

Waterloo Co-operative
PRESCHOOL
“ a place to grow ”



Parent Handbook

2023-2024

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This Parent Handbook aims to provide you with the information you need about the programs the Preschool offers, how the Preschool operates and how to register with us. We hope that the information in this Parent Handbook will enable you to ensure your child and your family can make the most of the Waterloo Co-operative Preschool experience!

The Parent Handbook is available for download from the [Parent Resources](#) tab on the preschool website and a hard copy will be made available upon request. The most up to date version of the Parent Handbook is always available on-line. Families are asked to sign that they have read the Parent Handbook when they register. Preschool families receive email notification of updates to the Parent Handbook throughout the year and are asked to sign that they have read the updates to the Handbook.

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Welcome To Waterloo Co-operative Preschool

We are a non-profit co-operative preschool run for the children, by the parents. We are proud to have 5 caring and highly experienced Registered Early Childhood Educators who lead our programs with the needs and interests of our children in mind. We offer families the opportunity to play a vital role in their child's education by participating in the classroom once a month if they wish. We know you will love our preschool as much as we do! Waterloo Co-Operative Preschool has been in operation since 1969.

Philosophy

We welcome you and your child to join us for an early learning adventure! Our philosophy is to provide 'a place to grow' in a safe and fun environment where children are treated responsibly with dignity, respect and care. Our educators offer programs that include child lead and free play elements, and are designed to enrich your child socially, emotionally and intellectually.

Location

We are centrally and conveniently located in Uptown Waterloo at the corner of Bridgeport and Albert St. (entrance off Albert St.). We occupy the lower level of Emmanuel United Church. Although we are not affiliated with the church, we are able to use much of the facility, including two classrooms, an additional classroom we use as a gym for inclement weather, and a fully-fenced outdoor play area. Our location provides a cozy yet stimulating atmosphere for the children and we make the most of it in every class.

Land Acknowledgement

We acknowledge that our preschool is situated on the land that is the traditional home of the Chonnonton, Haudenoraunee and Anishinaabe peoples. We extend our respect to all first nations, metis and inuit peoples for their past and present contributions to this land. We also recognize their enduring presence and deep traditional knowledge and philosophies with whom we share this land today.

We encourage our community to continue their reconciliation journey along with us by visiting the [National Centre for Truth and Reconciliation \(NCTR\)](#).

To find out more information about the land that you're on, visit [Native-Land](#) and [Whose Land](#).

What is a Co-op?

Waterloo Co-operative Preschool is a parent co-op. Families work together to manage the successful operation of our school. Being part of a parent co-op is a very rewarding experience. Our preschool provides the opportunity to be involved with your child's early education and their day-to-day interactions. All of the members pool their resources to create a successful program. We as the parents are the assistant teachers, the administrators, fundraisers, maintenance crew, and organizers. Together, the families of Waterloo Co-op have been running a successful program for over 50 years!

The parent volunteer Board of Directors governs and operates the school, while our wonderful educators and trained staff manage and implement our programming, led by our Supervisors. The Preschool is non-profit and non-sectarian. The parents employ educators, equip the school, maintain membership, and meet the budget. Tuition fees are funded in part by the Region of Waterloo, and we are now a participating member of the Canada Wide Early Learning and Child Care program. Parents are expected to meet the guidelines as outlined in this Parent Handbook.

The preschool is licensed by the Ministry of Education, who determines the maximum allowable number of children, and was incorporated under the Co-operative Corporations Act of 1973 on November 15, 1974. We follow all required policies, procedures, and best practices from all our governing bodies. Most of the policies and regulations of the school are formalized in the Articles of Incorporation, and more specifically, in the Bylaws. They are also stored in the Policy and Procedure Binder and available on our website. Copies of the Policies and Procedures and bylaws are at the school, on our website or may be obtained from the Secretary on request. Documentation may be kept in hard copy or electronically.

Additional governing documentation:

[Child Care Centre Licensing Manual | Ontario.ca](#)

[Childcare and Early Years Act 2014](#)

[How Does Learning Happen](#)

Quality Initiatives

Our preschool participates in community standards programs within the Region of Waterloo. We are a licensed program that recognizes and supports best practices in child care delivery. We have participated in quality initiatives since 2005. Our achievement levels are posted on our parent information board in Classroom 1 for your viewing.

Licensing

The school is licensed by the Ministry of Education, and adheres to all regulations and standards set down by the Child Care and Early Years Act (CCEYA). The Ministry determines the maximum allowable number of children in our programs. Waterloo Co-operative Preschool operates at a low child-adult ratio. Our license is reviewed annually and regularly inspected by our program advisor from the Ministry of Education.

Education Staff

The education staff at Waterloo Co-operative Preschool consists of seven professionally trained Registered Early Childhood Educators. All classroom staff have up-to-date First Aid and CPR certification. The Preschool supports the educators in professional training and development as an opportunity for improving current work performance, providing the best care for the students and meeting future organizational needs.

Evaluation of the education staff occurs through the Educator Evaluation Survey and from observations of the Board of Directors. The staff sign a yearly contract and submit a copy of regular medical examination, TB Test, and Criminal Reference Check including vulnerable children's sector.

Our RECE Staff:

Tracey Marques

Tracey is our Supervisor. She joined Waterloo Co-operative Preschool in 2013. Thank you Tracey for your dedication to WCP this past decade!

In 1995 Tracey graduated with her Social Services Diploma from Conestoga College and led life skills groups at the Canadian Mental Health Association for individuals with mental health concerns, and volunteered with inmates at the Guelph Correctional Centre. Tracey began working with children at the Guelph YM/YWCA as a team teacher. She was promoted to team leader after obtaining her School Age Certificate (with distinction) in 1998 and eventually became School Age Supervisor with a team of 10 staff. After the birth of Tracey's first child, Tracey opened and operated her own licensed private home daycare for 10 years while her children were young. She continued to participate in workshops, attend conferences, and join panels to keep her skills up-to-date. Tracey continued her studies and became Registered in the field of Social Services Work in 2008 and a Registered Early Childhood Educator in 2010. Tracey has also worked as a child care centre supervisor; as an ECE in kindergarten with the Board of Education; and has been an inclusion facilitator for children with differing needs. Tracey has been involved in licensed child care for over 30 years now and is always ready for a challenge.

Tracey is the mother of two beautiful young ladies. Her family has been very involved in soccer and hockey, horses and ball. Tracey volunteered to coach when the girls were young and to fundraise as they got older and became more competitive. Her girls are now a Registered vet tech and a Registered social worker. Tracey enjoys cottaging, fishing, sand dunes, hiking, and loves her kitty and her border collies Crosby and Vinnie. Tracey stands on the board for the Whiskey Harbour Recreation Association and organizes several events over the summer at her cottage.

Patty Fallis-Robbins

Patty is our newly appointed Assistant Supervisor. She joined Waterloo Co-operative Preschool in January 2018 as an assistant teacher and this year will take on a more formalized leadership role in our Preschool!

Patty loves being a part of the Waterloo Co-operative Preschool and looks forward to learning with your children, having fun, and joining the children in new adventures.

In 2013 Patty decided to pursue her childhood dream of being an ECE. She took a supply position at Creative Beginnings in Baden and fell in love with the career. A position became available and she worked part-time in the after school program and enrolled in the distance ECE program at Loyalist College. Patty left Creative Beginnings after working a year to take a position at Inspiring Minds in Wellesley in their kindergarten after school program. She worked in the program for 3 years, working a year in the before school program too.

Patty leads our Preschool classes, mentors and guides new staff, and develops our projects, crafts, and lessons for all of our programs. She is also working with our new Administrator to update policies and documentation. Patty is always willing to help out where she can, and we are so grateful for her support and assistance!

Jennifer Foster Reidl

Jennifer is joining us in September as a lead educator. Jennifer graduated from Toronto Metropolitan University in 1998 with a Bachelor of Applied Arts in Early Childhood Education. After graduation, Jennifer started work at Westvale Child Care Centre as a part time educator in the preschool and afterschool programs. In 2000, Jennifer's husband was offered an opportunity to work in the Netherlands for 2 years so Jennifer and her husband moved to Apeldoorn. While in Apeldoorn, Jennifer volunteered in a nursery school. This was a great opportunity to learn how to communicate with children when you don't speak the same language and she loved the experience. Jennifer and her husband returned to Canada in 2002 and she took a job at Paintin' Place at the University of Waterloo, where she worked in the toddler room for one year. In 2003 the Ontario Early Years centers were established and an opportunity was presented to her to manage the Kitchener site. From 2003 to 2005, Jennifer was the Children's program coordinator at Our Place, until her daughter Amber was born in 2005. After her maternity leave was over, Jennifer started a home daycare, which ran until 2008 when her second daughter, Brooke, was born and she decided to be a stay-at-home mom. Since 2015, Jennifer has been an active board member in her community at their local pool. She has loved working with the lifeguards and families of the Upper Beechwood Homes Association. Jennifer looks forward to connecting with the families at Waterloo Co-operative Preschool and is excited about this new opportunity.

Jessica McCann

"Hi! I'm Jess. I am so excited to be starting a new adventure here at Waterloo Co-operative Preschool! I am a Registered ECE and graduated from Fanshawe College in 2014. I have always loved working with children, watching them grow and helping them to learn new things.

I live in Stratford (Justin Bieber's hometown, but no I don't know him! HA) where I worked in a co-operative nursery school for 6 years! I've also been a nanny, and I'm so grateful for both of these experiences!

I'm thrilled to be working at another Coop. I love the closeness Cooperative Nursery Schools bring. I love that everyone works together to make it the best place possible for the little ones!

In my spare time I like to hangout with my dog, Jack, do yoga, hangout with my friends and family and I am a big fan of movies! I am looking forward to seeing what this year has in store for us and I'm so excited to meet all of you soon!"

Jess will be joining us this year as a lead educator!

Cherie Deng

Hello everyone. My name is Cherie, and I am a new RECE at WCP in room 1. I graduated with the Honor Early Childhood Education Program (2013) and a Bachelor of Child Development (2015) from Seneca College. Recently I finished my Early Childhood Education Administration certificate courses from Seneca College as well. I have over ten years of experience working with children from infancy to school age in different childcare settings. I immigrated to Canada when I was in grade 9 from China, and I have lived in Toronto since then. In 2019, I got married and my family decided to move to Guelph. I am a new Mama with a little busy toddler boy. I love traveling, watching YouTube shows, and listening to K-pop. I'm also fluent in Cantonese and Mandarin. Cherie will be joining us this year as a lead educator!

