



# PARENT HANDBOOK

May 2020

Together We're Better!

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## 1. Welcome and Introduction

### 1. Welcome to the Co-op!

Welcome to the Salt Spring Cooperative Preschool Society (SSCP), thank you for choosing us as your preschool. We are a bright and cheerful parent participation preschool with a philosophy of 'Learning Through Play'. Your child will learn under the care of a qualified Early Childhood Educator (ECE), and you will reap the rewards of being actively involved with your child's preschool experience.

Unlike other preschools, SSCP is owned and operated by you, the parents. This means moms, dads and caregivers have a very active role in the operations of the preschool. Along with the fun of participating in the classroom on your 'Helping Parent' days, you can offer valuable input and support during monthly meetings. Everything you give helps to create a loving atmosphere in which your child will learn to feel confident and secure.

Our philosophy provides children with the opportunity to learn about interacting with friends in a playful open environment, and encourages emotional and social development. Our ECE sets up the preschool environment to include activities that inspire the children to explore and actively participate in their learning experiences instead of being instructed. On an average day the children are exposed to math, geography, sciences, social studies, pre-reading and writing skills all without recognizing them as such.

Parent participation is the very foundation of our preschool. There is wonderful opportunity to contribute to a preschool where we believe 'Together We're Better' and we encourage our children to grow in confidence towards the challenges ahead.

WELCOME!

### 2. Mission Statement

- To operate on a general philosophy that children 'Learn Through Play'.
- To assist preschool age children to grow and develop socially, emotionally, intellectually.
- To give preschool age children guidance in group participation, thus helping them to make the transition from home to school.
- To help parents and guardians towards a better understanding of their children through the exchange of ideas and experiences of other parents, the ECE and through a program of parent education.

### 3. Hello! From your ECE

My name is Melanie Dashwood and I am your Early Childhood Educator (ECE). I studied at Langara College in Vancouver and have been a qualified ECE for over 20 years. I spent 8 of those years working in parent participation daycare at the University of British Columbia and enjoy working side by side with parents. I grew up on Salt Spring Island and returned here in 2000. I am busy at home being the mother of two sons, Charlie and

Graham. I began working here at the SSCP as the ECE Assistant in September of 2009, and have had the role of ECE since January of 2012.

I am inspired by the wonderful physical environment that has been created here for preschoolers, and I deeply value the philosophy of learning through play. In my role as ECE, I strive to offer a variety of interesting and flexible equipment, materials, and opportunities for children to explore and experience. Through both what they are playing, and their social relationships, I am able to support and extend their learning. It is a great privilege to be one of their first teachers!

I hope you will find me approachable, and come to me with any questions you may have about your child's growth and development. As well, I will pass on observations I have, and communicate with you often about your child's days at the preschool. I'd like to thank you in advance for all the energy and time you will put into the preschool this year. Our preschool is a special place and so much of that comes from the unique talents and efforts of the parent group. I look forward to your classroom helping days and the year ahead.

## 2. What is a Cooperative Preschool?

### 2.1. Philosophy — 'Learning Through Play'

We believe that children thrive in an atmosphere of trust. They need adults who are warm, loving, responsive and sensitive to their needs. We believe each child is a unique person with an individual timing of growth, learning style, and family background, which is to be valued and respected. Children naturally wonder about the world around them; we believe in nurturing curiosity, growth and development as is relevant to each child.

Children make sense of the world through their experiences, manipulating physical objects, experimenting and exploring their environment. They also make sense of their world through interactions with other children and adults. Therefore, we believe that children learn through play where they can use their own natural tendency to act on and with objects, to explore, manipulate and experiment, as well as engage in activities with their peers and other adults.

Each area of development affects other areas. Therefore, we believe in enhancing development in terms of the whole child, (physically, intellectually, emotionally, socially and language.) How a child feels about themselves affects their ability to learn and vice versa. We believe it is important to foster a sense of competency and autonomy in all aspects of the child's being. Children become at home in their world when they develop a sense of self. We believe they gain a sense of self when the program reflects their family experiences, culture, and community. This includes the development of a partnership between the parents and the ECE, who work as a team to provide a positive experience in the classroom.

A qualified ECE will observe children in order to assess the development and needs of the individual children and determine how to meet these needs within a group. Children are given the opportunity to have long periods of free play to repeat activities and skills

to be able to fully absorb them. Objects and events relevant to the interests and life of the children enable them to understand the meaning of symbols such as letters and numbers.

We provide a prepared learning environment that will include developmentally appropriate activities that promote all areas of development; that reflects a variety of learning styles through a variety of toys, materials, and activities; and that reflect the children's family backgrounds. Children will have an environment that will build a positive sense of self-esteem. Children feel successful when engaged in a task they have chosen for themselves. As confidence grows in children, they feel free to build on their skills and free to take risks. Success occurs more frequently for them when activities and materials are open-ended and free from adult restrictions. A schedule of quiet and active periods of the day allows room for flexibility to include spontaneous learning experiences.

Positive parent involvement in the classroom provides a base for the development of a positive relationship between the children, parents and ECE.

## 2.2. What Play Means to a Child

Play, it is said, is a child's work. Through play the necessary skills for later life are developed. From an adult point of view, much of children's play would often appear to be a pointless way of passing away the hours. In the child's eyes it is an absorbing way of learning new skills and techniques, of learning about the complicated world in which they live. Children's greatest need then is to play.

### 2.2.1. How Does Our Play Material Help?

A doll's corner, dress-up, blocks and trucks come first to mind of some basic materials that are always available at preschool. These form the stimulus for imaginative play; boxes are a steam engine and cars and 'Robin' is the driver of the train, complete with an engineer's cap. 'Kelly' is a very busy parent tidying the house, making beds or putting the children to bed. 'Corey' is a nurse applying a dressing and bandage on someone's injured leg. Creative materials such as paint, allow the child to acquire the skill to wield a paintbrush with great dexterity, which later forms the skill required for printing and writing. Dough and clay are modelled very satisfactorily. Sand, water, and messy play provide an outlet for pent-up frustrations.

### 2.2.2. Developing Physical Needs

For the purpose of physical development, we have various pieces of equipment designed to push or pull; a climbing frame, rope ladder and slide to develop climbing skills and coordination; planks to walk up require both confidence and balance; junk to move around and build with, to name but a few.

### 2.2.3. Stories and Rhythm

Sitting quietly listening to stories is the beginning of concentration and an introduction to the wonderful world of books. Music allows children to express feeling and interests, both spontaneously and creatively.

### 2.3. Background of the Preschool and VICPA

The Vancouver Island Cooperative Preschool Association (VICPA) supports 12 parent participation preschools on Vancouver Island and the Gulf Islands. This association is the umbrella which provides the high standards and support levels required for all its member preschools. VICPA has been in existence since 1949. It has been an advocate for high quality early childhood education for children, and professional standards for adults who work with them. VICPA is affiliated with Parent Cooperative Preschools International (PCPI). VICPA preschools meet or exceed provincial government licensing and safety standards. They benefit from being a part of the history, reputation, and network of the association. For more information about VICPA visit their website: <http://www.vicpa.org/>

The SSCP was first established on the island in 1977 and was one of the first licensed preschools on the island. Until the existing preschool building was built where it stands today, the Co-op's first location was a small space that was rented from the Salt Spring Community Centre. In 2000 a major initiative by the parent body resulted in purchasing the current property, designing the preschool and then executing the build. The preschool has seen only a few ECEs over the years. Barb Rudell was the longest running ECE who spent most of her career at the SSCP from 1985 until she retired in 2005.

### 2.4. Top Ten Reasons to Join the Co-op

1. Lifelong friendships are developed for both parents and children.
2. Children grow up knowing what it's like to live in a community where families support one another. Being a co-op member offers a parent support system.
3. You know your child's friends and those friends' parents.
4. Co-ops charge a reasonable tuition.
5. Your contribution to co-ops help to give you a sense of accomplishment.
6. Pressures to compete and (unrealistically) excel are non-existent. Co-ops practice a developmental approach to preschool education much like Montessori Schools.
7. Ongoing Parent Education programs are a hallmark of cooperative preschools.
8. Periodic classroom participation allows closer observation of your child's development.
9. Co-op sets the precedent for continued involvement in your child's education.
10. Your child loves it!

### 2.5. How Does a Cooperative Work?

The SSCP is the only non-profit, cooperative preschool on Salt Spring, meaning it is owned and operated by the parents/guardians of the children in the school, and the program requires regular active participation of parents/guardians.

