



# **SUNNYLEA**

**Co-operative Nursery School**

**Parent  
Handbook  
2020-2021**

# **SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**

## **GENERAL INFORMATION**

Sunnylea Co-operative Nursery School was founded in 1984 by a group of parents led by a wonderful teacher with the aim to introduce preschoolers to a nurturing environment in which to have their first formal school setting. The nursery school is non-profit and operates out of the Etobicoke Collegiate Institute in a ground level, fully stocked classroom with a bank of windows letting in natural light and sunshine. The nursery school programs offer classes for both 2 and 3 year olds and each program includes qualified teachers within the class, and the opportunity for parents to be a part of their child's first learning experience.

## **PROGRAM STATEMENT**

The Sunnylea Co-operative Nursery School (SCNS) program statement outlines our program goals and approaches in development of the nursery school program at SCNS. This statement defines our co-operative's overall philosophy, the foundational tenants of our program, and the specific goals we hope to achieve in our programming. This is supported by the approaches we will take to achieve each goal. As well, it details our agreed upon pillars of learning that are used, in conjunction with our overarching goals and approaches, in the development of the weekly program plan. This is intended to be a living document that will be reviewed and updated regularly in support of continuous improvement in our program delivery.

### **SCNS Philosophy**

The aim of the SCNS is to create a positive foundation for children's first educational experience. By providing a safe, nurturing environment children are able to enhance emotional, social, cognitive, and physical development and their connection to the local community. We accomplish this through the involvement of teachers, parents/caregivers and children. The co-operative nature of the school has the added benefit of the participation of parents/caregivers in the classroom to enrich and support children in their first educational experience. This holistic approach provides a gentle introduction into the educational system and the exciting social experience school provides for children. We promote an enriched and caring environment that supports our foundations of belonging, well-being, engagement, and expression of the children. The nursery school views each child as competent, capable, curious and full of potential.

The SCNS program centres around a play-based, child-initiated approach that is supported by adults. In this way, the child can steer their learning through their own interests, curiosity and observations. This allows the child to explore, grow and create across areas of development. The nursery encourages active engagement and communication with parents/caregivers to improve and enrich the program and well-being of each child.

SCNS is a centre of inclusion and believes that every child deserves to be treated with dignity, respect, and equality. Our program is aligned with the Ontario Ministry of Education's foundations for early childhood education as defined in "How Does Learning Happen?" and the "Early Learning for Every Child Today" framework.

## **Program Foundations**

Our program is based upon the four foundations for learning outlined in the “How Does Learning Happen?” framework:

**Belonging:** Every child has a sense of belonging when he or she is connected to others and contributes to their world

**Well-being:** Every child is developing a sense of self, health, and well-being

**Engagement:** Every child is an active and engaged learner who explores the world

**Expression:** Every child is a capable communicator who expresses herself/himself in a variety of ways

## **Program Goals**

SCNS creates a multi-faceted learning program for two and three years olds in which teachers, supported by parents and parent/caregiver volunteers, work collaboratively to achieve the following goals:

1. Promote the health, safety, nutrition, and well-being of children
2. Support positive and responsive interactions among the children, parents, volunteers, and staff
3. Encourage children to interact and communicate in a positive way and support their ability to self-regulate
4. Foster the children’s exploration, play, and inquiry
5. Provide child-initiated, adult supported experiences
6. Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported
7. Incorporate indoor and outdoor play (weather permitting), as well as active play and quiet time
8. Foster the engagement of and ongoing communication with parents about the program and their children
9. Involve local community partners to enrich and support the interests and development of the children, their families, and staff
10. Support staff in the pursuit of continuous learning and professional development
11. Document and review the impact of these goals and approaches on the children and their families

## **Programming Approach**

A variety of approaches will be implemented to achieve our stated program goals. These approaches will be communicated and implemented according to our Program Statement Implementation Policy to ensure we are following the spirit and intent of the “How Does Learning Happen?” foundations for successful early learning. All teachers and parent/caregiver volunteers will learn these approaches and be required to consistently apply them in the program.

<b>Goal 1</b>	<b>Promote the health, safety, nutrition, and well-being of children</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Maintain a classroom environment that is safe and developmentally appropriate ensuring toys, equipment, and furnishings are in proper working order and checked weekly by staff</li> <li>√ Communicate and review all safety and hygiene policies and standards for toileting/ diapering, toy washing, hand hygiene, and food safety with all staff, parent/caregiver volunteers, and children as appropriate</li> <li>√ Maintain snack policies that ensure nutritious and well balanced snacks are provided and an allergy policy that maintains safety in the school</li> <li>√ Sign each child in and out daily and ensure constant communication between staff members to maintain ratios at all times</li> <li>√ Maintain compliance with Toronto Public Health and Child Care and Early Years Act policies and procedures to maintain safety standards</li> </ul>

<b>Goal 2</b>	<b>Support positive and responsive interactions among the children, parents, volunteers, and staff</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Direct positive attention to all children, display empathy, and model positive communication skills to develop positive social behaviours and build confidence</li> <li>√ Use clear expectations and consistent transitions</li> <li>√ Manage behaviour through role modeling, encouragement of problem solving, anticipation of challenges, and redirection as needed</li> <li>√ Model positive communication between teachers, parents, and parent/caregiver volunteers</li> </ul>

<b>Goal 3</b>	<b>Encourage children to interact and communicate in a positive way and support their ability to self-regulate</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Teachers and parent/caregiver volunteers will <ul style="list-style-type: none"> <li>○ balance verbal and non-verbal interactions with children</li> <li>○ participate in play</li> <li>○ use language to extend learning and help children learn to process their emotions and those of others</li> <li>○ role model how to accomplish tasks</li> <li>○ provide ample encouragement and positive reinforcement</li> <li>○ maintain a consistent daily routine that minimizes transition and supports children throughout activities</li> </ul> </li> </ul>

