



**Welcome to the WHISTLE STOP COOPERATIVE PRESCHOOL INC.**

We hope that the coming year will be exciting and stimulating for both you and your child.

You will be pleased with our preschool program when you see that your child has improved in their ability to:

Use words to express his/her ideas and feelings – listen as part of a group – share – follow routine – play cooperatively – make discoveries – put away when done – complete what they started – be better prepared for JK/ SK

**Our Mission Statement:**

***“Joining Together in a Stimulating and Creative Learning Environment for Your Child”***

The Preschool Experience  
Whistle Stop **Cooperative** Preschool Inc.

*School address:* The Whistle Stop Co-operative Preschool Inc.  
23 Brock Road South Puslinch, Ontario, N0B2J0

*Location of School:* The Puslinch Community Centre, Aberfoyle, Ontario

Phone: **519-239-9878 Mon/Wed/Fri - on site Cell Phone**

*Emergency location:*

In case of emergency and preschool needs to be evacuated our emergency location is  
Optimist Clubs Recreational Facility \* 25 Brock Road South – across parking lot beside the library.

**If the preschool is evacuate to emergency location - families will be notified via email or phone**

*School Hours:*

Monday, Wednesday and Friday mornings 9:00 **am.** until 11:30 **am.**

*NOTE:* Children should be brought to school no earlier than 9:00 **am.** and picked up no later than 11:30 **am.**  
(There will be a 5-minute grace period, after which a \$1.00/minute fee is payable directly to the teacher).

*Family Events:*

May be booked throughout the year. Parents must drive and attend the off-site family event with their child.  
Anyone attending “field trips” will be required by Ministry of Education to have a current police check.  
*Teachers will not transport children to and from preschool or events off site.*

*Transportation:*

Each parent is responsible for getting his or her child to and from school. It may be possible to carpool with other parents. Please let the teacher know if someone else is picking up your child. 519-239-9878 calls or text.

*Snow Days:*

The Supervisor and the President of the Board will jointly decide when the school will be closed due to inclement weather. Whistle Stop follows the same inclement weather cancellation policy as Aberfoyle Public School BUSES and the Upper Grand District School Board. Announcements will be made on Magic 106.1 FM. Messages will also be sent to families via text, **WhatsApp** or email. (There is not reimbursement for snow days)

*School Fees:*

\$12 per session

\*As of October 2024, member of CWELCC

Whistle Stop Closes for all UGDSB PA days, Statutory Holidays, March Break, Christmas Break, July and August

**\*\*On rare occasions, a preschool session may need to be canceled due to a major Community Centre booking. In such cases, refunds are not provided unless the closure extends for a significant period of time.**

# **Operating a Co-op Preschool**

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

“Cooperative” or “Co-op” defines a group of people bonded together in a joint effort. A co-op preschool is a group of parents joining together to meet the best “Early” educational goals of their young children. A co-op differs from other schools in how it is managed. The Board of Directors, composed of volunteer parents and the supervisor, meets monthly to establish policies and guidelines for the successful operation of the preschool. Parents, in a co-op situation, have the power to change what they are not satisfied with or what they feel is necessary for the sustainability of the program. Co-ops are non-profit organizations owned, maintained, and administered by the Parents who enroll their children. A registered early childhood educator supervises the program.

## **Philosophy and Goals**

The Whistle Stop Co-op provides an opportunity for children and parents from the local community and surrounding area to join together in a stimulating, social and creative learning environment for their children. Provide the children with an opportunity to develop their physical, social, and cognitive abilities, through play. We see the value of play in young children and expose them to learning experiences that will develop their natural curiosity and love of learning. Children are adventurers and explorers and as educators we are guides assisting them in the understanding and expanding on their discoveries to move forward in the world full of wonderful possibilities.

The Whistle Stop Preschool provides an integrated service to include children with special needs. The program focuses on recognition of individual development, giving and receiving support and affection and on encouraging independence and cooperation. Opportunities for parent education will be provided to highlight child development and family life.

## **License and Insurance**

The preschool is licensed and government inspected for health, fire and content of the program. This includes an annual visit by a representative of the Ministry of Education Child Care Quality Assurance and Licensing Offices (MEDU) Toronto Region (West). The preschool carries insurance to cover Tenants' Legal Liability, Vandalism of Equipment and Third Party Liability. All children are covered at preschool and at preschool sponsored off site events.

## **Parent Duties/Jobs**

\*\*\* Duties may vary slightly from year to year depending on enrollment \*\*\* Each parent of the preschool is required to fulfill one or more 'parent duty'. Members of the Parent Board are not required to take on additional jobs, however it may be required if membership numbers are low.

The parent duties are:

### **1. LIBRARIAN**

Works with teachers to gather books relevant to theme (1 book per child) Brings books on the appropriate days and returning them to source (library) on time

### **2. PUBLICITY**

Writes a monthly article about the Preschool's activities (i.e. field trips, special events) and ensures its publication in the Puslinch Pioneer each month.

Posts Flyers at appropriate locations in the community and check periodically to ensure they are still posted

### **3. PHOTOGRAPHER**

In charge of taking photos throughout the year at special events and field trips (responsible to find someone to take pictures if you are unable to attend such events)

Arrange graduation picture – year end (can be done by someone else)

Complete photo printing

Create and post bulletin boards of each event

### **4. LAUNDRY (3 when possible)**

Wash hand towels after each school day and return on your next school day

### **5. PLAYDOUGH (2 when possible)**

Make play dough (or purchase if you wish)

### **6. SCIENCE PARENT / NATURE**

Bring in an experiment or interest item for the Science Table that is age specific for preschool children

The teachers will carry out the science/nature activity with the preschoolers.

