

Dundas Valley Co-operative Preschool

Parent Handbook 2019/2020



Contents

Purpose	2
Program Statement.....	2
Program Statement Implementation Monitoring	2
Hours of Operation	3
Fee Schedule	3
Fundraising.....	4
Field Trips and Off-Site Activities	5
Health and Safety Policy	5
Emergency Management.....	5
Snacks Policy	6
General.....	6
How Does a Co-operative Preschool Work	6
Wait List	7
Withdrawl Policy	7
Additional Policies	8
Appendices.....	9
Appendix A – Program Statement	9
Appendix B – Program Statement Implementation Monitoring Form	13
Appendix C – Additional Policies.....	15

Purpose

It is the policy of Dundas Valley Co-operative Preschool to have a “Parent Handbook” which includes a Program Statement that is in line with Ontario’s pedagogy. This program statement shall be reviewed yearly to ensure that it is aligned with the Ministry of Education’s policy statement. [O. Reg. 137/15, ss. 46(1)]

The Parent Handbook is available to every family registered in Dundas Valley Co-operative Preschool and also to new families wanting to learn more about our preschool’s philosophy, hours of operation, fees, and how we monitor our staff and duty volunteers to ensure your child is well-cared for while they attend the preschool. Details on certain policies also included.

Program Statement

Prior to interacting with the children, staff, students and volunteers must review the Dundas Valley Co-operative Program Statement (Appendix A). This may also be referred to as the “How Does Learning Happen” statement. They must confirm verbally and sign a document to verify it has been read. Whenever the Program Statement is revised, verbal and written sign off confirming the changes have been reviewed is required. [O. Reg. 137/15, ss. 46(4)]

All staff, volunteers and students shall sign and date a document indicating they have read the Program Statement and reviewed the Policy and Procedure before they begin to work, volunteer or start their educational placement. [O. Reg. 137/15, ss. 50(2) 1,2,4]

Program Statement Implementation Monitoring

At Dundas Valley Co-operative Preschool, our program statement clearly outlines how staff, volunteers and students shall engage with children by following their interests. We will be using our Program Statement Implementation Monitoring form (see Appendix B) to observe that this is being implemented and approaches that conflict with the program statement are not being observed. [O. Reg. 137/15, ss. 46(5)]

We have written policies and procedures for how staff and volunteers are to implement the approaches in the program statement [O. Reg. 137/15, ss. 49(a)]. These policies and procedures identify how staff and volunteers will implement the program statement and will be reviewed annually [O. Reg. 137/15, ss. 50(1)]. Individuals who do not comply with the rules and values outlined in the program statement will be requested to have a discussion with the Supervisor about which methods appropriately model our preschool’s program statement.

Hours of Operation

Tuesday: 9am - 12pm
Wednesday: 9am - 12pm
Thursday: 9am - 12pm

The school year begins the second week in September and runs **38 weeks**, until mid-June.

Scheduled Closures:

Families will be given plenty of notice for scheduled preschool closures such as Christmas Break and March Break, as well as Co-op Council P.A. days for teachers' professional development in the event a substitute Teacher is not available.

Unscheduled Closures:

For unscheduled closures due to equipment or building concerns (lack of water or power, e.g.), parents will be notified as soon as possible using the phone/email tree system. For weather closures, the preschool will close when schools in the Hamilton-Wentworth District School Board close. Parents are asked to listen to radio and TV for this information and the phone/email tree system will be used whenever possible. Also check <https://www.hwdsb.on.ca/>.

Fee Schedule

The following applies to our "ABC and Me" program for 27 months - 5 years of age (up to and including SK students). Spots may be open to children as young as 24 months. Contact Membership Coordinator for details.

Daily Fees - Fees are calculated based on a **38 week program which can be divided into 10 equal payments (post-dated cheques)**. Prorating for late enrollment is calculated by weeks remaining based on the student's start date.

Daily Fees for 2019/20:

	Daily Fee (2019/2020)
Non-Duty Days	\$30.00
50% off Duty Days*	\$15.00

**Reduced Duty Day Rate is applicable only on days a family participates as a Duty Volunteer. Duty is offered based on enrolment levels.*

Please note: Fee structure is assessed annually and is subject to change

Additional Fees:

1. \$60.00 non-refundable Registration Fee, due upon Registration (i.e. spot confirmed).
2. \$100.00 toy clean-up cheque, to be returned when (mandatory) toy clean-up is completed.
3. Fundraising commitment for the year:
 - \$125 - if child attends 1 day/week;
 - \$175 - if child attends 2 days per week;
 - \$225 - if child attends 3 days per week.