<b>Goal 4</b>	<b>Foster the children’s exploration, play, and inquiry</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Offer a variety of extended learning opportunities that support the child’s curiosity and development <ul style="list-style-type: none"> <li>○ Provide ample selection of blocks, building materials, puzzles, counting/ sorting games, cause and effect toys, fine motor skill development toys</li> <li>○ Provide mediums for creative arts and self-expression using materials that are inclusive, developmentally appropriate, and self-directed</li> <li>○ Promote imaginative play that includes three or more role-playing possibilities and a program that encourages dramatic play</li> <li>○ Incorporate books, language materials, songs and rhymes, labels and photos to foster enjoyment of literacy</li> <li>○ Offer a variety of sensory toys/centres</li> <li>○ Incorporate music and musical programming</li> </ul> </li> <li>√ Create an inviting classroom environment that encourages children to explore and play and displays their own artwork and other contributions</li> <li>√ Change a selection of toys and books weekly to spark imagination and maintain interest across all children</li> </ul>

<b>Goal 5</b>	<b>Provide child-initiated, adult supported experiences</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Offer at least 30 learning toys and 6 centres (water, sand, craft, book, dramatic and cognitive) that children can explore at their own pace and of their own choosing and rotate these daily and/or weekly</li> <li>√ Have teachers and parent/caregiver volunteers role model behaviour, offer encouragement and support, and ensure safety at all times as children explore the environment independently</li> <li>√ Use the cues and interests of the children to tailor the program offerings and class discussions</li> <li>√ Find extension opportunities based on the weekly observations of children and their individual progress and incorporate into the weekly program plan</li> </ul>

<b>Goal 6</b>	<b>Plan for and create positive learning environments and experiences in which each child's learning and development will be supported</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Develop a weekly program plan that designs learning opportunities to promote development across the areas of language and literacy; social and emotional play; cognition, art, and drama; physical movement and music; and community and nature</li> <li>√ Document each child's interests and cues and use this, along with knowledge of child development, to inform the toys, activities, and discussions that are used in the classroom</li> <li>√ Maintain pedagogical documentation using a portfolio for each child that incorporates the child's work, photos of the child in play, and teacher observations that is regularly reviewed to monitor progress and tailor programming to meet the needs of each child</li> <li>√ Conduct a weekly teaching team planning session every Friday that incorporates the cues and progress of each child in designing the programming for the upcoming week and month</li> <li>√ Ensure a variety of learning opportunities are offered that change both daily and weekly to engage all children</li> </ul>

<b>Goal 7</b>	<b>Incorporate indoor and outdoor play (weather permitting), as well as active play and quiet time</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Maintain a consistent daily routine that provides opportunity for active play as well as time for quieter activities over the course of each day</li> <li>√ Offer toys and activities that facilitate both active and quiet play that each child can select amongst. Maintain the book centre as a quiet area which child-sized couches are available at any time for children seeking a rest from active play.</li> <li>√ Incorporate outdoor play as weather permits into weekly program plan</li> </ul>

<b>Goal 8</b>	<b>Foster the engagement of and ongoing communication with parents about the program and their children</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Invite parent/caregiver volunteers to join the class and directly participate in the children's learning</li> <li>√ Display weekly program plan (reflecting ELECT indicators) outside classroom to engage parents/caregivers in the material and provide opportunity to extend learning at home</li> <li>√ Send weekly newsletter to parents highlighting activities of the current week and upcoming plans for the week ahead to foster engagement</li> <li>√ Use informal discussions at the door at drop off/pick up to share activities in the classroom</li> <li>√ Use informal or formal conversations with parents/caregivers about any specific areas of concern relating to a student. Identify strategies going forward to address concerns.</li> <li>√ Conduct four general meetings annually for co-operative members (parents) to discuss the program and share updates and activities</li> </ul>

<b>Goal 9</b>	<b>Involve local community partners to enrich and support the interests and development of the children, their families, and staff</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Supervising Teacher to meet with the Program Committee twice a year to identify community partners to engage in the program</li> <li>√ Programming Committee invites guest speakers to join the class and share knowledge and experience with the students across a variety of community areas (e.g. dance, music, healthy eating, health care providers, yoga and meditation, engineering, etc.)</li> <li>√ Program committee works with the Toronto Public Library to bring in librarians to share preschool literacy programming with students</li> <li>√ Teachers from the resident high school are invited, when appropriate material exists, to share interesting and relevant experience with SCNS students (e.g. robotics)</li> <li>√ Have an annual school picnic out in the community and invite community partners to attend</li> <li>√ Ensure visual representation within the classroom that reflects the diversity of the local community</li> </ul>

<b>Goal 10</b>	<b>Support teachers in the pursuit of continuous learning and professional development</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Conduct annual performance reviews with all teachers which identify continuous learning objectives and opportunities to achieve these</li> <li>√ Sunnylea Co-operative Nursery School pays for the teachers to attend the Conference for Early Childhood Educators</li> <li>√ Teachers are encouraged to identify other professional development opportunities and submit request to SCNS Board of Directors to attend as feasible</li> <li>√ Full time teachers and supply staff keep First Aid training up to date</li> </ul>

<b>Goal 11</b>	<b>Document and review the impact of these goals and approaches on the children and their families</b>
<b>Approach</b>	<ul style="list-style-type: none"> <li>√ Use a daily log and noted weekly observations to identify child specific learning opportunities</li> <li>√ Maintain a portfolio for each student that includes teacher observations, photos of the child engaged in activities, and samples of the child's work to monitor progress throughout year and adjust and tailor programming accordingly</li> <li>√ Solicit parental feedback at co-operative general meetings that will guide programming and learning opportunities</li> <li>√ Supervising Teacher and Program Committee review programming planning and results bi-annually and adjust the program objectives, approaches, and weekly plans as appropriate</li> </ul>



## Pillars of Learning for Program Planning

The SCNS program plan fosters development in five key pillars of learning. Program plans are developed and posted outside the classroom weekly to support engagement of parents/ caregivers. Parents/caregivers are encouraged and engaged to work collaboratively with teachers in support of these important areas of development.

