



OVERVIEW OF ORIOLE NURSERY SCHOOL

Oriole Nursery School is a not-for-profit, non-denominational co-operative preschool licensed by the Ministry of Education. Founded in 1948, it was one of the first of its kind in Toronto. A co-operative preschool allows families to be involved and participate with their children as they grow and develop during these formative years. Parental participation, both in the classroom and administering the school, is key to Oriole Nursery School's success and enhances each child's preschool experience.

The teachers and parents of Oriole Nursery School are committed to providing children with a warm, safe, stimulating, and happy environment of exploration, creativity and discovery. We want children to have an outstanding 'first school' experience; make new friends; develop their individual abilities and potential socially, emotionally, physically and cognitively; have a love for learning; and look forward to coming to school each day. Oriole runs a school year program, running from September to mid-June, and also runs a fully licensed Summer Camp program from mid-June until September.

Oriole Nursery School's Vision and Mission Statement

Oriole Nursery School - Putting the Child First!

To be the primary choice for local families and child care professionals who are seeking a caring, co-operative preschool environment.

Oriole Nursery School is dedicated to providing a half-day, play-based and enriched program where children, aged 2 to 4 years old, learn in a nurturing, safe and secure environment. Teachers encourage social skills, self-esteem and self-awareness through sharing, co-operation and problem solving. Children develop a joy for learning by observing, questioning and discovering science, nature, letters, numbers, cultures and traditions through stories, music, drama, arts and crafts, indoor and outdoor play, special events and field trips. Family volunteers contribute to and administer the not-for-profit co-operative preschool, participate in the classroom, and work with the teachers to create a sense of community for all.

THE ORIOLE NURSERY SCHOOL COMMUNITY

Oriole Nursery School works hard to foster a feeling of community both in and out of the classroom.

1. The Families and Their Commitment

As a co-operative preschool, our families play a vital role in the school's operations and ongoing success. Oriole Nursery School is administered by an elected Board of Directors and numerous volunteer committees comprised of families with children currently enrolled in the school. All families are required to choose a Board or non-Board volunteer position that contributes to the daily management and operation of the school and its activities (see Duty Day Procedures and Daily Routine and Volunteer Roles sections for details). Also, each family can affect the direction of the organization, as a "member" of Oriole Nursery School, and is, therefore, entitled to one vote per child at the Annual General Meeting.

In addition to volunteer positions, families are encouraged to "participate" in the classroom. Each "participating" family is expected to attend biweekly Duty Days, per child, and must attend a Duty Day workshop. Duty Day parents/caregivers work with the teachers in the classroom. It is a special opportunity to observe your child playing, interacting with others and engaging in new activities. In addition, it provides valuable support for the teachers and helps them gain a better understanding of your child. "Non-participating" families pay a higher fee to compensate for hiring assistants to maintain our one adult to five children ratio. They still are required to provide assistance to the co-operative. Of course, non-participating parents are always welcome to visit the classroom to observe their child and teacher (see Duty Day Procedures and Daily Routine section for details).

2. The Staff

Oriole Nursery School has an excellent staff of caring, creative, highly qualified, accredited R.E.C.E. teachers, accredited by the College of Early Childhood Educators, as well as paid assistants, music and dance teachers who bring extensive knowledge, expertise, and experience to the school as well as quality care to all children. All Teachers are encouraged to enhance their professional development by attending workshops and courses, reading articles, visiting other programs, etc.

The Supervisor heads up the team and reports to the Board of Directors. The Supervisor is responsible for teaching; overseeing and evaluating the curriculum, programs and activities for the Junior and Senior classes; supervising and training the staff, assistants, and Duty Day volunteers to ensure they practise our unique philosophy and follow our policies and procedures; overseeing the administrative duties; and liaising with the parents, Board of Directors and external groups such as other preschools and various licensing bodies. The teachers, paid assistants and specialists all focus on the development of young children and are committed to making the school a positive and memorable experience for the children and parents.

The school makes every effort to have the same R.E.C.E. teacher per class to provide consistency for the children, families and program. In the event that a teacher is ill or unable to attend the class, the school will find a qualified replacement.

Staff Training and Development

Oriole Nursery School recognizes that learning is a lifelong journey. All full- time paid teachers are required to adhere to the following training and development policy, annually.

1. Re-read Oriole Nursery School policy and procedure book in September.
2. Re-read "How Does Learning Happen?" in September.
3. Attend the Oriole Nursery School Orientation session in September.
4. Attend one professional development training day scheduled, throughout the school year (to be completed by end of May of the school year) . The Employee is to use the Professional Development Day to further enhance his or her education by attending an Early Childhood Education conference, workshop or by visiting with other local nursery schools for observation purposes. The employee is responsible for finding and scheduling a professional development course of their choice. Oriole Nursery School will the cost of any conferences or workshops, up to a maximum amount of Two Hundred Dollars (\$200.00).

Procedures for implementation and tracking

All full time Oriole Nursery School staff members and teachers will sign off on their understanding on the above requirements, upon the commencement of their employment.

All teachers will sign off on the completion of sections 1, 2 and 3 during the Orientation session.

Receipt or certificate demonstrating completion of at least one professional development training course must be placed into the employees file by May of the school year.

A full review of this policy will be completed by the Supervisor and Vice-President annually.

General Information

ADMISSIONS

Oriole Nursery School is licensed for children ages two to four years old. Admission is open to the community at large and is on a first-come basis. Children enrolled in the school have priority over newcomers when applying to the Senior class. Siblings of a child enrolled at the school, and children of staff, also have priority. According to the by-laws, the school can refuse an application for any reason. The Registrar volunteer co-ordinates the admissions process for the school.

The Junior class is intended for children two (as of start date) to three years old. The Senior class is intended for three (as of December 31st) to four year olds. The school also accepts children with special circumstances and needs based on prior discussion with the Supervisor.