### **7. PURCHASE SUPPLIES/GIFTS ( KEEP RECIEPT FOR - WILL BE REIMBURSED)**

Purchase gifts for the teachers from the children for Christmas and year end party

Prepare a loot bag for teachers to hand out on each child's Birthday

Purchase cups/plates/paper towels/soaps (list will be provided by teachers)

### **8. FALL FAIR / CHRISTMAS PARADE**

Organize Fall Fair schedule and activities

Responsible for the purchase of any and all materials / supplies required (confirm with executive or teacher prior to purchase of ANY materials/supplies)

Organize decorations for Christmas parade and make sure volunteers are available for assembly, decorating and attending

### **9. FUNDRAISING COORDINATORS (2 Volunteers)**

Work with the Fundraiser Chair to organize events.

Recommended to be a returning parent working with a new parent who will return the following year

Keep a positive and encouraging attitude regarding fundraising"

## **Your Child at School**

Preschool is usually a child's first regular experience away from home. Consequently, you can expect that your child will require a little time to adjust to this new and different environment. Your child's age and personal needs largely determine how long this adjustment will take. You can ease the transition from family to school in these ways:

1. Explain to your child what he or she can expect at school (teacher's role, toys, painting, stories, etc.).
2. Your child may need you to stay until he or she feels reasonably secure. This may take an hour or a few days. Stay in the background; it will be easier for the child to accept your departure if you are not actively involved.
3. Do not expect your child to enter school and take an active role immediately. Many children observe and play along, until they feel secure enough to join the group. The teacher will encourage participation in group activities, but will not force the child.
4. Do not pressure a child to join in a particular activity. When ready, they will readily participate.
5. Let your child tell you about their school day in their own way. They may tell you nothing initially, but may refer to it later, or tell all as soon as they see you.
6. Be positive about your child's preschool experience. Praising good behavior or saying something positive about artwork nurtures a positive self-image within your child.
7. For preschool to be a positive experience, good communication between parents, children and teacher is essential. Please discuss with the teacher any concerns you have regarding your child's participation.

## **Off site Family Events**

Family Events will be held occasionally throughout the year as they help to broaden a child's horizons.

Occasionally we must leave the school premises. Parents are asked to drive their child to these off site events. Proper parent supervision is essential in order to meet our insurance coverage and our license requirements. Therefore, parents are encouraged to attend, but unless otherwise stated siblings should be left at home. If siblings are allowed on a trip please remember that it is the parent's responsibility to care for them, not the teacher.

Part-time children are always welcome to attend any event or party held on days they do not normally attend. The \$12.00 fee for the extra day should be paid directly to the Supervisor prior to the Event.

When possible, the cost will be covered by the preschool.

**\*\*Teachers will not transport children \*\***

**\*\*New 2016, any parent volunteer attending a "field trip" must have a Criminal Ref. check**

## **SNACKS**

A detailed snack list will be provided to each family. The snack list is approved by the a nutritionist with Public Health. Each family will rotate supplying snacks to the preschooler.

### **Snack/ Food Policy:**

Food to be consumed by more than one child in a childcare setting shall be brought whole to the facility and prepared at the location. No homemade food should be brought in for the consumption of other children. All food served at the preschool must be prepared in or purchased from an approved and inspected food premise. Food may be prepared at home by a parent for their own child's consumption because of special diets, nutritional, allergic, culture needs or their own personal use.

We encourage parents to bring NON-food related items if they wish to celebrate a child's birthday or special events. The Ministry requires that a detailed snack list and Allergies/intolerances of children be posted.

IF SNACK PROVIDED BY PARENT IS DEEMED INAPPROPRIATE UNDER GUIDELINES SET FORTH BY MINISTRY AND HEALTH UNIT OR IF THE PARENT/GUARDIAN FORGETS TO BRING IN A SNACK ON THEIR CHILD'S DESIGNATED MORNING, THEY WILL BE ASKED TO GO AND PURCHASE SOMETHING FROM THE GROCERY STORE (FOOD BASICS – 5 MINUTES NORTH AT CLAIR ROAD) OR IF THEY HAVE AN APPROPRIATE NUTRITIOUS SNACK AT HOME, THEY MAY RETURN WITH IT. SNACK IS TO BE AT THE PRESCHOOL NO LATER THEN 10:15. IN THE EVENT THAT NEITHER OF THESE OPTIONS IS POSSIBLE THE SNACK LIST COORDINATOR (VICE PRESIDENT) IS RESPONSIBLE TO ENSURE A HEALTHY SNACK IS PROVIDED BY 10:15.

NOTE: The preschool has plates, cups, napkins and food preparation utensils.

**What to bring to Preschool: Please label all clothing and footwear**

•**Backpack or School Bag: Please have a complete change of clothing in Backpack - Shirt - pants - socks - underwear/pull up**

•**Labelled Water Bottle**

•**Indoor Shoes**

**PLEASE DISCOURAGE YOUR CHILD FROM BRINGING TOYS FROM HOME.**

## **FEES AND MEMBERSHIP**

### **REGISTRATION**

In house (current students) and general registration for the fall semester takes place in the spring. At this time, a post-dated cheque (dated August 1st) for the amount of the first tuition installment is required. This ensures your child's spot for September. If you choose, you can pay the full semester's tuition at this time (again postdated to August 1st).

The program is available to children aged 2 1/2 to 5. Spots that become available are filled in the following priority: current students, siblings of current students and then new students. The age of students is also considered. Priority will be given to older children. Since a greater than 50% township enrollment is desired, some consideration will be given to where students live. Entry of new students into the program will be at the discretion of the executive board and the teachers.