Kelsey Sheerer

“Hi, I’m Kelsey! I graduated from the ECE program in 2016 and have experience with all age groups in a variety of different settings. I knew from quite a young age that I enjoyed working with children. I enjoy getting to see and be a part of the children’s growth and development and learning alongside them. I grew up (and still live) in a small town about 20 minutes outside of Waterloo with my older brother and younger sister. Growing up we had a Jack Russell Terrier. Some of my favourite things to do in my spare time are: read (I always have a book on the go), bake/cook, go for walks, spend time at our trailer, and spend time with family and friends. My favorite season is summer, my favorite holiday is Christmas, and you can usually find me watching a Hallmark Christmas movie during the holidays. My favorite sports are baseball and hockey!”

Kelsey is joining us this year as assistant educator!

Volunteers, Students and Partnerships in the Community

The Preschool welcomes volunteers and post-secondary students into the classroom on a regular basis. Our students on placement are from Wilfrid Laurier University in the Psychology and Child Development programs, and various programs offered by the University of Waterloo. We mentor students from the ECE Program at Conestoga College while they complete their placement at Waterloo Co-operative. We also partner with Resource Consultants and other professionals, such as KW Habilitation and KidsAbility, on a regular basis.

We strive to maintain positive relations with our partners in the community including the Waterloo Public Library, Wilfrid Laurier University, Waterloo University, Conestoga College and Adopt a Grandparent program.

Students and volunteers are interviewed by our Supervisor before they come into the classroom. All policies including the Child Guidance policy, prohibitive practices, goals and planned outcomes are discussed as well as the Preschool Program Statement. A clear Criminal Reference Check including Vulnerable Sector Check and up to date immunizations are required by all staff, students, volunteers, Board Members, participating parents, resource consultants and regular visitors before they interact with the children.

Training procedures are reviewed with each volunteer and student and Policies and Procedures are signed. Volunteers and placement students will be encouraged to participate to the level of their comfort but always under the supervision of staff and are never left alone with the children or counted in ratio.

Education Philosophy

With *child lead learning* we introduce topics for learning and provide hands-on experiences to scaffold learning and encourage deep play within a safe enriching environment, with interesting activities for children to explore while we respond to individual interests. Educators are able to develop activities, decorate the classroom and prepare crafts that enhance learning. Parents are informed about the interests that the children are exploring so they can continue learning at home. See our [Program Statement](#) below for more information.

Emergent curriculum is based on the children’s and educator’s current interests and passions guiding the learning, play and activities. The children could be interested in the butterfly they saw while out on a walk, so they come in and discover butterfly life cycles. With interests emerging, one week it could be farm animals and next week it could be space.

At the Preschool, we use a hybrid approach that combines child lead learning with emergent curriculum to ensure the children and families are getting the most out of their preschool experience. All educators inherently use the emergent and inquiry based curriculum philosophy when interacting with the children, letting the children's interests guide their time at preschool. They also believe that incorporating topics into the classroom helps to ensure there is a good variety of ideas to use in learning that naturally occurs, adds fun activity possibilities and encourages parents to further enhance the learning at home. The educators use up to date research and documents such as "How does learning happen?", "Early Learning for Every Child Today" and the Ontario Kindergarten Curriculum to guide them in planning and displaying documentation of learning that occurs.

The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centered on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry. Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.

Waterloo Co-operative Preschool Program Statement

Waterloo Co-operative Preschool (WCP) embraces the pedagogy set out by collaborating materials and research that helps set the standards on high quality programming. We believe that "children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that they belong, is a valuable contributor to their surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities."

We follow and implement the newest research expressed in the document "[How Does Learning Happen?](#)", which asks educators to be attuned to what children know, what they wonder about, and their working theories about the world around them. Educators engage with, observe, and listen to children. They discuss with other educators, as well as with children and families and caregivers, the possibilities for children's further exploration in increasingly complex ways. All are co-learners, constructing knowledge together using the environment as a third teacher.

Waterloo Co-operative Preschool promotes the health, safety, nutrition, and well-being of the children and families enrolled at the preschool.

Goals

- For the children to explore and navigate through an enticing and safe learning environment that promotes independence and sense of competence.
- To enable children to aid in delivery of safe choices and take part in routines that promote safety.
- To prevent accidents and increase health, safety, nutrition and well being of children.
- To educate children about health and safety concerns (e.g., sanitary issues, healthy food choices, safe decisions, rule-making, keeping feet on the floor) and to scaffold their learning.
- To actively support the group during washroom routine by listening to see if another staff needs help.

Approaches

- Design environments to be child-friendly, safely set up and well thought out. For example, toys, equipment, and materials should be placed within reach of children to extend learning or foster curiosity.
- Regular head counts (before leaving an area, transitions)
- Allow children to aid in set up and delivery. For example, provide materials needed to set up snack tables such as table cloths, tongs, and classroom materials.
- Encourage children to make safe choices and have intentional decisions and discussions. For example, use walking feet and gentle hands, hold the railing, etc.
- Create a daily flow that allows for proper hand washing and use of the toilet.
- Post a menu that contains healthy food choices based on Eating Well with Canada's Food Guide that respects culture and food sensitivities.
- Sing the "tap the wall" song to maintain safety from playground to classroom.
- Have children contribute to create rules.
- Follow rules and regulations set out by regulating bodies such as the Public Health Unit and other licensing bodies.

- Maintain a clean, healthy environment, following health policies, logging and cleaning toys.
- Actively supervise children and enforce volunteer supervision policies to ensure safety.
- Review all policies, allergy lists, ISP plans and procedures with all staff and volunteers prior to any shift.
- Document in the daily journal and in other logs any events or issues that affect the well-being of staff, students, parents, volunteers, and children.
- Think of ways to prevent exposure to allergens.
- Post allergies, preferences, and medication information for easy access and instruction, and keep copies in the classroom binder.
- Keep children who use Epi pens in the same group as the teacher with the backpack (if the group is ever split into more than one).

Waterloo Co-operative Preschool prioritizes positive and responsive interactions among the children, families, childcare providers, and staff.

Goals

- To build rapport and positive relationships with children and families.
- To operate as a cooperative preschool involving families, children, and staff in all aspects of programming.
- To focus on the strengths of all families, Board of Directors, and children as leaders.
- To enable the Board of Directors to actively participate in the operations.
- To provide opportunities for families to engage in a sense of community and belonging by offering events and opportunities to take part.

Approaches

- Get down to children's level and provide a warm welcome each day.
- Teachers meet with new families, have small group orientations, and assess individual needs prior to joining classes.
- Daily chats with parents at the beginning or end of class, or scheduled meetings.
- Support students in their learning objectives.
- Provide supervision to students and volunteers, who are never left alone with children.
- Show value towards children's contributions.
- Foster positive relationships by truly getting to know each child and responding to their needs. Provide individual attention and care by the use of active listening (can be responsive in use of observation), responding to cues, or by adding materials to enhance play and relationship.
- Encourage parents to participate and adopt our cooperative preschool philosophy.
- Treat all individuals with respect and appreciate diversity.
- Promote constructive interaction.
- Request feedback through annual AGM surveys, regular feedback surveys, and staff evaluation surveys.
- Host planned events such as Family Fun Night, Train Trip and Mother's Day Tea.

Waterloo Co-operative Preschool encourages children to interact and communicate in a positive way, and supports their ability to self-regulate.

Goals

- Focus on and establish close, meaningful relationships that support intrinsic motives and decisions.
- Create an atmosphere of role modeling positive interactions with others, showing respectful, meaningful interactions, labeling feelings, and encouraging ideas.
- Enable children to communicate to the best of their ability – scaffold their understanding of positive, reciprocal relationships and friendships.

Approaches

- Feeling and friendship focus, practicing entrance to play skills.
- Predictable routine and structure and daily flow to promote self regulation.
- Planned and spontaneous activities to give children opportunities to practice new skills while mastering old ones.
- Use of picture cues to enable or aid in communication as needed.
- Ensure sufficient gross motor and body movement opportunities.
- Provide opportunities where children are given choices to engage in activities that are of interest to them.
- Enforce our sharing philosophy and teach children to finish what they started and help them remember to give it to a peer who is waiting when done.
- Model appropriate words to use, prompt speech, and aid in responsive reciprocal communication.
- Have children create the safety rules, be a leader and hold doors open for their peers, help serve snacks, if desired, set up carpet activities, help give out props, or take part in reading/re-telling stories.
- Provide parents with helpful phrases and terms.
- Be positive with children and model phrases they can use to communicate.
- Actively listen to children and enable them to find ways to meet their own needs by providing the environment, routine, materials or words they need to achieve it.

Waterloo Co-operative Preschool fosters children’s exploration, play, and inquiry

Goals

- Foster children’s natural curiosity and desire to learn and try new things.
- Provide a safe, nurturing environment with consistent teachers who have formed positive relationships.
- Teachers will observe, document and react to stimulate children’s creativity and problem solving skills.

Approaches

- Take pictures of the process of projects and steps children take when experimenting.
- Show parents these pictures (post to SeeSaw, add to portfolios).
- Provide safe materials for children to explore, plan, manipulate, sort, experiment, re-discover and master.
- Provide opportunities to act on children’s interest to create projects that encourage inquiry.
- Rotate toys regularly to allow children to choose and take part in toy selection.
- Foster play-based learning.

- Enhance play and relationships by adding materials or items to foster further experimentation.

Waterloo Co-operative Preschool provides child initiated and adult supported experiences.

Goals

- Provide a balance between child initiated (constructivist approach) and adult supported (instructivist approach) experiences based on both children's and teachers' interests.
- Find learning in everyday natural experiences.
- Foster a love for learning.
- Ensure safety within routines.
- Create experiences based on HDLH and pedagogical philosophy and up to date research.

Approaches

- Within a structured day, provide play based learning.
- Create a daily flow that meets individual needs.
- Have a list of possible topics or ideas for discovery ready, to combine with individual interests, to provide a good variety of stimulating activities and ideas for learning.
- Provide All About Me or show and share opportunities and allow children to bring items from home to talk about/explore with their peers.
- Introduce objectives to expose children to interesting concepts or movements that they can build on and experiment with (based on developmental needs).
- Scaffold learning.
- Help children find words needed to sustain/enter play.
- Use HDLH phrases in portfolios/ documentation.

Waterloo Co-operative Preschool plans for and creates positive learning environments and experiences, in which each child's learning and development will be supported and which is inclusive of all children, including children with Individualized plans.

Goals

- Promote a holistic approach that fosters social, emotional, physical and spiritual development.
- Support children and families and their culture.
- Value differences and similarities.
- Create a sense of community.
- Ensure our programs are inclusive and accessible and set up to promote experiences and learning.
- Make children the main focus. The time they have there is about them – be attentive to their needs.
- Adults enhance the experiences and build relationships.

