p>Empty hand washing basin Sweep floor, mop if required and vacuum</p> <p><u>NOTE: Please do not dispose of dirty water down the Kitchen sink.</u> Please dump dirty water in the toilet, or in the laundry sink in the furnace room. Kitchen sink must be kept clean. Thank you!</p>
11:30	<p>Story and Song Circle Duty-Parent may be required to join the circle, as required by the Teacher</p>
11:45	<p>Assist Teacher in getting children ready for outdoor play Both Teacher and Duty-Parent must be in the playground area at all times. If there are 2 Duty Parents, one must be in the playground, and the other can be inside cleaning.</p>
12:15	<p>Good-bye Circle. Children are dismissed to their parents. Duty-Parents stay until all children are picked up.</p>
	<p>Before you leave please ensure that...</p> <ul style="list-style-type: none"> <li>• All cleaners are put back in kitchen cupboard, this includes bathroom cleaners and dish washing soap</li> <li>• All garbage's are emptied into the appropriate bins and recycling is taken out</li> <li>• Garbage day is on Tuesday, so bins need to be put out at the end of school on Monday. Garbage schedule is in the office to check what goes out each week.</li> <li>• Kitchen and corridor lights are out.</li> <li>• Windows are locked</li> <li>• All log sheets are initialed and dated</li> <li>• Keys are back in cupboard and all cupboards locked</li> </ul> <p>Note: If supplies run out, or you think of something that is needed, please add the item to the ongoing need supplies list in the office.</p>

### Toy Cleaning Schedule

As time permits, toys should be cleaned and disinfected. Any toys that have been put in a child's mouth will be put in the disinfect bin, (there's one in the Craft Room and the Snack Room) and should be washed that day. The Teacher will place toys that need to be cleaned on the coffee table in the office. Please wash those toys first and put onto couch in office.

## **Cleansing and Sanitizing**

Cleansing and sanitizing are different... cleansing removes the visible dirt and grime while sanitizing kills germs and bacteria, which are invisible to the naked eye. In order to prevent the spread of germs we need to do both cleansing and sanitizing

Cleaning Solution = Soap (dish soap) PLUS water

Sanitizing Solution = Benefect, not mixed with water or Bleach PLUS water (see bleach to water ratios on the poster posted in the Kitchen.

The Ministry of Family Services has issued a protocol for “3 Step Sanitizing and Cleansing”. This procedure is illustrated in a fully detailed poster, which is posted in the Kitchen, above the stove

- Clean all articles in cleanser and water
- Sanitize with Benefect or bleach/solution, let sit for 2 minutes
- Rinse with clean, hot water.
- Leave to air dry

Note: Some items such as wooden blocks are better wiped than submerged. Please use discretion when cleaning toys made from cloth and natural materials

## **Extra Cleaning Notes**

Use KITCHEN J-CLOTH for food related chores, i.e. snack table wiping etc.

First duty day of each month:

- ✓ Garbage can bins and lids should be washed, except the bathroom one which is wiped daily
- ✓ Teacher’s office cleaned – carpets vacuumed, and floor washed
- ✓ Wipe down all furniture and cubbies
- ✓ Check vacuum cleaner bag if it requires changing
- ✓ Dust cobwebs
- ✓ Clean windows inside and out

Rubber gloves in the kitchen cupboard must be kept separate from rubber gloves used for cleaning the bathroom.

Latex gloves for diapering and plastic bags for dirty diapers kept in the bathroom cabinet.

There are brooms and dustpans in each classroom. Mop and vacuum are in the closet under the stairs. Please ensure mop pad is put in the laundry basket after use.

Cleaning supplies are located in 3 areas...

- Paper products are in the closet under the stairs
- Cleaning fluids are in the upper kitchen cupboard
- Green garbage bags are in the kitchen cupboard
- Small green bin bags and kitchen bags are in the snack room
- Large green bin bags are in the closet under the stairs

If you run out of cleaning supplies or need anything, add it to the ongoing supplies needed list in the office.

### **Special Cleaning**

#### **Clean-up of Vomit & Feces**

Using latex gloves (kept in bathroom cabinet), remove soiled items, rinse in toilet, place in a plastic bag and return to parent.

Clean and sanitize soiled area using the “Cleaning and Sanitizing” procedure described earlier, using the bleach solution labeled for this use.

Wash hands thoroughly.

#### **Clean-up of Blood**

Wear single-use latex gloves when dealing with blood.

WASH HANDS with soap and water before and after each procedure (i.e. caring of cuts, wounds and after removal of gloves).

While wearing gloves, place clothing that is stained with body fluids in a plastic bag and return to parent. Place other stained items (i.e. towels) in a plastic bag until ready to be laundered. Label the bag “BIOHAZARDHOUS”.

Clean up spills of blood with disposable towels. Clean surface with a dilution of 1:10 (1-part water to 10 parts bleach). Leave on surface for at least 10 minutes before wiping and rinsing.

## **Suggestions for Assisting the Teacher in classroom**

Note: Children may not leave the classroom unless accompanied by an adult. Please inform teacher when taking child to bathroom, etc.

### ***During Circle Time***

- If any child is unable to sit still, sit with him/her on the floor or ask the child to sit on your lap.
- Interact with all children, not just your own.
- Use a soft low voice and make eye contact with the children to help them attend to Circle Time activities.

### ***Craft Room***

There are 2 main areas to monitor: It is most effective when the teacher supervises one area, and the parent supervises the other.

#### 1) Creative Centres

- *Organized art/craft activity*
- *Cutting*
- *Easel – paint/ markers/ crayons*
- *Sensory – play dough, sand/water/rice etc.*
  - In this area familiarize yourself with which paper to use and replace when needed.
  - Ensure that sleeves are rolled up when doing messy activities. Offer, but don't force a child to wear a smock
  - Refrain from doing the child's work, or change it to "look better"
  - Wipe table and easel if they get messy.
  - Help children to put artwork to dry and to wash and dry their hands.

#### 1) Free play

- *Dramatic center*
- *Blocks and miniatures*
- *Theme toys*
- Dramatic Centre (dress up, house, etc.)
  - Encourage children to put things away after use. Throwing toys on floor is not acceptable and they must be picked up immediately.
  - Stop any play that restricts others from joining. i.e. "Only girls allowed"

- Sometimes this play extends to other areas of the room. Please try to keep it to the carpeted area.

#### Blocks and Miniatures

- Towers are not to exceed the height of the child.
- Ensure that play is safe
- Some children like to dump toys out and then walk away. Discourage such behaviour
- Stay with them till they have tidied up, helping if necessary. Sometimes the mess can be overwhelming

#### During Snack Time

- Children are encouraged to help themselves: opening containers, replacing them when done, garbage in bin and compost in green bin, returning snack bags to their cubby
- Assist with above tasks when necessary
- Do not force children to eat
- Model good manners and positive attitudes towards food
- Children must remain sitting and not walk away from the table while eating
- Left- over food is returned to containers or put in a baggie (i.e. yogurt cups) and placed back in lunch bag.
- Unfinished juice boxes are put on top of the child's cubby to go home
- Children wash their hands after eating, before going to play

#### During Small Motor/Cognitive Time (manipulatives, puzzles, sorting, etc.)

- Interact with all children
- While a large group of children always needs monitoring, a single child playing alone should never be overlooked.
- Do not shout or yell at children across the classroom. Instead move to his/her side and speak in a quiet voice, getting down to their level
- Encourage children to put toys away before getting another
- Encourage sharing. Sharing should come from the heart. If a toy can easily be divided, e.g., a basket of farm animals, then make a pile for each child to use separately. If the toy cannot be divided, ask the newcomer to use words and ask to use the toy when the other child has finished with it.
- Stress phrases such as "May I use it when you are finished?" or "May I play with you?"

- Monitor the play so that other children get a turn. You may have to intervene and say it is someone else's turn now.
- If a conflict over a toy cannot be resolved by the above strategies, take the toy away until tempers have cooled.

#### Discovery Table

- Items may be handled, but should stay on the table

#### Book Corner

- Read to the children when they ask.
- Encourage children to replace books carefully after use.

#### During outside play/ gross motor time

- Interact with all the children
- Discourage throwing of sand, stones and sticks
- Stimulate interest in and encourage conservation of nature.
- Point out small insects and plants which children might not notice
- Suggest new games
- Situate yourself so that you may see all the children
- Encourage children to participate in clean-up, everyone should carry a toy or item (s) to the shed
- Discourage excessive speeds using riding toys
- No crashing or racing riding toys
- Only one child on each toy unless designed otherwise

#### When playing in the gym

- Interact with all children
- No bumping or rough play when riding cars and bikes
- Discourage loud yelling voices
- Some equipment requires someone to supervise that one item when children are using it such as the big slide, climber, balance beam
- Ensure children do not leave the gym
- Climbers slides, and balance beams must be surrounded by mats at all times

Running is only permitted within safe limits – outside and inside

## **Playground Guidelines**

We encourage children to use their bodies within safe boundaries.

If the duty parent is unsure of the safety of a particular activity, he/she should check with the teacher. The safety of our children is our first concern.

- Children must hold hands when walking to and exiting the playground at the end of the school day.
- When on playground duty, one parent or teacher is ALWAYS to be posted at the circular slide on the climbing equipment.
- One adult supervises the sandbox and remainder of playground
- Ensure gate is always closed and no child leaves unsupervised
- Children are not to throw sticks, stones or snowballs
- Children are to ride down slide feet first
- Children are to walk up the stairs and go down the slide (no walking UP the slide)
- Encourage children to use the bathroom before leaving the building for outside play. However, when a child needs to go back inside, 2 adults must remain in the playground. Use the phone to page the parent inside to come out for the child

The teacher and one Duty-Parent must be in the playground area at all times. Ratios are never reduced.