The program is designed for Senior students to be full-time (five mornings per week,). Junior students may register for three, four or five days per week. The Junior class has a maximum of 15 students per day and the Senior class has a maximum of 16 students per day. Children do not have to be toilet trained to attend

Students are typically enrolled from September to June. Full-year attendance has priority. Mid-year enrolment is permitted, provided there is space in the class (subject to Supervisor approval.).

Oriole offers a fully licenced Summer Camp from mid-June to September. It has a separate registration process and is co-ordinated through the Camp Director. Information for the camp is typically distributed in the spring. Every effort is made to offer students and siblings of Oriole Nursery School priority to available space in each camp period.

Adult to Child Ratio

In the Senior class, The Ministry of Education requires a minimum ratio of one teacher to eight children. Two additional adult volunteers or one assistant is required for nine to 16 children.

In the Junior class, The Ministry of Education requires a minimum ratio of one teacher to 5 children. An additional assistant or two volunteers are required for six to 10 children. An additional assistant or two volunteers are required for eleven to 15 children.

Both classes are required to have an RECE.

FEES

The fee schedule, provided by the Registrar, outlines the full and partial-year tuition for three to five days based on whether you are a participating or a non-participating family. Fees for non-participating families are higher to cover the additional costs of providing an assistant to maintain our adult to child ratio, Oriole offers a 5% discount to siblings enrolled in the same year, which is applied to the entire tuition fee (including the application fee and deposit), for the second child.

An application fee of \$150 is paid with each application form submitted for both new and returning students. This application fee applies to the school year for which the application is made. The Registrar notifies families via email of their acceptance. People who wish to be on the waiting list will have to pay the non-refundable application fee. Those on the waiting list will be notified once a space is available, or in the spring of the prior school year.

In addition to the \$150 application fee, an \$850 deposit must be submitted as well as post-dated cheques that cover the remainder of Oriole's fees.

The above mentioned payments shall be made by registrants as follows:

(a) For applications that are submitted *prior to Oriole sets its fees*

Typically Oriole sets its fees in February for the academic year beginning in September. To the extent a family registers a student at Oriole *prior to* Oriole setting its fees, the following policies apply:

- (i) The \$850 deposit shall be made within 4 weeks of receiving the acceptance letter from the Oriole Registrar.
- (ii) The remaining tuition fees shall not be paid until Oriole notifies the family of the fee schedule for the academic year.
- (iii) Within 2 weeks of notification of tuition fees, the registrant shall submit 2 post-dated cheques covering the balance of tuitions fees. One post-date cheque shall be dated August 1st, and the other shall be dated November 1st.

(b) For applications that are submitted *after Oriole sets its fees*

To the extent a family registers a student at Oriole *after* Oriole sets its fees, the following policies apply:

- (i) The \$850 deposit shall be made within 4 weeks of receiving the acceptance letter from the Oriole Registrar.
- (ii) Also within 4 weeks of receiving the acceptance letter from the Oriole Registrar, the registrant shall submit 2 post-dated cheques covering the balance of tuitions fees. One post-date cheque shall be dated August 1st, and the other shall be dated November 1st.

(c) For applications that are submitted *mid-year* (i.e. after the commencement of the academic year)

To the extent a family registers a student at Oriole *mid-year*, the following policies apply:

- (i) The \$850 deposit shall be submitted with the application (and with the \$150 application fee).
- (ii) Within 2 weeks of receiving the acceptance letter from the Oriole Registrar, the registrant shall submit 2 post-dated cheques covering the balance of tuitions fees. One post-dated cheque shall be dated as of 2 weeks after receiving the acceptance letter, and the other shall be dated the *later of* November 1st or 4 weeks after receiving the acceptance letter.

Please note: full-year applicants have priority enrollment. Therefore, half-year registrants may be asked to pay for a full-year to secure a space, even if their position has been confirmed, to ensure that they will not be de-prioritized in favour of a full-year applicant.

There is a \$50 charge for a cheque with insufficient funds to cover administration costs. If the bank returns two consecutive cheques, Oriole may request further payments to be made by certified cheque or money order. Registrants with delinquent accounts (i.e. who have not followed the fee policy set out herein) may, at the discretion of the Board of Directors, be asked to remove their child from the program.

REFUNDS

Refunds shall be made by Oriole as follows:

(a) For applications that are submitted *prior to Oriole sets its fees*

- (i) The \$150 application fee and the \$850 deposit shall be automatically refundable if the announced fees are more than **2% higher** than the previous year's fees. In such case, a request for refund must be made within 2 weeks of tuition fee notification.
- (ii) Post-dated cheques shall be automatically and fully refundable prior to June 1st for full-year registrants and October 1st for partial year registrants (i.e. January start dates).
- (iii) Any other refunds (full or partial) are given at the Board of Directors' sole and absolute discretion.

(b) For applications that are submitted *after Oriole sets its fees*

- (i) The \$150 application fee and the \$850 deposit shall **not** be automatically refundable under any circumstance.
- (ii) Post-dated cheques shall be automatically and fully refundable prior to June 1st for full-year registrants and October 1st for partial year registrants (i.e. January start dates).
- (iii) Any other refunds (full or partial) are given at the Board of Directors' sole and absolute discretion.

(c) For applications that are submitted *mid-year* (i.e. after the commencement of the academic year)

- (i) The \$150 application fee and the \$850 deposit shall *not* be automatically refundable under any circumstance.
- (ii) For mid-year registrations where enrollment is immediate, post-dated cheques shall be presumptively non-refundable.
- (iii) For mid-year registrations where enrollment is set to commence no sooner than 6 weeks after registration, post-dated cheques shall be automatically refundable prior to October 1st.
- (iv) Any other refunds (full or partial) are given at the Board of Directors' sole and absolute discretion.

