



2017-2018 Parent Handbook for Prospective Families

**For a full description of our policies and procedures,
please consult our membership manual.**



**New Toronto Cooperative Nursery School
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Table of Contents

Mission Statement & Philosophy_____	3
Program Options & Prices _____	4
Program Statement_____	5
Registration Information_____	14
Waiting List Policy_____	15
Fees, Refunds and Withdrawals_____	16
If I pay fees, why do I need to fundraise?_____	19
What is a Cooperative?_____	20
Duties of Members _____	21
Sample duty day card_____	22
List of Parent Jobs_____	23
School Calendar & Holidays_____	27
Activities off the Premises_____	27
Prohibited Practices_____	28
Exclusion (Sick) Policy_____	29
Parent Issues & Concerns Policy_____	30
Emergency Management Policy _____	32
Supervision Policy for Volunteers, Participating Parents and Students_____	33



MISSION STATEMENT

The New Toronto Co-operative Nursery School is a cooperative preschool committed to the physical, emotional, social and cognitive growth and development of children through a quality play-based program.

a. Philosophy

We believe that the children, the parents and the teachers all share in the learning experience. We strive to provide a stimulating play-based environment, with the belief that children learn actively by doing and participating.

The co-operative system depends on an open, supportive environment. We strive to respect our families' individual beliefs and values. We endorse a policy of zero tolerance towards physical discipline or verbal humiliation of a child. We support positive guidance techniques on an ongoing basis.

We believe in fostering a climate that promotes "freedoms within limits" decisionmaking for the children, encouraging independence and creativity. We embrace the notion that supporting a child in the self-handling of a dispute contributes to a selfdisciplined child.

b. Goals and Objectives

- i. To promote creativity, enthusiasm and curiosity through play.
- ii. To maximize the learning of new skills and concepts through participation rather than observation.
- iii. To foster a climate that encourages learning.
- iv. To enhance a child's acceptance of self, peers and adults.
- v. To strengthen and expand parental participation in their children's learning, through the cooperative experience.

Program Options & Fees

Please contact the Registrar with any questions: learningonthelake.registrar@gmail.com .

All of our options feature a co-operative preschool environment committed to the physical, emotional, social and cognitive growth of children through a quality play-based program. We offer a low child/adult ratio (16:3), a large outdoor playground and several scheduled field trips and educational visitors.

PROGRAM	DESCRIPTION	AGE	MAX CLASS SIZE	PARENT INVOLVEMENT	FEES
5-day option	Session runs 5 mornings a week from 9:15 – 11:45 a.m.	2.5 – 4 years	16	-parent duty days* -parent job** -participation in fundraising activities is required	With duty: \$335/ month Without duty days: \$460/ month*
3-day option	Our core program. Session runs Tuesday, Wednesday and Thursday morning from 9:15 – 11:45 a.m.	2.5 – 4 years	16	-parent duty days* -parent job** -participation in fundraising activities is required	With duty: \$200/ month Without duty days: \$275/ month*
2-day option	Only offered to families on the waiting list when the 5-day option is running and the 3-day option is full	2.5 – 4 years	16	-parent duty days* -parent job** -participation in fundraising activities is required	\$135/ month Without duty days: \$185/ month*

*limited spots available for non-duty day families

NOTE: When all parent job positions have been filled for the year, the remaining spots available will be considered “no job” spots and will be available at a different price, i.e. for the 2-day option, a “no job” spot with duty days is \$185/

month and without duty days is \$235/month. At present, the “no job” spots are only available once all jobs have been filled.

PROGRAM STATEMENT

The New Toronto Co-operative Nursery School is a parent co-operative committed to providing children, aged two-and-a-half to four, with a quality preschool experience. We deliver stimulating learning experiences in a safe environment that enhances a child’s social, intellectual, physical, and emotional development. This enhancement happens throughout a child’s morning routine which encompasses a balance of indoor and outdoor play, as well as active play, circle time, and snack time. Enrollment is available for two, three or five mornings a week from 9:15 to 11:45 a.m.

A. Promoting the Health, Safety, Nutrition and Well-Being of the Children:

The New Toronto Co-operative Nursery School (NTCNS) promotes the health, safety, nutrition and well-being of all children in its care.

- We are a licensed childcare centre, and are inspected at least annually by The Ministry of Education, Toronto Children’s Services and Toronto Public Health.
- There is a policy of zero tolerance regarding physical discipline or verbal humiliation of the children. Prohibitive practices include: corporal punishment, locking the exits, use of harsh or degrading measures, depriving the child of basic needs, making children eat or drink against their will, and physical restraint (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).
- All school staff working with the children must have a valid first aid certification, including infant and child CPR.
- All school staff and volunteers are required to obtain a criminal reference check that includes a vulnerable sector screening. The vulnerable sector check must be updated every five (5) years.
- We maintain a student to teacher ratio of 8:1, with a maximum class size of 16 students, 2 teachers and 1 – 2 duty parents.
- In the unfortunate event of an accident, the parents of the child involved will be notified immediately and first aid will be administered as required or the child will be transported to a local hospital for care.
- We have an anaphylaxis policy, and will arrange for epi-pen training for all duty parents in the event that we have a student who requires one.

- We have a no-nut policy for the school, as well as a no smoking rule for the building and surrounding area.
- We have a fire evacuation plan, and practice monthly fire drills with the children. The school is inspected annually by a licensed fire inspection company that tests our smoke detectors, fire extinguishers, carbon monoxide detector and emergency lights.
- Our playground and play structure are inspected annually by a licensed inspector and any concerns or deficiencies are dealt with in a timely manner by our property team.
- We provide nutritious snacks and beverages. All food and drink served meets the recommendations set out in the latest version of 'Canada's Food Guide' and we strive to include three (3) food groups for each snack. Snack schedules are prepared in three-month blocks, are provided to parents in advance and are posted at the school. Any of the commonly choked on foods (i.e. carrots, grapes) must be cut before being served.
- All duty parents follow safe food handling procedures, and adhere to a daily cleaning checklist to sanitize the food prep and serving areas.
- All staff, children and duty parents are required to provide confirmation of immunizations (or an affidavit requesting exemption for medical or religious reasons) and we provide immunization schedules from Toronto Public Health to all families.
- We have an exclusion (sick) policy and a toy cleaning schedule to help prevent the spread of communicable diseases, as per Toronto Public Health guidelines.
- NTCNS is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. It is the duty of the school to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally. Our staff will work cooperatively in a professional partnership with all services in place for the well-being of the child.

B. Supporting Positive and Responsive Interactions Among the Children, Parents and Staff:

It is important to the success of our program to have positive and responsive interactions among the children, parents and our staff.

- Teachers closely observe the children in order to step in as needed to facilitate positive interactions.