Pillars	Skills and Development
<b>Social &amp; Emotional</b>	<ul style="list-style-type: none"><li>• Confidence and independence</li><li>• Positive social interactions</li><li>• Personal responsibility</li><li>• Understanding and recognition of feelings in self and others</li><li>• Healthy eating habits</li><li>• Positive attitude towards learning</li></ul>
<b>Language &amp; Literacy</b>	<ul style="list-style-type: none"><li>• Self-expression using verbal and non-verbal communication</li><li>• Vocabulary expansion</li><li>• Phonological awareness and letter recognition</li><li>• Listening skills and use of descriptive language to explain and extend</li><li>• Conversing with peers and adults</li><li>• Enjoyment of literacy</li></ul>
<b>Cognition, Art, &amp; Dramatic</b>	<ul style="list-style-type: none"><li>• Problem solving</li><li>• Representation and expression of ideas and emotions through creativity including art and dramatic play</li><li>• Questioning, observing, and organizing information</li><li>• Seriating, counting, sorting, and comparison</li><li>• Shapes and patterns</li><li>• Blocks and construction</li></ul>
<b>Physical: Music &amp; Movement</b>	<ul style="list-style-type: none"><li>• Writing, drawing, and tool use such as scissors and stringing beads</li><li>• Self help skills such as dressing and eating</li><li>• Gross motor skills including walking, jumping, throwing</li><li>• Balance and spatial awareness</li><li>• Auditory skills and music</li><li>• Connection with the surrounding community</li></ul>
<b>Community, Nature, &amp; The World Around Us</b>	<ul style="list-style-type: none"><li>• Celebrating the rich diversity of the community including languages and cultures</li><li>• Curiosity about the natural environment</li></ul>

## **Program Statement Implementation**

The Program Statement Implementation Policy details our approach to implement and measure the stated goals and approaches. The implementation policy ensures

- Program goals and approaches are reviewed with all teachers and parents/caregivers
- Teachers, parents, and parent/caregiver volunteers receive adequate training and orientation around expectations, approaches, and prohibited practices
- Policies for non-compliance are established and followed
- A process for the continuous improvement of the program statement and its implementation is followed to incorporate the results and feedback from teachers, parents, children, the Ministry of Education, and early childhood education research

**Sunnylea Co-operative Nursery School** reviews the Program Statement and the Program Statement Implementation Policy annually with all teachers, cooperative members, and parents/caregiver volunteers or when any changes are made.

**Sunnylea Co-operative Nursery School** ensures that all new teachers, cooperative members, and parent/caregiver volunteers review this program statement prior to interacting with the children.

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## **CLASS SESSIONS (2020-2021)**

- For the 2020-21 school year, the normal hours of the school shall be 9:00 a.m. to either 11:30 a.m. (2AM class) or 12:00 p.m. (3AM class) and 12:30 p.m. to 3:00 p.m. or as decided by the Board of Directors.
- The 2AM class will run from 9:00 - 11:30am on Monday and Thursdays
- The 3AM will class will run from 9:00 - 12:00pm on Tuesday, Wednesday and Fridays
- The Enrichment class will run from 12:30 - 3:00pm on Thursday afternoons
- The WonderKids class will run from 12:30 - 3:00pm on Monday afternoons
- The school year runs from September 14, 2020 - June 18, 2021.
- The school will be closed on all statutory holidays, as well as during March Break (March 15-19, 2021) and for a two week period at Christmas (December 21, 2020 - January 1, 2021).

## **STAFF**

At least one of the staff of SCNS on premises at all times is required to be registered Early Childhood Educators (diploma) or approved equivalent as approved by the Ministry of Education. In keeping with our small class sizes, the staff consists of one Supervising teacher

and usually one or two Assistant teachers. Furthermore, the supervisor, at a minimum is required to be registered with the College of Early Childhood Educators.

- All staff is required to have valid certification in Standard First Aid, including infant child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board or otherwise approved by a director. This includes both full time employees, as well as any supply teaching employee, parent or home child care provider acting in the capacity of one of our teachers to cover for their absence.

## FEES

- Membership fees shall be reviewed and set by the Board of Directors annually.
- Post-dated cheques are due two weeks from the date the registration package is sent. A schedule of payments will be provided to all members.
- In the event of unforeseen increases in operational costs (i.e. insurance), parents may be asked to vote to share the extra cost.

The fees for the **2020/2021** school year are as follows:

- 2AM Class: \$250/month (Duty) or \$305/month (Non-Duty)
- 3AM Class: \$300/month (Duty) or \$355/month (Non-Duty)
- Enrichment Class: \$95/month
- WonderKids Class: \$95/month

## REGISTRATION

- Enrolment is governed by the maximum ratios allowed under the *Child Care and Early Years Act*.
- Children shall be eligible for enrolment at 24 months of age for the two year old morning, and at 36 months of age for the three year old morning / afternoon program – the child having attained the minimum age requirement by December 31<sup>st</sup> of the year enrolled for the 2 year program, and by March 31<sup>st</sup> of the year following the year enrolled for the 3 year program
- Children with special circumstances may enter the program with approval of the Board of Directors and the Program Supervisor. Written requests for enrolment may be made to the Registrar.
- An annual application for each child must be accompanied by a non-refundable membership fee and a signed membership agreement, which outlines the parents' responsibilities.
- Payment of school fees begins in August of each year and the first payment must accompany the completed medical forms and be returned to the Registrar by the given deadline.

- Positions are filled on a first come first served basis.

## **REGISTRATION PROCESS**

### **General Public**

- New members are required to email the Registrar (or call the registration line if email is unavailable to them) during the assigned period.
- Emails/Calls will not be accepted prior to 8:00 a.m.
- Emails/Calls will be taken on a first come basis for both the two year old and three year old programs. Priority will be given to those who would like to register for more than one three year old program.
- The Registrar or the Assistant Registrar will record the caller's name, address and telephone number, email address, and name and birth date of the child.

Interested parents whose names appear on the general waiting list will be given a registration number (their position on the waiting list), and spaces will be filled according to their position on the waiting list up until registration is closed at the discretion of the Registrar.

### **Alumni**

- Alumni are required to email the registrar (or call the registration line if email is unavailable to them) during the assigned period.
- Emails/Calls will not be accepted prior to 8:00 a.m.
- Emails/Calls will be taken on a first come basis for both the two year old and three year old programs. Priority will be given to those who would like to register for more than one three year old program.
- The Registrar or the Assistant Registrar will record the caller's name, address and telephone number, email address, and name and birth date of the child.
- Any alumni calling in have a priority spot on the list (top of the list) until General Registration opens. After General Registration for new families opens, they are put on the bottom on the list.