For clarity, any registrations accepted after **June 1st** for full-year applicants and **October 1st** for partial year applicants, are presumptively non-refundable and **only** refundable at the Board of Director's sole and absolute discretion. When determining the appropriateness of issuing a discretionary refund, the Board of Directors will consider first and foremost whether there has been a fundamental change in the registrant's family circumstances and whether such fundamental change justifies a refund of tuition fees paid to Oriole.

No partial refunds will be granted for extended periods of absences.

ADMISSION INFORMATION FORMS

The Registrar forwards a Forms Package upon acceptance to the school. All completed forms must be returned within 4 weeks of receiving an acceptance letter.

Please note: The school must be told immediately, in writing, of any changes in your address, telephone number at home, work or cell phone, emergency contact person (their work or home telephone number) or your doctor (their phone number), medical issues, immunizations, etc. Also ensure your emergency contact understands their responsibilities if they receive a call from the school.

The following forms are required for children's files

- Background and Health Information
- Emergency Information
- Consent and Waivers
- Child Immunization Information

The following forms are required for **Duty Day Participants:**

- Scheduling and Duty Day Information
- Police Reference Check (Vulnerable Sector) OR an Offence Declaration (for returning families)
- Parent/Caregiver Immunizations and Tuberculosis Screening Information
- A valid Standard First Aid and CPR-C certificate (from a WSIB service provider)

All Duty Day participants also must sign a Duty Day Participant Waiver, a Confidentiality Form, a Collection of Personal Information form and a Program Statement form, all provided at the Orientation session.

According to our license, a child cannot start school until all forms have been received and processed. Parents will be contacted if forms are outstanding prior to the start of school.

SCHOOL HOLIDAYS AND CANCELLATIONS

Oriole Nursery School's program runs from September to June with two terms (September-December; January- June). Holidays include Thanksgiving, December break, Family Day, March Break, Good Friday, Easter Monday, and Victoria Day. In the summer, the school offers two unsupervised "play dates" for incoming children, and a licensed Summer Camp. The school is not open during off-site field trips. Finally, families will be called if the school is cancelled due to inclement weather or a serious occurrence

SCHOOL HOURS AND DAILY SCHEDULE

Oriole Nursery School offers two classes that operate five days a week: Junior (two to three year olds) and Senior (three to four year olds). The classes operate from 9:00 a.m. - 11:45 a.m. Each class follows its own schedule of activities. In all of the classes, children engage in free play in the playroom and, weather permitting, in the outside playground. During inclement weather, gross motor activities take place in the Community Hall adjacent to the classrooms. The children take a break for a nutritious snack and water, which is provided by the school. The students then participate in a group time which is a time designed to engage children in active learning in small or large groups. Stories, finger plays, and songs take place. Finally, the children assist in tidying up the classroom and playground. (There are a few days during the school year when the Community Hall is unavailable to Oriole Nursery School. On these days, in the event of inclement weather, the school uses alternate rooms, provided by the Church.

All classes also have instruction once a week with a music and dance teacher, twice a month with a Sportplay instructor, and once weekly with a French teacher.

Themes form the basis for art projects, circle time, math, language arts, field trips and special events. These are noted in the Parent Handbook, are listed in the monthly school calendars, and are posted on the bulletin board. The themes support the curriculum that the school follows. Lesson plans outlining the curriculum goals are posted on the class bulletin board and emailed to all families on a weekly basis. Families are also encouraged to discuss the curriculum with the Supervisor and teachers. **Please note: If you would like the school to celebrate a special occasion or day, please speak to the staff. We may need your help, knowledge and, materials to celebrate.**

Field trips and special days offer the children first-hand experience of the topics discussed in the class. Parents are sent relevant information in advance (i.e. cost, location) and may participate. All children in attendance much have a parent or caregiver with them at all times. Parents may also be asked to help drive a child or staff member. The school/class is not open during off-site field trips.

Please refer to the following list of themes; special activities and field trips; and the school curriculum

Themes (Changes occur depending on children's interest)

September	All About Me and My Family, 5 Senses, Feelings
October	Autumn, Farms/Harvest, Halloween
November	Community Helpers & Transportation
December	Winter & Celebrations
January	Human Life Cycle & Health
February	Space, Dinosaurs, Valentines
March	Fairy Tales, Animals, Ocean and Ponds
April	Farm, Spring , Easter and Passover
May	Gardening, Food, Insects
June	Summer

Special Events and Field Trips

Please note that these are subject to change and are guidelines only.

Aug/Sept	Unsupervised Play dates
September	Family Day
October	Halloween Party, Visit to the Dentist
November	Scientist in the School , PJ Party, Guest Visitors, Library Visit
December	Holiday Party w/Rainbow Songs
January	Hands On-Exotics
February	Whimz Animals, Valentines Party
March	March Break
April	Easter/Passover Celebrations
May	Trip to Toronto Botanical Gardens, "I Love You Day"
June	Mystic Drumz, Graduation

Curriculum Areas		
<u>Mathematics Program</u> Counting Weight Size Matching Time	Quantity Classifying Comparing Graphing	1:1 Correspondence Sequencing Predicting Recognizing numbers
<u>Language Skills</u> Listening Oral expression Following directions & instructions Expressing feelings	Explaining Making polite requests Vocabulary building Describing Rhyming	Alphabet Sharing ideas in a group Recognizing letters Reading in various ways i.e. books, sign, symbols
<u>Natural Science</u> Knowledge, appreciation, respect of the natural world Observing Identifying	Discovering Experimenting Predicting Describing	Measuring Comparing Handling & examining authentic specimens
<u>Social Skills</u> Sharing Taking turns Initiating play Cooperative play	Team work Eye contact Expressing feelings Helping others	Empathizing Developing friendships Respect for others
<u>Affective Skills</u> Establishing nurturing, caring, supportive setting promoting risk-taking, decision-making, independence	self-awareness, self-control, self-expression, and positive self-esteem	Exuberance for learning Pride and pleasure in accomplishment
<u>Physical Skills</u> Large and small muscle development Physical fitness	Experimentation with apparatus Hand-eye coordination	Skill development Expressing creatively in movement Acting upon movement direction
<u>Aesthetics</u> Creating using a variety of materials and mediums Experimenting	Learning about colour, texture, shape, design Fine muscle control	Self-expression
Curriculum is thematically-based utilizing		
Books Puzzles Toys Dress-up clothes Pictures	Songs Finger plays Art activities Multi-sensory activities	Experiments and outings promote integrating new skills, concepts and knowledge in meaningful and constructive ways

FIRST DAYS AT SCHOOL

For many children, nursery school is the first time they will be left without their parents/caregivers in a new and unfamiliar environment.