**Upon accepting a space, a refundable deposit of \$40.00 is required for each child. If your child continues with the program, they are not required to re-register for the next semester or the next year.** If, however your child leaves the program and returns at a later date, they must re-register and pay the \$40.00 deposit. **Families are required to provide a minimum of 30 days' written notice of withdrawal in order to have their deposit refunded, or it will be applied to the final tuition statement of your child's graduating year. Failure to provide adequate notice will result in the forfeiture of the deposit.**

A **security deposit** will be required to cover the costs of 3 toy cleans and attendance/participation with fundraising. Each toy clean is \$45 and the fundraising participation is \$200. We ask for 3 post-dated cheques of \$45 for toy cleans (December, April, June) and 1 postdated \$200 cheque for the fundraising participation. If you do not attend/participate in these events then the cheque will be cashed, however if you do then your cheque will be returned. *\*Parents are required to participate in set up or take down as part of the fundraising commitment and participate for a minimum of 4hrs at the event*

*Toy Cleaning and Fundraising Commitment, E-Transfer options are possible. The amount will then be refunded at the end of the school year once duties and attendance/participation at the fundraiser have been completed.*

**One month's notice in writing or a month's tuition in lieu of notice is required when a child is withdrawn from the preschool by parents/guardians.**

**FEES** Tuition fees are calculated on the basis of:  
\$12.00 per session

**Tuition Cheques should be made payable to:**

**THE WHISTLE STOP CO-OPERATIVE PRESCHOOL INC. and submitted to the TREASURER**

**E-Transfers: [whistlestoptreasurer@gmail.com](mailto:whistlestoptreasurer@gmail.com)**

The school operates on Monday, Wednesday and Friday mornings. The full payment depends on the number of days your child attends and the number of Mondays, Wednesdays and Fridays in the school calendar year.

The fees are subject to change upon voting by the executive board and parents and approval by the County.

**There will be no reimbursement of fees if a child is sick, is on vacation, if school is canceled due to inclement weather, or if the school is closed with no fault of the preschool or teachers – example of such may be last minute cancellation of preschool room by Township of Puslinch**

LATE PAYMENTS IF TUITION IS NOT PAID AFTER 15 DAYS OF THE DUE DATE, YOU WILL HAVE 10 DAYS FROM NOTIFICATION TO MEET YOUR FINANCIAL COMMITMENT. FAILURE TO DO SO WILL RESULT IN THE REMOVAL OF YOUR CHILD FROM THE PRESCHOOL. THIS POLICY APPLIES TO ALL MEMBERS OF WHISTLE STOP CO-OP PRESCHOOL.

### **PAYMENT SCHEDULE**

The following is the payment schedule for the year: (this is not set in stone and other arrangements can be made with the Treasurer)

### **PAYMENT OPTIONS**

1. One E-Transfer for the entire year
2. Three E-Transfers – one for the first day of the new semester
3. Cheque for the entire school year
4. Three Cheques – one for the first day of the new semester

### **Installment per Semester:**

1. September – December
2. January - March
3. April – June

**One month's notice in writing or a month's fee in lieu of notice is required when a child is withdrawing from the preschool by parents/guardians. Any extra tuition will be refunded if required.**

### **N.S.F. CHEQUE/PAYMENT POLICY**

- 1st NSF cheque: to be replaced by certified cheque or cash plus service charges within 7 days of notification.
- 2nd NSF cheque: preschool will charge the parent bank plus a \$15.00 penalty to be paid within 7 days of notification.
- Only cash or certified cheque will be accepted after the 2nd NSF cheque.

**\*As of October 2024, Whistle Stop Preschool has chosen to OPT-IN to the Canada-wide Early Learning and Child Care System. Our fees have dropped from \$20 to \$12 per session**

**Non-Base fees not covered under CWELCC:**

<b>\$45 toy-cleaning fee</b>	<b>\$1 per minute late pick up fee</b>
<b>\$200 fundraising deposit</b>	<b>Any fees charged for off site family outings</b>
<b>\$40 deposit at registration</b>	<b>NFS fees</b>
<b>Late fees for tuition</b>	

***WAIT LIST***

At any time during the year students can increase their number of days at school, or new students can begin the program, providing there are spots available. If spots are available, you can hold a spot a maximum of 14 days in advance of your desired start date. The first tuition installment will hold your spot and is due immediately upon accepting a spot. (NOTE: cancellation policy still applies) In the event that there are no spaces available, the child can be placed on a waiting list. Contact the Membership person if you would like to be placed on the waiting list.

Spots that become available are filled in the following priority: current students, siblings of current students then new students. The age of students is also considered as well as where they live. Entry of new students into the program will be at the discretion of the executive board and the teachers

**\*\*NOTE: For current students and siblings, you MUST be on the waiting list for the membership person to contact you when a spot becomes available during the year\*\***

The Membership person will contact people on the waiting list in priority sequence. The Membership person has the discretion to move on to the next person if they do not get a response.

Parents of a child or children on the waiting list may also inquire with the membership person to ask where their child stands on the list.

The first tuition installment is required immediately upon accepting a spot.

Your payment ensures your spot.

\*Students on the wait list will be contacted according to their designated priority sequence. In the event that we do not receive a reply after a period of two weeks it will be at our discretion to move forward with the next person

\*Whistle Stop Preschool has joined The County of Wellingtons One HSN Wait list. Membership working with Supervisor will Coordinate both list using the dates and names that have been added to the wait list and requested start dates



## ***The School Day***

A school day consists of supervised play and learning experiences for your child with other children registered in the program. Your child will have a variety of activities in which to partake –craft time, science activities, block building, puzzles, imaginative play, music and movement, storytelling, gross motor time, etc.

The outline below will give you an idea of a typical morning program.

Times, activities and routines will vary.

This Schedule is a guideline – not a set mark of our morning.

If children are engaged in an activity, we will not stop the learning!

9:00 -Arrival time \*please toilet and wash your child's hand prior to playing

-Welcome. Free playroom is open for children

9:20 -Morning Meeting Circle.

If parents have not already left for the morning, this is a good time to say goodbye and leave until 11:30am.