Approaches

- Adapt activities to ensure all children can participate.
- Develop and follow Individual Support Plans.
- Keep up-to-date on best practices.
- Follow children's lead – challenge them with open-ended and higher level questions.
- Bring learning to the next level.

- Set up diverse toys and equipment in an inviting way.
- Set up intentional learning opportunities at tables, carpet, or outside, designed for hands-on discovery.
- Foster equity, inclusion, and authentic diversity; encourage children to bring things in from home, survey families about celebrations, practices, and traditions, and try to incorporate them into the classroom.
- Support full active engagement.
- Maintain low ratios, high-adult presence (volunteers, parents).
- Promote leadership among the children – give them comments that help them to share power.

Waterloo Co-operative Preschool incorporates indoor and outdoor play as well as active play, rest, and quiet time into the day and gives consideration to the individual needs of the children receiving care.

Goals

- Ensure a balance in the routine and flow to allow for active gross motor play, music, drama, quiet activities, puzzles, books, building, and enquiry-based learning.
- Use a preventative and proactive approach – take time to plan the day based on external issues and individual needs e.g., weather, emotions, health, interests, and other needs. Adapt as appropriate.

Approaches

- Set up in areas and time frames that enable children to engage in deep play.
- Flow from activity to snack to free play to group time (do not disrupt play with too many transitions).
- Have a sense of predictability to know what comes next – sense of security and control.
- Use of picture cues (via pictures on lanyards) and individual story books where needed.
- Collaborate with KW Habilitation and other resource consultants as needed. Have regular team meetings.

Waterloo Co-operative Preschool fosters the engagement of and ongoing communication with parents about the program and their children.

Goals

- Host an Annual General Meeting, provide orientation training, and foster ongoing open communication.
- Provide a means for parents to communicate with teachers and the Board.
- Ensure teachers make time for brief updates after class, use the Seesaw app, and add white board memos, Zoom meetings and Seesaw updates.
- Promote parent participation in various ways.
- Ensure the membership gives input.

Approaches

- Email membership to invite to meetings and monthly newsletters providing updates, policy changes, events, and encourage open communication with the Board of Directors and teachers.
- Post information and pictures on our website and on Seesaw, as well as on the bulletin boards in the hall.
- Provide email addresses of teachers and Board of Directors.
- Create Seesaw portfolios for each child.
- Invite parents to be guest speakers or share traditions, recipes and pictures with the class.

- Provide ongoing feedback (evaluation to be available to parents in order to promote timely responses and ensure membership satisfaction).
- Survey parents frequently and seek and respond to feedback given.

Waterloo Co-operative Preschool involves local community partners and allows those partners to support the children and their families and staff.

Goals

- To see evidence of community partnership and involvements that support children, families and staff.
- To have a referral process in place for children and families to meet needs and partner with others to optimize experiences and outcomes.
- To have a Community Advisor on the board of directors and allow that partner to support the children and their families and staff and provide continuity as board members move on.

Approaches

- Offer video resources/links on our website.
- Meet with church affiliates – share our vision.
- Invite librarians and other partnerships into the classroom.
- Have guest speakers and utilize resources and professionals e.g., health unit.
- Be open to trying new things.
- Host Family fun night and Spring Fling events.
- Foster community partnerships with KW HAb, libraries, CLS students, ECE, etc.
- Link up with neighboring community groups i.e. seniors yoga.
- Maintain active involvement in the community via food bank donations, OneList, professional resource center, and financial aid.
- Invite local business to become sponsors of the preschool
- Invite past board members to join BOD as an advisor to help with continuity.

Waterloo Co-operative Preschool supports staff who interact with children in relation to continuous professional learning.

Goals

- To increase staff and parents knowledge base by promoting ongoing Professional Development.
- To encourage staff to participate in continuous learning opportunities required by the College of ECE and other regulatory bodies.

Approaches

- Offer information on newest research for parents/staff.
- Accommodate paid time set aside for staff reflection, team meetings, and planning.
- Have teachers summarize the workshops they attended for the Board of Directors and team members.
- Have regular teacher evaluation meetings with the Board of Directors.
- Review and self evaluate child guidance monitoring forms along with results from surveys to build the basis for goal setting.
- Promote employee wellness (emotional, physical and mental).

- Actively listen to children and enable them to find ways to meet their own needs by providing the environment, routine, materials, or words they need to achieve it.

Waterloo co-operative Preschool documents and reviews the impact of the strategies set out in the statement above on the children and families.

Goals

- Conduct room and region evaluations and review results.
- Request Teachers to provide feedback.
- Request Board of Directors to provide feedback.
- Request Parents to provide feedback.
- Be open to ongoing feedback, and provide staff time to reflect on their practices.
- Review each year and plan ahead based on learned info/experiences and parent feedback.
- Stay up-to-date with new legislation, regulations and revise program statements annually.
- Ensure the Program statement and parent handbook is available online on the school website www.waterloopreschool.org and in the policy binder and is also discussed during orientation.

Approaches

- Observe documented feedback, licensing and region visit summaries and discuss at board meetings.
- Establish strategies to meet individual/group needs as they arise.
- Use the [Child Guidance Program Statement Implementation Record Monitoring Form](#) for staff to aid in goal setting and measure effectiveness of program statement and training needs.
- Perform annual surveys, children's observation reports, and picture diaries.
- Perform an annual review of the program statement by January of each year.
- Review ongoing feedback provided by membership three times a year.
- Have teachers ask children for their input/feedback.
- Ensure all staff, students, and volunteers review the statement prior to interacting with children and any time the statement is revised.
- Supervisor ensures the approaches set out are implemented in the operation of its program.

Please see our [Program Statement Implementation Policy with Prohibited Practices](#) for information on how we implement our Program Statement, including Child Guidance and Prohibited Practices, and how contraventions will be dealt with.

Refer to the [Parental complaints, expressing concern & discriminatory Incidents Policy](#)

Program And Fee Structure

Please see our [Fee Payment Policy](#) for a current version of our Fee Policy

We offer Toddler, Preschool and KinderPrep programs. They are briefly described here. The educators are happy to provide more information or help decide which program is the best fit for your child.

Toilet training is **not** required for any of our programs. The Preschool reserves the right to select and schedule appropriately screened supply staff as needed, at the discretion of permanent staff and/or the Board of Directors. All fees apply whether permanent staff or supply staff are in the classroom and for all absences.

Toddler Program

The toddler two-day program for students 18-30 months of age and is designed to promote social skills and independence in the children. Toddler class runs Tuesdays and Thursdays from 9:15-10:45 am in September and 9:15-11:15 am from October to June. Our Toddler program is \$118/month.

Preschool AM Program

Preschool programs are offered three mornings a week on Mondays, Wednesdays and Fridays from 8:30-11 am in Classroom 1, or 9-11:30 am in Classroom 2, and two mornings a week on Tuesdays and Thursdays from 9-11:30 am in Classroom 2. All classes are offered from September to June. These programs are designed for students 30 months to 4 years old and help to promote social skills and independence while setting the foundations for kindergarten.

Our two day AM Preschool program is \$118/month, and our three day AM Preschool programs are \$156/month.

Preschool PM Program

This class is offered two afternoons a week, either Mondays and Wednesday, or Tuesdays and Thursdays. It is offered for students 3-4 years old from 12:30-3:00 pm in Classroom 2 from September to June.

Our PM Preschool programs are \$118/month.

KinderPrep Program

This enhanced program is designed to bridge the gap between preschool and kindergarten and is beneficial for 3-5 year olds. The program is designed for children who enjoy a bit more structure in interest-based learning, group and table time and who are entering JK the following September. Children should have attended Preschool first before KP or have had a meeting with the Supervisor to ensure suitability.

KinderPrep is offered on Mondays, Wednesdays and Fridays (3 days), or on Tuesdays and Thursdays (2 days). Both the 3 day and the 2 day classes run from 1-4 pm in Classroom 1 from September-June.

KinderPrep classes can offer an alternative to junior kindergarten for those children not yet ready for a full day of structured learning or those that choose not to attend. For those that want a slower transition into the school system there is the option of attending part-time in school and half days in KinderPrep.

Our two day KinderPrep program is \$118/month, and our three day KinderPrep program is \$177/month.

Program	Monthly Tuition - as of July 1, 2023
Toddlers	\$118
Preschool AM - 2 day	\$118
Preschool AM - 3 day	\$156
Preschool PM - 2 day	\$118
KinderPrep - 2 day	\$118
KinderPrep - 3 day	\$177

Canada-Wide Early Learning and Childcare Plan (CWELCC)

According to the provincial government, Ontario families with children five years old and younger in participating licensed child care centres will see their fees reduced, up to 25 per cent, to a minimum of \$12 per day once a child care operator enrolls in the program.

In December 2022, parents saw a reduction in their childcare costs. In total, fees for families were reduced, on average, by 50 per cent by the end of 2023 from the start of the program in 2022.

In September 2024, families will see further fee reductions, culminating in a final reduction to an average of \$10-a-day child care by September 2025.

However, we are told Waterloo Region will average closer to the \$12 per day mark.

Our application to the Canada-wide Early Learning and Child Care System has now been approved and we are now offering reduced child care fees.

CWELCC will impact our **Base Fees**.

Base fees are those fees that are required in order for the child to attend the Preschool (Membership fee and monthly tuition, including the last month tuition deposit).

Our **Non-Base Fees** (Opt out fees, any fees that are charged due to missed Obligations, late fees, field trips, etc) are those that are not required as families can choose to volunteer. These are not subject to CWELCC and therefore will not change in conjunction with the Base fees.

Waterloo Co-Operative Preschool is funded in part by Waterloo Region.

How Do We Register?

Our [Admissions Policy](#) contains the most up to date information on our Admissions process.

Completing the registration package

The registration package contains the following:

- Registration Form. In our registration form there is a link to our Parent Handbook, which contains our Program Statement.
- Pre-Authorized Payment agreement
- Region of Waterloo Public Health Parent Information Letter for children attending a child care centre in Waterloo Region.
- Region of Waterloo Public Health Parent Immunization Information Form (Form A for new children, form B for returning children).
- Hand sanitizer consent form
- SNAP referral consent form
- Development Domains form

Registration is complete once the Preschool has received a completed Registration package, two copies of your child's immunization records, and receipt of the membership fee and last month's tuition deposit. Family members wishing to become a classroom volunteer also need to present a clear Vulnerable Sector Check and to provide a completed Pre-employment Health Form, including vaccination history. Any family member interested in serving on the Board of Directors must present a clear Criminal Record Check, an Offense Declaration, and a Non-interaction with Children form. If interaction with children will occur then the board member must also present a clear Vulnerable Sector Check.