Never leave your child without saying goodbye. When it is time to go, explain that you are leaving and will be back soon to pick them up. Your child may cry and want you to stay. The teachers understand how hard it is to leave a crying child, but they will recommend you leave anyway. The teacher is there to comfort your child while you are gone. Gradually, the separation time will increase and your child will begin to feel secure in this new setting, understanding that you will always come back at the end of the preschool day. If your child is experiencing separation difficulties, plan to arrive at the school 10 to 20 minutes before the dismissal time. Please discuss any concerns with your child's teacher.

To make the adjustment easier, there is staggered enrolment. New children begin school on different days. This enables both the teacher and your child to get to know each other in a more relaxed setting. Your teacher will advise you of your child's starting date before school begins.

Tips for Letting Go

Let your child linger near you.

Allow time for your child to show interest in an activity.

Let them know when you leave.

Remember that watching is a form of participation.

Remember that each child has their own individual reaction to other children and adults.

Let children be themselves.

Advise the teacher that you are leaving if this is going to be difficult for your child

Adapted from the "Organization for Parent Participation in Childcare & Education, Ontario"

ARRIVAL AND DEPARTURE

When you drop your child off please **record the arrival time and the name of the person who will pick up your child on the attendance sheet** (located on a clipboard near the entrance). Also, please ensure the teacher knows your child has arrived so everyone can greet them and make them feel welcomed.

HELP!

If possible please have your child use the washroom before coming to school. This reduces the chance of an adult having to leave the group to help a child go to the toilet.

The school has noted who may pick up your child from the information provided on the Emergency Contact Form (see the Forms Package mailed earlier) and the attendance sheet. The school will not release the child to anyone who is not listed by parents as authorized to pick up the child unless previously arranged via verbal or written authorization. When picking up your child, please note the time on the attendance sheet and ensure the teacher knows you have collected your child so that the school can account for all students. Please ensure no other child tries to leave with you.

CUSTODY AGREEMENT / ORDER

The school must have a copy of any custody agreement/order that you wish the school to enforce. Otherwise, we are not able to deny a parent access to their child. Once we receive this agreement/order, parents cannot revoke it. The school then must follow the directions given by the courts until a new custody agreement/order has been issued and received by the school.

The Teachers require the timely pick-up of your child as it facilitates the smooth operation of the school. Being the last one at school can be stressful to your child and many duties must be accomplished before the teachers leave. After two late pickups, there is a **fine of \$5** for arriving later than 11:45 a.m. and **\$1 per minute thereafter**. The Treasurer will bill you accordingly. If you know you will be late picking up your child, please notify the school at 416-960-1293. Please use the procedures for telephoning the school (see "Emergency Information and Contacting the School" in the Health and Safety Policies section for details) if calling between 9:00 a.m. - 11:45 a.m. as the phone is not answered during this time.

"PARKING" STROLLERS, WAGONS, AND BIKES

Please ensure you do not block the doors or pathway with your strollers during drop-off and pick-up. Ideally "park" your stroller beside the pathway, at the west side of the Church to avoid congestion. The school and Church are not responsible for any items left during this time. It is the family's responsibility to secure their own stroller.

Please note the following specific arrival and departure requirements of each class:

The school day starts at 9:00 a.m. and ends at 11:45 a.m. Children are dropped off either in the classroom (Junior class), or the playground or Community Hall during inclement weather (Senior class) **no earlier** than 9:00 a.m. Please pick up your child **no later** than 11:45 a.m.

Senior Class Special Note

For security reasons, only four parents/caregivers are permitted in the classroom at one time when picking up children. Please wait until your child's teacher calls you into the classroom.

Be Aware of Your Child's Mood or Behaviour

Young children are vulnerable and sensitive to their environment, and to those to whom they feel close. Sometimes incidences, both positive and negative, even minor in nature, create tension or cause the child to be emotionally "keyed-up" and they may react accordingly.

Children will react to:

- Quarrels
- Visitors, expected and unexpected
- Arrival of new furniture
- A parent was short-tempered or stern
- Lack of sleep
- Overheard stressful topics i.e. news story
- Illness
- Someone is planning a trip
- A contractor is working on the house
- They don't like their outfit
- They were rushed so as not to be late
- Other

If you notice your child is unusually tense; if there was an unpleasant situation; or something changed in the child's familiar environment and routine, please notify the teacher, ideally at drop-off, so we can give your child the understanding they need to help reduce their anxieties.

PARKING

A 15-minute student drop-off zone, **accommodating five cars**, is located on the west side of Mallory Gardens at the north end of the Church. At the start of the school year you will receive an Oriole Nursery Drop-off sheet. Place this on your dash to avoid getting a ticket (do not stay longer than 15 minutes).

When staying for your Duty Day, there are nearby public parking lots (one on the south side of Heath Street and another off of Alvin Avenue, on the east side of Yonge Street). Do not leave your car in the school's designated drop-off zone as you will be ticketed, and possibly towed. There also is one hour parking on Heath Street and nearby streets after 9:00 a.m., although most are after 10:00 a.m.