Fundraising

There are two types of fundraising activities: 1) large social events organized by a committee of volunteers (disco, trivia night, e.g.) and 2) individual fundraisers offered throughout the year, including chocolate sales, magazines, bulbs, textiles recycling, and more.

The individual fundraisers are offered as a means for you to achieve your individual/family fundraising commitment for the year outlined above. The more you sell, the closer you will be to reaching your fundraising commitment. If at the end of the year you've fallen short of that amount, you will be asked to pay the difference by June 1. An alternate option is to notify the Treasurer at the beginning of the year (or when you start at the school if mid-year) that you prefer to pay the required amount outright, e.g. increase monthly payment. The later may offer tax refund benefits. Speak with our Treasurer or Fundraising Coordinator for details.

Field Trips and Off-Site Activities

Throughout the year, trips are made to special places of interest. The location and cost of the trips are noted on the calendar, bulletin board and in the weekly email updates. Prior to the trip, a list shall be put up at the preschool for families to sign up. It is the responsibility of the parent or guardian to sign the list to let the Supervisor know their child will be attending the scheduled trip. The adult-to-child ratio shall be 1:1 for all field trips and off-site activities. The parents/guardians shall drive their own children. We cannot always accommodate siblings, so check with the teacher on the number of children the trip location can accommodate. Consent forms are to be signed and kept on file.

Health and Safety Policy

It is the joint responsibility of all staff, executive, parents and caregivers to maintain a safe and healthy school environment for both children and adults who attend the school each day. A number of systems have been put in place to support this. Refer to the preschool's Information Package for Duty Volunteers for more details as well as supporting documents in the Parent Portal on the DVCP website.

Administration of Medication - A child who needs special medication to be administered by preschool staff during school hours will require the written consent of the parent/guardian indicating full instructions as well as filling out a detailed medical form provided by the preschool. If necessary, the parent/guardian will provide the training.

Emergency Management

DVCP has a number of emergency management policies and procedures in place to ensure the safety of children and staff. This includes maintaining an Emergency Contact card for each child. These accompany the class at all times. In the event of an emergency, the contact person listed on the Emergency Contact card will be called.

If an evacuation of the site is required, children will gather outside the school and move to the designated Emergency Shelter accordingly. Parents/guardians will be contacted in the event of an emergency.

Snacks Policy

Families are to send their children with a snack and beverage. ALL NUT PRODUCTS ARE BANNED FROM THE PROGRAM.

For social events, donations of snacks will be accepted from preschool families. However, all snacks must be store bought, and checked with the teacher prior to serving to ensure Health Department regulations are met.

General

How Does a Co-operative Preschool Work

In a co-operative preschool, the parents or family designate have the option of assisting in the classroom as a 'duty volunteer'. For families taking on the Duty role, lower school fees apply on days which they perform duty. If the preference is to be Non-duty, the higher fee will apply (see "Fee Schedule" above) and staff will be paid to cover their work in the classroom so we can still maintain a high adult-to-child ratio. This high adult-to-child ratio allows us to engage with the children and provide them with the nurturing needed in their early years of life.

If you are interested in being a part of your child's learning environment and assisting in the classroom but are not able to commit to several days per month on Duty, please speak with the Membership Coordinator to discuss options for combining Duty and Non-Duty days.

All preschool families are required to:

1. Participate on committees
2. Participate in 1 toy clean-up/year
3. Attend at least 1 executive committee meeting & both general meetings each year

Duty Volunteers are also required to:

4. Participate in duty days equaling approximately 10 days per school year per number of days per week your child will attend (e.g. child attends 2 days/week = approx.. 20 duty days per school year). *Subject to change based on number of Duty Volunteers that sign up.*

Admission Requirements, Enrollment and Service Terminations

1. Maximum enrollment in the preschool program under daily supervision of one ECE supervisor, and 1 paid staff OR 2 duty parents on each day is 16 children
2. Applications over and above this number shall be placed on a waiting list and shall be considered in order received.
3. A maximum of three children at 27 months of age will be accepted for each class.
4. Continuance of each child in the school will be the combined responsibility of the supervisor, teacher and officers.