All children need to have up-to-date immunizations before beginning class. Opt out forms are available for exemptions based on medical or conscientious grounds. These forms must be on the linked Ministry standardized forms and signed by authorized individuals. A copy is provided to Public Health.

All records are kept on site locked in a filing cabinet. Files are kept for three years. Any written instructions outlining medical treatment, medication use, or instructions for diet, rest, or physical activity provided by the child's doctor must be submitted and signed by a parent. The local Medical Officers of Health provide direction regarding medical information, and are permitted to inspect records.

Our [Fee Payment Policy](#) contains the most up to date information on our base and non-base fees, missed payments, prorated tuition, and tax receipts.

Our [Waitlist and Prioritization Policy](#) contains the most up to date information on our Waitlist process and order or prioritization for admissions.

Our [Withdrawal Policy](#) contains the most up to date information on the process of withdrawing your child from the preschool.

It is parents' responsibility to read and understand these policies.

The WCP Community: Participating In The Classroom, Board of Directors, Committee Work And Preschool Gatherings

At WCP, parents and families have the opportunity to be involved in their child's preschool experience. Parents can choose to assist in the classroom as a classroom volunteer once per month. As we are a co-operative, parents assist in the governance and operations of the preschool by serving on the Board of Directors or as a committee member in a co-op role. We also offer the possibility to opt out of committee work for a fee, although there are limited opt out fee spots available. All parents assist in preschool governance by attending general meetings and we all have the opportunity to enjoy school-wide social events.

Whatever choices we make about our involvement at the preschool, we come together to form a community that gives our children 'a place to grow' and thrive at WCP!

What Does A Classroom Volunteer Do?

Being a classroom volunteer means you will help out in the classroom once a month as an educator's assistant. Any adult family member can take on this role provided they can provide a full file with the required information, and follow all policies and procedures.

A classroom volunteer's role includes assisting with snack preparation, setting up/cleaning up, and interacting with the class during the program. You may be asked to change diapers and take dishes up to the kitchen to be washed in the dishwasher.

Parents can expect to be scheduled for classroom volunteering about once a month, plus one back-up volunteer day (which will be made up in future months). Each month, classroom volunteers are contacted (by email) by the Secretary to provide availability for the next month.

On your volunteer day you should arrive 15 minutes before class begins (or a \$25 late fee may apply) and are asked to stay 15 minutes after class ends. You will need indoor shoes and be prepared to be outdoors. All classroom volunteers attend a full orientation and must have a completed file before they can do an active shift at the preschool.

To enable your enrolled child and yourself to get the most out of this special day, **please do not bring other children to school** on your volunteer day. This is a Ministry of Education regulation.

Criminal Reference Check (CRC) And Vulnerable Sector Check (VSC)

Participating parents are required to provide an original clear Vulnerable Sector Check if they will be interacting with children, or a Criminal Record Check if they will **not** be in the classroom or interacting with children but will be accessing sensitive information (ie. Preschool financials, personal information, etc). All classroom volunteers will need to provide a clear Vulnerable Sector Check.

If you are a returning Preschool family and have been a participating parent with no breaks in attendance and participation status (eg. Board role, classroom volunteer, or co-op role requiring CRC) in the past **2 years**, you do not have to re-do your CRC or VSC. Instead, an annual declaration will need to be signed within 15 days of the anniversary of your CRC or VSC confirming no new information or changes.

You can obtain your CRC and VSC:

- If you live in the Region of Waterloo, apply online at <https://www.wrps.on.ca/en/services-reporting/background-or-record-checks.aspx>. Once you apply you will receive an email with your receipt and confirmation of application. You will receive a separate email with a PDF copy of your record check once completed.
- If you live outside Waterloo Region you will have to go to your local regional police.

When applying for your records check, the Volunteer Confirmation letter included in the registration package can be uploaded as a supporting document.

If you are joining the Board of Directors, email a PDF copy of your receipt after applying for your CRC or VSC to the Administrator and Membership Coordinator and the Supervisor. If Board members will *not* be in the classroom, a Criminal Record Check is required and a Non-Interaction with Children form must be signed. If a Board member *will be* in the classroom, a Vulnerable Sector Check is required. Once received, email a PDF of the CRC or VSC and any other declarations or confirmations required by the Ministry to the Supervisor and Administrator and Membership Coordinator. These documents are provided in the Board Welcome Package and need to be uploaded into CCLS within **10 business days** of being voted in.

Medical Requirements

Classroom volunteers are required to complete the Pre-employment Health Form in the Registration Package. A doctor's signature is not required for the form unless you have a medical exemption.

Your immunizations should be up to date and you should provide dates of your Tetanus (within the past 10 years) and MMR immunizations. You also need to complete a TB screen. If you answer 'yes' to any of the screening questions you are required to take a TB skin test.

You can obtain the TB test by :

- Scheduling an appointment with your family doctor or public health
- Visiting a TB skin test provider:
 - <https://www.regionofwaterloo.ca/en/health-and-wellness/tuberculosis.aspx>

If your skin test is positive, you must provide us with proof of a clear chest X-ray.

If you have previously given us proof of a negative TB check, you do not need to repeat it unless you have traveled to Asia, Africa, Central and South America or Eastern Europe since your previous check.

Orientation

Before you can participate in the classroom you must attend an orientation session and complete a questionnaire. You will be given a tour of the facility, walking through tasks you may be asked to do on your volunteer day. You will also review and sign off on required policies and Individual Support Plans, allergy lists, and emergency plans for children with medical concerns.

Notes For Classroom volunteers

- Classroom volunteers are never left alone with children. This applies to all volunteers and students.

- The Criminal, Medical and Orientation requirements must be fulfilled before the first volunteer shift or you will be asked to make up the shift another month.
- Classroom volunteers are to arrive at the school 15 minutes before class begins, and are subject to a penalty fee of \$25.00 if they are late or do not arrive at all for their scheduled volunteer day.
- A classroom volunteer with a cold, fever, diarrhea, vomiting or infection should remain away from the preschool, trading their volunteer day with another classroom volunteer.
- Back-up classroom volunteers need to have child care in place for other children in the event they are needed to replace the classroom volunteer or educator due to illness or emergency.
- Classroom volunteers and student volunteers gain information about our children within the classroom setting. Classroom volunteers are encouraged to share a child's positive experiences at school, however any other details of a child's day will be the educator's responsibility to share. Adults in the classroom adhere to the [Confidentiality](#) and [Privacy](#) policies.
- All staff, volunteers and classroom volunteers are monitored to ensure that they comply with child guidance policy and procedures. Classroom volunteers are assessed annually by the Supervisor using the "Child Guidance Review and Program Statement Implementation Record" (reproduced in the "Forms" section for your review).
- Classroom volunteers require comfortable clothing and shoes that allow for active play both indoors and out with the children. Wear things that you won't mind getting dirty! Also don't forget proper outdoor wear and your indoor shoes.
- If you are in doubt, ask an Educator. We work together as a team. Have Fun!

Caring For Small Children—Helpful Hints

At Preschool, you are called an assistant

- Sit down on the floor, kneel or sit in a small chair to help or listen to the children
- Speak softly, calmly and move quickly to prevent accidents
- If something is escalating, move closer and ask if everything is all right or do you need my help?

A good assistant takes responsibility

- Do the job listed for you on the volunteer checklist near the kitchen counter.
- Never leave the children you are with unattended; call the educator if you must leave the area you are supervising.
- Children learn by doing things for themselves; be patient and help foster independence
- Promote independence, be consistent, focus on strengths and give language to help children's interactions and problem solving. Set them up for success!

A good assistant is observant

- Show genuine interest in the children and what they are doing; give them a chance to solve their own problems; give suggestions starting with "I wonder if.." and then withdraw when the child is working on their own; do not impose your ideas
- Observe children's interests and curiosity and add materials to enhance play.
- Let the child choose their own toy, they can play with anything they wish. If they cannot find anything of

interest, then offer a suggestion; “Have you tried a puzzle today?”

A good assistant is a role model

- Demonstrate how a toy could be used. Set the room up for success ie. place items in a helpful way.
- Offer ideas to inquire, inspire creativity and proficiency. “I wonder if... how can we...”
- Teach children to pick up toys when they are finished. By saying, “it looks like you are done, I’ll help you”, children can begin to see it is their responsibility to help tidy up the classroom together.
- Scaffold and extend learning in play - children are competent and capable.

Accept the children for who they are rather than what you think they should be. Let the child know you understand their feelings and help interpret the feelings of other children to them. Avoid comparisons of one child with another.

Forestall undesirable or dangerous situations by:

- Offering the child alternatives: i.e. if David is hitting Bobby, block him physically and direct David to the workbench and hammer
- Give positive, logical instructions: i.e. “The sand stays in the sandbox” or “Let’s not waste the sand”
- Give reasons: i.e. “We wear aprons when we paint to keep our clothing clean”
- State the rule and expectation. “Hitting is not ok.”

Know whether you wish to offer the child a choice and accept their decision if you do. i.e. “Would you like to go outside now?” offers a choice; “It’s time to go outside now” does not offer a choice.

Maintain a pleasant, courteous attitude. Children copy adults. In case of an accident, try to remain calm, avoid further injury, keep the kids safe and offer to record the details on report.

Board of Directors And Committee Work

A co-operative preschool only operates if the parents come together to maintain, clean, administer and fundraise for the preschool. The work is organized into committees, which are led by Board members who are responsible for allocating tasks and ensuring that you know how to do them.

It is a requirement of membership of the preschool that **all** families either take on a committee role, Board of Directors (BoD) position, and/or classroom volunteer role OR pay a one-time opt out fee of \$500 (or the prorated rate outlined in the Fee Payment Policy) to opt out of their volunteer obligations. If you have more than one child attending the preschool, you are only asked to participate in one committee or BoD role.

Committee and BoD membership positions are a great way to get involved and make a difference in your child(ren)'s school!

A description of BoD and committee roles is given below.

The Membership Officer coordinates with you to assign your committee/BoD role. We make every effort to accommodate your preferences but please note that committee/BoD placements are allocated on a first come, first served basis and as needed. BoD members must be voted in.

If families know ahead of time that they cannot serve their obligation, they can Opt-Out and pay the **Obligation Opt-Out Fee**. The fee is assessed as \$50.00 multiplied by the number of months remaining in the school year. The Membership Officer can provide you with the correct Obligation Opt-Out Fee if you choose to Opt-Out. The Opt-Out Fee is payable by e-transfer only and is due at the time of Registration.