Even for the short time to drop off or pick up children, we cannot use the apartment building's parking lot adjacent to the playground; the Mothercraft drop-off zone to the west of the Church; or the Church's parking lot, and we must not block fire hydrants or driveways. Oriole Nursery School is sensitive to being part of the local community and we do not want to create ill feelings between the school and our neighbours. Therefore, please be particularly considerate of our supportive neighbours.

Oriole Nursery School families can use the paved walkway from our drop-off area on Mallory Gardens to the Heath Street school entrance. Oriole Nursery School families, and other pedestrians, use this walkway at their own risk. Please use caution as it can be very slippery.

CLOTHING AND BELONGINGS FROM HOME

Children should wear comfortable and casual clothes that allow them the freedom to play and move. Clothing should be easy to fasten and facilitate a sense of independence and confidence. **Overalls, belts, snaps, zippers and laces can be difficult for children to manage on their own.** Pants with an elastic waistband and shoes with Velcro are ideal. Clothing should be casual as students often play with messy materials such as paint, glue, face paint, water play, etc. While smocks are worn for some activities, accidents happen, and children (and parents) can become upset if a favourite outfit is soiled. Please note that while the school uses "washable" paints and materials, some colours do not wash out well of fabrics. **All clothing that is likely to be removed (sweaters, boots, jackets, and hats) must be clearly marked with your child's name, or a recognizable symbol.** In the winter months, each child should keep a pair of shoes at school, which are kept in a shoe bin for each class. The aim is to encourage children to dress themselves.

Each child is assigned a hook for clothes and personal items. **At the start of the year, please leave an extra set of clothes in a bag marked clearly with your child's name.** This should include socks; underwear or diapers and wipes; and a change of clothes. When accidents happen, the teacher and child appreciate having the articles on hand. Please update these items as seasons and sizes change. Families supply and replenish diapers and wipes for children who are not toilet trained.

Junior Class: IMPORTANT NOTE

All clothing that is to be worn outside must be on the child's hook and **clearly visible** to the person dressing your child. Clothing will not be removed from your children's bag unless your child is wet or has had an accident.

Please ensure your child is dressed appropriately for the weather, for both indoor and outdoor play. When the temperature plus the wind chill is below $-10^{\circ}C$ or when it is raining, the children use the Community Hall in the Church for gross motor activities.

Finally, children are welcome to bring a favourite toy or book from home, since toys from home can provide a sense of comfort and security. Children may be asked to leave their special items on their hook during school hours if their toy causes a disruption. In the music and drama classes, toys are left on a table in the Guild Room until the class is over. **Please note: teachers are not responsible for lost, broken or damaged toys.** They are not able to keep track of personal toys, so please explain this to your child before bringing toys to school. Please keep in mind toys occasionally get misplaced so we recommend that "especially loved toys" remain at home.

Guidelines for Clothing and Belongings from Home

- Wear washable fabrics, suitable for painting. Note: the paint can stain clothes.
- Ensure clothes and shoes are labelled clearly with the child's name that is easy to see.
- Provide an extra set of clothing, kept in a bag on the child's hook.
- In the winter, shoes (Velcro fasteners ideal) are kept in the coat hook area in a shoe bin.
- Wear outerwear that is warm and waterproof in the winter including mitts.
- Provide sunhats and protective clothing in the fall, spring and summer. The staff will not put on sunscreen.
- Unclaimed items will be put in the lost and found in the coat area for each class. The school is not responsible for any lost or damaged items (jewellery, toys, clothing, etc.).

DAILY SNACK

Oriole Nursery School provides water and a balanced snack each day. In fact, good nutrition is essential for healthy growth and development and is a key part of our program. Every effort is made to provide the children with nutritious food that is a pleasure to see, hear, smell, touch and taste. Children are encouraged to try all foods but are never forced to eat. Food is never used as a bribe or punishment.

The school provides special treats for holidays, parties and special events. You may provide special snacks, such as cupcakes or popsicles, for special occasions such as your child's birthday, but please speak to the teacher first. All special snacks cannot be homemade and must come from a nut-free bakery, or must not contain a nut/tree nut warning on the ingredient label. These treats are served after the nutritious snack. Please let your teacher know if you plan to bring in a special snack so that arrangements can be made for children with allergies.

ALLERGIES

Parents must inform the school of all allergies and special dietary restrictions. The school's Anaphylaxis Policy can be found in the Policies and Procedures Handbook. A list of children with food allergies, and their allergens, is posted in the classroom (The Senior class on the snack board and the Junior class by the bulletin board). **Oriole Nursery School endeavours to provide a nut-safe environment based on the cooperation of the staff and parents. For safety reasons, we recommend that your child not eat peanut butter immediately prior to coming to school, or if nuts have been consumed, that special care be taken to clean the child's hands and face, and to brush their teeth prior to coming to school.**

The teachers, assistants and parents are trained in the use of an Epipen. Parents and the child's physician must sign a release form before the Epipen can be administered (see the Health and Safety Policies section for details).

While we cannot guarantee a nut-free environment, we can work together to provide the very safest possible environment for all children. **For this reason no homemade snacks can be provided and families are asked to not bring food, leave food at the school or leave food in a child's bag**

If a child has complicated and extensive allergies, parents must supply their own snacks for their child. While we want to do everything we can to ensure the safety of all children, we recognize our limitations and believe this to be the best option for children with multiple allergies.

INDIVIDUALIZED SUPPORT PLANS

Oriole Nursery School is committed to being a centre of inclusion. For any child with a diagnosed support need, Oriole Nursery School's teachers will ensure that an up-to-date individualized support plan is in place. All individualized support plans will be developed in consultation with a parent of the child, and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan. Each individualized plan will be age appropriate for the age and development of the child, and will include:

- a) A description of how Oriole's teachers and community will support the child to function and participate in a meaningful and purposeful manner while in attendance.
- b) A description of any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve (a); and
- c) Instructions relating to the child's use of the supports or aids referred to in (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.