9:35 - free play room open, play dough, crafts, and sensory activities

10:20 -Tidy-up

10:30 -Washroom - children waiting will have book time

10:40 -Snack

10:55 - Gross Motor Actives.

11:20 - Circle Time – music/stories/games Morning

11:30 - wrap up and Departure\*

\*Note: Pickup time is 11:30 sharp. There will be a 5-minute grace period, after which a \$1.00/minute fee is payable directly to the teacher.

The teachers will rotate daily/weekly from room to room.... Special Notes: Upon Arrival - You can assist your child in hanging up backpacks and coats in the coatroom. Each child will have a hook with his/her name posted above it. If the weather is wet or shoes are muddy, please change into a pair of indoor shoes. Children must wear shoes at preschool. Take your child into the small room where they can play until calendar time.

Please say good-bye to your child. It is never good to just disappear. Pick up time – Please arrive at the preschool by 11:30am. We will be in the small room and the doors will be closed until after the circle. We will join you at 11:30. If you arrive early, you can gather your child's art that will be sitting on a drying rack or on a mat in the lobby. We have a mailbox for handing out important information etc – please be sure to check this each week you are at preschool!

Backpacks/school bags: Please put in a complete change of clothes – you never know when an accident or spill can happen. (Please do not send your child in clothing that you are concerned about staining – we will do our best to prevent spills and splashes...paint...but we cannot be responsible for stains.

## **PARENT BOARD – Voted in at the June General Meeting with a term of September - August**

The Board of Directors, consisting of participating parents, with direct communication with the Supervisor, runs Whistle Stop Co-operative Preschool Inc.

It is expected that the Board of Directors will meet monthly and that ALL meetings are open to ALL members of the co-operative. General members are encouraged to attend these meetings.

The Board of Directors is composed of the following positions: President, Vice President, Secretary, Membership, Treasurer, Fundraising Coordinator. The Board will serve for a one-year term. At the end of the school year, nominations are held for the following year's board positions.

Police record checks are required by all board members.

### **PRESIDENT**

- Organizes, prepares and leads ALL meetings. Prepares an agenda that will be provided to each attendee
- Work closely with the Supervising Teacher with regards to implementing new policies etc.
- Acts as a liaison for critical matters re: teachers' contracts, evaluations, etc.
- Ensures licensing requirements as follows:
- License and schedules are properly displayed
- Proper supervision
- Health and safety
- Public relations - attends important preschool and community events on behalf of the preschool - maintains a recognizable profile
- Provides a listening ear to the Board and Member concerns; makes decisions on a majority response
- Provides signatures for correspondence – County of Wellington, Bank
- Holds legal documents
- Ensures teachers have criminal reference check completed every 5 years

### **VICE-PRESIDENT**

- Leads general meetings and takes on all duties of President if absent
- Prepares MASTER snack duty list which is then provided to the supervising teacher (should be completed two weeks prior to months ending.
- Posts a MASTER SHEET on the bulletin board for parents to write in any changes to snack schedule
- Ensures parent responsibilities/duties are given to each family and carried out properly
- Public relations - attends important preschool and community events on behalf of the preschool - maintains a recognizable profile
- Initiate calling of parents re: special events, meetings, field trips, etc. on behalf of the President
- Assists President with any other necessary matters, provide signature on documents when necessary.

### **SECRETARY**

- Takes minutes at ALL meetings, types, emails these minutes within the following week to the preschool membership and the teachers. (MUST delegate duty to another person if unavailable to attend meetings) Keep copy of all minutes in a binder to pass on to new secretary the next year.
- When taking minutes record time, date, place and who was chairing the meeting.
- Records on a separate sheet, a synopsis of the minutes specifically what motions were approved and submits to President to add to the Legal Documents binder
- Takes care of written correspondence
- Photocopies anything needed for school
- Public relations - attends important preschool and community events on behalf of the preschool - maintains a recognizable profile

## **MEMBERSHIP**

- Responsible for recruiting new members by informing public of registration days
- Ensures all children's medical information and cards are up to date and in our school files
- Informs President or Vice President of any problems within the membership
- Ensures all Public Health Unit records are FULLY complete and up to date
- Updates Membership binder with current responsibilities (see binder for more details)
- Public relations - attends important preschool and community events on behalf of the preschool - maintains a recognizable profile

## **BOOKKEEPER/TREASURER. - KENDRA**

- Works closely with the school Accountant in regards to financial dealings with the preschool – payroll (write pay cheques and print pay stubs provided by accountant) – banking – county financial reports etc.
- Prepares operating budget for the school year and presents to the membership at the September Orientation Meeting for approval by the membership - Work with board and accountant
- Provides monthly financial statements at the Board Meetings and prepares a year-end report for the Annual General Meeting in May
- Deals with financial documents/reports as required i.e. ministry, fundraiser, Wellington County, etc.
- Collects all membership dues/fees and issues receipts/statements
- Public relations - attends important preschool and community events on behalf of the preschool - maintains a recognizable profile

**FUNDRAISING CHAIR:** Organize and oversee fundraising for the year with assistance of parents.

- Breakfast with the Easter Bunny is our Annual Event – Mandatory for all families to participate or pay to opt out

Other things we have done in the past

- Poinsettia fundraiser with Terra nursery
- First Aid Kits (did very well in 2025)

## **SMOKING/CANNABIS PROHIBITED**

In accordance with Ministry regulations, smoking is not permitted by parents/volunteers or teachers on the Community Centre property. This policy applies to medical and recreational cannabis by smoking or electronic cigarettes. This policy is also a requirement of the PCC grounds.

## **Acknowledgement and Consent for Photos**

During the course of the Preschool program, photographs of the children are sometimes taken. This may be for special days (i.e. Halloween parties, etc.), on a field trip, for an article in the Puslinch Pioneer, by a parent at a class party, or for the annual class photo. Please notify the Supervising teacher in writing if you are not comfortable giving your consent for your child's photograph to be taken and or posted.