Board of Directors

The Board of Directors is responsible for the governance and operations of the preschool. The Board meets monthly with the Supervising Teacher to ensure that the preschool is operating smoothly, that the budget is met, that parental concerns are addressed, and that we are compliant with licensing and Ministry requirements. All members are encouraged to attend monthly meetings. We set a new schedule of meetings each year around the availability and preferences of the board members. Regular attendance is required. Typically the meetings last at least two hours. Each board member submits a brief written update once a month before meetings. Members of the Board are responsible for reading and following all policies and procedures and the monthly updates and any supporting documentation (e.g. the financial reports) so they can make well-informed decisions when we have matters to vote on.

The [Board of Directors Handbook can be found here](#).

Other points of note:

- Board of Directors term of office runs from July 1 to the end of the following June.
- Board members receive a waterloopreschool.xx@gmail email address and are expected to check and respond to email regularly.
- The Board of Directors requires, at minimum, a President, Secretary and Treasurer.
- The Board conducts an annual review of the preschool Policies and Procedures and shares a

- responsibility with the Supervisor for keeping them up to date with licensing and regional requirements.
- Board members (except the School Improvement Officer) are exempt from yard clean up.

Board of Director Roles

Each Board is free to define roles according to their skill sets and preferences so long as they ensure all responsibilities are met. The typical breakdown of responsibilities is described below.

President

- Coordinates and/or oversees all activities of the Preschool
- Organizes and chairs meetings
- Ensures that all members are performing their duties adequately and reliably and in good attendance of meetings
- Digests emails from Region (e.g. funding opportunities, expansion plans, updates to licensing, Early Years Engage) and report to Board so appropriate action can be taken
- Coordinates with educators to update Early Years Engage documents
- On Fire Safety Committee with educators
- Point of contact for complaints against the educators or Preschool
- Has bank signing authority
- Communicates with families, authorities and media in event of emergencies (lock-downs, evacuations)
- On Executive (makes decisions on urgent matters that cannot wait for full board review) and Personnel (hiring, contracts, etc) Committees, along with Vice-President and Treasurer

Vice President

- Head of personnel
- Signs off on educators' timesheets
- Leads contract renewals
- Leads in hiring of new staff, if required
- Composes Educator and Membership surveys and compiles the responses
- Has bank signing authority
- On Personnel Executive Committee (see description in President role) along with President and Treasurer

Treasurer

- Has care and custody of all funds, including management of bank and credit card access
- Corresponds with families about financial matters (late payment, NSF, etc)
- Signs off on expenses and sends e-transfers
- Pre-approves spending and purchases
- Coordinates renewals (insurance, AV for educators, etc.)
- Approves documentation for Regional funding and compliance
- Receives monthly financial statements from Bookkeeper and presents to BOD at meetings
- Collaborates with Bookkeeper to create draft budget annually for the planning meeting
- Manages and provides guidance and assistance to the Assistant Treasurers (Deposits and Tax Receipts)
- On Executive (see description in President's role) and Personnel (hiring, contract renewals) Committees along with President and Vice-President

- Is contact for Sponsorship committee

Secretary

- Takes minutes of all meetings of the Board of Directors and General Meetings
- Distributes minutes
- Prepares, updates and distributes the classroom volunteer schedule
- Responsible for ensuring classroom volunteers have submitted all paperwork (including immunization history) and have had their volunteer training

Communications Officer

- Creates and maintains main Preschool accounts email lists
- Responsible for communications to Preschool membership
- Responds to (or redirects appropriately) web enquiries
- Creates the monthly newsletter and calendar with input from the educators
- Oversees Social Media Co-op role
- Maintains Squarespace account and makes any requested changes to the Preschool's website.
- Uploads new policies to website

Membership Officer

- Point of contact for families and educators regarding program transfers (eg. a child moving from Toddlers to Preschool)
- Handles inquiries/issues email from current membership
- Works with Administrator/Membership Coordinator to provide monthly tuition to Bookkeeper
- Updates registration and pre-registration forms for following year and as needed
- Works with Administrator/Membership Coordinator to organize Open Houses (3 per year - May, Aug, Nov)
- Ensures Admin Officer has information required for class lists (in registration spreadsheet)
- Ensures Communications Officer has information required for mailing list (in registration spreadsheet)
- Assigns co-op roles
- Ensures all members are assigned a co-op role unless opted out
- Maintains a spreadsheet to track completion of roles and yard clean up
- Follows up with Bookkeeper/Treasurer if co-op role has not been completed by Dec and June
- Ensures each co-op role/committee has a responsible Board member
- Special Events/Social Committee reports to Membership Officer to organize school-wide events (Family Fun Night, Spring Fling)
- Assisted by one or two co-op roles ("Membership assistants")

Operations Officer

- Liaises with church
- Manages funding/grant applications for special projects, e.g. playground improvement (with assistance of committee member)
- Fundraising Committee reports to Operations Officer to organize fundraising efforts (Scholastic Books, School Photos, etc)

School Improvement Officer

- Prepares and monitors a schedule for school cleaning by the School Improvement Committee (Cleaning crew)

- Responsible for purchasing all supplies required for cleaning and building maintenance (contact for Supplies/purchasing committee/co-op roles)
- Responsible for overseeing supplies and equipment repairs for cleaning and building maintenance
- Maintains monthly inventory and check lists
- Contacts snow removal company to remind them to keep playground gates cleared
- Coordinates, attends and manages the Spring and two Fall clean ups each school year
- Follows up with Bookkeeper/Treasurer if yard cleanup has not been completed by May

Administrative Officer

- Assists the educators and other Board Members with administrative duties (classroom prep, special projects, laminating, photocopying etc)
- Updates contact list (community members)
- Updates parent contact list
- Assembles Kinderprep duotangs (must be done in-class)
- Keeps class lists up to date (attendance, birthdays)
- Edits forms and letters as requested
- Takes minutes of meetings if the Secretary is unable to attend
- Assists the other Board of Director roles on an as-needed basis
- Purchases office, classroom, and craft supplies.
- Assisted by two co-op roles (“Classroom Administrative Assistants”)

Member at Large

- Assists with special project, grants or committee where help is needed
- Often filled later in the year by a current preschool member who will be on the BoD next school year

Community advisor

- Advises Board on procedure (via email or at meetings)
- Informs Board of any long-running projects or old projects that had to be put on hold or of previous WCP activities that were notable (success or failure)
- Draws on previous experience of WCP to recommend successful approach to challenges
- Should be a previous Board member and familiar with workings of WCP
- Not required to have children at WCP or be a member of the preschool (in this case does not vote at meetings)
- Expected to attend Board meetings at start of school year with attendance reducing as new Board becomes comfortable

Co-op Roles

Committee work (co-op roles) should take, on average, two hours per month. If you think you could help the preschool in a way not listed below, please include it on the Registration Form. We are happy to create a new co-op role that takes advantage of your skills and experience if it benefits the preschool!

School Improvement (Reports to School Improvement Officer)

- 8-12 members
- Time commitment: 3-5 hours, approximately once every 2 months
- Could include cleaning shifts scheduled for between Friday afternoon and Sunday night

- Could include coordinating and executing any building projects, minor repairs or maintenance as directed by the School Improvement Officer eg. Painting, sanding (based on skill)
- Could include steam cleaning carpets, sewing repairs and/or laundry
- One member in charge of inventory and supplies (“**Inventory**”)
- Could include coordinating members for work on Friday afternoons to do classroom cleanup/prep for the following week. Includes rotating toys, cleaning toys and other duties as required.
- School improvement officers ensure new committee members are trained on safety procedures and WHIMIS.

Financial Team (Reports to Treasurer)

Deposits

- Time commitment: 2-3 hours/month July to June
- Ensures that all tuition, opt-out, fundraising, and membership fees are deposited and appropriately accounted for in a timely manner
- Updates spreadsheet to reflect fees paid
- Responds to inquiries and communicates with Treasurer, Membership Officer, Fundraising Officer and Preschool Bookkeeper when needed
- Updates how-to guides yearly

Tax Receipts

- Issues Tax Receipts in January and June.
- Performs other duties as requested and needed by the Treasurer.

Grant writing

- Assists Operations, Treasurer, and Administrator in preparing grant applications as necessary

Snack (Reports to Assistant Supervisor)

- 2 members
- Time commitment: 1 ½ hours/month, alternating between members
- Purchase snack items using the shopping list provided by the Assistant Supervisor (fees reimbursed upon receipt submission). Must drop off snack items on Monday by 9am. This role works best for a member in the Monday morning class.

Membership Services (Reports to Membership Officer)

Membership Assistant (Data Entry)

- Enters information from registration packages into online Google spreadsheets.
- Requires access to a computer.
- Work completed mostly in the summer. 10 hours/month July and August and as needed throughout the school year.

Membership Assistant (Registration Packages)

- Prints completed registration packages as needed

IT and Web support (Reports to Treasurer)

- Time commitment: 1-2 hours/month, throughout the month as needed
- IT support for preschool printer and laptop
- Update, add, delete content from the website, post calendar pages, newsletters, duty schedules, and general website maintenance

- Comfort with computers/websites and have access to one (with internet)
- May be called upon to provide IT skills guidance for educators

Classroom Admin Assistant (Reports to the Administrative Officer)

- Assist the Administrative Officer and educators as required
- Photocopying documents, compiling binders, typing up written notes

Fundraising (Reports to Operations Officer)

- 4-6 members
- Time commitment: 2 hours/month (heavier/lighter at specific times of the year)
- Assist in organizing special events
- 1-2 member(s) to take and produce photographs of each preschool child as a fundraising event in the Fall and to take Class and child & educator pictures in the Spring (“**Photographer**”)
- Help with any fundraising initiatives by ordering and distributing products, recording fundraising activities

Social Media support role (reports to Communications officer)

- checks and posts to our various social media platforms
- work with photographer, educators and other members to post

Yard Clean Up

To keep our playground safe and properly maintained, we hold one Spring and two Fall clean ups each school year. They are typically held on Saturday mornings and children are welcome to come and play in the yard during the clean up. Family members are asked to bring tools and anything they think may help get the job done.

Regardless of classroom participation choice, family members must participate in **one** playground clean up unless they have paid the opt-out fee or are on the BoD. A \$50 fee is charged to afford professional cleaning services if a family does not attend a clean up. We understand that things come up in young families, and you are asked to contact the School Improvement Officer if you are unable to participate in a clean up.

Preschool Gatherings

Special events and gatherings are a chance for preschool families to socialize, enjoy some fun activities, and even support the preschool. Families are encouraged to participate in special class events offered throughout the year. These include the Seasonal Celebration in November/December, Class Trips, and End of Year BBQ in May/June. All special events are subject to change.