A child who is referred to the program through Integration Services will be given a spot pending availability of space.

An interview with each parent and child by the Supervisor is encouraged before the child starts school. The parent and child shall arrange to visit to view the preschool. If during summer months when the preschool is closed, the Supervisor or Membership Coordinator shall meet the family to review the registration packages and discuss in detail how the preschool works. The parent shall take home the registration package, and return completed forms and Registration Fee to the Membership Coordinator. If a child enrolls after September, the family will be asked to come to the preschool to play for a session and complete the necessary paperwork at that time.

Wait List

Once available spots have been filled, the preschool keeps a waitlist of names. No fee is charged to add a child's name to the waitlist.

When a spot opens up it will be offered to the first name on the waitlist provided that the age of that child can be accommodated. If the child is older than 30 months, they will be offered the spot. If the child is less than 30 months old, they will be offered the spot provided DVCP is still within its licensed ratio for mixed ages, i.e. maximum three (3) children younger than 30 and older than 24 months.

The waitlist will be administered in a transparent manner whilst maintaining privacy and confidentiality. If a family asks to see the waitlist, they will be able to see where their child is on the list relative to others but no personal information pertaining to any child but their own will be on the list.

The preschool does charge a registration fee once an available spot has been accepted by the family; see Additional Fees above.

Withdrawal Policy

1. A parent may be asked to withdraw their child from the school for the following reasons:
 - a. If the child does not adjust to the preschool procedure;
 - b. If the child is a flight risk;
 - c. If the parent does not participate as required (e.g. scheduled duty days, does not complete all required school forms to do a duty day, is not active in the co-op);
 - d. For non-payment of fees.
2. If a family decides to withdraw their child, thirty (30) days notice is required. If less than 30 days notice is given, the preschool will deposit the next month's school fee cheque. The remaining post-dated cheques will be returned.
3. If fundraising goals have not been achieved, the family is responsible to pay the balance before the last day of preschool along with any outstanding amounts.

4. If a family has not participated in a toy/equipment clean-up at the time their child is withdrawn, the family will be notified of the next toy clean-up date and can send a family member to participate. The post-dated toy clean-up cheque will be returned at that time.
5. If a child is to be withdrawn for any period of time from the program (i.e. medical therapy, other programs, etc.) but will continue to be enrolled to the end of the school year, no fees will be returned for the withdrawal period.

Additional Policies

As mandated by the provincial Ministry of Education, and in compliance with the terms of our operating license, the preschool operates under a variety of policies and practices, the following of which are included in **Appendix C**:

- Supervision of Volunteers
- Prohibited Practices
- Serious Occurrences
- Issues and Concerns
- Policy for Classroom Behaviour Management and Safety Issues

Appendices

Appendix A – Program Statement

Dundas Valley Cooperative Preschool provides a nurturing and stimulating environment that is warm and inviting. It offers exciting space that encourages active exploration and meaningful interaction to support all children’s autonomy and sense of competence. Our preschool offers materials and resources for building, problem solving, and imagining, as well as opportunities for creative expression in all forms throughout the daily routines. In compliance with the Child Care and Early Years Act (CCEYA), and grounded in current research in early child development through the How Does Learning Happen? (HDLH) document 2014, our program implements and adjusts practices that abide by the Foundations for Learning to support children’s sense of belonging and well-being, as well as engagement and expression.

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

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

- Children will be supervised by adults at all times.
- Daily monitoring for illness and notification of illness to parents.
- In case of anaphylactic allergies and other medical/emergency plans, individual plans and emergency procedures with the child’s photograph will be developed and posted for staff. Staff will be educated on how to administer Epi Pens. An Epi Pen must be available on site.
- Promote proper hand washing before and after playing in sensory activities, washroom routines, and at snack time.
- Encourage cleaning practices with the support of printed materials regarding hand washing, disinfecting classroom tables and countertops for food preparation, as well as using the 3-step wash, rinse, disinfect program at the sinks in the kitchen.
- Safe food handling by staff and children.
- Work with families to ensure the specific needs of individual children are met: dietary requirements, food allergies and intolerances, cultural background or medical conditions.
- Model positive behaviour to promote good eating habits.
- Provide a pleasant and culturally inclusive atmosphere for the children at snack time that encourage social interaction and learning.
- Inspection for the indoor play areas to ensure a safe learning environment.
- Compliance with Accessibility Standards for the people with disabilities.
- Embrace diversity by welcoming LGBT families, as well as different religions and cultural backgrounds.
- Support inclusion policies for individuals with special needs.