- Duty parents are trained in positive child guidance techniques and are expected to use these strategies in the classroom.
- We encourage engagement and communication with parents about our program and their children through written progress reports, monthly newsletters, calendars, parent/teacher meetings and yearly surveys.
- Weekly program plans are also posted in the school. This plan offers more details about events and activities. 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.
- We use the Hi Mama app, which allows the teachers to send weekly student observations, photos, notes, reminders and daily reports to all our parents.
- As a parent-run co-operative, the board of directors provides a link between the parents and the teachers, and bi-monthly general meetings help keep everyone informed.
- The Board of Directors follows a code of conduct, and all members are required to sign confidentiality agreements to protect everyone's privacy.

C. Encouraging the Children to Interact and Communicate in a Positive Way and Support Their Ability to Self-Regulate

At NTCNS, positive guidance techniques are used and modeled to encourage positive interactions and self-regulation.

- Teachers and duty parents use positive role modelling, redirecting unacceptable behaviour, suggesting acceptable alternative behaviours and logical consequences as behaviour management techniques.
- Duty parents are trained in these positive guidance techniques and are supervised by the teaching staff to ensure that they are being used.
- Students are encouraged to speak for themselves, help manage their own disputes, and problem-solve disagreements.
- Their empathy is developed by making amends, checking on their friends, and putting their feelings into words.
- Students have daily opportunities to learn about taking turns, being patient and expressing their wants and needs.
- Circle time and 'show and tell' give the children the chance to practice listening, public speaking, turn-taking and delayed gratification.
- Students are allowed to make their own choices as to how and where they would like to play with the materials, as long as it's safe and doesn't interfere with another child's play. They are encouraged to tidy up these items when finished.
- Students are allowed to use play materials for as long as they like, and aren't forced to share, but are encouraged to pass it along to a friend when finished.
- Students are encouraged to develop their independence by being given the time to put on and take off their own shoes and coats, wash their own hands, and practice other self-care skills.
- Teachers record notes and examples regarding children's behaviour and development, and share these findings with parents through interviews, emails and phone calls.
- If needed, teachers may create a Behaviour Support Plan, which details the specific strategies that will be used to help a particular child develop self-regulation and positive interactions. This plan would be created in consultation with the parents, and would be monitored and reviewed in order to gauge improvement.

D. Fostering the Children's Exploration, Play and Inquiry

The children are encouraged to make their own decisions during free play periods as to where to play and how to use materials. During the first hour of the

morning, all learning centres are open and children can circulate through the activities as they choose.

- Along with “free play” times, there are adult-directed activities, such as small learning circles and hands-on experiences.
- During all activities, the children are integrated so they can learn from each other.
- The math centre materials are rotated on a monthly basis and target a progression of skills, from number recognition, tracing, writing, and addition, to graphing, geometry, and sorting.
- The literacy centre focus changes bi-monthly, and includes skills such as letter recognition, tracing and writing, to name practice and storytelling.
- The science centre activities are based on a monthly topic, and at least 2 activities are provided per week.
- The learning environment is extended outdoors, and items such as magnifying glasses, binoculars and insect identification cards allow for exploration of nature.
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E. Providing Child-Initiated and Adult-Supported Experiences

Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Our curriculum takes a child-initiated, adult-supported approach that focuses on play-based learning, allowing the child to take the lead and then focusing on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with staff’s understanding of child development, each child’s learning and individual development is supported and as a result, the child’s competence, capacity and potential are maximized.

The prepared play environment includes:

1. Art activities and creative materials for the child to experiment with and use, including painting, drawing, sculpting, and gluing;
2. Sensory/manipulative materials such as sand, water and play dough;
3. A home centre where the child may try different roles (mother, father, baby, repair person, doctor, etc.);
4. Dramatic play set-ups, such as fruit/vegetable stand, hospital, fire station, puppet theatre, etc.
5. Cognitive toys such as puzzles, Lego, Duplo, and peg boards to develop fine motor muscles and hand-eye coordination;

6. Open-ended toys such as blocks in various textures (wood, foam, magnetic) that promote building and creative problem-solving;
7. Gross motor activities including games and an outdoor play area with playground;
8. A well-stocked library for quiet reading and curriculum development;
9. Circle and group times for music, creative movement, cooking, games, dramatizing stories, science activities, etc.

F. Planning for and Creating Positive Learning Environments and Experiences in Which Each Child's Learning and Development Will be Supported

NTCNS understands that not all children develop the same skills at the same times. Our planning and play environment takes into consideration a range of ages, abilities and interests, and activities are designed to build upon differing skills.

- Weekly activities are planned based on children's interests and abilities.
- Toys, dramatic play centres and play materials are rotated to accommodate students' interests and questions.
- Through active observation by the teachers, activities and play materials are enhanced as the days and week progress.
- Art experiences are planned based on enhancing a variety of fine motor skills and exposing students to a variety of tools and mediums.
- Independent Support Plans are created as needed, and are developed in conjunction with the teachers, parents and industry professionals (such as a special needs consultant). These support plans are shared with all staff and duty parents, and the teaching staff will monitor to ensure that the strategies are being used.
- Weekly observations are recorded by the teachers, and these are inputted into the Hi Mama app. These photos and notes include the ELECT skill(s) demonstrated, and are automatically added to the child's digital portfolio, as a record of the skills they have mastered, demonstrated or are working on.

G. Incorporating Indoor and Outdoor Play, as Well as Active Play, Rest and Quiet Time

NTCNS boasts a beautiful playground with an uninterrupted view of Lake Ontario. We spend the final 20-30 minutes of the morning outside every day, weather permitting.

- Outdoors, in addition to our fenced in play space with grassy area, sand and the play structure, we have a wide variety of toys that are put out on a rotating basis. These include, but are not limited to: shovels, buckets, trucks, wagons, wheelbarrows, balls, balance toys, science toys (binoculars, magnifying glasses, etc.), mud kitchen items (shopping carts, play food and dishes), teeter totters, large building blocks, and seasonal items.
- Teachers also plan for specific adult-led activities, such as parachute games, soccer, basketball, what time is it Mr. Wolf, etc.
- On inclement weather days, the learning centres are re-opened, and gross motor activities are offered on the carpet area (i.e. dancing, Simon Says, hopscotch, bean bag toss).
- Indoors, we have the book nook as well as the large sofa area for quiet reading with a friend or adult.
- For students wanting a peaceful escape, the art easel, book nook and sensory area allow for quiet time.
- Note: rest time is not required for half-day programs.