Fundraising

WCP families are not required to contribute to any fundraising efforts for the Preschool: funding from the Region of Waterloo and expected income from tuition fees meet our budget. However, fundraising activities may be arranged throughout the year and are intended as fun ways to enhance our community spirit, and are mutually beneficial to both families and the preschool. Some examples include the sale of preschool child photographs, Scholastic books sales, pizza kits, or the sale of Loveable Labels.

General Meetings

There are two general meetings per year that **all preschool families are required to attend** as Members of

the Co-operative: the Fall Welcome Meeting (General Meeting) that is held in the evening on the first Wednesday after Labour Day in September, and the Spring Annual General Meeting (AGM) in May/June

The staff and Board of Directors are formally introduced at the Welcome Meeting. New members of the Board can be elected at this time if not all positions were filled in the Spring. The educators talk about the school and give helpful information for families. They also describe the Program Statement, Child Guidance, Playground Safety and Anaphylaxis Policies that all families must read and understand. The actual policies are reviewed and signed off before or on the child's first day of school.

Family members in the cleaning committee are given a brief tour to locate the supplies for the school, usually directly following the Welcome Meeting in September.

During the Spring Annual General Meeting the election of the Board of Directors takes place. A financial report is submitted to the membership.

Other general meetings will be held only if necessary. General meetings are held at the preschool and preschool families are notified of all general meetings by newsletter and/or email.

The Board of Directors meets at least monthly. Anyone in the preschool membership is welcome but not required to attend BoD meetings. BoD meeting minutes are posted at the school and on our website for general information.

Getting Started At WCP

Training Procedures

Preview Day

Preview day is designed to help acquaint or reacquaint your child with the educators and the school. The children and parent(s) visit the educators and play in the classroom for about an hour. It is also a good opportunity to meet other families at the preschool. This is a good time to discuss any separation concerns or other individual preferences, expectations, or needs. Special requests can be written up at this time, posted and placed in your child's file in regards to any emergency plans, Individual Support Plans or allergy details. Referrals can be made after written consent is signed if outside resources are needed. We partner with KW Habilitation and have a resource consultant assigned to our school. If an in depth meeting is required, please book a time with the Supervisor. Virtual meetings can also be arranged. Preview Day takes place on the first Thursday after Labour Day in September during the assigned time slots, which will be sent out during the last week of August, and presented at the Welcome Meeting. The children and their parents attend during their assigned time slots.

Staggered Starts

To help both the children and family members become familiar with the routines at school, the children in Preschool classes and Toddler class may attend only one day during the first week of school. Parents are informed at the end of August and at the Welcome Meeting which day their child will attend during this week.

The children in the KinderPrep (KP) program will attend all of their classes the first week. There is no staggered start for this program as children in KP should be experienced with separation and have previous preschool experience.

Toddler classes end at 10:30am for the month of September in order to ensure a good transition and a positive, confident start. Preschool and KinderPrep programs will run their full length.

Classroom volunteers are required to complete a Volunteer parent orientation session before being scheduled to start volunteering. This orientation will take place on a morning in September. There is no child care provided during this time. The Supervisor will conduct a Classroom Volunteer Orientation. Policies will be explained and read, a tour of the school and church is given and procedures/daily schedules and individual needs, allergies or medical plans will be explained and all must be signed off on.

If classroom volunteers are unable to attend the orientation session, they will be asked to attend a future orientation session when it is offered, or watch the orientation on video.

Getting Used To School

Since preschool probably represents your child's first regular experience away from home, they may require a little time to adjust to this new and different environment.

- Saying an upbeat and brief good-bye (and then leaving) is encouraged, but sometimes a one-hour

stay is enough for some children to begin with. Please do not drop off, then come back again. Leave once it has been decided you are going, even if there are tears, the educators will comfort your child.

- You are welcome to stay with your child and withdraw gradually until they are secure. The length of time this takes may be worked out on an individual basis with the Supervisors. We often provide a chair at the edge of the classroom for parents to sit in and there is also seating in the hallway.
- If it is not your volunteer day, stay in the background, as it will be easier for your child to accept your departure if you do not take an active role.

Do not expect your child to immediately take an active role in school, no matter how friendly they are. Many children observe or play alone for some time until they feel secure enough to join a group. The educators will encourage them to join in group activities but not force them.

On returning home from school, some children talk a lot about what they have done while others report almost nothing. Listen with interest but never make them feel compelled to talk about school.

On your volunteer day, your child may be at their worst - clingy, tearful or showing off. This is normal, especially if they find it initially hard to share you with other children. They will gradually become accustomed to letting you help others as well as themselves.

Do not hesitate to discuss with the educators any problems concerning your child's adjustment to preschool.

What To Send To School With Your Child

- Washable, practical, comfortable play clothes labeled with their names. Remember, it is more fun when it's messy! Aprons are available when painting. Socks and shoes are required.
- Outdoor clothing according to the weather. Boots/shoes that are simple enough for your child to manage by themselves. Send sun hats, splash pants or snow pants to maximize enjoyment outside.
- All removable items of clothing should be clearly marked with your child's name.
- Velcro or easy slip-on shoes that your child can put on is required indoors. These remain at the preschool
- KinderPrep students can bring a backpack for artwork and other items
- A reusable water bottle labeled with your child's name.
 - If you order personalized labels at www.wcp.lovablelabels.ca you will be supporting the preschool!
- Change of clothing as well as diapers and wipes if necessary. This can be placed in a large ziplock bag with your child's name on it and will be left at the preschool

Due to limited hours at preschool, creams and medications are not administered on site. Parents are encouraged to send children with creams/sunscreens already applied as we do play outside when possible. If

your child has an EpiPen or inhaler for asthma, a medical plan must be created and filled out prior to a child attending class and all staff and volunteers must read and sign all Individualized Personal Plans (IPPs) and emergency plans.

Daily Routines At WCP

Arrival, Departures and Release of Children from the Program

WCP cannot be responsible for your child before and after class times. Please be sure to keep your child safe in the parking lot, church area and cubby area outside of the classroom before and after school. No Running!

Please see our [Safe Arrival, Departure, and Absence Policy and Procedures](#) and our [Reason for Absence form](#)

Transportation to the Preschool

Please see our [Transportation Policy here](#).

Parking

Parking is available in the church parking lot. The entrance is located off Albert Street and it exits onto Dorset Street (one-way system). If the lot is full you should usually be able to find street parking nearby - try Dorset, Fountain, Spring and Young Streets.

If the parking lot is busy, please leave space for expectant mothers and those with infants. Thank you!

Outdoor Play

We try to play outdoors every day. Please do not leave children until paid staff arrive on scene. Please try to send your child to preschool prepared for outdoor play: sun hats and sunscreen applied in Summer, splash pants, rubber boots and rain jackets in Spring and Fall, and warm outerwear, boots and mitts in Winter. Please label all outerwear with your child's name.

We will play in the gym or remain indoors due to the following conditions:

- Moderate to heavy rainfall
- For Toddler classes: A temperature of -10 Celsius or below, including the wind chill factor.
- For Preschool and KinderPrep classes: A temperature of -20 or below, including the wind chill factor. Going outside at a temperature below -15 will be at the discretion of the teacher, providing the weather and environment seem safe and providing children are comfortable
- If there is ice on the majority of the playground surface, stairs, or walkway
- A significant snowfall, such that the snow is too deep for the children to play
- Any condition that may potentially cause harm

See our [Active Play Policy here](#).

Snacks

WCP is committed to ensuring that healthy snacks are provided during class. A snack schedule is posted in the classroom, website and hallway. Any substitutions will be indicated on the menu in the hall and documented in the journal as a permanent record.

Snack Calendar

	<i>Monday and Tuesday</i>	<i>Wednesday, Thursday, and Friday</i>
Week 1	Seasonal Vegetables** (toddler Class has cucumbers) Whole wheat tortilla	Bananas Cheerios
Week 2	Seasonal fruit* Triscuit crackers	Seasonal Vegetables** (toddler Class has cucumbers) Unsalted rice crackers (toddler class has rice cakes)
Week 3	Apples Popcorn (toddler class has rice cakes)	Seasonal Vegetables** (toddler Class has cucumbers) Graham Wafers
Week 4	Seasonal Vegetables** (toddler Class has cucumbers) Unsalted rice crackers (toddler class has rice cakes)	Graham crackers Apples

*Seasonal fruit may include melon, bananas, apples, pears, mandarin oranges or clementines

**Seasonal Vegetables are served raw and may include broccoli, cauliflower, peppers, cucumbers, and carrots (no carrots for toddlers).

All snacks contain a food that promotes good dental health and will contain at least two foods groups from Canada's Food Guide (ie. a carbohydrate and vegetable or fruit) respecting religious and individual nutritional needs. More than half of grain products are whole grain. Fresh and, when possible, local fruits and vegetables will be included in the menu. Condiments such as margarine, ketchup, mustard, relish, mayonnaise, sauces, syrups, salad dressings, gravies, jams, fruit butters, pickles and olives will not be used for snacks. Hummus will be used as a dip. Products with a sodium content of 5% or less of the daily value will be chosen when they are offered (ie. rice cakes). Packaged food that contains industrial trans fat will be avoided.

See our [Snack Policy and Preparation Procedures here](#).

Filtered and flushed tap water is available and accessible to children at all times ([See our Safe Water Policy here](#)). Children are to bring their own water bottle labeled with their name.

Communication

WCP strives to build trusting relationships with parents/guardians at our preschool. We encourage parent participation on many levels while respecting parent/guardians diverse beliefs, values and child rearing practices.

We know that it is important to have regular information regarding your child's experiences. This is not always possible in the rush of drop-offs and pick-ups. There are many opportunities at the preschool to ensure communication and the sharing of information between parents/guardians and staff.

Open Communication: Our educators will try to give small updates on the child's progress, or share stories about your child's day at drop-off and pick-up time. They try to rotate who they talk to each day but parents are asked to make an appointment with the educator or email if they would like to discuss issues in more detail.

Newsletters: Newsletters are sent monthly via email and will be available on the school's website. They contain a letter from the Supervisors, reminders for the coming month, fundraising information, policy reminders or changes and messages from the Board of Directors.

If you are not receiving emails please contact the Communications Officer at waterloopreschool.comms@gmail.com.

Parent Communication Board/Website: There is a Parent Communication Board located outside the classroom. It contains helpful information including curriculum outcomes, pictures and other learning stories and documentation, interesting newspaper articles, minutes from Board Meetings, and event reminders.