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

- Demonstrate empathy to increase the connection between adults and children.
- Promote helpful behaviours among peers and towards adults.
- Encourage group activities (circles, stories, etc.) to promote a sense of belonging.
- State points-of-view of peers to promote consideration of personal perspectives.
- Value the children's ideas as contributions for our program planning.

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

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

d. Foster the children's exploration, play and inquiry.

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

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

- Offer materials and extra resources to support projects.
- Use specialized sources and books as means of extending activities that interest the children.
- Demonstrate enjoyment in reading books and telling stories.
- Encourage children to move outside their comfort zone by providing opportunities for reasonable risk-taking.

f. Create positive learning environments and experiences so that each child's learning and development is supported.

- Provide stimulating learning environments with accessible materials and tools
- Present children's ideas to other through drawings or telling.
- Avoid nonverbal and verbal responses to children's thinking that might imply "right" or "wrong."
- Present various materials to support sensory exploration.
- Make visible children's learning and understanding of the world around them.
- The environment will reflect different ideas, values, and cultures.

g. Incorporate indoor and outdoor play, active play, and rest and quiet times into the day and give consideration to the individual needs of the children.

- Offer opportunities to observe, investigate, and discover elements of our natural environment by taking part in the gardening program, seasonal walks, and science area.
- Have children practice jumping and coordination by "following the leader."
- Play music with simple rhymes and engage children in gross motor activities; dance, obstacle courses, and imitation of musical patterns through games and songs.
- Offer equipment to foster active play, such as climbers, rocking boats, large blocks, tumbling mats, balance beams, ride-on toys, etc.
- Promote balanced play periods with opportunities for quiet times (circle time and stories).

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

- Building positive and responsive relationships through conversations and genuine interest.
- Open-door policy: parents are welcome to join their children during the morning routine.
- Daily exchange of ideas and/or summary of the morning activities and parents' response and participation.
- Opportunities for children and their parents to explore together and co-plan projects.
- Information for parents about what children learn, via blogs, photos, meetings, emails, updates
- Provide opportunities for parents to contribute to the program by promoting family gatherings and special event planning, such as family play days, gingerbread decorating evening, Mickey Mouse Disco Dance, etc.
- Different forms of documentation to record children's ideas, and share evidence of development and learning with parents through drawings, attempts at writing, and written observations of children's exchange of ideas in the daily log.
- Post information and observations around the room on bulletin boards for staff and parents. Parents are encouraged to share their perspective.

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

- Contact different groups or organizations to offer experiences and materials that encourage children to explore new learning environments (for example, trips to Fire Hall, Library, pizza stores, seniors residences, art galleries, the RBG, concerts, plays, etc.).
- Partnership with local colleges (ECE programs) and high schools (Co-op programs) to offer opportunities for student placements to enrich the learning experience of both the student and the children.
- Affiliation to professional resources to enrich the materials and resources offered in the classroom (ASCY, Public Library, High Scope, etc.).

j. Staff support in relation to continuous professional learning.

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

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

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

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

All new program staff, volunteers, and students at Dundas Valley Cooperative Preschool must be aware of the program statement contents prior to interacting with the children; whenever the document is modified. They must provide verbal confirmation and sign a document to verify it has been read and changes have been reviewed.