Note: Once children have been released to parents at the gate, *Parents/Guardians or Caregivers* are responsible for them, *not the Teacher or Duty-Parents*. Children must be supervised. Remind them that cars are leaving the parking lot and they must hold their Parent/Guardian or Caregivers hand.

## **Steps in Resolving Conflict**

1. Approach calmly, stopping any hurtful actions.
  - Place yourself between the children on their level.
  - Use a calm voice and gentle touch.
  - Remain neutral rather than take sides.
2. Acknowledge children's feelings.
  - "You look really upset".
  - Let children know you need to hold any object in question.
3. Gather information.

- “What’s the problem?”
- 4. Restate the problem.
  - “So the problem is.....”
- 5. Ask for ideas for solutions and choose one together.
  - “What can we do to solve this problem?”
  - Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.
  - “You solved the problem!”
  - Stay near the children.
    - Use a soft low voice
    - The only time a raised voice is appropriate is when there is a potentially dangerous situation.
    - Remember a quiet but firm voice is far more effective than a loud one

### **Behaviour Guidelines/Discipline**

Behavior guidelines/discipline should be:

- Related to the nature of the troublesome behavior
- Appropriate to the developmental level of the child
- Used in a positive and consistent manner
- Designed to assist the child to learn appropriate behaviour
- Implemented as soon as possible after troublesome behaviour is exhibited
- Discussed with the Parent(s)/Guardian(s) if a difficult situation with a child

### **Time-out**

Time-out is used after a child persists with an inappropriate behavior. The child sits out, away from the other children. The Teacher or Duty-Parent should discuss with the child why they have been removed from the group and ask them when they are ready to return to the other children.

If a child is unmanageable (i.e. temper tantrum), the Teacher or Duty-Parent may take the child to another room where the child may vent their anger. Once the child has calmed down, the Teacher or Duty-Parent try talking with the child and listening to them until the child feels that the problem has been resolved.

**At no time is the child to be held against their will.** When the child is ready and the Teacher or Duty-Parent feels the child is ready, they may return to the classroom.

If a child repeatedly shows behavioural problems, the Teacher will discuss it with the Parent(s)/Guardian(s) to enlist their help in resolving the issue.

## **Biting**

A bite from a child can be harmful. Fatal diseases can be transmitted through mucus and blood resulting from a bite. After biting occurs, the following procedures must take place:

- Wash the wound thoroughly with soap and water
- If skin has been punctured report the wound to the Public Health Communicable Disease Department
- Contact the family of the bitten child; Parents/Guardians should consult with their physician
- Contact the family of the child who did the biting

## **Discipline**

At KCNS, children are disciplined in a positive manner at the developmentally appropriate level for their actions and ages. This is done to promote self-discipline, ensure health and safety, to respect the rights of others and maintain equipment.

When disciplining children, it is important to remember the age and stage of development of each child as to what “acceptable behaviour” should be.

If a child or children are displaying inappropriate behaviour, the following steps are taken:

- Approach calmly, stopping any hurtful actions
- Place yourself between the children on their level
- Use a calm voice and gentle touch
- Remain neutral rather than take sides
- Acknowledge the children’s feelings (“You look really upset.”)
- Let children know that you need to hold any object in question
- Gather information (“What’s the problem?”)
- Restate the problem (So, the problem is...)”)
- Ask for ideas for solutions and choose one together (“What can we do to solve this problem?”)

- Encourage children to think of a solution
- Be prepared to give follow-up support (“You solved the problem!”)
- Stay near the children

Remember a quiet but firm voice is far more effective than a loud one. The only time a raised voice is appropriate is if there is a potentially dangerous situation.

## **Child Abuse**

Children’s Aid (may also be called “Family and Children’s Services”), must be notified of all suspected abuse or neglect cases. It is the law in Ontario that anyone dealing with children in a professional relationship who suspects a child has been abused or neglected, whether suggested by the physical condition or from something the child says, is obliged to call and report their suspicions to Children’s Aid.

## **Prohibitive Practices**

In accordance with the Ontario Child Care and Early Years Act, the following is **never permitted** at KCNS:

Corporal punishment of a child by the Teacher or Duty-Parent Volunteer

Deliberate harsh or degrading measures that would humiliate a child or undermine a child’s self-respect

Deprivation of a child’s basic needs including food, shelter, clothing or bedding

Exits are not locked nor permitted to be locked for the purpose of confining a child

Use of a locked or lockable room or structure is not permitted to confine a child who has been withdrawn from other children. More details can be found under the Ontario regulations of the CCEYA.

Any of the above infractions may result in the following:

A verbal warning

A written warning

Expulsion

**Note: Any form of physical punishment in the form of Child Abuse will result in immediate expulsion without requiring verbal or written warning.**

Behaviour Management of all Duty-Parents will be monitored through the Supervision of Duty-Parents, Other Volunteers and Placement Student Policy and Form and will be signed and dated two (2) times a year by the Supervisor/Teacher.

The President will monitor the Supervisor/Teacher two (2) times a year.

Records will be kept no less than two (2) years.

We strive to support each child, manage their behaviour in the best manner possible, while ensuring that health and safety considerations are met. The school provides care to all children who come to us with varying needs. Incidents, however rare, may occur as a result of these different needs. Physical restraint is only used in situations where a child is in imminent danger of compromising the safety of themselves or other children in the program.

If the Teacher or any Duty-Parent at KCNS uses any physical guidance, the following steps will be taken:

There will always be two staff members present in the same room as the child, one staff using the physical guidance and the second as an observer and relief

The Supervisor/Teacher will meet with the child's parent(S)/guardians and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation; the parent(s)/guardian will sign of on both the incident report and the strategies

The Supervisor/Teacher will contact the Children's Services Serious Occurrence line to report the incident

The Supervisor/Teacher will keep the parent up-to-date on the child's progress

If the child continues to experience challenging behaviour, then the school will call in a specialized consultation service and with the consultant, the family and the Teacher devise specific strategies and interventions, including a regular communication plan with the parent(s)/guardian to review the child's progress, which will assist in making the child's placement a successful one.

### **Behaviour Management Policies and Procedures**

KCNS believes that the behaviour management strategies selected must always respect children's rights and enhance their self-esteem.

All our interventions are guided by the following principles:

- Respect for each other – children and adults

- The need to maintain an atmosphere of trust and acceptance
- Prevention through appropriate programming, and
- Age appropriate expectations

## **Supervision of Duty Parents Policy**

At KCNS we are committed to providing a high quality, safe and secure environment for all the children enrolled in our program. The safety and well-being of children who are in our care is one KCNS' highest priorities.

### **Purpose:**

Effective September 6, 2011, all day nursery and private home day care agency operators will be required to develop and implement a policy for the supervision of volunteers in child care programs.

Reg.262 under the Child Care and Early Years Act (CCEYA) provides that every owner/operator shall ensure every child who is in attendance in a day nursery or in a private home day care location is supervised by an adult at all times.

KCNS has developed the following policy and programs in order to comply with the direction of the Ministry and Regulation 262.

This policy sets the framework and the program which applies to all volunteers and who have been approved or accepted by KCNS.

### **Policy:**

KCNS depends on our Duty-Parents to help the school run smoothly and assist in ensuring that each child has a positive school experience. KCNS is a co-operative Nursery School where Ministry Director approval has been given to allow for two participating parents to take the place of an unqualified staff for the purposes of staff t ratios.

At times, we may have other volunteers and/or Early Childhood Education students working within the organization along with Teacher throughout the year. At all times, volunteers must be under the direction and supervision of the Teacher.

No child or children will be supervised by a person less than 18 years of age.

No child or children will be supervised by someone who is not an agency approved participating parent of KCNS.

### **Procedures**

The Supervisor/Teacher is required to review KCNS's policies, procedures and practices regarding the supervision of volunteers, participating parents, and students.

The Supervisor/Teacher will review their roles and responsibilities when directly supervising and working with Duty-Parents in their classroom annually.

The Site Supervisor/Teacher of KCNS is responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained, and supervised.

All Duty-Parents have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required.

All Duty-Parents must agree to follow all policies and procedures of KCNS.

All Duty-Parents must agree to follow the directions and guidelines provided by staff and management of KCNS.

In the case of a disagreement over the direction provided by a staff member, the Duty-Parent, other Volunteer or Placement Student may address this issue in writing with the President of the Executive Board.

### **Mandatory Orientation & Training:**

Prior working with the children in the KCNS classroom, Duty-Parents will have a detailed orientation which will include:

- Coverage KCNS' philosophy and program statement
- Child Care and Early Years Act requirements
- Information regarding roles and responsibilities within the organization
- Review of Code of Ethical Behavior (College of ECE Code of Ethics and Standards of Practice)

All Duty-Parents are required to review and sign off on all policies and procedures prior to working with children for the first time and annually thereafter. All participating parents

will have ongoing training through impromptu daily meetings and scheduled meetings if required.

All Duty-Parents are required to read all applicable memos and organizational updates.

All Duty-Parents will be made aware of all applicable policies and procedures in the organization including but not limited to:

- The Behavior Management Policy
- Occupational Health and Safety
- Emergency policies and procedures
- Anaphylaxis Policy and Procedures
- Workplace Violence and Harassment Policies
- Serious Occurrences Policy
- Client/Parent Policies
- Confidentiality Policies
- Volunteer or Placement Student Job description
- Code of Conduct

All Duty-Parents will have ongoing training through impromptu daily meetings, and scheduled meetings as required.

All Duty-Parents are required to read all applicable memos and organizational updates.

All accidents, injuries and hazards must be reported immediately to any staff member supervisor, or Executive Board. Incidents include violence, theft, threatening behavior, abuse, or any (potentially) unsafe situation.

### **Record Retention:**

All records documenting that the Duty-Parent has reviewed and signed off on all applicable policies and procedures will be kept on file at KCNS for two years.

### **Confidentiality**

All Duty-Parents must sign a confidentiality agreement and are responsible for maintaining the confidentiality of all propriety or privileged information to which they are exposed while at KCNS, involving staff, clients, or other volunteers and students.