H. Fostering the Engagement of and Ongoing Communication with Parents About the Program and Their Children

The co-operative is administered and maintained by parents on a non-profit, non-sectarian, volunteer basis. All parents are expected to participate in the running of the co-operative by agreeing to a volunteer job (board of directors, fundraising, property maintenance, publicity, etc). As well, under the guidance of qualified leaders, the parents assist in the classroom and participate in various aspects of the children's activities through Duty Days.

This supportive environment may be seen as a stepping stone for both parent and child in preparation for future educational experiences.

- During parent/teacher interviews, parents are given updates as to the development of their child, as well as common ages and stages milestones to watch for.
- Teachers offer information and suggestions regarding kindergarten registration, and provide tip sheets for children heading to JK.

- The teachers coordinate several community-building events throughout the year, including a welcome potluck, holiday concert, Mother's Day Tea and Father's Day Fun Day.
 - The board of directors coordinates several fundraising events (Mitten March for the Santa Claus parade, annual auction and lawn bowling night) which also promote engagement amongst parents.
 - All families have a "parent pocket" at the front door, where teachers, members and community representatives can leave information for families.
 - Teachers provide parents with positive guidance tip sheets during interviews, and have child guidance books and handouts available at the school.
- I. Involving Local Community Partners and Allowing Those Partners to Support the Children, Their Families and Staff

NTCNS is open to all support services and aids in the community to train our staff, contribute to individual support plans or work in the program as additional support in the classroom.

- NTCNS often involves local community partners to help support our children, their families and our staff and volunteers to ensure that each child's specific care and needs are being met.
- We are currently linked with The Etobicoke Children's Centre, and the program consultant provides us with resources, tips and strategies for enhancing our program and meeting the needs of our students.
- We arrange visits from community helpers (librarian, police officer, firefighter) and opportunities for community outings such as a visit to the fire hall, park, etc. in order to enrich the learning experiences.
- Parents and their family members are also encouraged to come in to speak on specific topics at circle time (nurse, dentist, musician).

J. Supporting Staff and Others Who Interact With the Children in Relation to Continuous Professions Learning

NTCNS supports our staff in continuous professional learning opportunities to develop their knowledge and to stay current in the profession through regular workshops, seminars/webinars and conferences.

- Staff update their First Aid/CPR-C training every three years.

- Staff attend child guidance workshops, Toronto Public Health information sessions and Toronto Children's Services conferences.
- Staff contracts include provisions for financial compensation to attend workshops and qualification upgrade courses.
- The school also hosts and coordinates parent training workshops on topics such as first aid and child guidance.

K. Documenting and Reviewing the Impact of the Strategies Set Out Above on the Children and Their Families

NTCNS 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.

Staff will document and review the impact on the children and their families of the strategies set out in the program statement.

- Annual membership surveys allow the teachers and board of directors to gauge parents' satisfaction with all aspects of the running of the school, including, but not limited to, policies and procedures, curriculum, child guidance, day-to-day operations, fees, etc.
- Board meetings and general membership meetings are also a time to ask for feedback from parents, and teachers will record notes and add them to the review section of the manual binder.

Early Learning Framework

The New Toronto Co-operative Nursery School applies 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.

How Does Learning Happen?

Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of educators and families, and relationships among them. The pedagogical document, *How Does Learning Happen?*, helps educators focus on these interrelationships in the context of early years environments in order to support curriculum/program development.

How Does Learning Happen? is organized around four foundational conditions that are important for children to grow and flourish. These foundations are a vision for the future potential of all children and a view of what they should experience each and every day.

Foundations	Goals For Children	Expectations for Programs
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 ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviours and language development
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Early Learning for Every Child Today (ELECT)

ELECT is recognized as a foundational document in the early years sector. It provides a shared language and common understanding of a child’s learning and development for early years professionals. ELECT sets out six principles to guide practice in early years settings and provides a continuum of development for children from birth to age eight.

1.	Early childhood development sets the foundation for lifelong learning, behavior and health.
2.	Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3.	Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning.
4.	A planned curriculum supports early learning.
5.	Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.
6.	Knowledgeable and responsive early childhood practitioners are essential to early childhood settings.

Think, Feel, Act Lessons

Think, Feel, Act are six research briefs for educators working in early years settings which highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators.

There is a common thread throughout the briefs: a view of the child as competent, capable of complex thinking, curious, and rich in potential.

1.	The Power of Positive Adult Child Relationships: Connection is the Key
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2.	The Environment is a Teacher
3.	Pedagogical Leadership
4.	Calm, Alert and Happy (self-regulation skills)
5.	Making Learning Visible Through Pedagogical Documentation
6.	Everyone is Welcome: Inclusive Early Childhood Education and Care

Registration Information

Registering your child for The New Toronto Cooperative Nursery School involves completing a package of forms required by Board policy and our school's administration as licensed under The Child Care and Early Years Act (CCEYA), Ministry of Education. **The completed package must be returned to the Registrar along with payment in order to secure a spot in the program. Registration forms and payment are accepted on a first come, first serve basis, until all 16 spots have been filled, providing each child meets the minimum age requirements.**

Returning families and siblings of the current year's programs will be provided the first opportunity to register. Returning families and siblings of the current year's programs and those families on the waiting list will receive a telephone call or email to advise them in advance of registration dates. The Registrar shall accept applications on a first-come basis during these dates (day and evening).

Explanation of required payments at time of registration:

- Registration Fee (non-refundable) \$75.00 for NEW Families OR \$65 for ALUMNI (if registering prior to the February Registration Night).
- One month's fees (used for October) (See Program Options for prices)
- Police check required per Duty Day volunteer \$20.00 (for **each caregiver** who wishes to do classroom duty)

Note: Upon start of the program in September, you will be required to provide one month's fees for June and a pro-rated fee for September based on your child's start date.

If you will be performing duty days, you will be required to provide the following documents, some of which may have a cost involved:

- Parent/guardian immunization record
- Parent/guardian tuberculosis test*
- Parent/guardian health assessment letter signed by your physician*
- Police check (current cost \$20)

**Your doctor may charge for this service*

These are mandated by the Ministry of Education and/or Toronto Public Health, and must be provided before your first duty day. If more than one person in your family will be doing duty days, we require the documents from each parent/guardian.

Waiting List Policy

NTCNS is aware of the shortage of child care spaces within our community and of the frequent long wait periods to gain access to child care. We aim to develop a wait list policy and practices that are transparent, fair and consistent.

NTCNS's wait list will be made available, upon request, to any member of the public, free of charge.

** Only the registration number will appear on the public wait list in order to protect the personal information of the family.*

NTCNS will form a wait list when full enrolment has been reached in the Centre. To gain access to the wait list, families must complete a registration form by contacting the Registrar to provide the required information. The application form will require the following information:

- Child's name and date of birth
- The date required for care
- Contact information (parent/guardian's name, address, telephone number, email address, etc.)