Registration forms are distributed in late January for submission two weeks from the date the registration package is sent.

- The Applicant has until the given deadline (usually fourteen (14) days) to return the registration forms. If there is no response by this time, the Registrar has the right to bypass that person and invite the next person on the list to join the school.

- To ensure a spot with the school and to show that the applicant is truly interested, all forms/cheques for the following year must be submitted by the deadline. If these forms/cheques are not given to the Registrar at that time, he / she has the right to disregard that person's intention to register and invite the next person on the waiting list to join the school.

## **WITHDRAWAL**

- Written notice of withdrawal giving thirty (30) days notice must be sent to the Registrar who will inform the Treasurer and President.
- Should a member be asked to withdraw their child due the child's inability to adjust to the school program, or other circumstances, a rebate will be made from the child's last day or school, exclusive of membership and insurance charges.
- Current families wishing to move classes throughout the year must submit their request in writing to the Registrar and will be placed on the waiting list. The Registrar then informs the Supervising Teacher of the withdrawal in writing.

## **Procedures for filling vacancies during the school year**

Should a spot become vacant during the school year:

- The Supervising Teacher and Registrar will then review the wait list for any existing members that have indicated in writing the desire to change classes.
- If there is more than one current family from the wait list wishing to change classes the Registrar will inform the President who will call an Executive meeting to discuss who will receive the spot.
- If there are no current families on the waiting list wishing to switch, the Registrar will contact the first family on the waiting list and fill the spot as per Registrar duties.

## **REFUND OF FEES**

- No refunds will be made for absence due to illness, travelling or any other reason, except where written notice of temporary withdrawal of the child has been given with the fourteen (14) days notice, and the period of absence is more than thirty (30) days. This will be subject to approval of the Board of Directors.
- No refunds will be made when the school is temporarily closed due to emergency conditions (snowstorms, loss of heat, etc.).
- No refunds shall be given after March break.
- A refund of tuition will be effective from the end of the notice exclusive of membership and insurance charges if the space is filled.

- The Board of Directors reserves the right to withhold issuing a refund of tuition should the spot not be filled. For example, where an individual is not sure about joining the school and withdraws early September, then a refund of tuition will not be issued until the spot is filled. If, however, an individual is required to move or becomes ill mid school year, then a rebate will probably be made without the spot being filled.

## **INSURANCE AND LIABILITIES**

- The school shall carry insurance provided by the Parent Co-operative Pre-School Corporation group plan and any extra coverage that may be available to the Co-operative and voted on by the membership.
- A permission form must be signed each time so a child may participate in field trips. Parents will be notified of impending trips should they not wish the child to attend.

## **RESPONSIBILITY OF MEMBERS**

The success of the Sunnylea Co-operative Nursery School depends upon member participation in order to fulfill the various needs of the Co-op. Therefore, there is no complement of associate members as contemplated by the Articles of Incorporation.

## **GENERAL RESPONSIBILITIES**

1. Each family is required to hold a position within SCNS as outlined under the job position requirements section.
2. Each family is required to fulfill duty day responsibilities as outlined under the duty day requirements section
3. Attend the semi-annual toy wash.
4. Be reasonably available to drive to special events.
5. Participate in both the fall and spring fundraisers (traditionally garage or lawn sales and parent social/auction night).
6. Attend all four General Meetings and the in class orientation meeting. Should a member be unable to attend due to exceptional circumstances, they must contact their chairperson to discuss the situation. *A member who misses more than 1 meeting without notice or reasonable grounds will have their \$350 cheque for garage sale, fundraising, toy wash and co-op participation cheque cashed. At this time, the Board of Directors will meet with the family to discuss the problem.*
7. Be available to perform other small tasks during the course of the year, which may from time to time take place.

## **JOB POSITION REQUIREMENTS**

### Member responsibility:

- Each family is required to hold a position within SCNS. The duties of each position are more fully outlined in the Job Description section of the registration forms. Each job commences on July 1<sup>st</sup> of each year and continues until the handoff of duties to their replacement after June 30<sup>th</sup> of the following year.
- Should a member not fulfill their responsibilities as indicated by documented failure to complete specific tasks, The Board of Directors will contact the member to assess the situation. If, after this initial discussion, the member continues not to participate without grounds, a formal letter from the Board of Directors will be issued, notifying them of their Co-operative responsibilities. If the member continues to not fulfill their responsibilities without grounds at this time, the member may be requested to withdraw from the program by the Board of Directors.

### Board of Directors responsibility:

- Establish such positions as are necessary to ensure the fair and equal distribution of the work essential for the smooth and efficient operation of all facets of the preschool program.
- Ensure that a representative from each class is on the Board of Directors.
- Review and revise job descriptions as often as necessary to meet the changing needs of the preschool program.
- Ensure compliance with all provincial and municipal requirements with respect to public health and safety requirements, renewal of license, filing required, notices of change in officers and all financial reports as required by law.

### Job distribution requirements:

- Job descriptions and request forms are distributed in February registration packages.
- Forms are to be completed in full and returned to designated place on or before specified date.
- All positions grouped together are drawn randomly. The first one picked from the “hat” will have first choice of a job. The next person will have second choice, etc.
- After the initial draw, jobs are designated on a first come, first served basis.
- Returning executive have first choice at any position. This will be in effect only for a two (2) week period prior to the registration packages being delivered.

## **DUTY DAY REQUIREMENTS**

1. Parents are obligated to fulfill duty day requirements. The number of duty days are fixed according to the number of total children enrolled and may vary slightly from month to month.
2. Responsibilities include assisting the teacher(s) during class, and providing juice and a nutritious snack.
3. When a parent is unable to fulfil a duty day on a scheduled day, they are required to find a replacement.
4. Where a parent is not able to participate in the school program for a temporary period of time (i.e. illness, new baby etc.) the parent must notify both the Supervisor and President in writing and alternative arrangements will be made.
5. The duty parent will also supply juice and a nutritious snack selected from the approved snack list.
6. No sibling may accompany a duty parent.
7. Parents must report serious occurrences as required by the Child and Family Services Act, 1984 and the Child Care and Early Years Act.