## Parent Responsibilities

Co-operative Preschools are operated and administered by parents. They depend upon the participation of ALL parents to carry out daily activities. As a member of the Co-operative, it is required that you:

1. Attend the following MANDATORY meetings:
    - ORIENTATION meeting at the beginning of the school year.
    - ANNUAL MEETING at end of the school year, when next year's executive is elected. At this meeting parents in attendance will vote on Teachers year-end bonuses.
    - FUNDRAISING MEETING prior to the fundraising event a mandatory meeting will be held so all parents are aware of roles and responsibilities – sign up for parent duty in regards to fundraising event.
  2. Attend as many monthly meetings and information nights as possible.
  3. Participate in three cleanup nights. (You may, if necessary, send a delegate or pay a \$45.00 fee to the preschool if you cannot attend).
  4. Assume responsibility for one or more 'parent duty', which assists the general operation of the school.
  5. Attend any extra Preschool committee meetings and provide reports on any work completed.
  6. Pay all fees in full and on time. This includes tuition, deposits and any fees incurred for field trips, etc.
  7. Participate in the following community and fundraising events:
    - i. Aberfoyle Fall Fair - If applicable to the school year
    - ii. Puslinch Santa Claus Parade
    - iii. Whistle Stop Fundraisers – Under the direction of the Fundraising Chair(s), you will participate in the organization, preparation and completion of fundraisers. Attend any such events if required with the intention of having a great time and helping it run smoothly with a positive attitude.
      - \*\*\*Parents must attend for a minimum of 4 hours on the day of the event and help as required/ assigned to duties at the event. (events may vary from year to year - all families are required to participate or have Fundraising deposit cashed. \*\*Parents will be required to collect a minimum of 6 donations for the fundraising event – 3 items over \$50 value (auction) and 3 items under \$50 value (raffle or door prizes) \*\*A fundraising deposit of \$200 will be collected at registration and will be return if full commitments regarding participation is made by family
      - \*\*We need fairness among all members, everyone to do their fair part in terms of donation and a minimum of 4 hour time given at the event.
      - \*\*Parents will be required to setup the day or clean up following the event.
      - \*\*Parents will be required to sell a minimum of 10 tickets to the event.
- Fundraising events may change from year to year and expectations of parents may change.  
This will be discussed at each new school years orientation meeting

## Emergency Management Policies and Procedures

Whistle Stop Cooperative Preschool has the following policies and procedures in place, available in full in our policy handbook and on our website.

- Emergency Management Policy
- Fire Safety Policy
- Serious Occurrence Policy

**EMERGENCY LOCATION: OPTIMIST RECREATIONAL CENTRE (Blue building across from playground at the PCC)**

# Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: Whistle Stop Cooperative Preschool Inc.

Date Policy and Procedures Established: January 1, 2024

Date Policy and Procedures Updated: reviewed annually

## Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

## Policy

### General

Whistle Stop Co-op Preschool will ensure that any child in its care is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the preschool staff may release the child to.

Whistle Stop Co-op Preschool will only dismiss children into the care of their parent guardian or another authorized individual. The staff will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

### Additional Policy Statements

Parents/Guardians are the first point of contact - second is Emergency Contacts - third is authorized to pick up. Anyone who is "authorized to pick up" MUST come prepared to show ID

## Procedures

### Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff will:

- greet the parent/guardian and child.  
the parent/guardian will confirm with staff if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian/caregiver picking up).  
Where the parent/guardian has indicated that someone other than the child's parent/guardians/caregiver will be picking up, the staff must confirm that the person is listed on the individual child's registration form - under the Emergency contacts authorized to pick up or Authorized to pick up section or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing ( e.g., note or email)
- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record - time of arrival

## **Where a child has not arrived in care as expected**

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message/text/email or advised the staff, the supervisor/staff in the will:

- inform the Supervisor (if supervisor is not present then one of the preschool staff) and they must commence contacting the child's parent/guardian no later than 9:30am. Staff shall call parent/guardian or send text message via program's on site cell phone. Supervisor/Staff will continue to contact parent/guardian if no response is received prior to 10:00am.
- If no response is received by 10:00am Supervisor/staff will contact "emergency contacts"
- Supervisor/staff will continue to call parent/guardian and emergency contacts until whereabouts is determined

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

## **Releasing a child from care**

1. The staff who are supervising the children at the time of pick-up shall only release the children to the child's parent/guardian or individual that the parent/guardian has provided authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual)

- confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization

## **Where a child has not been picked up as expected (before centre closes)**

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up within ten minute time frame, the Supervisor/program staff shall contact the parent/guardian via on site cell phone and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must call the parent/guardian again and leave a voice message. . Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed

## **Where a child has not been picked up and the centre is closed**

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 11:40am, staff shall wait with the child and give them an activity, while they await their pick-up.
  2. One staff shall stay with the child, while a second staff proceeds with calling the parent/ guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
  3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact emergency contacts authorized individuals listed on the child's file.
  4. Where the staff is unable to reach the parent/guardian or any other authorized individual or emergency contacts listed on the child's file by 12:30pm the staff shall proceed with contacting the local Children's Aid Society (CAS) 519-824-2410.
- Staff shall follow the CAS's direction with respect to next steps.

### **As noted:**

Children should be brought to school no earlier than 9:00am and picked up no later than 11:30am (There will be a 5 minute grace period, after which a \$1.00/minute fee is payable directly to the teacher)

Parents must notify the preschool each day the child is absent unless multiple days have been communicated to the staff (Examples may be: a child is away for holidays, time frame communicated to staff or illness: "my child will be off Monday and Wednesday due to cough and cold")

## **Parent Issues and Concerns Policy and Procedures**

Name of Child Care Centre: Whistle Stop Co-op Preschool

Date Policy and Procedures Established: September 1 2017

Date Policy and Procedures Updated: As required – reviewed annually

### **Purpose**

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

### **Definitions**

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

*Staff:* Individual employed by the licensee

### **Policy General**

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within one business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

### **Confidentiality**

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

### **Conduct**

Our centre maintains high standards for positive interaction, communication and role-modeling for children.