**Please Note:* All personal information will remain confidential and the family will be given a registration number that they will be able to use to track their position on the wait list.

It is the family's responsibility to contact NTCNS to bring changes to their contact information.

**Please Note:* Families will be removed from the wait list upon the following reasons:

- At a family's request
- Contact telephone number is no longer in service and an update to the contact information was not provided by the family

Two lists shall be in place for enrolment into an NTCNS morning program. There is no fee associated with being added to the waiting list.

The first list (Waiting List) is for openings/spaces that occur throughout the current school year (i.e. for children who are of enrolment age). If an opening becomes available during the current school year, filling the vacancy on a first come/first serve basis will be considered, *but the family's ability to fill the available position becomes important. As well, the child's ability to integrate into the existing program is important (e.g. social skills, separation problems, etc.).*

Offer of Space:

There may be situations where a space is currently available, but the family next on the waiting list wants their child to start at some date in the future. If there is another family that is interested in starting immediately, the space will be offered to the first family for first right of refusal, and then to the second family. Spaces cannot be held for later dates.

When a space becomes available, the family at the top of the wait list will be contacted, whether the space is 2,3, or 5 day. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a 2-day to 3 or 5-day space.

The family will either accept the child care space (start the child in the Centre or pay the tuition until they are ready for their child to start) or decline the spot, in which case **NTCNS** will go to the next child of the appropriate age on the waiting list. Due to these factors, **NTCNS** cannot guarantee or predict a start-date at the time of application.

Any child left on the Waiting List at the end of the year, who is still eligible for the new school year commencing in September, will be contacted to register at the first open house.

The second list (Contact List) will be for the new school year commencing in September. Children must be a minimum of 2 years old to be entered onto the Contact List.

However, any children already enrolled in the program in the current year (returning members and their siblings) shall have first priority to enrol (with the parent jobs also) *as long as a commitment is made prior to the first open house (i.e. complete registration package and all required cheques are given to the Registrar).*

Families wanting to register their child for the program at the first open house and after that will be accepted on a first come/first serve basis *with complete registration packages and all required cheques given to the Registrar.*

Some children under the age of two and one half years may be considered on an individual basis, but *all* children must be a minimum of two years of age when starting the program.

The Waiting List will be revisited monthly as children from the Contact List become eligible for enrolment. Both lists will include the date that the child's name was first entered onto the list to ensure fairness. This date will determine ranking when names are moved from the Contact List to the Waiting List.

Fees, Refunds and Withdrawals

Fees

- i. Membership fees shall be determined by the Board in accordance with the Constitution.
- ii. Registration fees shall be determined each year by the Board.
- iii. Postdated cheques are mandatory. There is a nonrefundable registration fee payable at the time of registration. As well, October's fees will be payable at the time of

registration as September fees are prorated according to the start date of your child. Parents whose children are registered in the current school year and are returning in the next consecutive year may be allowed to defer this October fee payment until June of the current school year in order to avoid having to pay double fees at the time of registration. The last month's fees (June) are required on the first day of School with September fees. All necessary forms must also be completed before your child starts the program.

iv. Ultimate acceptance into the program is dependent upon receipt of all fees, incidental fees, receipt of all required forms and successful completion of a police record check.

v. Postdated cheques are required at the beginning of the year on or before your child's first day in the program. A schedule of payments will be provided.

vi. Fees are paid monthly, commencing with the start of school. Fee schedules are approved by the Treasurer. The monthly period includes the Christmas and March Breaks for which there are no refunds.

vii. Members starting after the September staggered entry (i.e. from the waiting list) will start on a day specified by the teaching staff. Fees will be adjusted accordingly.

viii. NSF charges for returned cheques must be covered by the Member within five days of the returned cheque.

ix. Outstanding fees beyond 30 days will be brought to the Board of Directors. While the Board will consider extenuating circumstances, failure to make timely payment of fees may result in an additional fee of \$25 and/or expulsion of membership in accordance with ByLaw Article 5 (d) (ii).

In addition, the following information may be helpful to Members:

How are fees calculated?

Fees are charged every month, September to June. Fee schedules will be given out at the beginning of the year. The last month's fees (June) are due at the beginning of the school year. Fees may be prorated depending on a child's start date.

How should I pay my fees? Postdated cheques are required by the bookkeeper.

Incidental Charges

- \$20 NSF charge for returned cheques
- Registration fee for a returning child is \$50 when paid before the registration deadline; after that, the fee is \$75
- Registration fee for a returning family (alumni) is \$65 when paid before the registration deadline; after that, the fee is \$75
- Registration fee for a new student is \$75
- Police Record Check cost is currently \$20
- Missed General Meeting fee is \$30
- Missed Board Meeting fee is \$20
- Missed Duty Day (the first time) is a choice of either: a) 1 extra duty day plus \$30 (the \$30 goes to the emergency parent who is called in to cover the day), or b) \$60 (\$30 fine and \$30 to the emergency parent). The second missed duty day is automatically a \$60 fine.
- Late Pick Up fee is \$20 for every 15 minutes after 12 noon
- Early drop-off fee is \$10 for any time between 8:30 – 9:15 a.m.

Refunds

- i. No refunds will be made for absence due to illness, traveling or for any other reason.
- ii. No refunds will be made when the school is temporarily closed due to emergency conditions (e.g. snowstorms, loss of heat, etc.).
- iii. No refunds shall be given for the last three months of school – April, May, June.
- iv. No refund shall be given for the registration fee and Police Checks.

Late Pickup of Children

Nursery school ends at 11:45 a.m. Please be on time to pick up your child. Any parent whose child is still at school under a teacher's care after 12 noon will be fined. There is a \$20.00 charge for every 15 minutes after 12 noon that a parent or caregiver is late. Therefore, a parent who picks up his/her child at 12:01 p.m. will be fined \$20.00. A parent who arrives at 12:16 p.m. or later will be fined \$40.00 and so on. The nursery school clock will be considered the right time. Emergency consideration will be given by the Board.

Withdrawal

- i. When a parent wishes to withdraw his or her child, a written notice of thirty (30) days must be given to the Registrar, who will then notify the Membership and Staff. In order to receive a fee rebate, they must have completed all of their jobs (i.e. auction duties, clean up, and duty days to that point). A fee rebate will be effective thirty (30) days from the time of notice. As no refunds shall be given for the last three months of school, a parent must give notice by February 28th, if the parent wishes to have their last's month's fees rebated.

ii. A parent may be asked to withdraw his or her child due to the child's inability to adjust to the school program. This decision will be made by the Board and after consultation with the teaching staff, and after every effort has been made by staff and parents to assist in the adjustment to the program. A rebate will be made from the child's last day at school.

iii. A parent may be asked to withdraw from the school if he/she has failed to meet their obligations in the operation of the school, as set out in the Volunteer Agreement. This decision shall rest solely with the Board of Directors.

iv. A parent may be asked to withdraw from the school if they have failed to meet the obligations and standards set out by the Health Department of the City of Toronto.