For approximately 40 years the SSCP has provided over 700 children with high quality opportunity to develop manual skills and to develop socially, emotionally, intellectually through the philosophy of 'learning through play', making the transition from home to school much easier. The preschool has also helped guide the parents & guardians towards a better understanding of their children through the exchange of ideas and experiences with other parents and the ECE's through a program of ongoing parent education. Popularity of the program is so tremendous, the demand exceeds what we have space for, and resulting in an extensive waitlist for would be preschoolers.

## 2.6. How Does Joining Co-op Benefit a Family?

### 2.6.1. For parents in the preschool:

- it is an educational experience both in the classroom and in supporting the business of the preschool;
- it increase knowledge of their children;
- it allows them to learn from their child's school experiences, other parents, and the ECE;
- it exposes them to other children training techniques;
- it enriches the preschool program by using particular parents' skills and interests.

### 2.6.2. For children

#### Socially:

- Helps children learn to live in a democratic culture;
- Learn the value of group discussion as a method of solving problems;
- Learn to share;
- Become aware of group welfare.

#### Emotionally:

- they develop feelings of belonging and self-esteem;
- Develop habit of eating, resting, dressing, and toilet habits, which help in future growth
- they experience free democratic play;
- Creative expression
- They learn about control and authority as voiced by some- one other than their parents

#### Physically:

- Develop skills in using their bodies effectively
- Learning the nature if physical objects in the surroundings



Intellectually:

- Opportunities are provided for children to use their imagination and express their ideas, needs and feelings through use of materials.
- Children are encouraged and assisted in trying to solve their problems and to think independently
- Children are permitted to experiment with, manipulate and create materials on their own level and according to their individual pattern

## 2.7. Busy Families can Participate Too

The SSCP has two participation level options, Classroom and Non-Classroom. The participation levels are designed to allow busy working families the opportunity to still be an active part of the children's special preschool years. Monthly tuition fees reflect the participation level chosen. You can find detailed descriptions of each option in the Policies and Procedures.

## 2.8. Developmental Stages of 3, 4 and 5-Year-Old

All children develop, grow and learn at their own pace. However unique and individual children may be, they will still likely reach developmental milestones in a predictable manner.

### 2.8.1. 3-year old's

Once they have made that first step outside the home, they are eager to make many new friends. They like and trust people and it is a very natural happy stage when mother is with them in the cooperative setting. Their concentration is very limited and they are easily distracted but enjoy many different activities where things are geared to their ability, such as large light blocks, simple large-piece puzzles, painting easels, tables and chairs which are just their size. He is still learning to control himself in moving around, balancing and using large muscles.

### 2.8.2. 4-year old's

"I can do anything" personifies this age. They have a tremendous ego and are "out of bound" in all directions. This is an exciting stage of experimentation and discovery, but they cannot limit themselves or view things reasonably. Therefore, it's necessary for them to have adequate supervision and guidance. They have a vivid imagination, loves play-acting and are fascinated by word sounds and repetitive stories. Group play is only just beginning to evolve, and for some, this may even be their first experience with other children.

### 2.8.3. 5-year old's

They still have much exploring to do, but have already come a long way in those few years. A major stride has been made in their social adjustment, so that now their approach is more rational. As a result, they can better work in a group and play games with other children. Small muscle activities are not so tiresome and awkward, and they can make the fullest use of a wide range of materials. They enjoy excursions planned to

interesting places in the community and absorbs so much more than previously from storytelling and music. Learning through doing becomes a broader concept with their maturing abilities. Many of their activities help to develop number and reading readiness. In this way, the transition to kindergarten or to school should be a natural and happy one, without having to infringe upon those vital early years of free exploration and expression.

#### 2.8.4. Conclusion

Perhaps the most important job facing us today is the job of giving our children the best possible chance to learn how to grow up into mature, alert, constructive men and women. What we need more urgently at this time are citizens with keen, curious minds, who can think imaginatively, who have a true regard for the welfare and wishes of others; and who can work with them to the advantage of all. The basis for these characteristics is laid during the first six years of life, the period in which parents have major responsibility for the development of their children. Cooperative preschools help parents to fulfil that responsibility more effectively.

#### 2.8.5. Other Ways We Can Help

We can help the near five year old to learn self-reliance, which is so necessary when we begin school they will be expected to: undo and do up buttons; put on and take off coats and hang them up tidily; to go to the toilet unaided and wash and dry hands afterwards; to put on and take off shoes, etc.

Parents often don't have the time or patience to wait while little fingers fumble with obstinate buttons and arms going into wrong sleeves. We, in our schools, have the time to wait and not bustle a child, but rather encourage him to make a special effort to do it himself, and praise him when he succeeds. The eating of morning or afternoon snack unaided by parents, but in the company of a group of other children can be a very big help to the child when school lunches have to be dealt with unaided. Speech often improves enormously at preschool. Probably the biggest help here comes from the child's need to make them self-understood by other children and adults.

#### 2.8.6. What Else Have Our Children Learned at Preschool?

They have become accustomed to and have enjoyed their first break from the safe home environment. They have learned to accept the help and guidance of other adults. They will have discovered, or have been shown, the need to mix well socially with a large group of children and to comply with the demands that this need creates. They will have formed close friendships with some of their playmates. Lastly, they should be able to make a satisfactory transition from preschool to school and be very ready for the exciting years of learning ahead.

### 3. A Co-op Parents Role Within the Preschool

#### 3.1. What is expected of me as A Co-op Parent?

As a Co-op parent, you are responsible to collectively help in planning, implementing and coordinating details within the preschool's operation and business in a variety of ways. You will be expected to:

- Help with co-op 'work'; this will range from an executive job, to fundraising, to a 'Helping Parent' day or participating in group work bees.
- Classroom helpers need 20 hours of 'Orientation' (as per VICPA licensing requirements). Ten of those twenty hours are required prior to become a helping parent in the classroom and consist of: reading this Parent Handbook, doing an observation sit-in, attending on-going general monthly meetings, attending the Wine and Cheese/Philosophy night in September, attending an orientation evening with our ECE and shadowing a 'Helping Parent' day with another parent.
- 'Helping Parent' days are special day for you and your child. A helping parent is the family member who will assist in the classroom approximately every 4–6 weeks on a rotational basis. You are required to arrive 15 minutes early to set-up and remain approximately 15 minutes after to clean-up.
- Arrive promptly and attend the duration of a monthly 'GENERAL MEETING' held every preschool month from August to June. Meeting times are announced at the beginning of the year. Meetings are mandatory and must be attended by the 'Helping Parent'. Meetings are designed to be child free; it better allows parents the opportunity to share and contribute ideas and to vote on the general functioning of the school. A light snack is provided by the preschool.
- Participate in ongoing 'Parent Education' provided at the general meetings. The Parent Education portion of the meetings usually involves a guest speaker that is brought in to speak about parenting topics/issues that are important to the parent body.
- Each family is responsible for holding an Executive seat or participating in the regular work bees. These jobs are integral to the day-to-day running of the preschool.
- Participate in fundraisers over the course of a year

#### 3.2. A Parents Role in the Classroom

Parents understand that the ECE is in charge of the play-room and learn to take directions from her.

1. Each parent follows the ECE's daily instructions and helpful hints. For example:
  - a) Be punctual. Arrive 15 minutes before school starts to receive instructions for the day.
  - b) Wear comfortable clothes and be prepared for a busy and enjoyable time.
  - c) Bring lunch and snacks for yourself.

- d) Children are not to bring toys from home to play with while at school (except possibly a lovey or comfort toy).
  - e) Younger siblings or other children not enrolled are not brought on a 'Helping Parent' day.
  - f) Learn the children's names as quickly as possible.
  - g) Read the daily schedule, list of duties, and set-up pattern, which are posted.
  - h) Visit with other parents at an alternate time to avoid engaging the ECE in unnecessary conversation so you can both focus on the children.
  - i) During free play adults circulate close to the children, at their level, giving direction only when needed or as directed by the ECE.
  - j) Avoid talking about the children in front of them. Only laugh with them.
  - k) Avoid commenting on a child's behaviour.
  - l) Know what limits are imposed by your physical set-up and see that the children observe the rules. In other words, that the child may not endanger self or others.
  - m) Observe the ECE's techniques and terminology and follow her example (consistency is key).
2. Parents take this opportunity to observe their own child and the other children. They do not have to be busy all the time. Quiet observation is rewarding and informative.
  3. Parents are encouraged to offer their own special skills.
  4. Parents know that just being in the playroom is important to their own child and may at any time be important for some other child.
  5. A parent's presence in the classroom helps to give self-confidence; and the child expects self-discipline.
  6. Needs to know why the child acts as he/she does. Often the ECE is aware of the reason, so refer to her when in doubt as how to handle a particular situation or behaviour.
  7. Demonstrates how to manipulate and work with materials if necessary, but not how to create. No models. Let the child's own ideas and imagination have free range.
  8. Doesn't expect too much from the children. Preschool is a stage for both the child and the parent to learn. Each child has his/her own rate of speed; it is best not to hurry him/her. You can't hurry the growth process.