**Discipline:**

All Duty-Parents who fail to adhere to the policies and procedures of KCNS may face disciplinary action, up to and including dismissal.

KCNS believes in fairness and openness and where Duty- Parents can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, KCNS follows the same steps as its staff practices:

- Performance Review
- Verbal Warning
- Written Warning
- Suspension
- Dismissal

**Part Five: Health and Safety**

**Anaphylaxis Policy and Procedures**  
**Cleanliness and Sanitation Policy and Procedures**  
**Colds and Infections**  
**Teacher Illness**  
**Immunization Policy**  
**Medication Policy and Procedures**  
**First Aid Policy and Procedures**  
**Playground Safety Policy and Procedures**  
**Safe Drinking Water Policy**  
**Smoke Free Policy**  
**Weather Policy**

## **Anaphylaxis**

Anaphylaxis is a severe systemic allergic reaction to certain foods or other substances such as penicillin, which can be fatal, resulting in circulatory collapse or shock. Anaphylaxis reaction occurs when the body's sensitized immune system overreacts in response to the presence of a particular allergen. Anaphylaxis affects multiple body systems including skin, upper and lower respiratory, gastrointestinal and cardiovascular. Epinephrine is the medication that is necessary in an anaphylactic emergency. The EpiPen® is one of the most commonly used auto injectors used to administer this medication, although there are other suitable auto injectors available.

### **At KCNS, the following steps are taken to ensure the safety of the child.**

- The Anaphylactic Policy is reviewed and signed by all staff and duty parents prior to the commencement of employment/volunteering, and on an annual basis thereafter.
- The communication plan provides information on anaphylaxis and gives a detailed strategy for reduction of risks.
- The family must complete the Individual Anaphylactic Plan for each child.
- The family must provide training on the Individual Anaphylactic Plan to all staff and duty parents, when the child comes into care. A record of this training is signed, dated and kept in the child's file.
- All new staff or duty parents who commence employment or volunteering after the training provided by the family, will be given the training on the Individual Anaphylactic Plan by the Supervisor. A record of this training is signed, dated and kept in the child's file.
- Staff and duty parents are aware of allergies in the classroom and the child's name, picture and allergy are posted in,
  - all areas of food consumption
  - all play areas and play rooms (including outdoor play areas)
  - all other areas where children may be present
- Staff will conduct a check to confirm that the child has their required medication with them before each transition (i.e. moving from the classroom to the outdoor play area, leaving the Centre, etc.). All medication (including auto-injectors) will remain out of children's reach at all times and will be kept in a fanny pack on the staff's person and when the child is not at school, in locked first aid box by the door of the office
  - Staff and duty parents review the Individual Anaphylactic Plans for children in the Centre prior to employment/volunteering and when new/amended Individual Anaphylactic Plans for children are required.
  - A letter is given to all families, staff and duty parents advising them of the identified allergies at the Centre.

- The Supervisor will annually review the Anaphylactic Policy and procedures with all staff and duty parents.

## **Families**

The family of the child with an anaphylactic allergy will provide the following to KCNS.

- The family will inform the centre of the child's anaphylactic allergy
- In consultation with the child's physician, the family will complete the Individual Anaphylactic Plan and return it to the centre
- Provide a description of the allergy
- Monitoring and avoidance strategies
- Consent allowing the centre staff to administer epinephrine when they consider it necessary in an allergic emergency
- Suitable auto injector(s)
- Proper medical advice around the dosage of epinephrine
- Training to all staff and duty parents when the child comes into care, including information on possible symptoms, use of auto injector and all relevant information that pertains to their child's allergy
- Training to the Supervisor so that the Supervisor can train new staff and duty parents
- Signed consent to have subsequent training of staff and duty parents completed by the Supervisor

In the event that a child no longer requires Epinephrine, a note from the child's physician is required stating that the child no longer requires the Epinephrine for the allergy indicated in the Anaphylaxis Plan. Until such note is provided by the child's physician, the Anaphylaxis plan remains in effect.

## **Strategies**

On January 17, 2000, our school became peanut-free. As of September 1, 2013, our school became strictly nut free (peanuts and all tree nuts). The decision was made to accommodate children with this serious allergy. Therefore, it is all our responsibility to prepare and send nut free snacks as any food brought on school premises must be nut free. We urge parents and caregivers to read labels carefully. All parents/caregivers must sign a Nut Free Snack Agreement Form as part of the registration package.

Foods/substances which trigger allergies that may cause anaphylaxis:

- Peanuts
- Tree nuts: walnuts, brazil nuts, pistachio nuts, pine nuts, macadamia nuts, hazelnuts, pecans, almonds and cashews
- Eggs
- Milk
- Insect Stings
- Shellfish
- Fish
- Sulphites
- Sesame seeds and sesame oil
- Wheat
- Soy
- Bananas, avocados, kiwis, chestnuts for children with latex allergy
- Latex: found in gloves, balloons, erasers, rubber spatulas, craft supplies
- 

### **Medications**

In our school the significant allergies are to peanut products, nuts, milk, eggs and wheat products. There are allergies to other foods and insect/wasp stings as well. We have also banned the use of any Latex product to accommodate this allergen.

The above list to allergens and causative agents will be revised as required.

Examples of symptoms of anaphylaxis

- Skin: hives, flushing of face/body, welts, itching, warmth, redness, rash, swelling
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, chest pain/tightness, difficulty swallowing, congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing)
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale blue colour, weak pulse, passing out, dizzy/light headed, shock
- Other: anxiety, feeling of impending doom, headache

### **Reducing Risk of Exposure**

When an anaphylactic condition exists, KCNS will endeavor to reduce the risk of exposure by implementing the following:

- The staff and duty parents will review all areas in the Centre, such as storage cupboards, creative supplies and staff room to make sure certain foods and/or other causative agents are avoided throughout the Centre
- Staff and duty parents will be aware and avoid bringing items from home with causative agents in them
- As part of our communication plan, a letter will be given to all families, staff and duty parents to make them aware of the life-threatening allergy that exists and the need to avoid foods or other causative agents being brought into the Centre
- The child's Individual Anaphylactic Plan will be included in the child's file and this plan will be revised as necessary.
- Children in the Centre are to be made aware of any allergies through group discussion.
- Children are only to eat the food which they have brought with them from home, unless it is packaged, clearly labeled and approved by their parents
- Everyone will wash hands before and after eating
- No food, utensils or containers will be shared
- Food will be placed on a napkin, paper towel or waxed paper rather than in direct contact with desk or table
- A poster which describes signs and symptoms of anaphylaxis and the procedure of how to administer epinephrine is to be placed in a visible area that is relevant to the staff and duty parents
- Staff will carry a cell phone with them at all times will be aware of the nearest telephone within the Centre during regular Centre operation.

### **Communication Plan**

At KCNS, the children that we serve, staff and duty parents could have potentially life-threatening allergies. Some are at risk for insect sting allergies, but most are allergic to a specific food.

Anaphylaxis is the severe reaction to an allergic substance such as food, medications, latex, insect stings or other substances. Anaphylaxis can lead to death if not treated and avoided in a child care environment.

Staff and duty parents are to be aware and educated on potentially life-threatening allergies in order to keep children and employees, volunteers and placement students safe.

Accurate and timely information is to be communicated by ABC Childcare Centre (including employees, volunteers and placement students) and families as outlined in the responsibilities and strategies sections of this policy.

## **Emergency Protocol**

- An employee stays with the child at all times.
- A person is sent for help.
- Administer epinephrine at the first sign of reaction, according to the Individual Anaphylactic Plan. Note the time.
- Call 911.
- An employee stays with child when being accompanied to hospital to provide assistance to child if necessary.
- Bring back-up auto injector (or other medication) if available.
- Contact family.
- Fill in Serious Occurrence form in a timely manner.

## **Training (for staff and duty parents)**

- Where a child has an anaphylactic allergy, staff and duty parents are provided with initial training from the family. Training will include the procedures to be followed in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer medication.
- New staff or duty parents who commence employment or placement after the initial training, will be given the training by the Supervisor.
- A record of all training is signed, dated and kept in the child's file.
- Each year staff and duty parents must review the signs and symptoms of anaphylaxis.
- Staff and duty parents practice using an auto injector (used for training purposes) and are encouraged to practice this technique.
- Staff and duty parents are aware of how to create an allergy-safe environment.
- An allergy list including the child's name and allergy are posted in,
  - o all areas of food preparation and consumption
  - o all play areas and play rooms (including outdoor play areas)
  - o all other areas where children may be present
- Staff and duty parents take special care to avoid exposure to allergy causing substances.
- A letter from the Supervisor is given to families and duty parents to communicate the need to be aware of allergy and to help reduce the risk by not bringing in certain foods and/or products into the Centre.
- KCNS and families work as a community on behalf of the child's safety to communicate and educate themselves on anaphylaxis management.

## **Colds and Infections**

In the best interest of your child and the other children at KCNS, your child must be kept home if he/she exhibits any of the following symptoms:

- severe runny nose (green or yellow discharge), cough, wheezing or difficulty breathing, excessive lethargy
- an oral fever of 38 C (100.4 F); contact your physician immediately if the fever is at or above 39 C (102 F)
- undetermined rash; your child must be seen by a physician to determine the nature of the rash before returning to school
- vomiting, diarrhea or fever within the last 12 hours
- suspicion of pink eye

Children must be symptom free for 24 hours before returning to school.

Children will be observed upon arrival each day for signs of illness and will be sent home again if the teacher deems it necessary.

If a child becomes ill during the morning, the family or alternate adult will be contacted to pick up the child. The Teacher will fill out a Child Illness Form.

We ask that Parents/Guardians keep the Supervisor/Teacher informed of all communicable diseases and any other signs and symptoms of illness their children experience. This information may need to be reported to the Health Department.