If I pay fees, why do I also have to fundraise?

Membership fees do not pay operating costs. As a non-profit cooperative, we keep our fees as low as possible but this means that we must raise additional funds to meet our expenses.

The Auction is our main fundraiser and requires the participation of all of the members. Typically, we ask that each family sells 10 tickets to the Auction (at a cost of \$10 each). Each family is also asked to arrange \$250 worth of auction items, such as gift cards, baskets or donated merchandise. We have a list of companies who have donated in the past and we will offer support and guidance in securing these donations.

There may be other fundraisers held throughout the year that are not mandatory.

What is a Co-operative?

The New Toronto Co-operative Nursery School is a parent-run co-operative pre-school. Because we are a co-operative, we offer a wonderful experience for our children at almost half of the cost of comparable private sector nursery schools. Achieving this goal requires a clear and continuing commitment from all members and a shared recognition of what we must all do to maintain a successful school.

We operate with a Board of Directors, made up of parent volunteers who are voted in in the spring prior to their children’s fall start date. The Board, in consultation with the Teachers and the general membership, participate in all aspects of the school, including – but not limited to – budgets, publicity, building maintenance, administration, hiring, policies and fundraising.

Copy of Volunteer Agreement (to be signed as part of the registration package)

AREA	DESCRIPTION
DUTY DAYS	I recognize that if I sign up for duty days, I will work in the school approximately one day every two weeks and that I will perform those duties willingly and in keeping with the spirit of the co-operative. Information that I may acquire about a child, family, or staff on a duty day is to remain confidential. If I am unable to come in for a scheduled duty day, I will trade days with another parent, or pay an emergency parent to cover the day for me.
PARENT JOB	I understand that NTCNS is able to offer low monthly fees because the parents oversee all aspects of the running of the school. I recognize that I will be assigned one specific job, in addition to duty days, and that I will perform this job with commitment, enthusiasm and timeliness. (Unless all jobs have been filled for the year and I’ve registered for a “no-job” spot.)
FUNDRAISING	I understand that as a non-profit organization, the school depends on fundraising. I agree to participate in fundraising initiatives and to help out with events, even if I’m not on the Fundraising Team. <ul style="list-style-type: none"> • Participation in the October Pumpkin Sale, December Mitten March and June Lawn Bowling. • For the April auction, all members are expected to solicit auction items and/or gift certificates totaling \$200, as well as sell tickets to the event.
TOY CLEANING	I recognize that I will come in to the school once during the school year on my own time to clean and disinfect toys.
MANUAL	I agree to read the NTCNS Membership Manual and abide by the formal policies therein.
SICK POLICY	I understand that my child must be symptom-free for 24 hours before returning him/her to school. If my child becomes ill while at school, it is my responsibility to pick up my child or arrange for a contact person to come immediately.
MEETINGS	I recognize that I must attend General Meetings (held approximately every two months) and Board Meetings (if I am a member of the Board). I understand that my attendance is vital to the running of the school. As such, I understand that I will be charged a fine for non-attendance.

FEES & FINES	I agree to pay all fees and any fines in a timely manner. I understand that I will be subject to the following penalties should I not fulfill my membership commitments: <ul style="list-style-type: none"> • NSF cheque: \$20 • Late pick-up fee: \$20 for every 15 minutes after 12 noon • Early drop-off fee: \$10 for any time between 8:30 – 9:15 a.m. • Missed general meeting: \$30 • Missed board meeting: \$20 • Missed duty day: 1 extra duty day plus \$30 OR \$60
NON-PERFORMANCE	I recognize that if I do not perform my membership duties, my family may be asked to withdraw, in accordance with the nursery school's by-laws.

Duties of Members

- i. Duty Day Parents are considered in the student/teacher ratio guidelines approved by the Ministry of Education. Duty parents must be accessible and able to care for the children at all times. All duty day parents will be supervised by school employees at all times. No duty parent is ever permitted to be alone with any child.
- ii. Duty day parents must be prompt for duty days, which means arrival at 8:45 a.m. for set-up. It is the responsibility of the duty day parent to ensure that he/she is on time and to make alternative arrangements should he/she not be able to do so.
- iii. When a parent/caregiver is unable to work on a scheduled duty day, he/she must find his or her own replacement. It is recommended that the parent/caregiver call someone in an effort to switch days. Thus, if another parent works a duty day, it shall be repaid. Alternately, the parent can offer to pay another parent outright to do their duty day for them. If absolutely no replacement can be found, the VP MUST be contacted.
The fine for missing a duty day is 1 extra duty day plus \$30.00. The \$30.00 goes towards paying the emergency parent who is called in to cover the day. (Or parents can choose to pay a \$60 fine.)
- iv. Attendance at all Membership meetings is mandatory. Failure to attend a general Membership meeting will result in a fine, determined by the board. Currently, this fine is \$30.00. If any member misses more than three (3) General Meetings, they may be expelled from the membership. The only exception would be a family emergency.
- v. Attendance at all Board meetings is mandatory for those members of the Board of Directors. Failure to attend a Board meeting, without prior written notice to the President or Secretary/Treasurer, will result in a fine, determined by the Board. Currently, this fine is \$20.00. The only exception to this rule would be in the case of a family emergency.
- vi. Members may be asked to assist on field trips and special event outings.
- vii. Members must agree to fulfill a position first on the Board of Directors in accordance with ByLaw Article 7 (1). If not elected to the Board of Directors, they must choose another available job. See Administrative Structure and Job Descriptions sections E (b) and (t).
- viii. Members shall also participate in one classroom clean-up session per year.
- ix. Members shall pay fees as discussed further herein.

x. Members must read the full manual and sign a document stating they have read and understand all formal policies. It is the responsibility of the Vice President to carry this out.