## **EMERGENCY MANAGEMENT**

Sunnylea Co-operative Nursery School has detailed Emergency Management Policies and Procedures outlined in the SCNS Policies and Procedures Document which is distributed to all parents/guardians in the August package. If an emergency occurs, all parents will be notified by telephone.



**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**SNACK POLICY**

## **INTRODUCTION**

The goal of the snack policy is to ensure that all children in SCNS are provided with a healthy, safe, nutritious and varied snack. Snacks should be simple and quantities reasonable as children will be given lunch at home either shortly before or after the school session. This policy is to be read in conjunction with the anaphylactic policy.

## **GUIDELINES**

- All snacks provided are to be in compliance with the guidelines set out in the anaphylactic policy.
- Planned snack menus will be submitted by duty parents one week in advance and posted outside of the classroom. Changes can be made to the menu anytime before the snack is served should a planned item be unavailable or changed.
- **No nuts, peanuts or peanut butter** or any snack with reference of “may contain traces of...” or “manufactured with the same equipment as...” are permitted. This information is often noted immediately after the ingredient list.
- **All members are to familiarize themselves with the list of allergies prior to bringing in snacks.**
- No bulk food is permitted due to possible contamination and lack of labelling.
- **All package labelling should be read carefully for ingredient changes especially any allergen warnings as set out by the anaphylactic policy. Manufacturers, ingredients and processing plants may change without warning.**
- No home baked goods - please see snack list for alternate suggestions. Only food prepared in peanut free facilities will be accepted.
- Water will be provided with the snack.
- All snacks must be prepared in the classroom. No preparation, such as washing or cutting may be done at home. This is to avoid the possibility of cross-contamination.
- Containers used to transport the snack to school must be carefully washed to avoid cross-contamination.
- No container may be used to transport or store the snack that has previously contained any allergen as set out by the anaphylactic policy.
- Only utensils provided by SCNS may be used for in class preparation and distribution of snack.
- All food allergies are to be posted in the classroom in compliance with the anaphylactic policy.
- All children with allergies that are caused by unavoidable ingredients are to bring their own snacks as set out by the anaphylactic policy.
- All birthday and special event snacks are to comply with the guidelines set out by this policy and the Anaphylactic policy.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**SNACK POLICY**

**TIPS FOR READING LABELS**

- READ the ingredient every time you purchase a product. Ingredients can change at any time without warning.
- DO NOT purchase foods imported from other countries as labelling laws vary widely.
- DO NOT purchase items that contain the allergen or that read “May contain...” May contain traces of ...” “Manufactured on equipment that also processes...”. These statements indicate that the manufacturer cannot guarantee the food item is allergen free.
- PEANUT/TREE NUT: other names for peanut/tree nut or products that contain include: arachide, arachis oil, cacahouete/cacahouette/ cacahuete, goober peas, kernels, mandelonas, and valencias. Various tree nuts can also be found in: marzipan, anacardium nuts, calisson.
- DAIRY: other names for milk or products that contain milk: casein, whey, diacetyl, lactalbumin, lactoferrin, lactose, lactulose, tagatose, yogurt.
- EGG: other names for egg or products that contain egg: albumin, lysozyme, meringue, ovalbumin, surimi.
- SESAME: other names for products that contain sesame: tahini, hummus.

**RESOURCES**

Anaphylaxis Canada  
[www.anaphylaxis.ca](http://www.anaphylaxis.ca)

Food Allergy and Anaphylaxis Network  
[www.foodallergy.org](http://www.foodallergy.org)

## PERMITTED SNACK FOODS AND BRAND NAMES

>> Please Read Labels Carefully Every Time

### Regular Duty Days \*

<p><b>Crackers</b></p> <p>Christie</p> <ul style="list-style-type: none"> <li>• Premium Plus             <ul style="list-style-type: none"> <li>◦ Soda, Whole Wheat, 5 grains</li> </ul> </li> <li>• Wheat Thins             <ul style="list-style-type: none"> <li>◦ Original/Wholegrain/Multigrain</li> </ul> </li> <li>• Cheese Nips</li> <li>• Swiss Cheese Crackers</li> <li>• Vegetable Thins</li> <li>• Ritz Bits Sandwiches – Cheese Only</li> <li>• Ritz             <ul style="list-style-type: none"> <li>◦ Regular, Mini</li> <li>◦ Ritz Sticks</li> <li>◦ Ritz Scuba</li> </ul> </li> <li>• Pepperidge Farm             <ul style="list-style-type: none"> <li>◦ Goldfish, Original and Cheese</li> </ul> </li> <li>• Rolled Gold Pretzels</li> <li>• Quaker Crispy Minis</li> </ul>	<p><b>Cookies</b></p> <p>Christie (box and large bag only – NO snack size)</p> <ul style="list-style-type: none"> <li>• Graham Wafers</li> <li>• Teddy Grahams             <ul style="list-style-type: none"> <li>◦ Honey/Chocolate/Chocolate Chip</li> </ul> </li> <li>• Animal Crackers</li> <li>• Dino Crackers</li> <li>• Arrowroot</li> </ul> <p>Kellogg's</p> <ul style="list-style-type: none"> <li>• Nutrigrain Bars (Not Minis)</li> <li>• Rice Krispie Squares – Original</li> </ul> <p>Peak Freans</p> <ul style="list-style-type: none"> <li>• Digestive Cookies</li> <li>• Maple Cookies</li> </ul> <p>ShaSha</p> <ul style="list-style-type: none"> <li>• Gingersnap Cookies</li> </ul> <p>Dare</p> <ul style="list-style-type: none"> <li>• Simple Pleasures</li> </ul>
<p><b>Cereal</b></p> <p>Crispix</p> <p>Corn Flakes</p> <p>Rice Krispies</p> <p>Post</p> <ul style="list-style-type: none"> <li>• Shreddies</li> <li>• Honeycomb</li> <li>• Alphabits</li> </ul> <p>General Mills</p> <ul style="list-style-type: none"> <li>• Cheerios - Plain and Multigrain Only</li> <li>• Golden Grahams</li> </ul> <p>Quaker</p> <ul style="list-style-type: none"> <li>• Life</li> <li>• Oat Squares</li> <li>• Corn Bran Squares</li> </ul>	<p><b>Fruit</b></p> <p>Apples</p> <p>Bananas</p> <p>Blackberries</p> <p>Blueberries</p> <p>Cantaloupe/Honeydew Melons</p> <p>Grapes - Seedless and cut in ½ lengthwise</p> <p>Oranges/Clementines</p> <p>Peaches/Nectarines</p> <p>Pears</p> <p>Raisins - Sunmaid</p> <p>Raspberries</p> <p>Strawberries</p> <p>Sun Rype – Juice, Fruit To Go, Squiggles</p> <p>Watermelon - Seedless</p> <p>Brand Name Apple Sauce (Motts, PC)</p>
<p><b>Drinks and Dairy</b></p> <p>Water</p> <p>Cheese</p> <p>Yogurt – Without Granola</p>	
<p><b>Also permitted: any other product clearly labelled as “<u>peanut and nut free</u>”.</b></p>	