Each individualized support plan will be developed upon admission of the child; reviewed at least annually, or at any time where a) the child's support needs change or b) the physical environment changes. Every staff member, teacher and assistant will be required to review the individual support plan annually, or when any changes occur.

COMMUNICATION WITH FAMILIES

Oriole Nursery School strives to have a successful partnership with the families of the students. A close relationship between the home and school is central to the school's philosophy of providing a nurturing and empathetic place for children to learn.

Parents are welcome to visit the school at any time while their child is there, and to participate in field trips and special events like Family Day in the fall, the Holiday Party in December, etc. Families also are encouraged to share their cultural heritage, career talents, artistic abilities and hobbies with the students. Any contribution to the class is always appreciated.

CONFIDENTIALITY

Information about a child or family is confidential. Records and forms are locked in filing cabinets.

Class Lists and Monthly Calendars

All families receive contact information for the families in both classes.

IMPORTANT NOTE: This information is for the sole purpose of conducting Oriole Nursery School business and is not to be used to solicit business or for any other form of personal gain.

All families, whether participating or not, will receive via email monthly calendars which outlines the Duty Day Schedule, children's birthdays, special events, holidays, current themes and curriculum-items, fundraising initiatives, and the like. This calendar is also posted on the class bulletin boards.

Parents also receive a weekly email with the program calendar attached.

Handbooks, Minutes and Supplemental Policy-related Information:

The Policies and Procedures Handbook outlines the school's key policies and procedures. Parents and caregivers are asked to be familiar with its content before starting school. All Duty Day participants must pay particular attention and carefully read the Duty Day Procedures and Daily Routine Section in the Parent Handbook (see below) and sign a Duty Day Participant Waiver to acknowledge they have understood and read the requirements of Duty Day participants.

Board minutes and motions are available for viewing in the school office. These are filed in clearly marked binders in the school office.

Various regulations, the by-laws and additional policy manuals can be found in the school office and in the Policies Manual

Orientation Workshop:

As part of our licensing requirements, **all adults participating in Duty Days, including adults of returning students and siblings, are required to attend** a workshop prior to participating in the classroom for Duty Days. Workshops are mandated by the Ministry of Education and are intended to familiarize Duty Day participants with the school and what is expected. We encourage all families, including non-participating families to also attend one of these workshops, as it will help to familiarize you with our policies and serve as an excellent opportunity to meet with other parents and teachers. During this two-hour presentation, the Supervisor reviews the school's policies and procedures; reviews classroom routines; points out the location of the various materials, supplies and equipment; and identifies the roles and expectations required of Duty Day participants. **If you are unable to attend, you are asked to notify the Supervisor and to pay to hire an assistant for your scheduled Duty Days (\$75 per day) until you can attend the next scheduled workshop. Orientation workshops will be offered monthly.**

Communication Files:

The communication files are accordion file folders that contain a space to put information about field trips, special days, curriculum highlights, Scholastic book orders, announcements, newsletters, fundraising efforts, special requests, messages, and other information. The files can be found on the shelving unit in the art room (SR) or on the snack tables (JR). Each student has their own slot.

*** It is important to check your child's file daily to ensure that you or your child does not miss an opportunity. If someone other than you is dropping off or picking up your child, have them check the file.**

IMPORTANT NOTE ON THE INFORMATION TO BE PUT IN THE FILES

The communications files are **only** for official Oriole Nursery School materials and are not to be used for personal advertising or any other form of self-promotion. The Board of Directors must approve any non-Oriole materials directed at the families. In addition, the class bulletin boards have a place for Board-approved "advertising" opportunities.

Daily Discussion:

Oriole Nursery School's teachers enjoy having a close relationship with the parents and are extremely accessible to the families and caregivers. Please feel free to talk to them any time about your concerns or questions. If they are busy, they may suggest setting up a meeting. Their e-mail addresses are included on the class lists. The Supervisor is also available to speak and meet with parents at an appropriate time

At the end of the morning, teachers will try to share any pertinent information about the child's day with the adult that picks up the child.

Families are encouraged to discuss events at home that may affect the child at school (e.g. a parent travelling, a family illness, visitors, caregivers changing). This helps the teachers in their daily instruction and interaction with your child.

Class Bulletin Boards:

Announcements; Duty Day schedules; the monthly calendar; programming sheet; lesson plans; current fundraising efforts; and miscellaneous information are posted on the class bulletin boards. The information changes frequently so families and caregivers are encouraged to scan their class' board weekly. The Board of Directors or Supervisor must approve non-Oriole items posted on the bulletin board.

Yearbook

At the end of the school year, parents can also purchase an Oriole Nursery School Yearbook that includes photos and highlights from the year. It is produced by parent volunteers and staff.

Meetings:

BOARD OF DIRECTORS MEETINGS

The Oriole Board of Directors meets approximately once a month. Board minutes are filed in the school office for any member of the school to review. In addition, the President, or any Board member, is always available to discuss concerns and issues.

ANNUAL GENERAL MEETING

Families with children currently registered in Oriole Nursery School are voting members of the cooperative (one vote per child registered) and, therefore, have a say in the direction of the school. All members are asked to attend the Annual General Meeting, During the meeting we welcome new families, provide an overview of Oriole Nursery School, review our accomplishments, approve the next school year's budget, assign school positions, elect the new Board of Directors, and address other issues that require a membership vote i.e. by-law changes (According to Article V of the by-laws, 25% of the membership constitutes quorum and a majority vote prevails).

Lending Library:

The school offers an informal "library" where parents can refer to parenting-related publications.

Emergency Information Binder:

An up-to-date list of emergency contact numbers is kept in the teacher's bag at the school. The binder includes the following information about each child:

Family physician - contact details

Health insurance number

Parents - contact details

Third person to call in case of emergency - contact details

Release Information

Additional medical information

Parent Survey:

A survey is sent out at the discretion of the Board of Directors to solicit feedback about the school's program and operations. The survey is anonymous (you may include your name if you wish). The surveys are reviewed and analyzed by the Board of Directors. Every effort is made to address concerns that the survey raises.