### **Teacher Illness**

If the teacher becomes ill prior to duty, the Executive will contact a supply teacher to cover teaching duties. When it is impossible to arrange for a supply teacher, school will be suspended until the teacher can return to school or a supply teacher is available.

If the teacher becomes ill while on duty, duty parents are expected to carry out the duties of the instructor for that day. If necessary, contact a member of the executive or another parent to maintain correct teacher to student ratio.

If you are a trained E.C.E and would like to act as a supply teacher on days when our regular teacher is absent, please contact the President or another member of the Board of Directors to set up an interview.

## **Immunization Policy**

### **Teacher, Duty-Parents**

Before beginning work at KCNS, all staff and volunteers must be screened for tuberculosis. This test that is required is known as a Mantoux test or a tuberculin skin test. It is a two-part test that can be done by your family physician or without coat through your local health unit. If you know that you are a tuberculin positive reactor, a chest x-ray or proof of a chest x-ray within the last year is required. The chest x-ray or the Mantoux test is not repeated in subsequent years unless there is a medical reason to do so.

Also, before beginning work at KCNS the Supervisor/Teacher and Duty-Parents must also have proof that the following immunizations are up to date:

MMR (measles, mumps, rubella) - Rubella is usually a mild illness, but can cause serious side effects to an unborn child if the mother contracts Rubella.

Diphtheria/Tetanus and Pertussis - This vaccine is administered every 10 years.

Until immunizations have been carried out and submitted, the Teacher and Duty-Parents may not begin working with the children.

### **Children**

Children must be immunized according to the Health Department's Immunization Schedule. Tuberculosis testing will be required for participants who have spent three months (90 days), or more during the past five (5) years in countries specified by the Health Department.

An immunization form from the District Health Office must be filled out before your child begins school, indicating the date that each immunization was given. Children who have not had the necessary vaccinations can be withdrawn from the school until the vaccinations are up-to-date. This is a regulation of the Ontario Child Care and Early Years Act and the City Health Department. Refer to the Ontario Regulations of the Child Care and Early Years Act and the Health Department for more information on these regulations.

We follow the recommendations of the Health Department for child care facilities regarding the prevention of Hepatitis B and HIV infection.

## **MEDICATION POLICY**

Precise regulations exist pertaining to the dispensation of medication in a child care program. These regulations are written to protect your child and the staff and must be adhered to without exception. These regulations require that:

All medication must be prescribed by a physician and must be brought to the Centre as dispensed by a pharmacist, that is in the original package with the pharmacist's label

The medication must have been prescribed for the child and not for any other family member; if you have two children enrolled at the Centre who are taking the same medication, you must have two separate prescriptions

The prescriptions must be current

The medication form, with the registration package, must be filled out for each day the medicine is to be given; the form must be filled out completely; ditto marks are not acceptable

Ice packs and bandages will be administered as required by the staff as required without the need of a physician's order

Over the counter drugs such as cough medication, aspirin, decongestants, etc., will not be administered by KCNS. Should your physician recommend these medications, ask him/her to write a prescription for use in the Centre.

## **FIRST AID POLICY AND PROCEDURES**

CCEYA says:

Standard First Aid

Ontario Regulation 137/15

<http://www.ontario.ca/laws/regulation/r15137#BK67> Section 58(2)

- Every licensee shall ensure that every employee working at a child care centre and every provider of home child care or in-home services has a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board or otherwise approved by a director. As KCNS is a co-op, this means that two duty parents replace a paid staff in the classroom and are therefore also required to have the valid certification in Standard First Aid as outlined below.

- 2-Day Standard First Aid & CPR-C (adult/child/infant CPR)
- Time Required: 16 Hours
- Standard First Aid qualifications are valid for three years. Recertification is then required.

To accommodate this requirement, KCNS will provide a 2-Day Standard First Aid & CPR –C course with a recognized training agency at the school during our set up and duty parent training week in September. The cost of the course will be determined by the Executive Board each year.

The following was taken, in part, from the “PCPC General Health and Safety Handbook” housed on the HR PAR website along with a large variety of human resources handbooks and tip sheets.

### **First Aid**

KCNS posts emergency telephone number lists near all telephones that includes the numbers of local fire and police departments, the nearest hospital and ambulance service, the nearest Poison Control Centre and a local taxi service.

School phones are located in the snack and craft rooms. There are also church phones in the hallway near the craft room and in the kitchen.

We have ensured that the address of the Centre can be seen from the street, day or night to help in the event of an emergency at KCNS.

Staff and volunteers are trained and up-to-date with their Standard First Aid & CPR – C (infant, child and adult CPR).

### **KCNS ensures that we are prepared for any first aid occurrences by having the following:**

- Signed parental consent forms are kept on file to enable the staff and volunteers to provide emergency treatment or transportation is necessary; complete and up-to-date emergency contact information is also available for each child in their file located in the school office.
- A list of each child’s medical history is available in each child’s file, which includes immunizations, allergies, medications and serious illnesses; family’s update the forms once per year or whenever a change in information occurs; when away from the school, each child’s emergency contact information and medical consent forms are brought with the teacher.
- A back-up caregiver is available if medical transportation of a child is necessary.
- Stocked first aid kits are available in convenient locations, and these locations are known to all staff and volunteers; the first aid kit is out of reach of children but is easily accessible to staff; staff and volunteers are familiar with and know how to use the contents of the kit; first aid kits are regularly checked and restocked as necessary.
- A portable first aid kit is available for field trips and playground use.

- Any special procedures individual children require are considered and supplies made available by the family (i.e. EPI-pen, insulin, anti-seizure medication, etc.)

**First Aid Kit Supplies:**

- Adhesive tape and non-allergic tape
- Band-Aids (assorted sizes)
- Tensor bandage
- Stretchy gauze Butterfly bandages (assorted sizes)
- Thick dressings
- Gauze pads for cleaning wounds
- Triangular bandages with safety pins
- Sterile Telfa pads
- Flashlight with batteries
- Tweezers with points
- Scissors
- Fever strips or thermometer
- Reusable ice packs
- Breathing mask
- Sunscreen 15 SPF or higher
- Plastic bag to collect soiled gloves and used supplies
- Disposable gloves
- First aid book

**First Aid Kit Supplies for Field Trips:**

- Safety pins
- Scissors
- Alcohol swabs or wet-wipes for cleansing
- Triangular bandages
- Gauze pads and stretchy gauze roll
- Adhesive tape and non-allergic tape
- Tensor bandage
- Thick dressing
- Band-Aids (assorted sizes)
- Fever strips
- Sunscreen 15 SPF or higher
- Instant ice pack

- Breathing mask
- Disposable gloves
- Plastic bag to collect soiled gloves and used supplies
- 'Throw up' bag
- List of children's allergies
- Emergency cards

### **General Principles of First Aid**

If an injury occurs:

- Stay calm and call for another adult
- Check for life-threatening situations or conditions
- Unconsciousness
- Not breathing or having trouble breathing
- No pulse
- Severe bleeding
- Call 911 if needed; if possible, stay with the child and send another person to call
- Give CPR or first aid if necessary
- Treat the child for shock if indicated
- Do no further harm; do not move the child, unless the child is in danger of more injury
- Comfort the child
- Notify the parent or guardian, or other emergency contact
- After the incident is over, complete the injury report form

Review and determine ways to prevent a reoccurrence

### **Playground Safety Policy**

To ensure the safety of our playground we take daily, weekly, monthly and yearly measures. Parents must sign that they have read and understood the Playground Safety Policy. The signature sheet is kept in the Playground Binder in the Office.

**DAILY** - On a daily basis the Duty Parent conducts a visual survey of the playground. This includes checking for tripping hazards, animal feces, standing water or poor drainage, snow and ice accumulation and any broken equipment.

The snow is shoveled from the base of the climber and around the entrance to the shed and entry gate. The shed is supplied with a brush, a rake, a shovel and salt to melt away any ice. In the winter, salt is added to the steps and standing areas. The climber is always cleared of fallen leaves, snow and ice. The landing area of the slide is checked for safety. The Duty Parent initials the daily log calendar, and records any observed issues/concerns, and

informs the Teacher. During the time the playground is in use, two (2) to three (3) adults (Teacher + Duty Parent(s)) are supervising the children at all times.

**WEEKLY** – On a weekly basis the playground maintenance coordinator reviews the daily log and ensures it has been completed. Also, they check the repair log sheet for any issues that were noted, and ensures they were addressed and completed.

**MONTHLY** – The daily log calendar is filed in the playground log binder and any repair issues are addressed. A monthly inspection checklist is completed by the playground maintenance coordinator, which is a thorough check of the status of the climber, sandbox, play shed and general playground area. The inspection looks for any aggressive decay, abnormal deterioration, broken wood, debris, sharp or protruding edges. The monthly checklist is signed and filed in the log binder.

**SEASONALLY** – We have a seasonal checklist as well to ensure that leaves and branches are raked and removed. Standing water is removed especially during mosquito season, tree branches at eye level are trimmed as well as long weeds. Also, the perimeter chain-link fence is checked to ensure it is in good condition.

**ANNUALLY** – We conduct a Start of the School Year playground clean up, where the climber, shed and general playground is inspected and tidied prior to the start of school. Early in the Fall, the playground maintenance coordinator calls for a professional inspection of the playground area and climber. A complete inspection report is mailed to us and filed in the log binder.

## **SAFE DRINKING WATER POLICY**

KCNS in co-operation with the Ministry of Education is committed and responsible to deliver services which promote health, safety and welfare of the clients being served. The school is responsible to be accountable to the Ministry, and specifically to demonstrate that service delivery is consistent with the relevant legislation, regulations and Ministry policy.

The Ministry requires that providers of services for children under the Child Care and Early Years Act ensure that plumbing (every tap), is flushed:

Daily in premises built prior to 1990 and

Weekly, (on the first day of each week), in premises built in or after 1990. \*

- If any part of the construction of the building was completed before 1990, then daily flushing will be required.