Harassment and discrimination will therefore not be tolerated from any party.

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

### **Concerns about the Suspected Abuse or Neglect of a child**

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. 519-824-2410

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

\*ABUSE- includes physical, emotional, sexual and neglect



# PROCEDURES

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

**Escalation of issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Volunteer Parent Executive.

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

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

**Contacts:** [insert information, e.g. agency/organization contacts, supervisor and/or individual who oversees the programs, ministries and local authorities, professional membership bodies]

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

Program Supervisor: Sandra Gunson 519-239-9879 or [whistlestopteacher@gmail.com](mailto:whistlestopteacher@gmail.com)

President of Whistle Stop Co-op Preschool: Alexia - [alexia\\_fordham@hotmail.com](mailto:alexia_fordham@hotmail.com)

Wellington-Dufferin-Guelph Public Health:

Public Health Department 160 Chancellors Way Guelph 1-800-265-7293

College of Early Childhood Educators Toll free: 1-888-961-8558 E-mail: [communications@coege-ecce.ca](mailto:communications@coege-ecce.ca)

# Program Statement

Whistle Stop Co-op Preschool provides an opportunity for children to come together in a stimulating, social and creative learning environment. The children have the opportunity to develop their physical, social and cognitive abilities through play. Materials and resources in our program support problem solving and imagination as well as opportunities for creative expression that view children as competent, capable, curious and rich in potential.

In compliance with the Child Care and Early Years Act (CCEYA), Whistle Stop Co-op Preschool implements and modifies practices that align with the “Foundations for Learning” to support children’s sense of belonging, well-being, engagement and expression.

“How Does Learning Happen” is a guide for all licensed childcare and early years programs to use as a professional learning resource.

The following goals will guide our program in our aim of a positive experience and outcome for the children and families of Whistle Stop Co-op Preschool.

1. Promote the health, safety, nutrition and well-being of the children
  - Children will be supervised by Qualified Registered Early Childhood Educator
  - Daily monitoring for illness and notification to parents
  - In case of Anaphylactic allergies IPP posted with a photo for staff and volunteers to see. Epi Pen will be available when a child is in the program.
  - Staff hold Standard first aid and infant/child CPR certification
  - Proper hand washing prior to snack time and after washroom routine.
  - Encourage cleaning practices with the support of printed posters regarding hand washing, disinfection of classroom tables before and after snack as well as food prep areas
  - Healthy eating by asking parents to provide healthy snacks based on Canada’s food Guide that meet any dietary requirements and or allergies of the group
  - Model positive behavior to promote healthy eating habits
  - Inspect furniture and indoor preschool space to ensure a safe learning environment
  - Comply with Accessibility Standard for people with disabilities
  - Embrace diversity – religions – cultural backgrounds and family dynamics
  - Support inclusion policies for individuals with special needs
  - Allow children to make choices during their morning to promote strengths – sense of self and self esteem
2. Support positive and responsive interactions among the children, parents, child care providers and staff
  - Encourage children to speak and interact in a kind way with one another and our staff
  - Acknowledge children’s feelings and respond in a kind supportive voice  
Staff will work to try to understand why a child is behaving in a certain way and help them with any struggles as needed
  - Staff will give children the tools to solve problems and use their words when troubles appear
  - Staff will give children “warnings” when transitions or changes will occur i.e. clean up time – washroom routine – circle time
  - Staff will greet children and parents in a friendly and kind manner
  - We believe creating relationships between staff and parents is valuable. Parents need to feel comfortable sharing information about their children, their family, their traditions and customs
  - Parents are encouraged to come to staff with questions and concerns – email address and phone number for supervising teacher is provided to all families
  - Parents are encouraged to attend monthly meetings and provide input
  - Our staff will work together as a team and if any conflicts arise we take care of it in a professional and kind manner
  - Our RECE is qualified, responsive and trained in early childhood practices

3. Encourage the children to interact and communicate in a positive way to support their ability to self-regulate
  - Encourage conflict resolutions by acknowledging children's feelings and encouraging them to listen to their peers
  - Involve children in planning and decision making when setting up the environment to increase involvement
  - Invite children to share their ideas and materials
  - Staff will engage in projects with children by challenging thinking
  - Offer comfortable space to share books, stories and toys with friends
4. Foster the children's exploration, play and inquiry
  - Offer open ended materials and resources
  - Provide opportunities to learn in a fun way
  - Set up furniture so that children feel comfortable in their environment
  - Staff will listen and be co-learners to engage children in problem solving play experiences
  - Ask questions that can be answered through observation"
5. Provide child-initiated and adult supported experiences
  - Children are naturally curious and explore the world through play
  - Vary our plans and activities taking into account children's likes, interests and developmental needs
  - If children are engaged in an activity allow time to explore/create – daily schedules are only a guide not set in stone
  - Provide books, building materials, sensory, science, creative, fine motor and quiet areas
  - RECE/program staff support the children should they need guidance or have questions. We will observe and listen to learn how children make meaning through their experiences in the world around them
6. Plan and create positive learning experiences and environment in which each child's learning and development will be supported
  - Provide rich and stimulating learning environment with accessible materials and tools to provide the opportunity for the meaningful use"
  - Routines, transitions and schedules where free play provides space and time for children's choices
  - Provide space for quiet and active play
  - Make visible children's learning and understanding of the world around them – documentation/display projects
7. Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and give consideration to individual needs of the children receiving child care
  - Provide a quiet area (book corner) with foam mats and body pillows
  - Provide indoor gross motor activities daily
  - Take the children on community walks – community garden – walking trail
  - Provide opportunities for group play as well as opportunities to play alone
8. Foster and engagement of and ongoing communication with parents about program and their children
  - Open door policy – let us know if you want to visit and we will set it up
  - Open communication – in person, by phone, email, through written and posted communication
  - Monthly newsletters – teachers cell and email provided
  - Parent meetings
  - Parent boards
  - We will make learning visible – documentation is posted and shared on our class tablet
9. Involve local community partners and allow those partners to support the children, their families and staff
  - contact different groups or organizations to offer encounters and/or materials – music, hobbies etc
  - we encourage families to share with us their culture, interests and hobbies
  - visit local community helpers or have them visit our program – volunteer fire fighters, library visit, police
  - Bring in outside support services to work with families and children if needed – speech and language, OT, resource consultants, PT
  - Staff work with outside agencies to implement IPPs