Sample duty day card

DUTY DAY CARD: WHEN 1 PARENT IS ON DUTY (MONDAYS & FRIDAYS)

**IN CASE OF EMERGENCY:
ASSIST TEACHERS IN TAKING CHILDREN OUTSIDE USING CLOSEST EXIT. ENSURE EXIT DOORS/
WINDOWS ARE CLOSED. CONGREGATE IN SAFE AREA AS DESIGNATED BY TEACHER OR AT
EMERGENCY EVACUATION SITE – 155 LAKESHORE DRIVE.**

**PLEASE TELL TEACHERS ABOUT ANY INJURY TO A CHILD.
ONLY TEACHERS ARE TO ADMIT OR DISMISS CHILDREN AT THE GATE OR DOOR.**

- ✓ Write any adjustments to the day's snack on the schedule posted in kitchen.
- ✓ Check class list for food allergies and diet restrictions and prepare substitutions if necessary.
- ✓ Fill red art bucket ½ full of warm water and a little detergent. Place on counter.
- ✓ Fill Brita pitcher of water for snack. Put your snack on the two snack trays and place in fridge.
- ✓ Prep snack table: spray table with bleach/water solution. Let air dry.
- ✓ Stock snack trolley with: tray of clean glasses half full of water, tray for dirty dishes, bin (with a bag) for compost, refill napkins. Finish all snack prep by 9 am.
- ✓ **IF PLAYGROUND IS OPEN:** Rake sand, check for debris, wipe down slides & teeter totters if wet, sweep spider webs off playground and pull out toys from the shed using the cue cards. When you return inside, fill out the playground checklist and return the shed key to the hook.
- ✓ **IF PLAYGROUND IS CLOSED:** Clean the washrooms: Wearing rubber gloves use spray cleaner around bathroom sink and taps, on toilet seats, on top of step stools and floor area around base of toilets. Wipe dry with clean paper towels. Check for adequate supplies of toilet paper, paper towels and liquid soap. Empty garbage cans.
- ✓ Please return to the classroom by 9:15 for the children's arrival.
- ✓ **SNACK STATION:** Once children have settled in, take out one of the snack trays from the fridge and let teachers and children know that the snack station is open. As children come over, help them to wash their hands and serve themselves from the tray – with tongs or spoons! Children must stay seated while they eat. Children should clear their own cup and garbage and wash hands before they leave. Place a checkmark beside their name on the chalkboard so we know who has eaten. Replenish snack tray as needed.
- ✓ If there's no one at snack: help in the art area. Print children's names on back of art work in lowercase letters. Check spelling list on wall and use last initial if needed. Help them wash hands.
- ✓ At 10:15, announce last call for snack. Encourage any children who haven't come over. Remove snack tray at 10:30. Then close sand table, art easel and the two activity tables. Spray round tables & snack table with disinfectant and let air dry.
- ✓ At 10:40, teachers and children will tidy up play area and head to circle time. During circle time, you can begin your clean up routine: sweep around tables, wash dishes, wash art materials.
- ✓ After circle, assist the children to get ready to go outside. Help with outside supervision.
- ✓ At 11:30, put all toys away in the shed while the teachers supervise dismissal. CHILDREN SHOULD NOT ENTER THE SHED. Ensure shed is locked.

- ✓ After children have been picked up, return inside to finish cleaning. Follow kitchen cleaning checklist and sign. (If playground is closed, don't mop until after children have left at 11:45).

THANK YOU FOR YOUR HELP!

List of Parent Jobs

As part of your membership, each family is assigned a parent job (regardless of whether you're duty or non-duty). In accordance with our by-laws, **board positions must be filled first**. All members are to choose at least one board position that they would be willing to do, and 3 non-board positions, in order of preference. From this information, the Board of Directors puts forward a slate of proposed Directors, which is then voted on by the general membership at the Annual General Meeting in June.

PRESIDENT • Board Member.

- The President is responsible for the overall operation of the nursery school. He/she prepares the agenda and chairs all General and Board Meetings, is a signing officer, chairs a Hiring Committee (if necessary), and coordinates negotiations of teachers' contracts and building lease contracts in May.
 - The President works closely with the Secretary/Treasurer and reviews all draft minutes, making changes where necessary prior to their final distribution to members.
 - The President works closely with teachers and other members of the Board to ensure the smooth running of the school and its programs. The President also acts as a support person for the Property Chair and the Teaching Supervisor in any negotiations between the City of Toronto and the Nursery School and the New Toronto Lawn Bowling Club.
 - The President manages all members of the Cooperative to ensure that members are aware of their jobs and responsibilities and keeps lines of communication open.
 - The President ensures that all amendments to the corporation status, bylaws, articles, and other membership manual changes are updated on a regular basis.
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- Any issues jeopardizing the existence or reputation of New Toronto Cooperative Nursery School are the responsibility of the President and the Board as a whole.

VICE-PRESIDENT • Board Member.

- The Vice President takes on the President's responsibilities in his/her absence and provides general assistance to the President as needed.
 - The VP is responsible for managing the Scheduler. Prior to each term, the VP will communicate any relevant Board information to the Scheduler so that they can prepare the duty day/snack schedule. Along with the Teachers, the VP will review the duty schedule prior to it being sent out to the membership. The VP is responsible for following up on any missed duty days and ensuring that the appropriate penalties are enforced.
 - The VP is responsible for organizing an orientation day for all new duty day volunteers. They will also be responsible for training any new members throughout the year.
 - As our representative to the Parent Co-operative Preschool Corporation (PCPC), the Vice-President must review any PCPC updates and changes that may affect the school's bylaws and operations. He/she may be asked to research other cooperatives using the PCPC network.
 - The PCPC Representative represents the school and therefore is responsible for performing all requirements of the PCPC Corporation.
 - In the spring, the VP compiles a list of everyone's job selections for the following year's membership to be reviewed by the board and teachers.
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- Any issues jeopardizing the existence or reputation of New Toronto Cooperative Nursery School are the responsibility of the President and the Board as a whole.

SECRETARY/TEASURER • Board Member.

- The Secretary/Treasurer is a signing officer (along with President).
- The Secretary/Treasurer prepares and distributes the minutes of both board and general meetings to the whole membership and teachers within one week of the meeting. The Secretary/Treasurer must ensure there are copies of all minutes on file at the school.
- The Secretary/Treasurer takes attendance at all meetings and collects all penalties associated with missed meetings or late pick up of children.
- The Secretary/Treasurer prepares the annual budget. He/she reviews financial statements provided by the Bookkeeper prior to General/Board meetings.

- The Secretary/Treasurer may be asked to attend occasional City of Toronto meetings in relation to grants or other financial matters.
- The Secretary/Treasurer is responsible for getting all floats for any fundraising events from the Bookkeeper.

FUNDRAISING CHAIR• Board Member.

- Fundraising projects are undertaken on an annual basis to supplement fee revenue and meet budget expense requirements. The role of the Fundraising Chair is to determine, with the Board, the goal amount of funds that need to be raised in the school year and the projects or events that will be done to raise the target amount.
- The Fundraising Chair oversees the members of the Fundraising Team and ensures their individual duties are being completed. Meetings are recommended to ensure all fundraising projects are on track.
- Responsible for reviewing last year's projected and actual fundraising amounts and setting target amounts for the current year. Responsible for preparing an annual report of all fundraising initiatives and maintaining a binder/Google Drive of relevant information to be passed from one year to the next.