Informal Summer Play Dates:

In the summer, unsupervised play dates are scheduled in the school playground to help children get used to the idea of coming to school, to meet new and old friends alike. It is also a great opportunity for parents to ask questions about the upcoming school year with returning families.

GRIEVANCES, COMPLAINTS AND CONCERNS

In the event that a formal complaint is lodged, both the complainant and the school should address any issues immediately. In resolving complaints, the President and Supervisor, in their discretion, may use the resources available through the Toronto District Parent Co-operative Preschool Corporation (PCPC), and The Ministry of Education. In the event of a complaint of sexual misconduct, procedures outlined in the Child and Family Services Act and the Sexual Misconduct Policy of the Anglican Church of Canada must be followed.

The following outlines general procedures to address complaints and concerns. Please note: a record of all concerns is kept on file. The Board of Directors will make a periodic review of all concerns. Please note that feedback may be limited due to an individual's right to privacy:

1. Family Concerns Related to Operations, Curriculum, Philosophy, Verbal Harassment, or any Other Matter:

- Within five working days of the incident, the complainant is required to write a letter outlining the complaint in detail to the President so that the facts are clearly recorded.
- Within five working days, the complainant will be asked to discuss their concern with the Supervisor and/or President including the related details such as date, place, issues, and parties involved, using the letter as a source of information and agree on a plan of action and trial period. A meeting may be requested to further discuss the concern with the people involved.
- The outcome of the discussion will be recorded in detail and kept on file for reference.
- Within five working days, the President, in consultation with the Supervisor and/or an objective 3rd party as required, will implement an agreed upon plan of action. The Board of Directors will be notified that there was an incident.
- If the complainant is unsatisfied with plan of action after an agreed upon trial period, the issue will be discussed in detail at a Board meeting (or a special Board meeting if deemed necessary) and the Board will vote on a second plan of action, based on consultation with the supervisor/teacher and an objective 3rd party as required, which may include suspension, termination, or expulsion.
- In the event that a parent decides to leaves the school during the school year, they are not entitled to a refund except for that outlined in the refund policy.

2. Family Concerns Relating To The Teachers, Specialists, Assistants, Programs Or Methods Of Teaching:

- The Supervisor should be notified of any issues related to the assistants, teachers, programs, or methods of teaching within five days of the occurrence as the teachers, specialists, and assistants report to the Supervisor.
 - Within five working days of receiving the written complaint, the Supervisor will notify the Vice President of any concerns accordingly as he/she is responsible for Human Resources issues. Together they will decide on a facilitating a resolution and
 - determining a course of action and report back to the complainant.

- If deemed necessary after consultation with the Vice President, the Supervisor will report the situation to the Board of Directors for their input either at the next Board meeting or at a special Board meeting.
- It may be necessary to arrange a meeting with the individual and the staff at a mutually convenient time (the Supervisor may or may not attend this meeting).

3. Concerns Related To The School Operations Or About The Supervisor:

- It is ideal to first address the concern first with the Parent-Teacher Liaison before lodging a formal, written complaint within five days of the occurrence.
- If unresolved, any issues related to the school's operations or concerns about the Supervisor should be directed to the Vice President who will in turn work with the President and possibly the Board to resolve the concern. Together, they will decide on a course of action and report back to the complainant.

4. Staff Complaints Or Grievances About The Families, Volunteers, Caregivers Or Other Staff:

- It is ideal to first address the concern with the individual or Parent-Teacher Liaison before lodging a formal complaint within five days of the occurrence. If unresolved, any staff complaints or grievances regarding the conduct of families, volunteers, caregivers or staff will be reported to the Supervisor or Vice President, for further discussion. Together they will determine appropriate action.
- The complaint will be carefully documented for the file.
- If necessary, the staff member has the option of using a third party as a facilitator.
- If the issue remains unresolved, the staff can discuss the issue with the team collectively, with the Supervisor and/or the Board of Directors, respectively.

5. Concerns Related To A Parent, Family, Caregiver, Or Volunteer's Behaviour:

- Working cooperatively with the Oriole Nursery School families is a primary goal of the school and is in the best interest of the children. In the event that a participating family is not fulfilling its Duty Day requirements, they may be asked to hire an assistant or pay to change to non-participating status.
- As a cooperative preschool, families with children registered in the school are
- expected to contribute volunteer time to the school. In addition, from time to time, it may be necessary to attend meetings to discuss issues, concerns and possible changes to the services and care provided to the child. Families are asked to work with the school's staff to ensure that any problems or difficulties are dealt with correctly.
- The Supervisor and/or President will first address the concern with the family before lodging a formal written complaint within five days of the occurrence.
- If unresolved, the President will notify the Board and determine an effective course of action.

- If a parent refuses to cooperate with the expectations and requirements of the cooperative, the children may be asked to withdraw from the school. An appeal for reinstatement may be brought to the Board.

6. Concerns Related To A Child's Behaviour:

- If a child's behaviour is endangering the safety and well-being of themselves, the other children, the staff, assistants and volunteers, or the school and Church property, and/or is listed as one of the school's unacceptable behaviours as noted in this Handbook, the Supervisor will meet with the family to come up with an acceptable course of action.
- The family will sign off on the written course of action, which will be provided to the President for information purposes only. Non-compliance by the family may result in the removal of the child from school. The ONS Refund Policy will apply.
- To ensure the well-being of the child and the smooth operation of the school, it may be necessary to withdraw the child from the school either temporarily or permanently. This will occur after the above steps have been taken and may include retaining the services of a behavioural specialist at the expense of the family.
- Any concerns by a family regarding a child other than your own can be brought to the Supervisor or teacher. The Supervisor/teacher's ability to respond to the concerns will be governed by the confidentiality clause contained in this Handbook.
- The Supervisor/Teacher will inform the President of any issues brought forward by any member of the co-op that results in the above actions.
- The President may become involved in any step of this process if circumstances warrant at his or her discretion.