Vegetables like carrots, celery and green beans are considered a choking hazard for this age group, unless properly diced, shredded, cooked and/or cut-up. Given the limitations in preparation, we have excluded them from this snack list.

\* A balanced snack includes a fruit, protein such as cheese/yogurt and possibly a grain.

## PERMITTED SNACK FOODS AND BRAND NAMES

>> Please Read Labels Carefully Every Time

### Special Occasion Duty Days \*

<p><b>Candy</b></p> <p>Rockets</p> <p>Hershey</p> <ul style="list-style-type: none"> <li>• Twizzlers</li> <li>• Kisses (Milk Chocolate Only)</li> </ul> <p>Allans/Trebor</p> <p>(CHECK LABEL – some sizes are NOT safe)</p> <ul style="list-style-type: none"> <li>• Gummy Bears (NO gummy worms)</li> <li>• Swedish Berries</li> <li>• Shoestring Licorice</li> <li>• Fuzzy Peach</li> <li>• Candy Canes</li> <li>• Lollipops</li> </ul> <p>Kinder Surprise Eggs</p> <p>Cadbury</p> <ul style="list-style-type: none"> <li>• Easter Cream Eggs Only, NO Caramilk</li> </ul> <p>Dare</p> <ul style="list-style-type: none"> <li>• Real Fruit Gummies</li> <li>• Juiced Up Candies</li> </ul> <p>Nestle</p> <p>(CHECK LABEL – some sizes are NOT safe)</p> <ul style="list-style-type: none"> <li>• Smarties</li> <li>• Aero</li> <li>• Kit Kat</li> <li>• Coffee Crisp</li> </ul> <p>Mars Bars With Peanut-Free Logo</p> <p>Christie's Chips Ahoy – CHECK LABEL</p> <ul style="list-style-type: none"> <li>• Regular</li> <li>• Rainbow</li> </ul> <p>Betty Crocker</p> <ul style="list-style-type: none"> <li>• Fruit by the Foot</li> <li>• Fruit Roll-Ups</li> </ul>	<p><b>Cold Treats</b></p> <p>Mr. Freeze Freezies</p> <p>Chapman's Frozen Treats, Including:</p> <ul style="list-style-type: none"> <li>• Ice Cream Sandwiches</li> <li>• Popsicles</li> </ul> <p><b><u>Cakes, Muffins And Other Baked Good Must Be Purchased From A Peanut-Free Bakery (No Home-baked Goods).</u></b></p> <p><b>Permitted brands and bakeries are:</b></p> <ol style="list-style-type: none"> <li>1) Cakes by Robert - available at many local grocery stores</li> <li>2) Swirls Bakery</li> <li>3) The French Oven - available at Price Chopper or <a href="http://www.thefrenchoven.on.ca">www.thefrenchoven.on.ca</a></li> <li>4) President's Choice Mini Muffins (with peanut free logo)</li> <li>5) Annette's Mini Cupcakes (with peanut free logo)</li> <li>6) The Cupcake Shoppe (<a href="http://www.thecupcakeshoppe.ca">www.thecupcakeshoppe.ca</a>)</li> </ol>
<p><b>Also permitted: any other product clearly labelled as "<u>peanut and nut free</u>".</b></p>	

\* The chart above indicates the allowable foods for special occasions to be brought in along with the regular duty day snacks.

Please note it is not mandatory to provide cupcakes for your child's birthday. We will still celebrate with a birthday crown and rendition of "Happy Birthday". In lieu of baked goods we are suggesting the donation of a book or toy of your child's choice to the school. The book will be labeled with special recognition for your child and the two of you can share it with the class at circle time.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**DROP-OFF AND PICK-UP**

The Sunnylea Cooperative Nursery School (SCNS) policy is to provide a productive and secure environment for **all** children attending Etobicoke Collegiate Institute, regardless of which program they are attending. Several procedures have been put in place by SCNS as requested by the administration of ECI regarding pick up and drop off of children. These procedures are necessary in order to ensure that appropriate security measures are maintained for the school as a whole as well as to ensure that the nursery school minimizes disruptions to the rest of the school.

**School Door Procedures**

All doors to the school are open in the morning at the start of school.

Members are required to use **either** the North door (the one closest to the nursery school) to enter and exit the building, or during inclement weather, may park in the parking lot if space permits and enter through the South Door on the lower level.

*Morning Students (2am and 3am program)*

The SCNS door for the morning classes will open at 9:00 am. Parents/caregivers are asked to arrive promptly at 9:00 am where the teachers will assist your child in hanging their coats/boots and hand-washing. Parents/caregivers are to return to the school by 11:30 am for 2am and 12:00 pm for 3am so that they may pick up their child. When returning for pick up, please keep noise to a minimum and attempt to remain on our side of the hallway while waiting for the children to be dismissed (so as not to interfere with the comings and goings of the ECI students).

*Afternoon Students*

The SCNS door for the afternoon classes will open at 12:30 pm Parents/caregivers are asked to arrive promptly at 12:30 pm where the teachers will assist your child in hanging coats/boots hand-washing. Parents/caregivers are to return to the school by 3:00 so that they may pick-up their child. When returning, again wait outside the interior classroom door of the building. Once inside the building, please keep noise to a minimum and attempt to remain on our side of the hallway while waiting for the children to be dismissed (so as not to interfere with the comings and goings of the ECI students).