REGISTRAR• Board Member.

- The Registrar organizes and coordinates all registrations. The Registrar coordinates changes to registration material and procedures under Supervisor's direction. He/she ensures that all registration packages are complete and filed at the school prior to the children's first day.
- He/she maintains the school membership list and distributes copies to the teachers and membership when there have been changes.
The membership list must be distributed no later than the first week of September.
- The Registrar puts potential members in touch with the Supervisor if they would like a tour of the school.
- It is the Registrar's responsibility to inform the teachers and Board members about any changes in the membership (i.e. new families joining the program or families leaving).
- The Registrar is one of the Police Record Check contact persons.

PROPERTY CHAIR• Board Member.

- The Property Chair coordinates maintenance/housekeeping matters for the school. He/she is the liaison for the cleaning company and snow removal service. He/she assesses housekeeping, maintenance and repair needs with the teachers as they arise, and completes required work or informs the City as appropriate. As the principal contact with the City of Toronto and the New Toronto Lawn Bowling Club, he/she monitors the occupancy agreement and recommends any amendments required to the Board.
- The Property Chair manages the Property Team and ensures that their duties are carried out.
- The Property Chair is responsible for the building's water testing (every 3 years).
- The Property Team is responsible for the Monthly and Seasonal playground inspections, under direction of the Supervisor, prior to the first school day of each month/season.
- The Property Team is responsible for classroom set-up on Labour Day and tear-down the week after school ends in June. (All equipment is stored in the shed over the summer.)
- The Property Team will steam clean the carpet 3x/year (prior to Labour Day, Winter Break and March break) and power wash the outdoor play structure & toys 2x/year (prior to Labour Day and March break).
- The Property Team must ensure that locks are lubricated and that light bulbs, fuses, furnace filters and all housekeeping supplies are kept up to date.
- The Property Team is responsible for seasonal clean-up of the walkways, porch and playground (raking leaves, weeding, shoveling snow, salting walkways). They may also need to arrange for new wood chips for the walkway and/or fresh sand for the playground.
- The Property Team is responsible for coordinating the monthly toy cleanings (part of everyone's membership agreement), making sure that all members participate during their scheduled month.

PUBLICITY CHAIR • Board Member.

- The Publicity Chair/Website manager is responsible for the overall operation of the school's website. Content updating as well as enabling more online resources such as .pdf documents (application package, parent handbook, etc.) as required. They may be asked to arrange for new photos to be taken.
- He/she will be responsible for updating and maintaining the school Facebook page by posting details of upcoming events and sharing photos and information (no photos of children to be posted without express permission from their parents).
- The Publicity Chair will take out ads in the local papers to advertise our Open House and Registration Nights.
- He/she will oversee the creation of all necessary publicity flyers, posters & banners.
- The Publicity Chair oversees the Publicity Assistant and ensures their duties are being completed.
- He/she will assist the teachers in maintaining and/or updating the school laptop if required.
- The Publicity Team may be asked to conduct market research into other schools so that the Board can make decisions about fees, hours, duty days, etc.

NON-BOARD POSITIONS

SCHEDULER

- The Scheduler organizes the Duty Day/Snack Schedule and distributes it on a timely basis, giving the membership enough advance notice to make arrangements for duty days. The schedule should be done in block periods of time corresponding to the three terms of school. The first schedule distributed should cover September to December, the second should cover January to March Break and the final schedule should cover from March Break until the end of the school year in June. In setting up the schedule, the Scheduler will make every reasonable effort to accommodate a member's general or ongoing scheduling problems in advance. The Scheduler is not responsible for adjusting the schedule once it is established (individual members must make their own arrangements at that point).
- The Scheduler reports to the VP. Prior to each term, the VP will communicate any relevant Board information to the Scheduler so that they can prepare the schedule. The Teachers and the VP will review the duty schedule prior to it being sent out to the membership.

ASSISTANT REGISTRAR/MEETING HOST

- The Assistant Registrar takes on the Registrar's duties in his/her absence.
- The Assistant Registrar is responsible for submitting and tracking all police checks for duty parents. Parents cannot begin duty days until their police check has been received by the Teaching Supervisor and all police checks will be kept on file at the school for the entire school year (locked in the file cabinet to ensure confidentiality).
- As meeting host, the Assistant Registrar is responsible for arriving half-an-hour early to unlock the gates, turn on the flood lights and porch light, and set-up the chairs prior to all general meetings, open houses and registration nights. They are also in charge of tidying up the classroom, putting away the chairs, turning out the lights and locking the gates. If the Host is unable to attend a meeting, it is his/her responsibility to find a replacement.
- The Assistant Registrar is responsible for sending invitations to the current, alumni and interested families for all open houses and registration events.
- Responsible for adding all current members to our Mail Chimp list.

PUBLICITY ASSISTANT

- Creating, printing and distributing flyers for fundraising events, Open Houses and registration days throughout the year to community organizations (e.g. libraries, pools, drop-ins, rinks, etc.) as well as door-to-door flyer-ing if necessary.
- The Publicity Assistant will help the teachers host a welcome event (for example, a potluck) in September.

- The Publicity Assistant will prepare and copy parent surveys for distribution and collection once/year (template on file at school).
- The Publicity Team may be asked to conduct market research into other schools so that the Board can make decisions about fees, hours, duty days, etc.

SHOPPING PARENT

- The Shopping Parent is responsible for buying basic supplies for the school, such as coffee, tea, cleaning and paper products, etc. as needed. The teachers will also provide regular shopping lists relating to classroom needs (e.g. special craft materials and bags of sand for the sand table).
- The Shopping Parent will receive a float from the Bookkeeper and must keep all receipts. He/she will complete an expense report listing all purchases. The Shopping Parent is expected to make every reasonable attempt to purchase goods at the best prices.
- The Shopping Parent may also be asked to pick up supply orders from vendors once or twice a year (such as Scholar's Choice in Mississauga and Avron in Vaughan).
- Costco membership and vehicle are required.

SCHOLASTIC PARENT

- The Scholastic Parent coordinates orders for Scholastic Books once a month. Scholastic is a company that sells quality children's books at reasonable prices through schools. Reading is promoted to children and the school benefits by receiving free books based on the number of books sold. Parents are not obligated to make purchases.
- This job involves:
 - collating and distributing the flyers to parents along with a letter listing suggestions and a submission deadline
 - collecting parents' orders and payments and submitting orders online
 - distributing books to parents when they've arrived
 - liaising with teachers to order books for the classroom, create wish lists, etc.