### 3.3. 'Helping Parent' Orientation

As a participating preschool, one parent participates and assists each class in addition to the two employees: a qualified Early Childhood Educator (ECE) who is licensed to practice and an ECE assistant.

There are specific requirements for operating with volunteer assistants in a licensed preschool program. SSCP as part of VICPA, and follow the guidelines recommended by

them, which is in accordance with the Provincial Child Care Facilities Licensing Branch. As outlined in the Child Care Regulation, a parent wishing to assist the Early Childhood Educator with a group of children in a preschool facility must complete an approved orientation. The licensee (board of the preschool) and the Early Childhood Educator will be responsible for establishing and conducting an orientation related to the health, safety and wellbeing of children.

The program must include ten hours of orientation prior to working with children, and 10 hours throughout the year ongoing education for a total of 20 hours. Following completion of 20 hours of parent education, each parent will complete the licensing requirement by submitting their final checklist to the Vice President or ECE to be forwarded to the licensing officer. The 10 hours of orientation prior to assisting in the classroom may include: observing a class, attending a May or June general meeting, a wine and cheese evening, a classroom orientation evening, a philosophy night, a “shadow” helping day, and/or reading and then answering quiz questions from this entire parent handbook including the policies and procedures section.

The ongoing parent education precedes the general meeting on the same evening and usually includes a guest speaker. The topics at these meetings may include: child development, family systems, transition from preschool to public school and special needs issues. Speakers may be university instructors, counsellors, health nurses, and teachers.

### 3.4. Helping Parent Day

If your ‘Helping Parent’ day is inconvenient, you are responsible for trading with another parent and for making the change on the posted Helping Parent Schedule. Also, ensure you alert the ECE of any changes or trades.

Parents help to make preschool a success by remembering that:

- Boys have fun with dolls and dramatic play, just as girls enjoy trucks and digging in the sand.
- Demonstration is more effective than imposition when encouraging a child's spontaneous consideration of others what constitutes ‘good manners.’ A child needs self-respect which comes impart from being helpful and useful.
- Encouraging thoughtful speech from the children without contributing much dialogue. Let the child lead the conversations and take an imagination vacation with them.
- A rich background of experience gives children things to talk about at school, lets them create stories and help turn things they fear into more meaningful lessons.
- Preschool is where children get a chance to help work on their relationships with other children.

### 3.5. Things to Bring for Preschool

Please clearly label items with your child's name. In addition to labelling, we encourage families to use Mabel's Labels™— 'Labels for the stuff kids lose' can be utilized in a few different ways and fundraising is one of them. The preschool makes a percentage off orders ordered online. [www.mabelslabels.com](http://www.mabelslabels.com)

1. Weather appropriate outdoor clothing. Boots, rain pants, warm jacket, hat etc. We spend 30–60 minutes at the beginning and end of everyday (rain or shine) in our outdoor classroom, so please arrive with your child dressed for the weather!
2. A change of clothing is to be kept at school for those wet days, spills and accidents. Replace as necessary. This includes pants, shirts, socks and underwear.
3. Indoor comfortable, good fitting, non-skid slippers or shoes to help avoid slipping, and to protect feet and keep them warm and dry. We practice fire drills often and run out in our slippers!
4. A large, nutritious, litter-less snack and lunch. Please leave sweet treats and candy for home.
5. A water bottle or sip cup with your child's name clearly marked. Please fill and bring one each class. We will encourage your child to drink water after active times and at meals.
6. A bicycle helmet, to be left at the preschool, or to bring to each class. Children must wear helmets on bikes. We do have a few preschool helmets.
7. Special items from home can only come on your child's sharing day. It can be hard to share and keep track of toys at preschool.
8. Family Photo
9. Nutritional snacks and lunch ideas. Please note that if we have a child with a life-threatening food allergy, an allergen food may be excluded from our classroom.
  - cut up fresh fruit, fruit leather or dried fruits;
  - fresh or steamed vegetables;
  - cheese chunks or slices;
  - crackers, rice cakes, bread or bagels;
  - sandwiches;
  - muffins;
  - unsweetened dry cereal;
  - humus;
  - sushi;
  - yogurt or applesauce;
  - granola bars;

- fig newtons’;
- hardboiled egg;
- soup or pasta in a thermos.

### 3.6. General Preschool Information Arrival and Pick up Time

#### 3.6.1. Times

Please accompany your child into the preschool as indicated in our policies. Help your child to put their things into their cubby or the classroom as appropriate and to get settled into an activity. It can be hard for children to join the class late, so please try to drop off on time. Please arrive on time for the end of our class and make your presence known to the ECE when you pick up your child. As per licensing procedures, ONLY authorized persons (determined by the parents of a child in writing to the ECE or substitute) may pick up your child, so please keep this information up to date. If someone else is picking up your child make note of it in the binder in the cubby room so the ECE can allow your child to leave with that person.

#### 3.6.2. Settling In

We will begin the school year with a ‘Gradual Entry’. What this means is that our classes will be divided, and class time will be shorter as we begin getting to know each other and the children become familiar with this new experience and place. Some children become comfortable quickly and others take more time. Gradual entry may apply to children joining us late in the year as well.

Feel free to stay with your child until they settle into the classroom. Naturally, separation is hard for some children and one of many signs that demonstrates a healthy attachment to the parents. If you have concerns about your child, please discuss it with the ECE. It is important to let your child know when you are leaving. This builds trust with your child and lessens the anxiety about a parent that may disappear at any moment. Tears almost always stop after a parent’s departure. Feel free to phone to find out how your child is doing and/or discreetly peek in the kitchen window.

#### 3.6.3. Outdoor Play

Every day we spend a good part of our class outside. We are lucky to live in an area where the climate is mild and we use our outdoor space rain or shine! Spending time in nature, breathing fresh air and starting the day with active play are all great advantages of playing outside. Please send your child ready to start the day outside, and dressed appropriately for the weather.

#### 3.6.4. Birthdays

Special birthday snacks are welcome at the preschool. Please let the ECE know if you would like to bring something in to share. Some ideas are: watermelon, berries, yogurt and muffins. Birthday cake is also fine, but please do not send candy. If your child has allergies/sensitivities you may like to bring in something else special for your child to have on hand for these celebration days.



Please do not distribute birthday invitations at the preschool, as children's feelings can easily be hurt.

#### 3.6.5. On your 'Helping Parent' Day

Arrive at 8:45 with your child (and no other children). You can expect to leave at about 1:15 pm or when cleanup is complete and all children are picked up. Please be aware that the gate remains closed to the rest of the class until the participating parent has arrived and we are prepared to start. Parents are not to leave the school until 9 am unless they have made arrangements with the ECE.

#### 3.6.6. Clothing

Dress yourself and your child in washable, comfortable clothes. Sometimes children choose not to wear smocks even when encouraged. Please label clothing and keep a full set of spare clothes available in the cubby room. Indoor, non-skid footwear is required. Raincoats, mud pants and boots are necessary for wet weather.

#### 3.6.7. Illness

If your child is ill, they must be kept at home. If you are considering sending your child to school with the request that they not participate in the outdoor program because of cold/flu, then they are considered too ill to be at preschool. If your child contracts a communicable illness or disease, please notify the ECE as she will post information for other families on signs and symptoms to watch for, and she will notify VIHA as appropriate.

Participating parents who are ill must also stay at home. It is your responsibility to get you helping day covered. Please call other parents to trade duty days before you call the emergency helping parent.

#### 3.6.8. Late Enrolment

Parents who enrol later in the year will need to go through orientation, shadowing as well as have their criminal record checks back before they are able to be a Helper Parent in the classroom. They must work closely with the ECE to ensure they have the proper hours before any changes may be made to their helper days.

#### 3.6.9. Changes at Home

Please let the ECE know of any significant changes at home such as a parent being away, separation of parents, moving, and death of a loved one or pet. This helps us better understand your child's changing needs.