10. Support staff, who interact with the children at a child care centre or home child care premises in relations to continuous professional learning

- Financial support to staff for professional development and upgrading
- Employees are encouraged to stay current on early childhood practices by attending workshops
- Monetary incentive offered and evaluated at end of year by executive
- ECE staff must maintain registration with the College of ECE
- Support RECE in the continuous professional learning program

11. Document and review the impact of the strategies set out in clauses (1) to (10) on children and their families

- Evaluate the environment and program – parent surveys and daily conversations.
- Provide changes when necessary to facilitate the natural flow between areas of the program

### **IMPLEMENTING THE PROGRAM STATEMENT IN OUR PROGRAM:**

This Program Statement is meant to be a live document that is reviewed, revised and readjusted on an ongoing basis. All new program staff, students and volunteers in the classroom must be aware of its content prior to interacting with children and at any time when the program statement is modified. Program staff, students, and volunteers will sign off on the statement annually or when changes occur.

Monitoring of staff, students and volunteers will be done by all of our staff, as we are all responsible to ensure the children of Whistle Stop Preschool receive the best care. All staff are professionals and monitor one another and keep dialogue open to help one another grow and develop. It is the responsibility of all staff, students and volunteers to express honest communication with one another for the best outcome for the children and the service that we provide. Formal monitoring will occur annually and informal monitoring daily. The Supervisor will formally monitor staff, students and volunteers – employed program staff will do formal monitoring on the supervisor. The formal monitoring sheet will be kept in staff file for 2 years.

All our RECE staff has made a commitment to abide by the standards of the profession as set out in the college of ECE code of Ethics and the standards of practices.

CCEYA is a guide to all staff, students and volunteers' decisions and practices.

CCEYA has a self-test on the Ontario of Education site under the tab "Child Care Licensing" – program staff are encouraged to do the self-testing to review and update themselves on standards of practice.

Members of Whistle Stop Co-op Preschool (families that have children enrolled) are asked to review the program statement annually and when changes are made. Members of the co-op preschool will be ask annually to review and suggest any changes or modifications that need to be made."

**Whistle Stop will employ Two Registered Early Childhood Educators (if only one RECE a program assistant meeting Ministry requirements will be employed). In order to keep staff up to date with current developments in the field we will ensure Professional Competence - Staff Training and Development.**

Early Childhood Educators/program staff has a commitment to ensure their own continuing professional competence and to further the field of Early Childhood Education. Early Childhood Educators are obliged to:

1. RECE's - Keep professional knowledge up to date as required to keep registration with college of ECE
2. Whistle Stop will support staff by offering monetary compensation for courses/training taken. Proof of completion and receipts must be given. Details in teachers' contract.
3. Program staff is encouraged to attend workshops offered by local agencies – QCCI. Certificates of attendance will be placed in staff files.
4. Recognize critical self-reflection as an important part of professional development.
5. Engage in self-care activities, which help to avoid conditions (e.g. burnout, substance abuse) that could result in impaired judgment and interfere with their ability to benefit others.

## Ontario Regulation 137/15 - Prohibited Practices

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

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

"(See Section under Behavior Guidance for detailed explanation on prohibited practices)"

### **BEHAVIOR GUIDANCE GUIDELINES**

Guidelines for discipline are based on Ministry guidelines and are to be administered in a positive and consistent manner.

Redirection of Behavior should be:"

- Related to the nature of the behavior.
- Appropriate to the developmental level of the child."
- Used in a positive and consistent manner
- Designed to assist the child to learn appropriate behavior.
- Implement as soon as possible after unacceptable behavior.

If there is a persistent problem staff will discuss strategies. Parents will be called in to discuss these new strategies, give input and be involved in the guiding of their child.

Parents must be told about what measures of redirection of behavior have been used with their children in the program. When a parent feels that redirection of a child is necessary, the problem should be discussed with the appropriate staff.

NOTE: The parent must be informed of ALL PHYSICAL CONTACT (i.e. biting, etc.) between the children.

### **UNACCEPTABLE METHODS OF REDIRECTING BEHAVIOR – Prohibited Practices**

Ontario Regulation 137/15

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

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

#### **Intent**

This provision forbids physical punishment and other harmful disciplinary practices



## **SAFETY**

- Children are not allowed to hurt themselves, another child, the staff, the environment, or the belongings/property of others or the school.
- When safety is an issue, the child should be removed immediately from danger. After, a discussion will occur between adult and child to explain the situation.
- Teachers must be informed of all physical contact between children, for example, biting. Teacher will document the incident and speak to parents.

## **POSITIVE PROGRAM**

All Teachers/Parents/Volunteers will follow our core values of caring, honesty, inclusiveness, respect and responsibility. They will ensure that every child has a sense of belonging, is developing a sense of self-worth, "health and well-being, every child is an active and engaged learner who is eager to explore their world. Setting limits, re-directing and consistency are key elements for a positive program. Different techniques and strategies are listed.