*Late Fees*

It is important for parents/caregivers to arrive promptly at the end of class. Parents/caregivers who arrive after 11:30 for the am class and after 3:00 for the pm class will be considered late. Parents/caregivers will be given a warning after the first late incident. If a parent/caregiver is late a second time, a late fee will be charged. Parents/caregivers will be given a 5 minute grace period starting at 11:35 for the am program and 3:05 for the pm program. Fees will be charged starting at 11:35 for the am program and 3:05 for the pm program at a rate of \$5.00 for the first minute and then \$2.00 for every minute thereafter.

### *Strollers*

Leave all strollers and other conveyances, for SCNS students and their siblings, outside the ECI building. Leaving strollers in the hallways or bringing them into the SCNS classroom creates congestion and is a fire evacuation hazard. It also detracts from the cleanliness of the classroom during inclement weather.

### **Learning Environment**

Attending a nursery school is the next big step for our children. Their road to independence may be short or long. To assist them on their way, please drop your child off at the appropriate time. Please leave the classroom promptly after making your good-byes. Respect the learning environment of the children attending SCNS and ECI and leave the building quietly. Please keep all noise in the hallway to a minimum.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**OUTDOOR PLAY**

**INTRODUCTION**

The following policy governs the actions and processes of outdoor play by all staff, parents and Duty Day individuals.

**RESTRICTIONS**

- Outdoor play space used is to be at least 5.6 square metres for each child based on the licensed capacity, unless otherwise approved by a Director.
- Outdoor play area is to be inspected prior to use under the guidelines of the Playground safety policy.
- Outdoor space is to have defined boundaries
- Outdoor playtime is never shared with Etobicoke Collegiate Institute (ECI).
- Outdoor play is subject to the conditions of the school yard i.e., ice, snow.
- Minimum temperature for outdoor play is 10 degrees Celsius with wind chill.
- Children are supervised at all times, including washroom visits.
- Staff must take Epi-pens and a list of allergies with them for outdoor play.
- Staff must have attendance binder with them at all times.
- Dangerous play or wild behaviour will not be tolerated and is subject to the guidelines of the Behaviour Management policy.
- Games may include blowing bubbles, Simon Says, Follow the Leader, What time is it Mr. Wolf, etc.
- Only teachers and Duty day parents are to remain on site during outdoor play. Parents who wish to remain are asked to do so out of sight of the children. This is to reduce risk of a child leaving the designated boundaries to run to their parents.
- Outdoor play toys and safety equipment are for use by SCNS only and are to be stored inside ECI in the confines of our space.
- Outdoor play toys are to be age appropriate to 18 months to 4 years.

## **PROCEDURES**

### **Arrival**

1. Children are to line up on the edge of the soccer field. Pylons will mark this area
2. Attendance is taken.
3. Children are reminded of boundaries prior to the commencement of playtime.
4. Children are supervised at all times, including washroom visits, and head counts are taken throughout outdoor play.

### **Tidy-up**

1. Each child gets a hoop, ball, or other outdoor prop to wait inside the pyloned area, with teacher and duty parent.
2. Supervisor calls on each child to bring his / her toy, in order.
3. After putting away their toys, the children are asked to wait inside the pyloned area with their teacher, while they line up and all grab hold of the rope Children are escorted holding the rope by teachers and duty parent to the steps on the North Side of ECI. Supervisor again counts children and leads them into classroom.



## **ACTIVITIES OFF PREMISES**

In addition to the afore-mentioned outdoor play policy (i.e. teacher led games), in order to encourage both the children's physical development and intellection enrichment, students may participate in nature walks in the immediate neighbourhood of ECI throughout the year. Parents/Guardians will be provided with a permission form prior to the first general meeting of the school year which must be signed and returned to SCNS. Parents will be notified via the teachers at pick up on the school day prior to the planned outdoor session in order to prepare for appropriate outdoor dress for their children.

From time to time, local field trips may also be planned for the classes (i.e. a visit to the library or fire station). Parents will be notified well in advance and for these trips, we will send out a special consent form to all parents to sign in order to allow us to take your child off the premises.

## **NSF CHEQUE POLICY**

Bouncing a cheque is an honest mistake that can happen. However, handling NSF cheques takes up valuable volunteer time. The NSF policy is designed to save everyone time and money.

### **FIRST NSF CHEQUE**

Immediate payment is to include any bank charges paid by SCNS. No additional penalty. Any subsequent NSF cheques will incur a penalty of \$20 plus any applicable bank charges.

### **SECOND NSF CHEQUE**

Bank charges and tuition to be paid in full as follows:

- Certified cheque to cover \$20 plus bank charges and tuition to December. Payment is due upon request.
- Certified cheque to cover tuition from January to June. Payment must be received by the first day of classes in January.
- Failure to comply will result in removal from the program.

Please note that member(s) will not be contacted after arrangement for payment is made; the onus will be on the member(s) to ensure that payment is received on time by the Assistant Registrar.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**WAITLIST POLICY**  
**(Updated January 2019)**

In accordance with our registration process, interested parents/caregivers whose names appear on the general waiting list will be given a registration number (their position on the waiting list), and spaces will be filled according to their position on the waiting list up until registration is closed at the discretion of the Registrar. Priority will be given to those who would like to register for more than one three year old program.

Families are welcome to contact Sunnylea Co-operative Nursery School at any time to inquire about their current position on the waiting list. Privacy of waiting list information will be maintained and families will be informed of their position on the list by number reference.

If a space becomes available at Sunnylea Co-operative Nursery School throughout the year, families are contacted based on their place on the applicable waiting list. Three attempts will be made to contact a parent/caregiver before we automatically remove them from our waiting list. Families have the option of declining a space at the time we call and are able to retain their position on the waiting list for the next available spot. Parents/caregivers are asked if they would like to stay on the wait list or be removed. We then contact the next person on the list and offer the available spot.

There is no fee associated with being placed on the waitlist.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**CHILD CARE SUPERVISION POLICY FOR STUDENTS AND VOLUNTEERS**

Sunnylea Co-operative Nursery School stands firmly on the vision that all children enrolled in the school will be effectively supervised at all times. It is the operators' responsibility in accordance with CCEYA Regulations that every child who is in attendance in a day care location is supervised by an adult at all times.