### 3.7. General Parent Information

- Subsidy is available through Affordable Child Care Bursary if needed. For information speak to the Treasurer or the ECE.
- Read the chalk board and bulletin boards regularly to keep up with preschool news.
- Check your art box often and keep your child's cubby clean.



- Resource books and videos are available for your use in the Parent Library and can be signed out for two weeks using the sign out sheet.
- Fundraising does play an important role in keeping our costs down and getting to know each other. Please help out. Life is always changing and full but there are small easy ways to make a difference. Put Country Grocer™ tapes in the preschool jar or at Country Grocer™ in box #91 and/or use a SMILE card at Thrifty Foods™.
- Please offer any special skills you have (i.e. sewing, wood work)
- If you have any problems or concerns in relation to the preschool or an individual(s) please contact your class representative, the Vice President or the ECE. These conversations are best held face to face for clarity and should never be had at the preschool with children present.
- The VICPA and our preschool provide a 3-month maternity leave. For more information please see the maternity policy in the Policies and Procedures.
- Expense claims from all staff and preschool members should be submitted to the treasurer via email or in the Treasurer mailbox at the preschool. The Treasurer will then review and pay the expense claims within two weeks of submission by cheque.

### 3.8. Helpful Tips for Guiding and Disciplining Children

There is certainly no one way to guide children as they are all so different and no situations is exactly the same. However, we offer you the following useful suggestions that may be helpful in establishing a good relationship with the children:

1. Be positive rather than negative with requests. Say, “Do come here, Peter,” rather than “Don’t go there.”
2. Encourage your child—without competition, each child at their own pace.
3. Help them to relax by being interested in them.
4. Understand their difficulties even when they are exasperating!
5. Be consistent with rules and attitudes toward behaviour; make only justifiable requests.
6. Speak slowly, simply, quietly. Smile freely and bend down to their level.
7. Give children the respect, attention and consideration you would accord a friend.
8. Help children feel responsible by encouraging them to help you with jobs.
9. Give your whole attention to your work of supervision and anticipate the possibility of trouble.
10. Let your sense of humour operate in the preschool.
11. Understand a child’s behaviour and provide legitimate ways to express what is socially unacceptable.
12. Use a definite but impersonal approach — “time for juice, or paint stays at the easel, or clay is for pinching.”

13. Have a limit to permissiveness; limits are necessary for security.
14. Do not ridicule a child.
15. Do not compare one child unfavourably to another.
16. Do not threaten a child as means of discipline. Self-direction is brought about by learning and guidance, not imposition.
17. Avoid allowing promises to go unfulfilled.
18. Avoid breaking a child's concentration when he is absorbed. If you must, do so gently and with understanding.
19. Instead of saying "be careful" all the time which may make a child afraid to use his body, ask "Do you know how to hold on tight?" etc.
20. Avoid denying a child something then giving in to him/her because they made a scene.

Most of all relax and enjoy yourself. We appreciate your presence and your participation in the classroom, as does your child.

### 3.9. Daily Preschool Routine

This is a SAMPLE of a typical day at the preschool. The schedule is flexible and does change based on the needs of the class and the seasons.

8:45 am	ECE's and 'Helping Parent' arrive (Set up the school before class starts).
9:00 am	School starts/Outside Classroom—Bikes, sand play, and table toys etc.
10:00 am	Go inside. (Listen for the drum.) Take off outdoor clothing and put into cubbies.
10:15 am	Snack. A hand wash first and then children take an item or two from their lunch to have as a snack.
10:30 am	Free play time. Child directed. Art, dramatic play, building, science, stories, etc.
11:30 am	Tidy up time. Listen for the bell. Everyone is encouraged to work together cleaning up the classroom. Then a teacher led circle time.
12:00 noon	Lunch. A hand wash first, and then everyone has lunch together and often a story.
12:15 pm	Carpet game/Outdoor time. An optional game or activity at the carpet and then outside to play.
12:45 pm	Outdoor clean up. Listen for bell. Put the bikes in the shed, tidy up the outdoor toys to shelf and table toys to cubby area.
12:55 pm	Parents arrive to pick up children. Goodbye Song (Gathering drum to come together at the rock box or under the roof if raining.)
1:00 pm	Preschool day is finished. Parents arrive to pick up children
1:15 pm	ECE Assistant and helping parent go home.
1:30 pm	ECE goes home.

### 3.10. Excursions

Excursions into the community provide valuable learning experiences for preschool children. Follow-up discussions, stories, and activities may enhance the learning from these experiences. Some of the benefits from taking field trips may include:

- creating an awareness of nature;
- encouragement of language development;
- stimulating children's curiosity;
- providing concrete experiences;
- role playing or other dramatic play activities;
- making children more aware of the world around them.

These are some field trip possibilities:

- seashore
- police station
- fire hall
- a local farm
- pizza parlour
- bakery
- ice skating (off island)

It is also possible that special guests may come to the classroom, such as a police officer or a musician. Most often, special guests are parents in the preschool, so please let the ECE know if you would like to be part of the program. Also, let the ECE know about any special talents, hobbies or a profession that you would be willing to share with the children. Your ideas are welcome and we will incorporate them if possible.

At our preschool parents are responsible for arranging transportation and supervision for their children on field trips. You are encouraged to carpool with classmates if you are without transportation.

The suitability of the destination will determine if siblings may attend. Should siblings be welcome, they are the sole responsibility of their parents or caregiver who must be in attendance with them at all times.

### 3.11. Sharing and Show and Tell

Children will sometimes want to bring an object to show the class. This can be an item that they want to pass around, or if it is too delicate, they can walk around to the other children to show it, asking their classmates to look only.

Who: On their Show and Tell Day, your child may bring something if they want to. This is an optional experience, and they may want to sometimes and not others.

What: Please bring one item only as it takes time and patience for your child to show the item and for the other children to see it. Suggestions for sharing items: artwork, found objects from nature, a photograph, a keepsake from a trip or adventure, favourite book, blanket or stuffed animal, puzzle or game and even a pet (please check with the ECE first in case of allergies).

Why: Some things show and tell provides:

- A way to develop a sense of identity
- An opportunity that promotes language development
- A chance to explore new and different things
- A positive way to gain the attention of classmates
- An opportunity to speak in front of a group.

### 3.12. Whole School Cleans

There will be a number of whole school cleans and work bees each year planned by the Executive. A signup sheet of special tasks and projects will be located on the bulletin board in the cubby room prior to the scheduled work bee event. A complete checklist of cleaning tasks to be completed is located on the bulletin board next to the sink in the kitchen area.

### 3.13. Communication

The parent members of the preschool communicate most often through email. It is strongly encouraged to check your email once a day to stay in the communication loop and to stay on top of pressing preschool news. Please keep your emails short, courteous and to the point replying only to the person you need to.

## 4. Emergency Procedures

### 4.1. Fire and Fire Drills

In case of a fire, the ECE will:

- assign the 'Helping Parent' to call 911;
- assist the children with evacuation, one adult leading, one leaving classroom last;
- make note of the number of children present that day—sign hanging in the window;
- take the attendance book and emergency first aid kit—containing parents' emergency contacts;
- go to the designated meeting spot outside— the front fence;
- take attendance.

### 4.2. Earthquake and Earthquake Drills

Our preschool is located in an earthquake-prone area. The preschool has an earthquake kit refitted annually and kept in a sealed garbage bin in the bike shed. In the event of an earthquake:

- react at the first signs of shaking;
- stay calm;
- call "drop and cover";
- assist children in taking cover properly;
- take cover, climb under tables;
- count to '60';
- once shaking has stopped, evacuate building and locate earthquake kit;

- if outside, remain outside and move children to an open area. Remain outside due to dangerous and hazardous objects etc. until building has been inspected by a fire department official;
- earthquake kit contains children's emergency contact info and other necessities;
- go to designated meeting spot;
- take attendance.

After an earthquake the children may become anxious about family, friends and pets. Here are some things you may use as the 'Helping Parent' to help reduce fear and stress:

- gather children for circle time;
- discuss the likelihood that parents might be delayed by traffic or obstructions, but will be coming to get them;
- dispel myths about earthquakes that the children may have;
- encourage children to talk about the experience;
- encourage children to comfort one another— physical contact helps, hug a buddy or hold a hand;
- discuss the chores that will await them at home;
- emphasize the importance of their role in restoring order;
- advise the children of aftershocks and discuss how you will all react.