Flushing method:

Flushing must be completed before the premises opens for the day

Cold water must be turned on for 5 minutes at the last tap on each branch/run of pipe (do not remove aerator if present)

Filters or other treatment devices installed on or near the tap must be bypassed during the flushing if it is practical to do so

After 5 minutes, flushing is complete, all drinking fountains and other taps used for drinking purposes must be flushed for 10 seconds (do not remove aerator if present)

Flushing is recorded, including the date, time and signature of the person flushing the system and the record is kept for six years.

All Centres must carry out annual sampling and testing for lead; the laboratory that is conducting the sample analysis is required to report test reports that exceed the drinking water lead standard to the operator of the Centre, the Medical Officer of Health, the Ontario Ministry of the Environment Spills Action Centre and Interested Authorities.

### **Smoke Free Policy**

Under the Smoke Free Ontario Act, 'No Smoking' signs are to be posted at the entrance of the School including washrooms and playground. The purpose of the act is to protect people's health by prohibiting smoking at all times whether or not children are present.

KCNS is a smoke free environment. Parents, visitors and students are required not to smoke or hold lighted tobacco in and around the building, including the playground and on field trips whether there are children present or not.

## **WEATHER**

### **Smog/Heat Alert and Sun Safety**

The KCNS Teacher is conscious and aware of smog and heat alerts. The Teacher will take appropriate action to protect the children from related health complications when a smog and/or heat alert has been received. The following steps will be taken:

- Outdoor play is cancelled until the alert is over; the gym will be used to keep physically active

- Children will spend time in environments where it is cooler
- Children will have access to their water at all times

### **Sun Safety**

The KCNS Teacher is conscious and aware of the strong sunrays. The Teacher will take appropriate action to protect the children from skin damage. The following steps will be taken in accordance with our current policies;

- Limit the time spent outside between 11:00 am and 4:00 pm unless it is spent in a shaded area
- Spend the outdoor time in shaded areas

We recommend that all children wear a hat to protect the face and neck

Parents are also asked to ensure that their children have sunscreen with UVA&UVB protection applied before coming to school in the morning (factor 35 or higher)

### **Cold/Wind chill Alert**

When cold/wind chill alert is expected within 24 hrs., the Ontario Ministry of the Environment automatically notifies the school by email.

The KCNS Teacher is conscious and aware of cold/wind chill alerts. The Teacher will take appropriate action to protect the children from related health complications when a cold/wind chill alert has been received. The following steps will be taken:

- Outdoor play is cancelled until the alert is over; the gym will be used to keep physically active
- Children will spend time in environments where it is warmer

### **Storm Policy**

While we realize that the closing of the school at any time other than the normal closing time will cause some inconvenience to families, there may be times when an action is necessary because of bad weather conditions.

The Supervisor/Teacher has both the authority and responsibility to act in the interests of the school and the children in their care. If weather conditions warrant an early closing time, the school will contact all families and ask for their co-operation in picking up their children.

If weather conditions are bad and you are concerned, please do not hesitate to call the school to inquire about emergency plans. If the weather conditions result in the landlord closing the school, the school will be closed. School closing announcements are made on major radio stations.

## **Part Six: Emergency Preparedness Procedures**

## **Fire Procedures**

Must have a written procedure approved by the Fire Chief.

Each staff member/Duty-Parent must know his/her designated responsibilities.

Procedures are written and posted in each room, along with a map of all fire extinguishers and emergency exits.

A fire drill must be conducted once a month.

The Teacher keeps a written record is kept of all fire drills, including the date and time required to evacuate the premises.

Our Evacuation Centre is Kettleby Public School, just west of our school on Lloydtown-Aurora Side Road.

## **Large-Scale Evacuation**

In the event of a large-scale evacuation, we are to join the Kettleby Public School students being bussed to Aurora High School, 155 Wellington St W, Aurora, ON L4G 2P4, telephone 905-727-3107.

We ask all parents to familiarize themselves with this information, as this is where they will be required to pick up their child in event of a large evacuation.

## **Safety Drill Procedure**

Teacher sounds alarm (using smoke detector)

Duty parents quickly and calmly bring children to the doorway of the room they occupy, being careful not to use the word "fire" as it can cause anxiety.

Children line up at the door. Teacher quickly takes attendance

One Duty-Parent leads children to nearest fire exit, opens the door and leads children outside. The other Duty-Parent follows. Children are taken outside to the back playground.

Teacher follows after closing all doors and takes attendance again once outside.

\* The responsibility, in emergency situations rests with the adults. A quick, clear, calm approach together with an air of confidence will go a long way in helping the children handle emergency situations. Our aim is to bring the children to a place of safety, not to frighten them.

**Phase 1: Immediate Emergency Response**

<b>Emergency Situation</b>	<b>Roles and Responsibilities</b>
<p><b>Lockdown</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> <li>1) The staff who becomes aware of threat must inform all other staff as quickly and safely as possible. Upon hearing three sets of three short whistle blows, all doors are locked.</li> <li>2) Staff inside the child care centre must: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• gather all children and move them away from doors and windows;</li> <li>• lock classroom door</li> <li>• lights must be ON and window coverings OPEN</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• take shelter in closets and/or under furniture with the children, if appropriate;</li> <li>• keep children calm;</li> <li>• ensure children remain in the sheltered space;</li> <li>• turn off/mute all cellular phones; and</li> <li>• wait for further instructions.</li> </ul> </li> <li>3) If possible staff in the classroom: <ul style="list-style-type: none"> <li>• barricade the room door;</li> <li>• gather emergency medication; and</li> <li>• join the rest of the group for shelter.</li> </ul> </li> </ol> <p><b>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</b></p>
<p><b>Hold &amp; Secure</b> When a threat is in the general vicinity of the child care centre, but not on or inside the</p>	<ol style="list-style-type: none"> <li>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</li> <li>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</li> <li>3) Staff in the program room must immediately:</li> </ol>

<p>child care premises. E.g. a shooting at a nearby building.</p>	<ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all window coverings and windows in the program room;</li> <li>• continue normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> <p>4) The teacher/site supervisor must immediately:</p> <ul style="list-style-type: none"> <li>• close and lock all entrances/exits of the child care centre;</li> <li>• close all blinds and windows outside of the program rooms; and</li> <li>• place a note on the external doors with instructions that no one may enter or exit the child care centre.</li> </ul> <p><b>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</b></p>
<p><b>Bomb Threat</b> A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or discovers a suspicious package must:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• call 911 if emergency services are not yet aware of the situation;</li> <li>• follow the directions of emergency services personnel; and</li> <li>• take children’s attendance to confirm all children are accounted for.</li> </ul> <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p><b>Disaster Requiring Evacuation</b> A serious incident that affects the physical building and</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> </ul>

<p>requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<ul style="list-style-type: none"> <li>• gather all children, the attendance record, children’s emergency contact information any emergency medication;</li> <li>• exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions;</li> <li>• escort children to the meeting place; and</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• keep children calm; and</li> <li>• wait for further instructions.</li> </ul> <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> <li>• take a first aid kit; and</li> <li>• gather all non-emergency medications.</li> </ul> <p>4) Designated staff will:</p> <ul style="list-style-type: none"> <li>• help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and</li> <li>• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation; and wait for further instructions.</li> </ul> <p>5) If possible, the teacher/supervisor must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p><b>Disaster – External Environmental Threat</b> An incident outside of the building that may have adverse effects on persons in</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p><b>If remaining on site:</b></p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p>

<p>the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>2) Staff must immediately:</p> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• close all program room windows and all doors that lead outside (where applicable);</li> <li>• seal off external air entryways located in the program rooms (where applicable);</li> <li>• continue with normal operations of the program; and</li> <li>• wait for further instructions.</li> </ul> <p>3) The teacher/site supervisor must:</p> <ul style="list-style-type: none"> <li>• seal off external air entryways not located in program rooms (where applicable);</li> <li>• place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and</li> <li>• turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).</li> </ul> <p><b>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</b></p>
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<p>Natural Disaster: Tornado / Tornado Warning</p>	<ol style="list-style-type: none"> <li>1) <u>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</u></li> <li>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</li> <li>3) <u>Staff must immediately:</u> <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• <u>gather all children:</u></li> <li>• <u>go to the basement and take shelter in small interior rooms such as washrooms, closets or hallways;</u></li> <li>• take children’s attendance to confirm all children are accounted for;</li> <li>• <u>remain and keep children away from windows, doors and exterior walls;</u></li> <li>• keep children calm;</li> <li>• conduct ongoing visual checks of the children; and</li> <li>• wait for further instructions.</li> </ul> </li> </ol>
<p><b>Natural Disaster: Major Earthquake</b></p>	<ol style="list-style-type: none"> <li>1) Staff in the program room must immediately: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• instruct children to find shelter under a sturdy desk or table and away from unstable structures;</li> <li>• ensure that everyone is away from windows and outer walls;</li> <li>• help children who require assistance to find shelter;</li> <li>• for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;</li> <li>• find safe shelter for themselves;</li> <li>• visually assess the safety of all children.; and</li> <li>• wait for the shaking to stop.</li> </ul> </li> <li>2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</li> <li>3) Once the shaking stops, staff must: <ul style="list-style-type: none"> <li>• gather the children, their emergency cards and emergency medication; and</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.</li> </ul> <p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> <li>• take a first aid kit; and</li> <li>• gather all non-emergency medications.</li> </ul> <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) Designated staff will:</p> <ul style="list-style-type: none"> <li>• help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and</li> <li>• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation; and</li> <li>• wait for further instructions.</li> </ul> <p>7) The teacher/site supervisor must conduct a walk through of the child care centre to ensure all individuals have evacuated, where possible.</p>
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***Immediate Emergency Response Procedures for Other Emergencies***