White Board and Portfolios/Seesaw: To give you an idea of what your child did at school, when time permits educators will describe little moments as they occur on the Seesaw app or in your child's Portfolio. The white board might be placed outside the classroom at pick-up time.. The educators prepare individual picture portfolios and send them home or use Seesaw periodically throughout the year. Parents should send back the portfolio so educators can continue to add to it. If you do not wish for your child's picture to be taken for preschool use only (no social media or website use) please be sure to indicate that in your registration package.

Parent/Educator Conference/virtual meetings

Conferences/virtual meetings are available by request at any time. The Supervisors can be reached at teachers@waterloopreschool.org for class-related discussions. We strive to meet individual needs and goals and work closely with families and Resource Consultants to ensure individual support plans are established and goals are met. If your child is involved in outside services (ie. KidsAbility) it is helpful to sign a consent form to share information. This will allow collaboration between parties to form strategies and create individual support plans so your child's individual needs and goals can be better met.

Parent Surveys

Parents are requested to participate in a Member Survey periodically throughout the year and also offer their opinions in an Educator Evaluation Survey. Feedback, comments and suggestions are welcomed at any time. Parents are asked to bring feedback to the educators or any Board of Director member at any time. If you are unsatisfied with anything at all - please reach out right away!

Field Trips And Off-Site Activities - Please see our [Field Trip Policy here](#).

Holidays Observed

The Preschool is open on the week following Labour Day, usually on the Wednesday night for the Welcome Meeting, and then on Thursday during the day for Preview Day. The Preschool traditionally closes the second last week of June.

The Preschool follows the Waterloo Region School Board public school holidays (except P.A./P.D. Days). The following holidays are observed:

- Thanksgiving (October)
- Christmas Break (December/January)
- Family Day (February)
- Spring Break (March)
- Good Friday and Easter Monday (March/April)
- Victoria Day (May)

Unusual Circumstances

Illness In A Child - see our [Health Policy here](#)

Fever, Productive Cough, Sore Throat Or Severe Runny Nose

If a child has a fever, productive cough, sore throat or severe runny nose, they cannot attend school until the period of infection has passed. It is important that parents help to protect not only their own child but also the other children and staff in the school. It is up to the discretion of the Supervisors as to whether the child should be accepted if illness is apparent. If your child contracts a communicable disease, the parent is required to notify an educator, who will notify the Ministry of Health immediately. The parents of the affected class will be advised.

Children must remain absent for a minimum of 24 hours AFTER the last episode of vomiting, diarrhea or fever. Children and staff must be fever-free and unmedicated for at least 24 hours prior to returning to class. This may be increased to 48 hours if required by a local medical officer of health.

Unvaccinated Children

If a child is not vaccinated and someone in his/her class contracts a serious communicable disease, the parents must keep the child home for two weeks or as directed by the Minister of Health.

Head Lice

If a child contracts head lice, treatment must be complete and nits removed before the child may re-enter school. An educator will discreetly check the child.

Individual Anaphylaxis Policy

The parents of a child with anaphylactic reaction or serious health concerns will be required to fill out an Individual Anaphylaxis Policy form, or Emergency medical plan which all volunteer parents/educators/volunteers/students will review and sign.

See our [Anaphylaxis and Emergency Policy here](#).

Illness In A Staff Member

See our [Infectious Illness in a Staff Member Policy here](#).

[Administration Of Medications Policy](#)

Waterloo Co-operative Preschool will only administer emergency medications (Epi-pen, asthma inhalers, or medication for allergic reactions) due to the limited time the child is in the program. Please arrange to administer all non-emergency medications before or after the program. Please note: Tylenol can not be administered to mask an illness. Emergency medications will be stored in their original container/packaging and clearly labeled with the child's name, name of drug, dosage of medication, date of purchase, date of expiration, and any instructions for storage. These medications will be stored in the first aid box in the classroom or in the backpack, and consent forms, logs and emergency plans will be stored in the binder. All medications will be administered by the teacher indicated on the Administration of Medication forms or Emergency plan, unless parental permission is signed to allow the child to self administer a puffer or epi-pen,

or has signed to allow the child to carry their own puffer or epi-pen in a carry pouch. Where there is no set schedule to give a child meds, the form must include specific signs and symptoms to observe to define the need to administer the medication. Where a child's Individualized Plan includes written authorization from a parent to administer drugs/med and sets out all the info required in the medical authorization form (ie. name of med, dose, schedule, signs and symptoms and parent signature) the medical authorization form is not required. No other medication can be carried by a child. If emergency treatment is required, the teacher will record it on the medication log with the time, date, dose and reason for administration, as well as a note in the daily journal and child's permanent record. Medication should be kept as per manufacturing instructions and dispensed in a well-lit area and, where possible, it is preferable to remove a child from the activity area to administer medication in a quiet environment with the least possible interruption. Leftover medication or surplus of medication should be returned in the original container to a parent of the child or safely discarded with parental permission. For more information see: Safe Disposal of Prescription Drugs Ontario Medications Return Program (OMRP) Ontario Sharps Collection Program (OSCP) Any accidental administration of medication (e.g., medication administered to the wrong child or error in dosage given) is a serious occurrence and must be recorded and reported to the supervisor, who should then notify a parent of the child. If adverse symptoms are evident upon accidental administration of medication, staff will call emergency services and follow the serious occurrence policy.

Waterloo co-operative Preschool does not permit over the counter products such as , sunscreen, lotion, lip balm, bug spray, as well as diaper creams, to be used during class due to the limited amount of time children are in the program. Please ensure no medications, creams etc, of any kind are left in your child's bag and that sunscreen or bug spray is applied prior to drop off.

Due to the short time at the Preschool, Diaper creams for acute symptomatic treatment should be applied at home before or after the program. Waterloo co-operative Preschool prefers to use soap and water to wash hands, however, hand sanitizer may be used during field trips or when outside. Please sign for permission in the enrolment package to allow your child to use the hand sanitizer supplied by the preschool when soap and water is not easily available.

Standard First Aid Policy

See our [Standard First Aid Policy here](#).

Emergency Medical Treatment Consent

In the case of an emergency, we will always attempt to contact the caregiver first and the alternate contact person second. Please ensure your emergency contact is local and available if called due to an emergency. In the case that we are unable to reach either contact and the supervisors deem that an ambulance is required, an educator or classroom volunteer will accompany your child in the ambulance on the way to the hospital. Educators cannot take children in their vehicles.

Emergency Management

Emergency Management Policies and Procedures are in place. Please ensure your contact information, both email and phone numbers, are up to date in order to be reached as soon as possible in the event of an emergency. In the event of an emergency the primary parent will be contacted first by phone and then email as soon as possible once all children are deemed safe and it is safe to do so. Our emergency evacuation location is Waterloo Public Library, 35 Albert St, Waterloo. Please see our [Emergency Management Policy here](#).

Serious Occurrences

Waterloo Co-operative Preschool is committed to the safety and well-being of the children enrolled at the preschool. The Serious Occurrence Policy and Procedure exists to provide clear instructions for staff, students and volunteers to follow for how to identify, respond to and report a serious occurrence. The policy ensures that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and those working directly with children, and that these serious incidents are reported, tracked and followed up on.

A serious occurrence is defined by the *Child Care and Early Years Act, 2014* as:

1. the death of a child who received child care at a child care centre
2. abuse, neglect, or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
3. a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
4. an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
5. an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre.

See our [Serious Occurrence Policy and Procedures here](#).

Inclement Weather/Emergency Closure

The Preschool will be closed due to inclement weather in accordance with our Inclement Weather/Emergency Closure Policy. Waterloo Co-operative Preschool will close when inclement/severe weather makes travel to or from the preschool dangerous for our families, staff and volunteers. We will also close in the event that conditions at the preschool are dangerous or unsuitable for children, staff and volunteers. The closure will apply to all programs and field trips. Once a decision to close the school has been made you will be notified by email, with additional notifications on the Preschool's social media accounts and in your Seesaw account.

See our [Inclement Weather/Emergency Closure Policy and Procedures here](#)

Parental Complaints, Expressing Concern, & Discriminatory Incidents

WCP has steps to follow to address any issues or complaints. Parents are encouraged to promptly approach an educator, the Supervisors, or the Board of Directors in person or by email should a concern arise. Parents are also encouraged to complete online surveys throughout the year in order to provide feedback.

Any concerns will be documented and discussed at the next monthly board meeting unless it is indicated that it is of an urgent nature. Any urgent matter will be addressed within 24 hours or by the end of the next business day (if the complaint is made on a weekend or holiday) by either the Supervisor or the BOD. If, after speaking with the Supervisor in regards to a classroom or program concern, the parent is not satisfied then the BOD will further address the concern. If the complaint is in regards to operations, policy, or hired staff, the parent can expect that the BOD will address it at the next regularly scheduled board meeting or during an emergency meeting if needed.

The parent can expect a phone call or email once the concern has been discussed.

Parents are invited and encouraged to attend monthly board meetings and are expected to attend our September Welcome Meeting to obtain important information regarding our program statement and policies.

Our [Parental Complaints, expressing concern & discriminatory Incidents Policy](#) can be found here.

Forms

Here are reproductions of the Parents' Agreement, Acknowledgment of Support Services, and Notice with Respect to the Collection of Personal Information forms from the Registration Package for your information throughout the school year. The Child Guidance Review and Program Statement Implementation Record follows.

Parents' Agreement

I hereby make an application for active membership in Waterloo Co-operative Preschool Inc., and have transferred the required membership fee, refundable only in case of non-acceptance by the Preschool.

I will let the Preschool know prior to July 31, 2024 if I do not intend to enroll my child at Waterloo Co-operative Preschool, at which time any payment (excluding the non-refundable membership fee) will be returned to me. Withdrawal in this instance only may be done by email to the Administrator.

I agree to pay my child's fees promptly. As such, I will provide pre-authorized payment information at the time of registration. If I require an alternate payment arrangement I will contact the Treasurer of the Board of Directors). I agree that pre-authorized payments for tuition will be debited starting September 1, 2024, and will be withdrawn on the first of every month until May 1, 2025.

I agree to pay the last month's tuition and the \$23.63 membership fee via e-transfer at the time of registration. I understand that my enrollment is not considered to be complete until all fees have been received, or an alternate arrangement has been approved.

I agree to be charged the committee obligation and yard clean up fees in January 2025 and June 2025 via pre-authorized debit if I do not fulfill my obligations. My child will not be allowed to continue to attend class until these payments are made.

I agree to pay my child's tuition fees promptly with pre-authorized payment or a special arrangement. If in default, I will be expected to pay any fees charged by the bank. I will be notified by a Board Member and it is my responsibility to immediately correct this situation.