Parents role after an earthquake:

- Children will not be released from the school unless a parent (or emergency contact listed on the enrolment forms) comes for the child.
- Parents have to sign an emergency release form before they can leave with their child.
- The preschool is prepared to care for your child if you are unable to reach the school. If it becomes necessary to evacuate your child to another location, we will do so and post our new location at the building's entrance.
- Please do not call the preschool. The phone line must remain open for emergency calls.
- During an emergency, tune your radio to CBC (690 AM) for information and directions.
- Earthquake drills are practiced regularly. Annually. Please be sure to familiarize yourself with this procedure as it is very beneficial.

## 5. Executive Jobs & Running the SSCP

The job portfolio outlines only the bare bones of your responsibilities and can't cover all the specific details, nor can one anticipate the changing needs of the school. That is where you come into play using your ingenuity and initiative. Keep your eyes open for ways to do your job better. Your interest and enthusiasm will go a long way in providing everyone an enjoyable preschool year!

All Executive positions need to maintain and update as needed a job portfolio. You will find calendars of action and detailed job execution lists in your portfolio box. Past executive members can help orientate you to your position, and if possible, will be available to answer any questions you may have to the best of their ability.

The Executive has– 6-7 positions: President (Mandatory), Vice President (Mandatory), Secretary (Mandatory), Treasurer (Mandatory), Grant Writer/Fundraising, Marketing and Web.

### 5.1. President

As President you will work in co-operation with the other Executive members and ECE to administer the day-to-day management of the preschool. You must have strong leadership skills, are a people person, and communicate well with good listening skills. You will function as the spokesperson for the preschool, and must possess good decision-making skills. It is an asset to have had experience in the day-today management of an organization or business. As the president you will be invited to attend a monthly VICPA meeting off island. You will receive Executive and ECE reports and set the Executive and General meeting agenda's and chair the Executive and General meetings using Robert's Rules. The president shall have no vote in the meetings, except in the event of a tie, when s/he will cast the deciding vote and the president shall be an ex-officio member of all committees. Assisting the ECE with enrolment through out the year. Advising and discussing questions regarding specific enrolment requests, spaces and licensing. The President oversees the organization of the 4 work/maintenance/gardening bees, and assists in making arrangements when hiring maintenance trades for larger projects. The President contacts FXR in September to update our current parent list and arrange for a shared security code for all families to use to enter the school for the year.

### 5.2. Vice President

You possess good interpersonal skills and communicate well. You are elected to chair the Hiring Committee, and the Constitution of Bylaws Revision Committee and the Personnel Committee. As chair of the Personnel Committee, you will handle any personnel issues as they arise and will work closely with the class representatives as needed and you will assist the President. In the absence of the President, you shall assume their duties. You will be responsible for finding substitute ECE's (or parent help) when needed, keep a record of policy and procedure changes throughout the year and submit those edits in June, and you will also be required to chair the Contract Negotiating Committee. Assisting the ECE with scheduling by sending out a scheduling

requests email and the final schedule for each term. The schedule is to be created by the ECE but distributed by the VP. Communication with the parent group regarding school closures due to snow or staffing will come from you. Assisting parents in finding support if they are unable to cover their shifts or any issues arising from being a helper parent. You will work closely with the ECE to inform parents and submit to licensing Exemptions for Responsible Adult status for new parent helpers in October and June. You will be a support to families as they meet their commitments to the preschool - attending the General Meetings, parent education to achieve their 20 hours and work bees as appropriate.

### 5.3. Secretary

As Secretary, you will attend and keep attendance and minutes for all Executive and General meetings. You are responsible for sending meeting reminders for both Executive and General Meetings. Following the meetings, you will compile and distribute the minutes of the meetings via email. You will also make a copy of the General Meeting minutes to post in the preschool and then file in the minutes binder. You also work with VP and the lead ECE to stay in touch with parents who are working towards their 20 hours of Parent Education. Assisting the ECE with orientation follow up emails regarding missed education sessions and homework collection with deadlines. Tracking each months meeting attendance and each parents accumulating hours. You create a class list and set up the class and whole school email address groups. You will check the preschool email account regularly and forward emails to the ECE or Executive member as appropriate. You keep track of attendance for classroom days and work bees and report to the Executive if families are falling behind.

### 5.4. Treasurer

You will handle and account for the preschool finances and work closely with our Bookkeeper/Accountant. You should have experience managing a budget and will compile and present financial reports at Executive and General meetings. You will be available to check the preschool mailbox, write cheques to pay staff on time, for all expenditures, and file receipts and/or invoices as well as collect fees. You will inform and support families to apply for child care subsidy as needed. Oversee that the ECE and ECEA submit their additional hours to the Bookkeeper 3 days prior to the month's end pay cheque. As Treasurer you will also be required to sit on the Contract Negotiating Committee.

### 5.5. Member at Large: Grant Writer/Fundraising

In this position, you will establish and co-ordinate the fundraising strategy for the preschool, which is a source of revenue for our organization. In this position you would work closely with the Treasurer and Marketing. As Fundraiser it will be up to you to motivate and encourage members to fundraise for our school as needed, generating a team spirit that makes our preschool a special place for parents, as well as children. You are also responsible for writing, researching and completing any necessary grants on time to support the school's needs. This includes finding and applying for new grants for extra funding and special projects.



## 5.6. Member at Large: Marketing

As Marketing Chair, you will lead the marketing efforts of our preschool, which is of critical importance to increasing the awareness of our school and membership in the community of Salt Spring Island and beyond. You will create, execute and implement a marketing strategy for the school which will include advertising for Open Houses and fundraising events including printing and distributing posters around the Island and online Media. Additionally, you will post forms and other information, upcoming current events and event recaps on our main webpage and Facebook page regularly as appropriate. You will also schedule the birthday party rentals and find a parent member to host.

## 5.7. Other Ways to be Involved

Over the course of the year there will be committees that will be formed to handle specific situations or issues that come up with the school. There are also specific committees that are formed to help ensure the school runs properly. This is a great opportunity for parents to become more involved and help are formed to help ensure the school runs properly. Some committees are formed each year and some are only formed when a specific issue arises. For example: the contract negotiations committee is formed each year and an emergency roof committee might be formed if there is a roof leak and the roof needs to be replaced. Some of the committees that are or may be formed are:

- Hiring Committee
- Futures Committee
- Contract Negotiations Committee
- By-Laws and Handbook Review Committee
- Emergency Maintenance Committee (i.e. Floor, Roof, Paint etc.)

## 5.8. General Meetings

Our monthly general meetings are held at the preschool, on a weekday starting in September and ending in June. The meeting schedule for the year will be circulated early in the year. Parents are asked to leave your children at home and are asked to not be tardy to meetings. Because this day is subject to change the meeting day will be announced via email, after being determined by the parent body during the Wine and Cheese Meet and Greet in August. All Executive Board meetings are held the hour or week before the General Meeting except for any special meetings. Notice of Special meetings will be given 48 hours in advance.

Meetings are mandatory for all Co-op members. If you must miss a meeting because of other pressing issues you must let the Secretary know. The Secretary can make a note of your absence, and help to get you set up to make-up your time away, or have you read, sign and date the minutes. Parents are only allowed to miss two meetings. If a meeting must be missed than you must notify a member of the executive or VP2. The Secretary

To ensure all the meetings are completed efficiently and on time, please be courteous and respectful to the speaker and be aware of 'sticking to the agenda' as much as possible. We love to hear what everyone has to say but our guest speaker is likely needing to catch a ferry, and sometimes things cannot be resolved at a meeting until other options are looked into and explored.

## 6. Policies and Procedures

### 6.1. Enrolment Eligibility

To be eligible for enrolment in SSCP, a child must be 3 years of age on or before December 31st of the school year in question or satisfy licensing requirements. Pending availability and at the ECE's discretion, the preschool may reserve a space for an incoming student for the upcoming school year with a requested start date later than the beginning of September. There will not be an additional fee charged to hold the space, however the enrolment fee must be paid prior to reserving the space. It is strongly encouraged that parents attend the philosophy night and orientation in preparation for their child's entry to the preschool.