Under no circumstances will direct unsupervised access of children within this facility be granted to anyone under the age of 18 years, and/or any person who is not an employee of Sunnylea Co-operative Nursery School (i.e. students/volunteers). Adult volunteers may be counted in the staffing ratio where two participating adults may take the place of one unqualified staff when the Ministry has given directors approval. Co-Op Students and Placement Students are not to be counted in staffing ratios.

The intent of this policy is to ensure the following: to help support the safety and well-being of all children in the centre and to provide direction to staff in regards to the supervision of Volunteers, Co-Op Students and Placement Students.

The Registrar and/or Supervisor will review with volunteers and/or students, the anaphylaxis policy and emergency procedures, before they begin their duties in the school. The Parent of each child with anaphylaxis will be required to give a training session and explanation of the individual plan for their child to volunteers who are already in place at the beginning of the school year. This will be done on orientation night. Thereafter the supervisor will give the training for each individual child.

Vulnerable sector checks are required of all volunteers and/or students having direct contact with the children. Criminal reference checks need to have been prepared no earlier than 6 months before they days it's received by SCNS and will be held on file for a period of 5 years. In years 2-5, the volunteer or student must also provide an offence declaration. This offence declarable needs to be current to within 15 days of the anniversary date of the previous offence declaration or vulnerable sector check and shall address the period since the most recent offence declaration or vulnerable sector check. Once five years has passed, a new criminal reference is required.

**Procedure for Monitoring Practices of Volunteers**

The registrar or supervisor will review with volunteers and/or students the SCNS policies before such individuals begin providing care or guidance. These individuals will sign the behaviour Endorsement of Policies form which will be kept in their file. This review and signature will be completed annually.

A Duty Parent Evaluation/Monitoring form will be filled in by the Supervisor for each duty parent at some point during the year during their duty day. This form will be found in the supervisor file.

This policy is to be reviewed annually by members of the Board with input from the Supervisor and teachers

## PRACTICES NOT PERMITTED

SCNS prides itself on being a warm and nurturing school where we strive to:

- √ Ensure all teachers and parent/caregiver volunteers promote a positive and supportive approach with all children and other adults in the room.
- √ Direct positive attention to all children, model positive communication skills, display empathy, and use teachable moments to develop positive social behaviours and build confidence
- √ Foster self-esteem in all interactions with the children. Role-model how to accomplish tasks, assist children to process their own emotions and those of others, and provide encouragement on how tasks are completed
- √ Manage behaviour through use of developmentally appropriate and individually tailored strategies. Teachers will consistently role model positive behaviour strategies, encourage problem solving, anticipate challenges where possible, and redirect as needed.

While strongly encouraging positive interactions, SCNS also has a list of prohibited practices that all staff, parents, and parent/caregiver volunteers must follow to ensure that the children may thrive and learn in a safe classroom environment during their time at SCNS:

In accordance with *the Child Care and Early Years Act* the following practices are not permitted by anyone, including but not limited to the Staff, parent/caregiver volunteers, parents, or children in the classroom at any time:

1. corporal punishment of the child; (which may include but is not limited to hitting, spanking, slapping, and pinching.)
2. 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;
3. locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
4. use of harsh or degrading measures or threats or use of derogatory language directed at or 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;
5. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. inflicting any bodily harm on children including making children eat or drink against their will.

If a Staff Member or parent/caregiver volunteer commits any of the above infractions, the appropriate disciplinary action will be exercised and may result in immediate termination and the appropriate authorities will be notified.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**MEMBER CODE OF CONDUCT**

Members of the Sunnylea Cooperative Nursery School shall ensure their conduct complies with the following terms and Standards of Behaviour, as set out by the Toronto District School Board, in accordance with the *Education Act* (whereby a Code of Conduct governing the behaviour of all persons in schools is established) and consistent with the Provincial Code of Conduct.

**The Provincial Code of Conduct**

According to the *Education Act*, the purposes of the Provincial Code of Conduct are:

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- To encourage the use of non-violent means to resolve conflict;
- To promote the safety of people in schools; and
- To discourage the use of alcohol and illegal drugs.

a) Standards of Behaviour: Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and/or
- not swear at a teacher or at another person in a position of authority.

(b) Standards of Behaviour: Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and/or
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

**SUNNYLEA CO-OPERATIVE NURSERY SCHOOL**  
**Policies and Procedures**  
**PARENT ISSUES AND CONCERNS POLICIES AND PROCEDURES**

Date Policy and Procedures Established: August 2, 2017

Date Policy and Procedures Updated:

**Purpose**

The purpose of this policy is to provide a transparent process for parents/guardians, Sunnylea Co-operative Nursery School's Board of Directors and staff to use when parents/guardians bring forward issues/concerns.

**Definitions**

*Licensee:* The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator/Board of Directors).

*Staff:* Individual employed by the licensee (e.g. program room staff or supervisor).

**Policy**

**General**

Parents/guardians are encouraged to take an active role in our nursery school and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, 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 Sunnylea Co-operative Nursery School 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 two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.



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

### **Confidentiality**

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

### **Conduct**

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

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or Board of Directors.

### **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/childrensaid/reportingabuse/index.aspx>

## Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/ Concern:	Steps for Staff and/or Board of Directors in responding to issue/ concern:
<p><b>Program Room-Related</b></p> <p>E.g: schedule, toilet training, indoor/outdoor program activities, snack arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or Board of Directors.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within 5 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre-or Operations-Related</b></p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor or Board of Directors.</li> </ul>	<ul style="list-style-type: none"> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff member directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or Board of Directors.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within one business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p><b>Student- / Volunteer-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor and/or Board of Directors.</li> </ul> <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>	

**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.

**Contacts:**

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

College of Early Childhood Educators: 1-888-961-8558 or [info@college-ece.ca](mailto:info@college-ece.ca)

Toronto Public Health: 416-338-7600 or [publichealth@toronto.ca](mailto:publichealth@toronto.ca)

Toronto Police: 416-808-2222

**This handbook is available on the SCNS website for viewing by all prospective members. The information contained is also distributed electronically to all members within our Policies and Procedures document after registration is complete.**

**Revised: January 24, 2019**