Brianne St. Louis, RECE
Supervisor/Teacher

Updated August 2019

Appendix B – Program Statement Implementation Monitoring Form

Program Statement Implementation Monitoring



Person being monitored: _____

Date: _____ Staff?: _____ Volunteer?: _____

Compliance with the Program Statement Approaches	Yes	No
Supervise children at all times		
Engage in play with children at all times. Offer toys, take turns and exchange ideas in play.		
Support children in a positive manner that is appropriate to their age and development level		
Encourage conflict resolution by acknowledging the child's feelings		
Encourage children to attend and listen to peers		
Prompt cues for regulation of emotions in order to solve conflicts		
Implement preventative practices to minimize conflict/dangerous situations		
Praise, and offer encouraging comments, and reminders to the children of acceptable behaviour		
Show empathy and rationalize the logical consequences of specific actions on our peers		
Value children's ideas and promote consideration of different points of view		
Use soft, supportive voices		
Encourage group activities to provide a sense of belonging		
At snack time, encourage children to feed themselves and at least taste the food		
Model positive behaviour to promote good eating habits		
Promote helping behaviours among peers and towards adults		
Avoid non-verbal and verbal responses to children's thinking that imply "right or wrong"		
Assist children through the washroom routine according to the amount of help they require		
Emphasize the importance of hand washing to stay healthy		
Encourage children to wash hands after going to the washroom, creative activities, playing with sensory materials, like playdough, sand or water and before and after eating		
Monitoring of Prohibited Practices		
Corporal Punishment of a child		
Physical restraint of a child		
Confining a child by locking exits of the preschool		
Deliberate use of harsh or degrading measures or threats or derogatory language that would humiliate, shame, frighten the child or undermine his/her self-respect, dignity, self-worth		
Depriving a child of basic needs including food, shelter, toilet, clothing or bedding		
Inflicting bodily harm on children including making children eat or drink against their will		
Recommendations		

Observed By: _____ Title: _____

Appendix C – Additional Policies

Supervision of Volunteers

We are committed to providing a safe and secure environment in our preschool setting and during off site class trips. The following policy is to ensure that volunteers will be supervised at all times for the safety of the children.

Duty Volunteers (Parents, grandparents, aunts etc.,) and placement students (ECE Mohawk College, Co-op High school etc.) will receive an overall orientation in a group setting at the general meeting in September or thereafter if they begin later in the year, led by the Supervisor/Teacher. An individual orientation tour of the preschool areas will also be provided, during preschool hours, at which time a checklist of required information will be reviewed with the volunteer and teacher(s) and /or Vice President, with sign off by the later.

- The teachers and executive and the board will supervise and mentor volunteers and students and discussion will be held at executive meetings to ensure that we are helping anyone who needs more instruction on their duty days.
- Our insurance policy with the Co-operators will cover the insurance for volunteers and students in our program.
- Ministry approval has been given for 2 participating duty volunteers to take the place of 1 unqualified staff member
- Placement students (ECE, Co-op Students) will not be allowed unsupervised access to children. A registered ECE teacher will be with them at all times.
- Placement students may not be counted in the staffing ratios
- All volunteers and students will review the program statement as well as all policies and procedures, with the V.P. or the teachers, or Membership Coordinator before starting to work with children and will be monitored for appropriate practises once a year according to our policy
- All volunteers and students will review the individual emergency plan for any children with anaphylactic causing allergies or medical issues before starting to work with the children, as outlined in the agency's anaphylaxis policy. This information can be shared at the general meeting and individually on a one to one, if families enrol later in the year, and after the general meeting this information will be given to them by a teacher and/or the parent who has the child with the allergy.
- All volunteers will submit the results of a vulnerable sector check to the teachers or the Membership Coordinator, before starting to work with the children.

Updated August 2019

Prohibited Practices

In accordance with the CCEY Act (2014), the following are not permitted at the preschool:

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

Updated August 2019

Serious Occurrences

In the event of a serious occurrence, a Serious Occurrence Notification form will be posted near the entrance of the preschool for 10 business days for parent information and the Ministry of Education will also be notified.

The serious occurrence categories are:

1. Death of a Child
2. Allegation of Abuse and/or Neglect
3. Life-threatening Injury or Illness
 - a. Injury
 - b. Illness
4. Missing or Unsupervised Child(ren)
 - a. Child was found
 - b. Child is still missing
5. Unplanned Disruption of Normal Operations
 - a. Fire
 - b. Flood
 - c. Gas Leak
 - d. Detection of Carbon Monoxide
 - e. Outbreak
 - f. Lockdown
 - g. Other Emergency Relocation or Temporary Closure

The preschool Supervisor will complete a Serious Occurrence Annual Summary report in January from the previous calendar year and retain it on file. In addition this Annual Summary will be used to chart any reoccurring issues and make changes to the programming if necessary.