### 6.2. General Enrolment Requirements

- 6.2.1. The age and number of children to be enrolled at the beginning of every year shall be determined by the Executive Board and licensing requirements.
- 6.2.2. For "CLASSROOM" families a parent, guardian, and/or a parent substitute (i.e. Grandparent) is required to participate every 4–6 weeks as a helper during a preschool session in accordance with the schedule prepared by the Scheduler called a 'Helping Parent' Day.
- 6.2.3. "Non-CLASSROOM" is an option for parents that are unable to participate on 'Helping Parent' days. The majority of our enrolment is reserved for "CLASSROOM" families. Space is limited for "NON-CLASSROOM" and is filled on a first come first serve basis.
- 6.2.4. Prior to attending the first day of class it is mandatory that the following forms and fees be filled out completely and submitted to the Enrolment Chair.
- 6.2.5. A non-refundable registration fee that will serve as a reservation to secure your child's position for the upcoming preschool year.
- 6.2.6. Designated Parent Checklist and Appendix A, B and C, including, Walking Field Trip Permission Forms and the Photo Release Form.

- 6.2.7. Standard Enrolment Form Package—Part 1
- 6.2.8. Municipal Criminal Record Check (CRC)—good for 5 years. Results must be received by the preschool before October 15<sup>th</sup>.
- 6.2.9. Both Emergency Cards
- 6.2.10. Emergency Comfort Kit—Card filled out and placed with contents into a Ziploc bag.
- 6.2.11. 10 postdated cheques, dated for the 1st of every month starting with the month, Sept through June. E-transfer and Credit cards are also accepted. No cash.
- 6.2.12. Parent Portfolio Handbook read—Part 2
- 6.2.13. Parent Portfolio Handbook Quiz completed, signed and dated by October 15<sup>th</sup>.
- 6.2.14. An original copy of the Criminal Record Check (CRC) must be received and filed at the preschool BEFORE a parent can do a Shadow Training day or 'Helping Parent' day at the preschool.

### 6.3. Enrolment Policy

Salt Spring Cooperative Preschool Society prioritizes its enrolment as follows:

- 6.3.1. Current families planning to return the following school year may begin to register January 31st. A non-refundable annual registration fee is due by everyone planning to secure their spot.
- 6.3.2. Alumni families may begin to register March 1st.
- 6.3.3. The deadline to secure a returning or Alumni family position is May 1st. After May 1st, your position may be in jeopardy due to other new incoming, enrolling families.
- 6.3.4. General public may register for the upcoming school year on or after the Open Houses in the spring. The last Open House is typically held some- time in June. Enrolment requests are accepted in the order they are received.
- 6.3.5. Special needs and high needs children are welcome at the preschool with admission being at the discretion of the ECE, and if necessary, in consultation with the Executive Board.
  - During the preschool years, children are developing and changing rapidly. If the ECE observes a child exhibiting behaviours of aggression, withdrawal, speech issues, or other physical or emotional symptoms the ECE will discuss the concerns with the family and may suggest and encourage the family seek medical/a specialist's attention as early support is so important.
  - Every effort will be made to accommodate the child, keeping with the safety needs of all the preschool children in consideration.
  - If the preschool is unable to meet the needs of the child and the class as a whole, after all alternatives have been exhausted, the family may be asked to

withdraw from the preschool. Every effort will be made by the ECE to support the family in finding an alternate centre for the child.

- 6.3.6. Spots may be limited for children who will be turning 3 between September and December of the year for which they are making application to the preschool and is at the discretion of the ECE.
- 6.3.7. Enrolment is on-going. Late entries are at the discretion of the Enrolment Chair in consultation with the ECE and Executive Board.

#### 6.4. Parents of families starting at the preschool mid-year must:

- 6.4.1. Attend a sit-in observation session.
- 6.4.2. Read the Parent Portfolio Handbook and complete the quiz—date and signed within 6 weeks of start date.
- 6.4.3. Complete all enrolment forms in enrolment pack—age one week prior to start date including the Criminal Record Check (CRC) if helping in the classroom.
- 6.4.4. Submit all required tuition and fees prior to child's first class,
- 6.4.5. Attend a philosophy night.
- 6.4.6. Shadow a 'Helping Parent' day.
- 6.4.7. After April 1st, new incoming members may only join as NON-CLASSROOM families as space permits.

#### 6.5. Drop-In

- 6.5.1. Parents may choose to drop-in to a different class if the following criteria are met prior:
  - If there are any spaces available in a class parents can choose to drop in to a new class for additional preschool days. Prior to signing up for a drop-in class parents must discuss the option with the ECE to ensure that the child is ready for extra days.
  - Mark on the sign-up calendar that your child will be attending the class (limit 1 new child/ day).
  - Parents may sign up the day of, but only if there is space. Parents may call the preschool between 8:30am-9:00am to check availability.
  - Payment must be made prior to or on the day of and dropped in a locked box that is in the cubby room. Drop in fees are used for special toy and equipment purchases.
  - Drop in Vouchers are available when there is a shortage of Helper Parents in a certain class.
- 6.5.2. If a parent chooses to volunteer an extra day as a helper parent in a class then they may get a voucher for one day in another class that the child is not enrolled in. (Please note, that you will only receive a voucher if you do an extra helper day in a class that needs extra helpers).
  - Vouchers must be dropped prior to or on the day of drop-in and put in the locked box that is in the cubby room.

- Once a parent has signed up and done their day, they will receive a voucher and you will be able to sign up for an extra drop-in day for your child.
- The scheduler will mark and approve the days that are eligible for a voucher. The scheduler or another executive member will approve the voucher day.

#### 6.6. 2019/2020 Participation Options & Fees

	CLASSROOM	NON-CLASSROOM
Helper Days	Scheduled every 4 - 6 weeks	n/a
Executive Position <b>or</b> Group Work and Cleaning Bees	Mandatory	Mandatory
Attend Parent Ed Nights	Mandatory	Mandatory
Attend Executive Meetings	Executive members only	Executive members only
Attend Fundraising Committee Meetings	Mandatory	Mandatory
Participate in Fundraisers	Mandatory	Mandatory
Annual Tuition	\$2,000	\$2,500

#### 6.7. Fees

Fees for the upcoming year may be subject to change. Tuition for the September to June preschool year shall be set by the Executive Board in the spring. Changes made to registration and tuition fees will become effective for the following September. These fees are due on or before the annual Wine and Cheese Orientation Night and are indicated as follows:

- 6.7.1. The non-refundable registration fee is paid per child not per family.
- 6.7.2. Yearly tuition will be payable in the form of 10 postdated cheques, dated for the 1st of each month, September through June, by E-transfer or Credit Card. No cash.
- 6.7.3. Tuition will be deposited the first of each month,
- 6.7.4. Fees in arrears more than two months will result in a review of membership by the Executive Board.
- 6.7.5. There will be no refund of fees for any preschool days absent or missed. If the child is absent for more than eight weeks the Executive Board will review with the family their plans to continue with the school.
- 6.7.6. Members joining from the 1st–15th of each month pay full month, after the 15th of each month half of the monthly tuition fee is due.
- 6.7.7. Withdrawals or terminations on or after April 1st, tuition fees will not be returned. The remaining postdated tuition cheques will be deposited accordingly.
- 6.7.8. All tuition fees reflect the participation level and number of days chosen and are re-evaluated annually.

#### 6.8. Families with Two or More Children Enrolled

- 6.8.1. Two children—Twins or one 3-year-old and one 4-year-old.
  - The parent shall do a 'Helping Parent' day approximately every 5 weeks.
  - The parent shall pay two full registration amounts and two full tuitions, one for each child.
- 6.8.2. Three children enrolled at one time.
  - The parent shall do a 'Helping Parent' day approximately every 4 weeks.
  - The parent shall do two monthly cleans for the year.
  - The parent shall pay three full registration amounts and three full tuitions, one for each child.
- 6.8.3. Other situations shall be presented to the Executive Board for further review.

#### 6.9. Changing Class During the School Year

Changing from one class to another part way through the school year is discouraged, and is at the discretion of the ECE in consultation with the Executive Board.

## 6.10. Withdrawals

- 6.10.1. Notification of withdrawal of a child from the preschool shall be made in writing to the Executive one full calendar month in advance, or by paying one month's tuition in lieu of notice.
- 6.10.2. If a child is withdrawn mid-month, tuition fees for the current month and the following month are non-refundable.
- 6.10.3. A family withdrawing from the preschool before March 1st shall have their remaining post-dated cheques returned

## 6.11. Membership Termination by Preschool

Termination is decided upon after all other avenues have been exhausted. In the event the preschool must terminate, it is at the discretion of the Executive Board in consultation with the ECE.