<p><b>Fire</b></p>	<ol style="list-style-type: none"> <li>1) Lead duty parent will check the exit door to see if it is warm to the touch and to determine if it is safe to exit the building.</li> <li>2) If the fire is blocking the exits: <ul style="list-style-type: none"> <li>• Close the door, leaving it UNLOCKED</li> <li>• Place a wet towel under the door</li> <li>• Call 911</li> <li>• Crouch low with the children and move to the most protected area with a window</li> <li>• Seal all cracks where smoke can enter</li> <li>• Partially open a window for air; close window if smoke comes in</li> <li>• Remain calm and;</li> <li>• Wait further instructions</li> </ul> </li> </ol> <p><b>Note: the above is in addition to procedures listed in fire drill/safety procedures section in this document.</b></p>
<p><b>Accident/Medical</b></p>	<ol style="list-style-type: none"> <li>1) Assess the situation and the environment</li> <li>2) Apply appropriate first aid: do not move child/adult if unsure of injury</li> <li>3) Clear area around unwell/injured person</li> <li>4) Keep the unwell/injured person calm; reassure and comfort; other staff should comfort and support the other children; call for additional staff help if needed</li> <li>5) Inform site teacher/site supervisor</li> <li>6) Teacher/site supervisor will call appropriate emergency service (i.e. ambulance) if required, unless delegated to another staff</li> <li>7) The staff who witnessed the incident should go to the hospital with the unwell/injured person; the emergency consent form and emergency card must be taken to the hospital; children should never be transported in a staff vehicle; a taxi must be called if an ambulance is not needed</li> <li>8) Contact the family and advise them of the situation; notify the</li> </ol>

<p><b>Lost Child</b></p>	<p>family as to where the child is being taken and arrange for them to meet at that location</p> <p>9) Staff at the hospital will call the school periodically to give updates of the situation</p> <p>10) Staff who accompanied the person to the hospital will stay there until child's parent or contact person arrives and may need to stay longer if that person needs support</p> <p>11) The President of the Board should be informed as soon as possible</p> <p>12) An accident report will be filled out by the teacher/site supervisor and signed by the family and filed; if applicable, a Serious Occurrence Report will be filled out procedures followed</p> <p>1) If a child is discovered missing staff must:</p> <ul style="list-style-type: none"> <li>• Inform the teacher/site supervisor or in their absence, their delegate, immediately</li> </ul> <p>The teacher/site supervisor or delegate will:</p> <ul style="list-style-type: none"> <li>• Take charge of the situation</li> <li>• Direct other adults available to search the school, playground and surrounding areas</li> <li>• Inform the President of the board who will notify the Executive</li> <li>• Contact the family</li> <li>• If the child is not found within a reasonable amount of time call the York Regional Police</li> <li>• Record all actions taken and the times they occurred</li> <li>• Report as a Serious Occurrence and follow relevant procedures</li> </ul>
<p><b>Lost Child Off-Site</b></p>	<p><b>Note: To follow up, the teacher/site supervisor should review with duty parents the reasons for the child's disappearance which should then be reviewed by the Executive Board and recommendations made to prevent further incidents from occurring.</b></p> <p>If a child is discovered missing during a field trip the following steps</p>

	<p>should be followed:</p> <ul style="list-style-type: none"> <li>• Teacher/site supervisor will take charge immediately</li> <li>• Children should be gathered in a group and supervision maintained in a secure and calm manner</li> <li>• A duty parent will be assigned to check immediate area</li> <li>• Inform any official in the area, i.e. park official; give description and ask for assistance</li> <li>• One person should call for emergency assistance – 911</li> <li>• Search will continue to broaden with all parents available as directed by the teacher/supervisor or emergency officials</li> <li>• Clear communication is essential</li> <li>• The President should be informed as soon as possible they will notify the Executive Board</li> <li>• Report as a Serious Occurrence and follow relevant procedures</li> </ul> <p><b>Note: The teacher/site supervisor should review with the duty parents the reasons for the child’s disappearance. This should then be reviewed by the Executive Board and recommendations made to prevent further incidents from occurring.</b></p>
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**Phase 2: Next Steps During the Emergency**

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

**Emergency Numbers are located in all classrooms and with the emergency contact binder which should be with the teacher/site supervisor at all times in an emergency**

- 4) Where any staff, students and/or volunteers are not on site, the teacher/site supervisor or President must notify these individuals of the situation and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
  
- 5) The teacher/site supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
  
- 6) Throughout the emergency, staff will:
  - help keep children calm;
  - take attendance to ensure that all children are accounted for;
  - conduct ongoing visual checks and head counts of children;
  - maintain constant supervision of the children; and
  - engage children in activities, where possible.
  
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

**8a) Procedures to Follow When “All-Clear” Notification is Given**

<b>Procedures</b>	<ol style="list-style-type: none"> <li>1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.</li>   <li>2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</li>   <li>3) Staff must:           <ul style="list-style-type: none"> <li>• take attendance to ensure all children are accounted for;</li> <li>• escort children back to their program room(s), where applicable;</li> <li>• take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and</li> <li>• re-open closed/sealed blinds, windows and doors.</li> </ul> </li> </ol>
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	<p>4) The teacher/site supervisor and the President will determine if operations will resume and communicate this decision to staff.</p>
<p><b>Communication with parents/guardians</b></p>	<p>1) As soon as possible, the teacher/site supervisor or President must notify parents/guardians of the emergency situation and that the all-clear has been given.</p> <p>2) Where disasters have occurred that did not require evacuation of the child care centre, the teacher/site supervisor or President must provide a notice of the incident to parents/guardians by distributing a short letter and/or email.</p> <p>3) If normal operations do not resume the same day that an emergency situation has taken place, the President must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>

<b>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</b>	
<b>Procedures</b>	<ol style="list-style-type: none"> <li>1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</li> <li>2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</li> <li>3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</li> <li>4) The teacher/site supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</li> <li>5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> <li>• remain calm;</li> <li>• take attendance to ensure all children are accounted for;</li> <li>• help keep children calm;</li> <li>• engage children in activities, where possible;</li> <li>• conduct ongoing visual checks and head counts of children;</li> <li>• maintain constant supervision of the children;</li> <li>• keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</li> <li>• remain at the evacuation site until all children have been picked up.</li> </ul> </li> </ol>
<b>Communication with parents/guardians</b>	<ol style="list-style-type: none"> <li>1) Upon arrival at the emergency evacuation site, Click here to enter text. will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</li> <li>2) Where possible, the teacher/site supervisor or president will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated and include the details of the evacuation site location and contact information in the message.</li> </ol>

### ***Additional Procedures for Next Steps During an Emergency***

E.g. documenting children's accidents/injuries, providing water and/or snacks, etc.

During an emergency, the teacher/site supervisor will keep track of and document any accidents, injuries, illness or any other incident that occur to any child or staff. If the children's own snacks are finished or weren't able to be taken in the evacuation, water and snacks from the emergency package will be distributed

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

<b>Procedures for Resuming Normal Operations</b> E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.	Within 24 hrs. the Ministry of Education Program Advisor should be notified as per Serious Occurrence procedure.  The treasurer is responsible for contacting the insurance company.  If needed, the Executive Board will find a temporary location to run the school until such time that any repairs and/or cleaning can be done by the appropriate agencies.  Families will be regularly updated by the President on the status of the school and when it can be re-opened.
<b>Procedures for Providing Support to Children and</b>	The teacher/site supervisor or President will contact the Regional Health Authority to access the community crisis/trauma response team within 24 hrs. of the event for advice, resources or in-person support.

<b>Staff who Experience Distress</b>	
<p>Procedures for Debriefing Staff, Children and Parents/Guardians Include, where applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>The President must debrief staff, children and parents/guardians after the emergency.</p> <p>If the school has been cleared for re-entry, an emergency meeting will be held at the school for all families and staff as soon as possible after the event.</p> <p>The president will inform everyone about what happened and outline steps to further prevent an incident if preventable, address the effectiveness of the school’s emergency preparedness and steps to improve procedures.</p> <p>The president will also make families aware of resources available to them should they need.</p>

Regulatory Requirements: Ontario Regulation 137/15

Emergency management

68.1 (1) In this section,

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

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

- (a) set out the roles and responsibilities of staff in case of an emergency;
- (b) require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
- (c) identify the location of a safe and appropriate off-site meeting place, in case of evacuation;

- (d) set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;
- (e) set out requirements regarding communications with parents;
- (f) set out requirements regarding contacting appropriate local emergency response agencies; and
- (g) address recovery from an emergency, including,
- (h) requiring that staff, children and parents be debriefed after the emergency,
  - a. setting out how to resume normal operations of the child care centre, and
  - b. setting out how to support children and staff who may have experienced distress during the emergency. O. Reg. 126/16, s. 42.
  - c. Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,
- (i) the child care centre is located in a school, the licensee uses or adopts the school’s emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
- (j) the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

**Part Seven: Parent Involvement**

**Duty and Non-Duty Enrolment**

**General Meetings**

**Fundraising**

**Executive Roles**

**Community Roles**

KCNS is a cooperative school and thus we rely solely on the participation and enthusiasm of our member parents and families. Parents help the Teacher in the classroom and do much of the daily work necessary to operate a successful school. This provides a wonderful opportunity for families to be involved together in their child's early education.

### **Duty and Non-Duty Enrollment**

Your Duty Day participation is a special day at school for your child. The participant does not have to be a mother. We welcome fathers, grandparents, caregivers and others as long as a Criminal Reference Check, Immunization information and 2-day Standard First Aid and CPR course have been completed and submitted to the school. However, siblings and other children are not permitted to stay at school on these days because of licensing restrictions.

Duty-Parents are required to fulfill duty days based on the number of days your child attends.