FUNDRAISING TEAM (4 FAMILIES)

- Tasks related to the auction may include, but are not limited to: creation of event materials i.e. posters, information packages, tickets, etc; maintenance of lists; sourcing and liaising with event locations re: payment, permits, date availability, etc; requesting and coordinating donations, purchasing and/or collecting supplies; thank you letters, preparing tax receipts, sourcing/ liaising with entertainment: face painter, balloon artists etc. as required.
- Other non-auction tasks may include coordination of Samko/Miko sale fundraiser (3x/year), food fundraisers (i.e. MacMillan's) as per Board's direction, Mable's Labels etc.
- Will be expected to attend fundraising and subcommittee meetings as required.
- Although everyone has assigned tasks, you will be required to attend and assist with all fundraising events.

PROPERTY TEAM (3 FAMILIES)

- The Property Team assists the Property Chair with building maintenance and repairs.
- The entire Property Team will be called on by the Property Chair to help with setting up and putting away equipment and furniture in September and June.
- The entire Property Team will be called on by the Property Chair to help with snow shoveling and salting the walkways before 9:15 am in winter months.

School Calendar & Holidays

The New Toronto Cooperative Nursery School follows the same school calendar as The Toronto District School Board, which means that the first day of school occurs after Labour Day in September and the last day near the end of June. The school is closed for two weeks during Christmas and New Year's and for one week in March (fees for these months are not reduced).

School opening in the fall shall be on a staggered basis during the first few weeks for children new to the school. The child's staggered entry date will be established after the parent/teacher/child interview in September. Classroom time may be shortened for new children for the first few weeks of the fall term.

In regards to the 2-day and 5-day programs, please be advised that the school will be closed on all statutory holidays (Labour Day, Thanksgiving, Family Day, Easter and Victoria Day) which fall on Mondays and Fridays. Being statutory holidays (meaning that Canadian employees are paid for this day), we do have to charge parents in order to pay the teachers. (We also pay the same rent and utilities per month, regardless of holidays.) However, unlike TDSB schools, we will be open on all PA Days!

As stated earlier, there are no refunds given due to missed classes as a result of illness, traveling or holidays.

Activities off the Premises

NTCNS will occasionally take the students off the premises for field trips, walks to the park and the mail box. Any such activities will be communicated to families in advance through the monthly newsletter, and in the case of field trips, a permission form will also be sent home.

Prohibited Practices

Under Ontario Regulation 137/15:

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (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.

If it is brought to the Supervisor's and/or the Board's attention that any staff or parent is using inappropriate discipline techniques, the following steps will be taken:

1. The incident will be noted and depending upon the severity and specific circumstances, a representative of the Board and/or the staff may meet with the parent involved.
2. If there is a reoccurrence with the same Member, a written description of the incident will be placed on file, signed by the Supervisor, the parent involved and the President.
3. Any further reoccurrence of inappropriate discipline may result in the Board asking the family involved to leave the program.
4. If the initial incident of inappropriate discipline is considered to be severe enough, the family involved may be asked to leave the program after the initial incident.

The investigation and findings process should not exceed seven (7) days and will include the following principles:

1. All information collected must remain confidential;
2. Staff and the Board must treat all complaints seriously and with sensitivity;
3. Interference with an investigation or an attempt to coach or intimidate a witness should not be tolerated;
4. Resolution of both formal and informal complaints should be documented.

Exclusion (Sick) Policy

NTNCS follows all guidelines established by Toronto Public Health.

Communicable diseases or prolonged illnesses should be reported at once to the Teaching Supervisor. In some instances, a note from a doctor may be required before a child is allowed to return to school. In the best interest of all children, staff and/

or duty parents, we must be very careful about the spread of infection. For this reason, a child cannot be at school if they have:

1. an undiagnosed or contagious rash (such as scabies, impetigo or ringworm)
2. an eye infection (a child must be on antibiotic eye drops for at least 24 hours before returning to school.)
3. fever in the last 24 hours (if a child has a fever and you administer Tylenol or similar medication, please do not bring them to school.)
4. diarrhea in the last 48 hours
5. vomiting (your child should be symptom-free for 24 hours)
6. significant congestion or cough, problems breathing or a severe cold
7. any other infectious diseases such as impetigo, hepatitis, strep throat, Norwalk, etc.

If in doubt, please err on the side of caution and keep your child at home.

A child must be excluded from the nursery school program until it is clear that they are well and symptoms are gone. If there is concern that a child has not recuperated after an illness, the Teaching Staff or Board of Directors may request a doctor's note, and the child may be excluded from the school until such time that the requested note is received.

If a child becomes ill while at school, he/she will be isolated, and a parent or emergency contact will be notified to come and pick up the child as soon as possible. Names, symptoms, dates and times of illness will be documented.

Parent Issues and Concerns Policy

Parents/guardians are encouraged to take an active role in NTCNS and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are taken seriously by NTCNS and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 2 business days. 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.

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).

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

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*.

Procedures

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

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Board in responding to issue/concern:
Student- / Volunteer- Related	<p>Raise the issue or concern to - the supervisor</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

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

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

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

Emergency Management Policy

NTCNS has a comprehensive Emergency Management Policy that outlines the procedures the staff will follow in the event of an emergency (including Lockdown, Hold and Secure, Bomb Threat, Disaster Requiring Evacuation, External Environmental Threat and Natural Disasters).

Staff will follow the emergency response procedures by following three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

Once in the Recovery phase, staff will communicate with parents/guardians:

- 1) Upon arrival at the emergency evacuation site, staff will phone parents/guardians to notify them of the emergency situation, evacuation and the location to pick up their children.
- 2) Where possible, the supervisor 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.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: 155 Lakeshore Dr. (the apartment building next door).

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: 110 Eleventh St. (New Toronto Public Library).

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

**To read the full policy, please refer to our Membership Manual.*

Supervision Policy for Volunteers, Participating Parents and Students

New Toronto Cooperative Nursery School (NTCNS) is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of NTCNS's highest priorities.

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 is supervised by an adult at all times.

NTCNS ensures that every volunteer or student is supervised by an employee at all times and is not permitted to be alone with any child who receives child care at the Centre.

Policy:

NTCNS may have volunteers and/or Early Childhood Education students working within the school along with staff. At all times, volunteers and placement students must be under the direction and supervision of NTCNS staff.

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 employee of NTCNS.

Only employees of NTCNS will have direct unsupervised access to children.

OR

Co-operative Nursery Schools where Ministry Director Approval has been given; the policy will allow for two (2) participating parents to take place of a staff member for the purposes of staff ratios.

Mandatory Orientation and Training:

Prior to starting in the classroom at NTCNS all volunteers, participating parents, and placement students will have a detailed orientation which will include:

- Coverage of the NTCNS philosophy
- 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) prior to working with children in the classroom

All volunteers, participating parents, and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.

Volunteers, participating parents, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:

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

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