- Expectations and limits must be stated and applied consistently. These limits must be realistic and support the child. The environment should be appropriate and physically possible to follow set limits. When setting limits and expectations speak in a clear and concise manner appropriate for the child's developmental level.
- Redirection - instructions or orders to move toward another area. It must be appropriate, negotiated and child centered. Directions must be clear and concise to that particular situation.
- Choices - provide choices whenever possible. These must be real choices and clearly understood by the child. All choices should be acceptable to staff.
- Positive Reinforcement - provide genuine approval when children are engaged in positive activity. Non-verbal or indirect praise, for example, smiles or nods, reinforce children's' good feeling.

If the child's behavior is so severe that the class, program is frequently disrupted, nothing that has been implemented has helped the child, or if the teacher/children are experiencing extreme stress, it may be best for the child and the other children for the parents to seek other arrangements. A parent meeting will be held to discuss best plan of action: bring in outside help or removal from the program (removal would be only in case where no other action succeeded)

## **CONTRAVENTION OF BEHAVIOR GUIDANCE POLICY**

Staff are expected to comply with this behavior guidance policy. Failure to comply could result in any of the following: verbal warning, written warning, suspension, or dismissal. An emergency meeting would be held to review the situation and disciplinary measures needed if deemed necessary. If allegations of abuse is made staff will be asked to leave program group until situation has been investigated. Executive will determine loss of pay during this time.

Criteria to be considered when determining disciplinary measures include:

- Seriousness of the offense
- Actual or potential risk, or harm to child
- Past performance of the employee or parent in general
- Recent performance
- Previous disciplinary action taken

## **Whistle Stop Preschool Inclusion Policy:**

All children and their families feel included, secure and valued within our pre-school, regardless of; gender, racial origin, cultural or social background (including religion, language, class, and family pattern), special educational needs, disability or sexuality.

Staff will access additional training as needed to deal with special needs of a child.

Parents will be involved in the inclusion process and the development of any necessary programming.

Every child attending our Programs whatever their needs has the same choices and opportunities in accessing services within our programs.

As a cooperative Centre, our inclusive environment welcomes the diverse abilities of each individual child and meets the specific needs of the whole child. Where necessary, we access additional support and resources. These professionals work collaboratively with staff to suggest adaptations to our programming with the main goal of ensuring that each child is given the appropriate tools needed to participate and grow to the best of their ability. Staff will implement and review all Individual plans set up with support workers.

(Staff will sign off annually or as changes are made)

## **Concerns About Development or Behaviors**

Whistle Stop Cooperative Preschool is an inclusive environment that strives to meet the needs of all students. We recognize that our programming plays an important part in the early childhood development of our students by providing an environment that is responsive, caring and stimulating that encourages children's learning and social development. Parents and teachers are encouraged to work cohesively to identify any developmental or behavioral disabilities and "at-risk" flags. Parents who have concerns with any aspect of their child's development are encouraged to speak with the teachers at any time. With years of experience guiding, the teachers are able to discuss your concerns and provide examples of behaviors and development typical to your child's peer group.

When the concern is justified, the teachers, with parent involvement will take concerns to outside sources such as Canadian Mental Health Association, Occupational Therapists, Speech Therapists etc

## **Policy Regarding Diversity within the Program:**

By recognizing and respecting the individuality of all the children in our program and creating an atmosphere that conveys tolerance, unconditional acceptance and caring for all, is crucial in order to meet the diversified needs of preschooler and their families. As the childcare provider we can teach these young children to value the differences in all people. Having them look at their own family is one way that we start children thinking about differences in people around them – colour of hair, texture

(straight or curly), color of eyes.... Acknowledging and valuing diverse physical traits within their family can help child value diversity outside of their family to.

Hearing a child tease or insult someone because of their gender or race is something that can not be tolerated and our role is to step in immediately and help the child understand that the words they are using are hurting the feelings of a fellow classmate. Remaining silent only allows the child and others around who heard it repeat the inappropriate words or actions.

- We believe that if our preschool validates cultural diversity, parents will know by just looking around. We recognize that culture is not only about race or nationality, but is also rooted in family traditions. By contributing aspects of a family's heritage to our classroom it can only enrich the learning experience for all.
- "***We are all alike and different***" is an important concept in the preschool curriculum. Activities that teach about similarities and differences in realistic, positive way helps children value and respect themselves and others as well.



**Whistle Stop Co-op operates under a set of policies and procedures that govern and support the daily operation of our program. These policies are outlined in our Policy and Procedures Manual , which serves as a reference to staff, students, volunteers and families. Parents are welcome to review it anytime by asking the Supervisor.**

**Full Policies and Procedures included in the Manual:**

- Registration
- Fees
- Wait list
- Off site family Events
- Snack/Food
- Program Statement
- Organization Structure
- Parent Responsibilities
- Covid Protocol
- Media in the classroom
- Sanitation Policy - Toileting, Cleaning
- Nutrition/Food Handling/Tap Flushing Policy - Snack Prep - Personal Hygiene - Daily/Weekly tap flushing - Lead sampling
- Health Policies - Children (pre admission) - Communicable Diseases reporting - Fever/Vomiting/Diarrhea - Medical Concerns - Exclusion due to Outbreak - Anaphylactic Policy - Medication Policy
- Behavioral Guidance Policy
- Supervision of volunteers and students
- Serious Occurrence
- Diversity within the Program
- Accident Procedures
- Fire Drills
- Emergency Management Policy
- Vulnerable Sector/ Criminal Reference Screening
- Occupational Health and Safety Policy
- Workplace Violence and Harassment Procedures
- Safe Arrival and Dismissal Policy
- Parent issues and Concerns Policy
- Advocacy and the Whistle Stop Preschool