Non-Duty registrations are available for those who cannot participate as a Duty Parent due to pregnancy, maternity leave, work and/or family situation. Non-Duty Parents are still required to attend scheduled general meetings, fulfill a Community Role, participate in Fairs and Fundraisers and overall contribute to the success of the school. KCNS has limited enrollment for Non-Duty parents and an increased tuition rate.

### **General Meetings**

We collect a General Meeting Fee of \$50 at the beginning of the school year and held in trust by the Treasurer. Parents are encouraged to attend and vote at all general meetings. At meetings we discuss issues regarding activities, procedures etc. to ensure the school continues to operate in the best interest of all our children. The first and last general meetings of the school year are mandatory. Only one of the remaining three meetings may be missed without penalty. Your \$50 cheque is returned in June if you have attended all meetings in the year.

### **Fundraising**

Since KCNS is a co-operative school, the member families are responsible for fundraising efforts. Fundraising is an integral part of our financial and operational success, and each year we hope to raise a minimum of \$5,000. Throughout the year we hold different fundraising events and are always welcome to new creative ideas!

### The Big Event

Once a year we hold one major fundraiser which is our biggest money-maker. This event is usually an evening affair without the kids. A fun night out! All parents are required to participate in the planning and execution of this event and encouraged to sell tickets to family and friends. Each member family is also required to buy two tickets to the event, whether they are able to attend or not.

### Wreaths

During the holiday season, we create and sell custom fresh wreaths. All parents are asked to sell wreaths to their family and friends. And we ask parents to volunteer their time and crafty skills to create beautiful holiday wreaths. This fundraiser has historically done very well and provides the school with a great financial boost. Grab your glue gun and channel your crafty nature!

### Scholastic

Each month you will receive a Scholastic Book Club pamphlet in your child's cubby. The books are inexpensive, age appropriate and are delivered to the school in 2 to 3 weeks. There is no limit on the number of books ordered. The school benefits from every order and receives Scholastic credits, which can be used to purchase items for the school – creative learning toys, equipment, books etc.

The Scholastic parent volunteer will collect the book orders and the cheques. Please remember to make your cheque payable to Scholastic Canada Inc.

### Mabel's Labels

KCNS partners with Mabel's Labels, award-winner creators of high-quality labels for the stuff kids lose! ® You can shop through our own dedicated Mabel's Labels website and KCNS receives a percentage of all sales. It's the perfect way to label all your child's belongings before they start school.

To order please visit: <http://kettleby.mabelslabels.com/>

### **Community Roles – How to Help Out at School**

At KCNS we require all parents, Duty and Non-Duty, to take on a Community Role to help contribute to the success of the school.

On the first day of School in the Fall, each parent is asked to assign themselves to a position on the Community Role board in the office.

KCNS is a community-based, co-operative/non-profit Nursery School Program that is run by and elected volunteer Executive Board. Each Spring we hold elections to select the new Executive Board. These five parents are responsible for the financial and administrative operation of the school. Parents with any experience in business, marketing, book-keeping, teaching etc. are encouraged to join the Executive in order to ensure the success of the school. The Executive Board meets bi-monthly during the school year. The Supervisor/Teacher attends these meetings and presents a report. This process allows the Board members and the Supervisor/Teacher to monitor whether the objectives of the program are being achieved, resolve any matters of concern and make changes to the program where appropriate.

Board members serve one-year terms. Any member parent is eligible to stand for positions on the Board. Only parents in good standing with the school will be active on the Board. Board members are elected at the final General meeting in the Spring. This meeting is mandatory for all members and the Teacher/Supervisor.

The following pages outline the Executive positions and the Community Roles.

## **Executive Committee**

Meetings scheduled every other month, or as required.

### **PRESIDENT**

*The President is usually the front lines of communication with regards to the school, member families, staff and support. Excellent communication skills are certainly important for this role, as are a good knowledge of the cooperative philosophy, the operations of the school and its bylaws/regulations.*

Be familiar with the school bylaws, policies and procedures and responsible for overseeing and drafting any changes as required, with the approval of the Executive committee

Signing authority alongside the Treasurer (co-sign all cheques and/or documents)

Effectively communicate school-related information to member families (school closures, important notices or updates)

Plan and Chair all meetings – executive and general – communicate reports at all meetings and communicate reports of other executive committee members if they are not in attendance

Plan school marketing activities for the year, along with the Registrar (Open Houses, advertising, website, social media, community events, print material)  
Work closely with the Teacher

Negotiate and renew Teacher contract with HR committee member Conduct Teacher review twice annually with HR committee member Hiring authority for any new staff, with HR committee member

Liaise with York Pines Church on all matters relating to school's rental, property, maintenance and other issues as they arise

Negotiate and renew rental agreement with the Church Council

Encourages group cohesion and parent participation

Ensure harmony, cooperation and contentment at every level of the organization

Updates Ministry Form for Change of Directors after every election Granted access to the OneKey and Ministry of Education web portals

Update the Parent Handbook, if required, with help from the other Executive Members and the Teacher/Site Supervisor, to keep up to date with Ministry Guidelines

## **VICE PRESIDENT**

Aids the President, as required

Assumes the role of President during her/his absence  
Is the Privacy Officer

Undertake any administrative duties related to Ministry, Health and Fire Safety inspections, as required by the Site Supervisor (Teacher)

Responsible for archiving files from the previous school year Submit grant applications on behalf of the school, if required Act as liaison between School and the PCPC,

Sharing new information/concerns, seminars or material with other Executives or member families

## **SECRETARY**

Record minutes of all General Meetings, and ensure all member parents receive copies of the minutes

Record minutes of all Executive Board meetings and ensure all executive members receive copies of the minutes

Appoint another Executive member to record minutes if Secretary is not able to attend a meeting

Oversees Meeting Minutes and Bylaws binders, ensure they are kept up to date as set by Ministry standards

Keeps record of meeting attendance for the end-of-year Meeting Fee cheque return

Coordinates Election nominations procedure prior to Election: nomination sheet and role descriptions posted on the Parent Board

Records and files all official Election results in the Meeting Minutes binder

## **Treasurer**

*The Treasurer is responsible for all financial operations and transactions for the school year. Any knowledge of basic accounting will be most helpful for this role. We use QuickBooks accounting software, which is easily installed on a Windows-based computer and very user-friendly.*

Reimburse and collect receipts for expenditures

Pay staff bi-weekly

Pay rent monthly for the year

Pay all bills, PCPC fees, license renewal, trip and enrichment expenses

Collect all registration, tuition, drop-in fees in cooperation with the Registrar and deposit on a monthly basis

Keep all general meeting cheques in trust and return them at the last general meeting, if applicable

Prepare monthly reports for executive and general meetings

Prepare proposed budget for the year, supplies, upgrades, maintenance, etc. Submit employee deductions by the 15<sup>th</sup> of each month and submit Revenue Canada form no later than six months after our fiscal year end (July 31)

Prepare financial statement at the end of the fiscal year for approval by the membership at the meeting in September

Provide receipts for parents for tax purposes

Keep accurate records of all financial transactions, using QuickBooks

Responsible for making appointments with the bank to change over signing authority with the executive

## **REGISTRAR**

*The registrar is usually the first person a prospective member family has contact with. A warm, friendly and outgoing Registrar will greatly contribute to lasting impressions. A good knowledge of the cooperative philosophy and operations of the School are important.*

Return phone messages and email inquires

Schedule school tours and/or invite prospective students on class trips

Ensure there are printed copies of the current Registration Package in the office

Maintains waitlist, if required

Work closely with the Site Supervisor ensuring that admission policies and Ministry standards are being met

### New Students/Member Families

Collect completed Registration Packages and ensure all information is complete, including the family Doctor's complete address with postal code

Make a copy of the Emergency Contact Form and put one in the Teacher's red binder, the other copy is kept in the front of the student file

Ensure all cheques are included with the Registration package, check for accuracy, for Meeting Fee and Registration fee cheques

Hand all cheques to the Treasurer

Create new files for each new student. Note student's start date on the file

Provide each new parent a copy of the Parent Handbook to borrow. Ensure it is signed out and returned

Arrange duty training for all new duty parents

Keep ratios and child's age in mind when considering enrollment. There must be enough duty parents to satisfy Ministry requirements

### Returning Students

Ensure the form for returning students is completed, and all required cheques are submitted.

File the form with the student's existing file and that all info is current

### Forms and Documents

Keep the Master Registration File (stored on the school flash drive) current with all student and parent information

Update the Parent Contact List each time a new member family joins the school. Email a copy to all parents, and print and post in the office, the Snack Room and in the Craft Room.

Coordinate the monthly Duty Schedule

Email a copy to all parents and print and post a copy on the info board at school. (This role can also be delegated to the Secretary, if required)

## **HUMAN RESOURCES**

Works closely with the Teacher

Negotiate and renew Teacher contract, with President Conduct Teacher review twice annually, with President

Conduct interviews and is the hiring authority for any new staff, with an appointed Hiring Committee

Helps Teacher select an appropriate Professional Development seminar (Teacher attends), and coordinates with Treasurer for payment

Develops and revises a Human Resources policy

Recommends Human Resources policies and procedures to the Executive

Assists in conflict resolution between staff and the School (member families)

## **Community Roles**

### Purchaser (1 person)

- Work closely with the Teacher and Treasurer
- Orders and/or purchases required supplies and equipment within the confines of board approval
- Retains receipts of all purchases for the Treasurer
- Conduct inventory on a weekly basis of school provisions (soap, Benefect etc.)

### Party and Field Trip Coordinator (1 - 2 people)

- Plan field trips bi-monthly
- Send party and field trip announcements to all members via email
- Post information on the Parent Board
- Convey dates and information to Registrar for the Duty Schedule Calendar
- Attend parties and field trips (in addition to duty days), and stay until clean-up is completed

- Collect money associated with the event, submit money to venue or to Treasurer as required

#### Playground Maintenance (1 – 2 people)

- Assess condition of playground and outdoor play structure as required by the Ministry
- Arrange for repair and/or replacement of damaged, broken or unsafe items in the playground and surrounding fences and gates
- Maintain daily, monthly and seasonal logs
- Responsible for playground log and annual inspections
- Submit the annual Playground Self Audit Statement to the Ministry
- Ensure daily playground inspection and sign-off is completed by Duty Parents
- Maintain grounds of the playground: mow the lawn when required, trim any dangerous branches
- Organize a school seasonal clean-up – rake leaves, etc.