Issues and Concerns

Parents/guardians are encouraged to take an active role in DVCP and regularly discuss what their child(ren) are experiencing with the program. As supported by the Program Statement, DVCP supports positive and responsive interactions among the children, parents/guardians, staff and volunteers, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Dundas Valley Co-op Preschool (DVCP) and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible, with an initial response provided within two (2) business days.

Issues/concerns may be brought forward to the Supervisor or President, verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

DVCP maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will not be tolerated from any party.

If at any point a parent/guardian, staff or volunteer feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Supervisor and/or licensee.

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the preschool Executive

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

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

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

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

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

For more information, visit

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

Contacts

Supervisor: Refer to DVCP contact list provided to all parents/guardians

President: Refer to DVCP contact list provided to all parents/guardians

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

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report	Steps for Staff and/or Licensee to Respond
<p>Program Room-Related</p> <p>Eg: schedule, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly (i.e. Teacher or Classroom Assistant) <p>or</p> <ul style="list-style-type: none"> - the Supervisor or licensee. 	<p>1. Address the issue/concern at the time it is raised</p> <p>OR</p> <p>Arrange for a meeting with the parent/guardian within 2 business days</p> <p>OR</p> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>General, Centre- or Operations-Related</p> <p>Eg.: child care fees, hours of operation, staffing, waiting lists, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the Supervisor or licensee - the Executive of the preschool 	<p>2. Document the issues/concerns in detail. Documentation should include:</p>
<p>Staff-, Duty Volunteer-, Student-, Volunteer- or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the Supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty volunteers, etc. that puts a child's health, safety or well-being at risk should be reported to the Supervisor as soon as parent/guardian become aware of the situation</p>	<ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name and title of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the Supervisor or licensee. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety or well-being at risk should be reported to the supervisor as soon as parent/guardian become aware of the situation.</p>	<p>3. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p> <p>Note: Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business</p>

Updated August 2019

Policy for Classroom Student Behaviour Management and Safety Issues

Reporting

All incidents regarding student's behaviour or student safety issues will be:

- a. Orally reported to the student's parent.
- b. A "red card" will be sent home with the student detailing the incident. A copy of the card will be made and put into the student's file in the classroom. All red cards will be filed in the classroom for 2 years.
- c. Each incident will be reviewed by the supervisor. Based on severity and frequency, it may result in, but is not limited to, a Safety Intervention Committee meeting.

Safety Intervention Committee

- a. The Safety Intervention Committee is comprised of a minimum of three members; the President, the Vice President and Membership Coordinator. The Recording Secretary or Treasurer will serve as alternate members. Parents of student(s) involved are not eligible for the committee.
- b. The Committee will review the supervisor's account of the incident provided in written or verbal form.
- c. The Committee will review with the student's family. Parents will have the opportunity to share additional comment and/or follow up information surrounding the incident. Supervisor and parent accounts will be heard separately. Parent involvement in the meeting is optional, although highly recommended.
- d. Committee will make a decision based on the findings which may result in, but is not limited to, any or all of the following actions:
 - i. One day "Grace Day" – mandatory, paid one day absence from program so that the child is taught in a non-threatening manner, that there are consequences for inappropriate behaviour.
 - ii. Up to one week "Grace Period" – up to one week paid absence from the program.
 - iii. Re-entry Interview – interview between Supervisor, DVCP and Parents completed prior to the student's return date
 - iv. Pathway Planning Meeting – meeting between Supervisor, DVCP and Parents to establish a plan moving forward in the program.
 - v. Permanent Withdrawal

Pathway Planning

The purpose of the pathway planning meeting is for Supervisor and Parents to establish a plan for the student's success in the program, giving them the tools to transition, eventually, into the Kindergarten setting.

- a. The plan is reached through a collaboration between the Supervisor and Parents to aid the student's learning and self-management skills.
- b. This plan can include, but is not limited to, classroom re-entry plans, risk intervention plans, scheduled family check in's.
- c. Progress of the agreed upon Pathway Plan is to be monitored by the Safety Intervention Committee and Supervisor.

March 2019