If it becomes necessary to withdraw my child from the Preschool, I will give one full month's notice by completing the Withdrawal form and I agree to pay for one full calendar month following the submission of my notice of withdrawal (two weeks for families using subsidy). Note: No partial months' fees will be reimbursed for withdrawing before the end of the month. If I need to withdraw after April 30, I shall not receive any fee reimbursement. I understand that committee obligations must be met or my committee obligation fee may be charged.

I will make every effort to be prompt in bringing my child to Preschool and in picking them up after school closes. I understand that a late charge of \$1.00/minute may be levied if I fail to pick up my child at the prescribed school closing time.

I will submit the Reason for Absence Form each day my child is unable to attend Preschool. I will not send my child to Preschool if there is any question of illness, nor will I come myself if I am ill. I will contact the Preschool if my child is not attending and indicating specifics of illness. If my child contracts a communicable disease, I will notify the Educator(s) immediately. If my child is involved with KW Habilitation, I will contact the resource

consultant as well as the Preschool on the days they are absent. I understand that if my child is absent three times without providing notice through the Reason for Absence Form, a fee of \$10/day absent will be charged.

In the event of severe weather conditions, I understand the parents will be notified of Preschool cancellation. It is my responsibility as a parent/guardian to check email and notify promptly in writing on any changes made to my contact information.

I authorize the Educator(s) or another responsible adult to obtain emergency medical treatment for my child by qualified personnel if I am unable to be reached.

I will direct any questions about my child's progress or the programming of the Preschool to the Educator(s). I understand that the Educator(s) are not directly involved with the administration of the Preschool and I will direct queries or suggestions about administration of the Preschool to the Administrator or Board of Directors.

Telling the Educator(s) of any event or change of routine at home may help with my child's preschool experience.

In case of injury to my child while in care, custody or control of the Preschool, I hereby waive all claims against the Waterloo Co-operative Preschool Inc. in excess of public liability insurance carried by the Preschool. A copy of any incident report will be provided to the parents/guardians.

I understand that parents must also participate in the operation of the Preschool and its programs. I will serve on the Board of Directors or on a Committee, and/or as a Classroom Volunteer. If I do not fulfill my committee obligations, I understand that my committee obligation fee may be debited as follows: \$200 to be charged January, and/or \$300 to be charged June. I will participate in one of the spring or fall playground clean-ups or have my \$50 clean-up fee debited. I will attend the General Meetings in September and May/June.

If I choose to accompany my child and their class on a field trip, I will not bring along any other children (eg. siblings) who are not enrolled in the program unless the field trip is promoted as a "family" field trip.

I agree to be a good member, communicating in a respectful and appropriate manner and in a cooperative spirit.

I understand the Program Statement and other policies are regularly updated and that I will be notified as changes are fully approved. It is my responsibility to read and understand those updated policies and statements.

I have read the Parents' Agreement carefully and agree to follow it to the best of my ability. I understand that I will be the participating, voting member for our family.

Child's first and last name: _____

Parent's first and last name: _____

Parent's Signature: _____ Date: _____

Acknowledgement of Support Services

The Waterloo Region's Special Needs Resourcing Collaborative (SNRC) supports licensed child care programs to identify and meet the diverse needs of all children and their families. All children, regardless of their abilities, are supported to thrive in quality inclusive early learning environments.

As a licensed Early Learning and Child Care in Waterloo Region, our program is fortunate to be supported by Resource Consultants and Therapists from the Special Needs Resourcing Collaborative. The Resource Consultants and Therapists visit and observe our classrooms regularly and provide resources, training and support to our team. Consultation is provided to support all children in the group on topics related to children's development, developmental and/or behavioral strategies, classroom management, classroom environment and general program strategies.

This support is provided for general classroom consultation only and may not be specific to your child. While Resource Consultants and Therapists are in our program, they may find that some children would benefit from extra support with certain areas of their development. If this happens, a conversation may take place between yourself and the Educator/Resource Consultant/Therapist.

Should there be a specific concern or question about your child's development that requires more individualized consultation or further assessment of any kind, a referral to SNAP can be completed with your consent. This could occur in collaboration with your Educator/Caregiver, however, you are also welcome to contact the Educator/Resource Consultant/Therapist directly to discuss any concerns or questions you may have regarding your child's development.

As members of our team, our Resource Consultant and Therapists follow specific confidentiality policies and are aware of our behavior guidance policies.. Should you have any further questions regarding the role of the Resource Consultant or Therapist, our Supervisor/Director, Resource Consultant or Therapist would be happy to review this with you.

I acknowledge that the support services provided by the Waterloo Region's Special Needs Resourcing Collaborative have been reviewed with me, and I understand that this will be a valuable part of my child's experience in a licensed child care program.

Child's Name

Parent Guardian Name (Printed)

Parent/Guardian Signature

ELCC Representative

Date

Funding for the Special Needs Resourcing Collaborative is provided by the Region of Waterloo and the Province of Ontario.

SNAP - Special needs access point

KidsAbility -(Speech-Language Pathology/Occupational Therapy/Physiotherapy/Kinesiology)

K-W Habilitation - Early Learning, Child Care and Family Resources

Notice with Respect to the Collection of Personal Information

Any person on whose behalf a request for director approval has been made must complete this form.

In administering and enforcing the *Child Care and Early Years Act, 2014* (CCEYA), Ministry of Education inspectors, program advisors and the director under the CCEYA may collect and review personal information about staff employed by a licensed child care centre or employed by or associated with a licensed home child care agency under the authority of s. 30, 31, 67(1) and 69(1) of the CCEYA and s. 53, 54, 55, 56 and 57 of O. Reg. 137/15 under the CCEYA to ensure that the licensed child care centre or home child care agency is complying with the CCEYA and O. Reg. 137/15.

This form is required to be kept for the ministry's review at the child care centre where you are employed or the head office of the home child care agency.

Your personal information may be provided by your employer in connection with an application for approval of a Supervisor, a person to take the place of a Registered Early Childhood Educator, a Home Child Care Visitor or a Resource Teacher, if applicable.

Information collected in the licensing process about Registered Early Childhood Educators may be shared with the College of Early Childhood Educators if necessary for the enforcement of the *Early Childhood Educators Act, 2007*.

Questions concerning the direct or indirect collection of personal information may be addressed to the:

Name (print) _____

Signature _____

Date _____

Child Care Quality Assurance and Licensing Branch Early Learning Division
Ministry of Education
900 Bay Street, 24th floor, Mowat Block

Toronto, ON M7A 1L2 416-314-8373

Please retain the form on file for the program advisor to review at the time of licensing. A copy of the form should also be given to the person who completes it.

Child Guidance Review And Program Statement Implementation Record Form

We complete a Child Guidance Review and program statement implementation record form for every staff member, student and volunteer, which includes participating parents. This is required by the Ministry to ensure that our program statement and child guidance practices are being followed and implemented. It is also used as proof during licensing that the supervising teacher monitors compliance with the program statement and child guidance practices. The Child Guidance Review and Program Statement Implementation Record is reproduced below. It can help staff and volunteers set and progress towards goals.

Prohibited practices are also indicated on the form and are monitored to ensure these things do not occur.

Child Guidance Review + Program Statement Implementation Record

Rank between 1- 5

Area of Focus	1-5	1-5	Self Reflection/challenges	Connection to Program Statement /accomplishments	Goals
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Promotes the health, safety, nutrition, and well-being of the children:

Promotes independence in children Professionalism , healthy relationships boundaries not violated, obtain consent,					
Encourages children to make safe choices					
Uses natural consequences					
Prevents/is proactive about potential hazards/accidents reads allergy chart					
Knows when to ask for help					

Follows rules, regulations, procedures, policies, program statement, governing bodies					
No Prohibited practices					
Keeps blue door open - not alone with children					
Makes self aware of and implements strategies in ISP plans and emergency medical plans					
Counts number of children/head counts, knows how many children there are					
Follows transition, playground, safety and supervision policies					
Washes hands					

Has positive and responsive interactions with the children:

Builds positive, authentic relationships with children					
Focuses on child strengths and feelings					
Actively listens to children					

Gets down to child's level					
----------------------------	--	--	--	--	--

Uses a calm voice					
Actively supervises when engaged					
Promotes Inclusion					

Encourages children to interact and communicate positively:

Role models positive interactions w/ others					
Gives positive language tools to children					
Is consistent in their approach					
Follows through and is predictable					
Supports ability to self regulate					
Area of Focus	Yes	No	Self Reflection	Connection to Program Statement	Goals

Fosters the children's sense of exploration, play, and inquiry:

Observes each child's interests/curiosity					
Offers ideas to inspire creativity/proficiency					
Scaffolds/extends learning in child's activity, educators as co learners					
Redirects children if required Follows through, consistent					

Supports, meets, and responds promptly to individual needs of children					
Environment as 3rd teacher Reflective practice and collaborative inquiry					

Overall Comments: PD required:

Does the reviewee support... give examples of learning through exploration, play and inquiry, Pedagogical Documentation

Social	Cognitive
Emotional	Physical Development

The following practices are prohibited: Corporal punishment, physical restraint of children (except to prevent self-harm, harm to others, until risk of harm/injury is no longer imminent), derogatory language/tone, deprivation, and confinement. Should anyone breach these prohibited practices, the board/supervisor/designate that oversees child guidance practice will act upon and direct the person on next steps i.e. professional Development or reread policies or reporting to police or Family and Child protection services, suspension and / or end of employment/volunteerism.

Signatures represent that the above information has been reviewed with me and I understand the areas of focus discussed:

Reviewee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Policies and Procedures

Some of the information given in this Handbook is a condensed, more readable, version of formal WCP policies and procedures. The full versions of those policies and procedures can be found on the [Policy page of our website](#). All of our policies and procedures are available in the Policies and Procedures binder in the classroom.

Additional references

Criminal Record Check, Vulnerable Sector Check, And Offense Declaration Policy

Health Policy

WHMIS, Cleaning, Health and Safety Policy

Volunteer Parent, Volunteer And Student Policy

Non-participating Parent in the Classroom Policy

Nutrition Policy

Thank you!

Thank you for taking the time to read this Parent Handbook. We hope you have found the information helpful. Please do not hesitate to talk with an Educator or Board of Director member at any time if you have any comments, suggestions or improvements. This is a preschool run for the children, by the parents. We look forward to sharing some great preschool times together!

The educators look forward to meeting you!

*Revised: March 9, 2024 by Britney Stewart (Administrator).
Approved By: Meghan Burns Dolson (Operations Officer) on March 13, 2024 .
Seconded By: Taylor Marskell (Communications Officer) on March 10, 2024*

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