- 6.11.1. In the event the preschool plans to terminate enrolment, the preschool will give one month's notice in writing to the parent/guardian or refund fees for the current month in lieu of notice.
- 6.11.2. If notice is given on or before the 1st of the month, then a refund may be given at the discretion of the Executive Board.
- 6.11.3. If the child is required to withdraw mid-month, fees for the month will not be refunded.
- 6.11.4. If withdrawals happen during or after the month of March, fees will not be refunded.
- 6.11.5. Reasons for termination include, but are not limited to:
  - Missing too many parent education meetings—parent education meetings are required by licensing.
  - Failing to oblige other VICPA licensing requirements.
  - Concern for the health and safety of other children.
  - Fees in arrears.
  - Failure to keep up with membership responsibilities.
  - Any action deemed detrimental to the preschool.

## 6.12. Hours of Operation and Holidays

Monday, Tuesday, Wednesday, Thursday 9:00 am–1:00 pm. We open a week later in September than public school and close a week early in June. In addition to Christmas and spring break, the Preschool will be closed for the holidays listed below:

- Thanksgiving Day
- Remembrance Day
- New Year's Day

- Family Day
- Good Friday
- Easter Monday
- Victoria Day

The calendar dates for all of the above holiday school closures will be provided at the September general meeting for the upcoming school year.

### 6.13.School Closures

6.13.1.Public school vacations and holidays shall be observed as per SD#64—<http://sd64.bc.ca/>

6.13.2.Closing the preschool for any emergency shall be at the discretion of the ECE in consultation with the President and or Executive.

6.13.3.In the event of unforeseen circumstances, classes may be cancelled at any time. No refunds will be issued for cancelled classes.

6.13.4.Snow Policy—In the event of snow, as a rule, the preschool will be closed if the school buses aren't running their usual routes as per SD#64 or if SD#64 is closed. The parents will be contacted via email conducted by preschool parents.

### 6.14.Subsidy Policy

Subsidy is available to Co-op members. It is the parent's responsibility to apply for subsidy. The family then consults with the Treasurer regarding payment of monthly tuition fees. All postdated cheques are due at the time of registration and tuition will be deposited accordingly until notification that subsidy has been approved.



## 6.15. Maternity Policy and Breastfeeding

6.15.1. Co-op members having a baby anytime throughout the school year are relieved of their 'Helping Parent' days for 3 months from the date baby is due or the date the baby is born, whichever is later. After 3 months of maternity leave, the parent will be added back to the scheduled 'Helping Parent' day rotation. If after three months of leave the parent requires more time it is up to the family to have their 'Helping Parent' day covered by another 'Helping Parent' Co-op member. If at any time assistance is required with rescheduling, the Executive Board will help where possible. If additional flexibility or a further time limited arrangement is desired, the member should discuss options with the Executive Board.

6.15.2. Helper Parents who are breastfeeding a child not enrolled in the preschool program may have their child brought to them during their Helper Parent shift to breastfeed. For licensing purposes, the nursing child is not permitted to remain at the preschool during program hours except while nursing. Parents should arrange childcare accordingly.

## 6.16. Guidance and Discipline

Guidance and discipline are integral parts of the preschool program, whose aims are to provide a safe and healthy learning environment for children.

Children in cooperative preschool programs are encouraged to become self-disciplined as they learn appropriate and acceptable ways to treat themselves, others and their environment.

Early Childhood Educators are expected to be effective role models for parents, providing them with ongoing communication and feedback as discipline issues arise. The Early Childhood Educator is responsible for the program, the set-up of the classroom and the overall discipline.

The Early Childhood Educator and parents in cooperative preschools are both expected to:

- Be caring and respectful to all children, using appropriate verbal and physical interaction. Guidance strategies will focus on the child's behaviour rather than the child.
- Provide clear, consistent limits.
- Use verbal direction and redirection for guidance, stating expectations in a positive fashion and allowing the child time to respond.
- Recognize and encourage positive behaviours in the program.
- Validate children's feelings.
- Encourage children to use adults as a resource when having difficulty.
- Supervise children at all times.

Where the 'Helping Parent' participant is unsure about this guide, the Early Childhood Educator should be consulted. Cooperative preschools adhere to the Ministry of Health handbook, Guidance and Discipline with Young Children (included in this handbook).

## 6.17.Membership Responsibilities

6.17.1.Adult members are responsible for the general administration of the Co-op Preschool Society in partnership with the ECE as an advisor in all aspects.

Members must assist in the administration by; Serving on the Executive Board or participating in regular preschool community cleaning, maintenance and special project work bees and/ or serving on a Committee(s);

- a. Ensuring that their agreed upon tasks, as outlined on the job list, are completed;
- b. Attending and participating in general meetings and committee meetings; and
- c. Taking responsibility for an equal share of the pre- school's fundraising activities.
- d. Abide by the Salt Spring Cooperative Preschool Society Constitution, Bylaws and Policies.

6.17.2.All Adult Members CLASSROOM & NON-CLASSROOM must:

- a. Work cooperatively and communicate with courtesy and respect with the other parents, ECE and ECE assistant;
- b. Be responsible for the care and transportation of their child to and from the preschool;
- c. Must not smoke in the presence of preschool children or during any preschool activities.
- d. Attend the Wine and Cheese Philosophy night.
- e. Participate in the preschool's ongoing Parent Education Program as specified by CCFLB regulations. These programs are designed to help increase understanding of children's growth and develop and how they show their needs.
- f. Participate in the cleanup sessions and regular scheduled work bees or Hold and Executive Position.

6.17.3.CLASSROOM families the 'Helping Parent' of each child enrolled must:

- a. The Criminal Records Review Act, and as mandated by our insurance company, all 'Helping Parent(s)' are required to complete a mailed in Municipal Criminal Record. Check that is specific to our preschool (not a copy). Use this link: <http://justice.gov.bc.ca/eCRC/home.htm>

School specific password is: **BENTUA226A**

We do not use RCMP Criminal Record Checks If the Criminal Record Check is not completed prior to the first scheduled 'Helping Parent' day, the parent will not be able

to complete his/her supervision responsibilities, nor will the child be permitted to attend class—CRC is good for five years.

- b. Have completed at least ten hours of orientation prior to starting 'Parent Helper' days. These hours are necessary for educational preparation to meet the Community Care Facilities Licensing Board regulations (CCFLB) and to introduce yourself to your cooperative preschool and your class members. Ongoing orientation hours may be completed as follows:
  - Open House put on by the preschool (1.5 hrs)
  - Observation sit-in at the preschool (before becoming a member) (2 hrs)
  - Attend the Wine & Cheese Meet and Greet or philosophy night (2 hrs)
  - Annual General Meeting (AGM) or Practical Workshop, for new incoming members—off island (2 hrs)
  - September Classroom Orientation Night (2 hrs)
  - Shadow a 'Parent Helper' day (4.5 hrs)
  - Attend May or June's General meeting once enrolled for upcoming year (2 hrs)
  - Reading the Parent Handbook (and completing the quiz) and other Parent Ed books (and writing a summary) found in the preschool's library (1.5 hrs) Alternative orientation dates will be set for those registering after September.
- c. Assist in the supervision of children as a 'Helping Parent' under the direction of the ECE during 'Helping Parent' hours in accordance with a schedule prepared by the Class Representatives. 'Helping Parents' will be scheduled to help approximately every 4–6 weeks. Parent helpers arrive 15 minutes before the session to set up and remain after the session to clean up (approximately 15–30min).

## 6.18. Health and Safety Policy

- 6.18.1. The outdoor classroom is utilized daily; weather appropriate clothing including rain gear and footwear is necessary.
- 6.18.2. Parents are responsible for applying sunscreen to their child before arriving at preschool if they would like their child to wear it.
- 6.18.3. Children in preschool easily spread illness, and it's not unusual for children to come down with colds and other common communicable illnesses. Please let the ECE know if your child is ill. Information about the illness will be posted for other families. Please keep your child at home for the following conditions:
  - a. A cold that may include a runny nose that requires frequent wiping and has yellow or green discharge, frequent coughing and/or sore throat.
  - b. A fever—100° F/38.3°C or more.
  - c. Infected skin and/or eyes and/or any undiagnosed rash.
  - d. Diarrhea and/or vomiting—wait 24 hours after the last bout of diarrhea and/or vomiting before returning your child to preschool.
  - e. Communicable diseases (i.e. Hand, Foot and Mouth Disease or Pink Eye).
  - f. Complaints of unexplained or undiagnosed pain.
- 6.18.4. If your child becomes ill at preschool, they will be offered a quiet place to rest. You will be called to come and pick up your child. Please keep all your contact information current.
- 6.18.5. If your child requires prescription medication while they are at preschool you will be required to fill out a medical consent form. We are unable to administer non-prescription medications. If your child requires it for their comfort, please keep them at home.
- 6.18.6. Anytime you think your child may not be well enough to play outside, have enough energy to fully enjoy the class or may be coming down with something, please keep them at home. Health Link BC (<http://www.health-linkbc.ca/>) has detailed information about many childhood illnesses and is a great resource.
- 6.18.7. In accordance with the Fire Marshall's Act, the ECE conducts periodic safety drills. The classroom is equipped with a fire extinguisher, and all parents are required to familiarize themselves with the safety drill. In the event of a fire the ECE will take the following action:
  - Turn off the lights.
  - Walk to the fire exit door with the children.
  - Take the attendance sheet outside.
  - Take roll call.'Helping Parent' will do as follows:
  - Join the ECE and children and WALK them outside via fire exit door.
  - Walk children to the fence and prepare them for roll call.