#### Laundry (1 person)

- Ensure laundry is done on a regular basis
- Ensure art smocks and aprons are laundered frequently
- Fold and return clean laundry to the cupboard

#### Log Book Organizer (1 person)

- Oversees and maintains Water Flushing, Monthly Cleaning and Daily Playground Check log books as per Ministry requirements
- Provides monthly log sheets for the school; Submits a report at General Meetings, if required

#### Teacher's Helper (1 person)

- Make and replace playdough as required by the Teacher
- Responsible for ensuring the Craft Room sandbox is clean and safe
- Replace sand when required – each term
- Work with the Purchaser to order replacement sand
- Assist with craft preparation as directed by the Teacher

#### Fair Committee (1 – 2 people)

- Responsible for organizing and attending the Kettleby Fall Fair, Schomberg Main Street Christmas and Schomberg Fair
- Work closely with Executive on how best to promote school

- Organize parade floats for Kettleby Fair, Main Street Christmas and Schomberg Fair
- Work closely with the Teacher on ideas for float themes and children's costumes
- Coordinate parent volunteers to work the booths and parades

Scholastic (1 person)

- Distribute monthly Scholastic Book Club catalogues to each family in child's cubby
- Collect orders and cheques
- Place orders monthly and distribute incoming orders to each family
- Work with the Teacher and the Executive to determine how best to spend Scholastic credits

Fundraising Committee (3 – 4 people)

- Report to the Executive before and after each event: event objectives, profit, expenses, recommendations
- Coordinate with Treasurer regarding budgets and revenues of fundraising projects
- Coordinate Wreath Fundraiser in Nov/Dec
- Coordinate The Big Event
- Plan and coordinate any additional fundraisers through the year (bake sales, etc.)

*Roles can be modified, and new roles can be created depending on the needs of the school and based on the number of member volunteers. To ensure all school functions are overseen, parents may temporarily be required to take on more than one role during periods of low enrollment.*

## **Part 8: Rules and Regulations**

## **Kettleby Co-operative Pre-school Inc. – Rules and Regulations**

### *General*

1. The organization is known as the Kettleby Co-operative Nursery School Inc. It is a non-profit co-operative enterprise with the purpose of providing an educative atmosphere for the social interaction and individual development of the preschool child.
2. Members shall consist of parents/guardians of children in the school. General members of the community who wish to interact in the organization may apply to become associates of the nursery school, the fee being set by the Executive Board.
3. Members of the Executive Board for KCNS *must* have a child enrolled in the program. In certain cases where an Executive does not have a child registered in the program that person will be asked to pay a membership fee which will be set by the Board

### *Enrolment*

4. Application forms may be obtained from the Registrar who is in charge of enrolment. The complete forms along with the annual registration fee, General meeting fee, and post-dated tuition cheques for the year (B.L. rev. May 2013), are then to be handed in to the Registrar.
5. One registration fee is required per child in order to hold a place in the school. The registrar shall hold this list.
6. The registration fee is determined by the Executive Board and is only refundable when the child cannot be accepted in to the school (B.L.)
7. A medical examination and current immunization record is required for all attending the Nursery School for the first time. Children who have attended previously require a medical examination only if there is a change in immunization status or health.
8. A TB skin test or chest x-ray and immunization record is required for all Duty-Parents. Adults who have attended the previous year do not require any annual tests.
9. The amount of the tuition fee shall be determined by the Executive Board and shall be determined according to the operational costs of the school. Fees are payable by post-dated cheque, dated for the first day of each month starting with September 1 through to June 1. The cheques are forwarded to the Treasurer upon enrolment.
10. No reduction or refund can be made for absence due to illness or any other cause, except at the discretion of the Executive Board. One Month's written notice is required in the case of withdrawal (B.L.).
11. Positions in the school from the waiting list will be filled on a first come first serve basis, with the receipt of all completed forms and registration fee handed in to the Registrar being necessary to hold a position.
12. Though every possible care is taken, Teaching Staff and the Executive Board cannot be held responsible for accident or injury to the child at Nursery School, nor can they assume responsibility for lost or stolen articles. All clothing, boots, and any other personal belongings should be clearly marked.
13. The Nursery School is a strictly nut-free environment. (Rev. Aug/13)
14. Children must remain on the school property until the Parent/Guardian arrives to collect him/her – specifically in the building, playground or supervised area.

Parents/Guardians are therefore asked to come to that particular area to pick up the child.

15. Any change in regular transportation arrangements for a child must be reported to the teacher.
16. The Nursery School cannot be responsible for children other than those enrolled in the school. For this reason we must insist that other children do not accompany their Parents/Guardians on duty days. Similarly, older siblings may not attend as a “drop in” as the Nursery School has no emergency contact record for them, nor are they covered by our insurance. (Rev. May/13)
17. It is the responsibility of the individual to arrange for a substitute when he/she cannot be present for his/her duty day. Duty days may be traded or a pre-approved substitute called. Note: these substitutes charge a fee. Individuals who fail to be present and do not arrange a substitute must pay the Treasurer a fee.
18. Mandatory – All members must select a Parent Community Role upon registration in order to help with the success of school operations. (Rev. May/13)
19. Trips – for the purpose of safety and to subscribe to insurance provisions, the number of children per car on a trip must be limited to the seating capacity of the vehicle as prescribed by the manufacturer (If applicable).
20. Trips – at least one other adult must accompany the driving parent on a trip. More may be necessary, depending on the number of children in the car (If applicable).
21. Trips – the Nursery school cannot be responsible for children other than those enrolled in the school, who might accompany the school on a trip. Our insurance does not cover these extra children, and thus each parent must assume full responsibility.
22. Insurance – the Executive Board will purchase the necessary insurance to cover the operations of the school and will pay for Board of Directors liability every year (03-05-01).
23. Drop-In Vouchers: In months where Mondays are a holiday (Thanksgiving, Family Day, Easter and Victoria Day) those students normally attending Mondays will receive a free drop-in day for that month only. Provisions: the day requested has space, no additional duty parents are required, 24 hours-notice given to Teacher and Registrar. (08/26/14)
24. Double-Duty: If a duty parent does more than twice their required duty days in a month, they qualify for a free drop-in day to be used anytime that school year. Provisions: the day requested has space, no additional duty parents are required, 24 hours-notice given to Teacher and Registrar (08/26/14)

### *Rules for Teachers*

25. The teacher shall be appointed by the Executive Board, and shall be chosen with the approval of the Child Care and Early Years Act of the Ontario Government Department of Public Welfare.
26. The teacher shall arrange and conduct the Pre- School Program in accordance with trained techniques for the pre-school child, with the direction of the Executive Board.

27. The teacher shall receive a bi-weekly salary during the school year, as voted by the Executive Board upon acceptance of the position. An annual increase should be discussed by the Executive Board every June for the next school year. (03-05-01)
28. In case of illness, a teacher shall arrange for a substitute with the aid of the Executive. A maximum of ten (10) sick days per year are allowed, should it become necessary to have a substitute teacher for an undetermined length of time, the payment of this individual should be decided upon in conjunction with the substitute and the Executive Board.
29. In the case of resignation, a staff member must give sixty ( 60 )days written notice to the Board of Directors.
30. A staff member's position may only be terminated by Days written notice determined by a clear majority of the Executive Board.

#### *Executive Board*

31. The Executive Board shall consist of President, Vice-president, Secretary, Treasurer, Registrar and Human Resources as stipulated by the by-laws
32. Executive Board are elected for a term of one year by the general membership at the Yearly General Meeting taking place in May (B.L.)
33. Whenever any vacancy occurs on the board, the remaining members, so long as there is a quorum in office, may fill the vacancy from among members having the necessary qualifications, and the person as appointed shall hold office for the unexpired portion of the term of the director causing the vacancy (B.L.)
34. As prescribed by the by-laws, a quorum shall consist of 2/3 of the members of the Executive.
35. The business of the Co-operative shall be under the direction of the Executive Board who may exercise all such powers in the interest of the co-operative (B.L.).

#### *Meetings*

36. Regular meetings of the Executive shall be held bi-monthly and an agenda shall be posted at least ten (10) days prior to a meeting, to which additions may be made by any member, minutes of the meetings are available on request to the secretary (B.L.).
37. A General meeting fee will be collected at the beginning of the school year. The amount is set by the Executive. The cheque will be held in trust by the Treasurer. There are 5 general meetings in total. The first and last meetings are mandatory. Of the other 3 meetings, only one may be missed without penalty. If you (or an interested family member) attend all the meetings without penalty, the General meeting fee is returned at the end of the school year. (Rev. May/13)
38. The Teacher will be a member of the executive with full privileges (91-09-03).

#### *Fundraising*

39. The Pre-School will require a written submission by anyone wishing to sell his or her products (e.g. Tupperware) through the Nursery School. The submission must include what percentage of sales will be paid to the school in cash. The minimum

percent acceptable to the school is 10%. The school, or staff will not be held responsible for the handling or distribution of any products (91-09-03).

40. Annual Fundraising Event – Mandatory participation of all members is required at the annual Big Event Fundraiser. Members must purchase at least two (2) tickets, whether the member is able to physically attend or not. All members are required to participate in some way to this event. (Rev. May/13)

B.L. – By-laws

I.e. (88-04-06) Date most recent motion passed

All employees, volunteers and students must sign a document stating that they have read and understood the policies and procedures handbook within the past twelve months. This can be found in your registration package.