- Prevent children from re-entering the building.  
The ECE will re-enter the building if necessary, to check for anyone missing. Carry a child if you must. There is no time for reasoning with children in an emergency.
- 6.18.8. In the event of a fire, extended power or heat failure, extreme weather conditions and/or if the preschool needs to be evacuated for any safety reasons and the preschool does then have to close, the ECE and 'Helping Parent' will care for the children until the emergency contacts have picked up the children.
- 6.18.9. The preschool is equipped with first aid kits and an earthquake emergency kit. The earthquake kit is kept in a sealed container located in the bike shed just outside of the school yard. Both kits are updated annually.
- 6.18.10. Following a major earthquake, attend to first aid needs as necessary with one adult continuing to supervise the children. Roll call regularly, and notify the emergency authorities if possible. Using an indelible pen, write the children's name, age, parents' name, address and phone number on child's forearm or forehead.
- Release students to parents/guardian as they arrive, and fill out release form, and have it initialled.
  - If it becomes necessary to evacuate the location, post signs at all entrances informing parents of new location—Posters are included in earthquake kit.
  - To reduce stress and anxiety, follow the 'keep calm' guideline.
- 6.18.11. Upon attending the Wine and Cheese Meet and Greet Orientation parents are required to sign up and are then responsible to bring the earthquake kit item to school in September. A personalized Ziploc bag of items (labelled with child's name) will make up an emergency comfort kit, and will be kept with the earthquake kit. Things to include in the comfort kit:
- An emergency card—provided with enrolment form package.
  - A family photo.
  - A letter of comfort—to be read to your child.
  - A warm hat.
  - A garbage bag—to be used as a raincoat
  - A small toy or book.
- 6.18.12. The ECE is first aid qualified, and will take the first aid kit on ALL field trips.
- 6.18.13. In the case of serious injury, the ECE obtains professional help, and the parents and doctors are notified immediately. If neither parent can be reached, an emergency contact person (whose name appears on the emergency contact card provided on the enrolment forms) will be notified. If your child is injured or becomes ill while at the preschool, the ECE will quickly assess the situation to decide what action/attention is required. Two procedures that may be followed;  
If first aid is required, the ECE or ECE Assistant will:

- Provide first aid treatment.
- Acknowledge the child's feelings
- Provide close supervision to ensure that the child does not require further first aid or medical attention.
- Inform the family when they come to pick up the child.

If emergency medical attention is required, the ECE will administer first aid until an ambulance arrives. The ECE will:

- Call and request an ambulance.
- Contact family and/or emergency contacts to meet the ECE at the emergency facility.
- Assess medical information.
- Accompany child to emergency facility.
- Provide information to the doctor and family.
- Support the child and family.
- Complete incident report and process.

The 'Helping Parent' will stay with the ECE Assistant and the rest of the children until each parent arrives for their child. As each parent arrives, they are asked to stay at the preschool until EVERY child's guardian has arrived for pick up.

## 6.19. Classroom Policy

- 6.19.1. Children aren't allowed in the school yard without supervision. One adult to five children ratio for a qualified 'Helping Parent'.
- 6.19.2. Personal toys are encouraged to stay at home but may be brought to share on their Show and Tell day.
- 6.19.3. Class lists will not be used for business or solicitation purposes.
- 6.19.4. Siblings or other children not enrolled in the preschool are the responsibility of the parent while on school premises.
- 6.19.5. VICPA insurance does not cover any children other than those enrolled in the program; therefore, 'Helping Parents' cannot be accompanied by children other than an enrolled preschool child. This includes pre and post session, set-up and clean-up. A breastfeeding 'Helping Parent' can have their baby brought to them during their helping session to nurse if needed.
- 6.19.6. Before starting preschool, it is asked that your child is fully potty trained. However, if a child needs some help with personal care when using the washroom, it is up to the ECE and ECE assistant. The door between the classroom and the washroom is to be left open. A child may close the door when using the washroom alone.

## 6.20. Excursions

- 6.20.1. ECE's do not drive children on field trips for reasons of liability.
- 6.20.2. Parents/Caregivers are responsible for driving their child to and from the field trip.
- 6.20.3. Parents/Caregivers will plan to join in with their child for the duration of the field trip.
- 6.20.4. Field trips are considered a regular class away from the classroom unless otherwise stated, and it's left up to the ECE as to whether siblings are invited or not.
- 6.20.5. A walking field trip waiver is required. The form needs to have a date and signed by the parent. This form is included in your enrolment package.
- 6.20.6. Field trips may be subject to a small fee (i.e. the cost of a returning home ferry from a skating field trip off island).

## 6.21. Release of Child

Section 16.1 (1.) of the Child Care Licensing Regulations states:

- 6.21.1. The licensee must ensure that a child is not released from a facility to anyone except
  - a. the parent of the child or
  - b. a person authorized under section 17(b.).

6.21.2. The licensee must have clear written policies and procedures to guide staff sections when

- a. a person described in subsection
  - i. appears to be incapable of providing safe care,
  - ii. or does not arrive to pick up the child or;
- b. A person is not described in subsection (1) requests release of the child from the facility. <http://www.quickscribe.bc.ca/secure/archives/173.pdf>

## 6.22. Late Pick-Up of a Child

If a parent/guardian knows they will be late in picking up their child from preschool, they should make every effort to advise the ECE or 'Helping Parent'. If a child is not picked up within 15 minutes of the program ending and if the preschool hasn't been notified, the ECE will:

- Make every effort to contact the parent/guardian before contacting an alternate emergency release person, indicated on their enrolment forms;
- If in the event that contact can't be made, the ECE will remain at the preschool with the child until the parent or guardian is notified, and arrangements can be made for the release of the child.

## 6.23. Unauthorized Pickup of a Child

To ensure the safety of a child, only the parent or a person authorized by the parents on their enrolment forms or on the preschool's, 'Daily Pick-up Form' (located in the binder in the cubby room), by a parent, is permitted to pick up a child from the preschool. Should an unauthorized person arrive to pick up a child, the child will remain under the supervision of the ECE and the 'Helping Parent' and will at no time be left alone with that person. The child will not be released until verbal or written permission from the enrolling family is given. Photo identification is to be supplied by the person wishing to pick up the child and this information is to be confirmed by the parent or guardian (name, address, description, relationship to child). The ECE will document the time of the call and the information that was shared. In all cases, the ECE has the final decision as to whether the child will be released. If necessary, the ECE may need to call the police.

## 6.24. Custody and Related Court Orders

If a custody or related court order exists within a family, a copy of the order should be attached to and submitted with the enrolment package, and will be kept in the child's file with the instructions followed at all times. Families need to inform the ECE of all custody and court order changes. All 'Helping Parents' involved in the class should be aware of the unique situation. Should a person named outlined in the custody order that is not authorized to contact the child, try to pick up the child from the preschool; the police shall be notified immediately.



### 6.25. Alleged Impaired Authorized Pickup

If an authorized person arrives at school to pick up a child, and alcohol or drugs are impairing them and the ECE believes the child

will be at risk, the child will not be released into the care of that person. The 'Helping Parent' will notify the police of the situation. When the authorities attend to the preschool the impaired person will be notified of the ECE's decision. Contact will then be made with an alternate person listed on the child's emergency release form to arrange safe pickup for the child.

### 6.26. Budget Surplus Policy

In the event of a year-end budget surplus, the Executive Board should reference the following priority list as a guideline for determining surplus allocation:

1. Maintenance of an emergency/contingency fund
2. Contract commitments
3. Capital projects and program resources identified by the ECE and Executive Board
4. Development of a tuition assistance and/or scholarship fund for low income families