ESTABLISHING AND COMPLYING WITH THE SCHOOL POLICIES

The staff, Oriole Nursery School families, volunteers and Board of Directors are bound to follow and uphold the policies and procedures of Oriole Nursery School outlined in this Handbook and the Parent Handbook. These have been designed to ensure a safe and productive environment that satisfies our licensing requirements and exemplifies the integrity of the school.

The Licensing Specialist from The Ministry of Education reviews the school's policies and procedures annually. In addition, policies like the Behaviour Management Policy are an integral part of the fabric of the school, its philosophy and the program. Accordingly, the Supervisor and Vice President reassess them all annually and present any proposed changes to the Board of Directors for discussion and approval. The Supervisor also reviews the school's policies and procedures with new staff and volunteers to ensure they are understood and followed. Each year, the staff, volunteers and Board must read and formally sign off on the policy and procedures, to acknowledge their full understanding and commitment to implement them. Also, adherence to these policies is part of the staff's annual review.

Finally, the school is governed by a set of by-laws. The Board of Directors also reviews these annually. The membership votes on any proposed changes at the Annual General Meeting.

Compliance with the Policies and Procedures

The Supervisor and President monitor staff, families and volunteers' compliance with the policies and procedures.

In the event of non-compliance with any of the school's policies and procedures, the Supervisor and President will notify the contravening person. In addition, the Board of Directors will be kept informed of conflicts by the Supervisor's reports at each board meeting (individual details and names will be withheld unless it becomes a more serious issue).

The procedures for responding to non-compliance are as follows:

a) Non-compliance by a Duty Day Participant/Volunteer/Family Member/Caregiver:

- The Supervisor or President provides a written or verbal warning advising the individual either to comply with policies and procedures, or temporarily cease participation at the school. In the event of a Duty Day participant, a replacement would have to be used* at the possible expense of the participating family.
- If compliance is still not possible, the Supervisor and President discuss the case with the Board of Directors.
- The Board votes on whether the violating volunteer must permanently cease participation at the school until compliance with policies and procedures is possible*.
- For serious allegations, the participating individual and perhaps the whole family may be asked to leave the premises immediately, either temporarily or permanently, without refund except for that allowed by the school's refund policy.

Please note that this may constitute a "serious incident" and the City of Toronto's Children's Services will have to be notified.

* If another parent cannot be found as a replacement, an assistant will need to be hired, at the expense of the participating family.

b) Non-compliance by a Staff Member:

The school will take the following steps for staff that have difficulty or refuse to practise the school's policies and procedures:

- The Supervisor discusses the non-compliance issue with the staff member to identify the difficulty and reasons for it; discussing the implications with respect to the child; specifying ways to employ positive methods of behaviour management; and putting the results of the discussions in a written report that is signed by both parties.
- Impose a two-week trial period, which takes place under the close observation of the Supervisor, to comply with the policies and procedures and improve their methods.
- Review the performance after the two-week trial period. If there is no notable improvement and the staff member fails to comply or clearly disagrees with the philosophy, the Supervisor and Vice President advise the Board of Directors and initiate termination procedures.

Please note that this may constitute a "serious incident" and the City of Toronto's Children's Services will have to be notified.

c) Non-compliance by a child:

- Please see section above on Concerns regarding a Child's Behaviour.

Please note that this may constitute a "serious incident" and the City of Toronto's Children's Services will have to be notified.

EMERGENCY INFORMATION AND CONTACTING THE SCHOOL

You must return your completed Emergency Information Form for your child (see the Forms Package).

IMPORTANT NOTES ABOUT YOUR EMERGENCY INFORMATION

Please advise the Supervisor immediately, in writing, of any changes in your address, telephone number at home, work or cell phone, emergency contact person (their work or home telephone number) or your doctor (their phone number), medical issues, immunizations, etc.

Ensure that your emergency contact understands their responsibilities should they receive a call from the school.

Typically, the telephone is not answered during school hours. However, you can leave a message at the school by calling 416-960-1293. If you need to reach the school in an emergency, call and let the telephone ring a few times, hang up and then immediately call again. Alternately, call the Church Office at 416-920-5211, and ask for Paul, The Church Manager. They will contact your child's teacher.

DUTY DAY PROCEDURES AND DAILY ROUTINE

In addition to providing assistance to the cooperative, families are encouraged to "participate" in the classroom. The role of a Duty Day parent/caregiver is a welcomed part of a family's involvement in the school. Regularly participating in the classroom is a valuable experience for everyone and offers a special opportunity to observe your child play, learn, grow, explore, engage in new activities, and interact with other children and teachers. It also provides valuable support for the staff and helps them gain better insight into your child so that their instruction is more focused on individual needs.

Each "participating" family assists the staff in the classroom once, bi-weekly, per child and also holds a volunteer job. Some parents are unable, or choose not, to participate in Duty Days. "Non-participating" parents pay a higher fee to compensate for hiring assistants to maintain our classroom ratio. They still provide assistance to the cooperative. Of course, non-participating parents are always welcome in classroom to observe their child and teacher.

All adults participating in Duty Days must attend an Orientation to familiarize themselves with the class routines and responsibilities. For those starting in September, the two-hour workshop is held the week before school. For those starting mid-year, the workshop will be held at the start of each month, when possible. All participants, **including returning families**, must attend the Orientation because policies and procedures do change each year. It also ensures that all participants are ready to provide informed assistance on their first day; knowing where items are located and what is expected of them. This enables the staff to focus on the children, which is critical at the start of the school year as their time is not taken away from the student to instruct Duty Day participants.

Some important notes:

- Due to The Ministry of Education's regulations, families who choose to be participating must submit all relevant paperwork prior to commencing duty days.
- Families may be asked to pay the "non-participating" fee all forms have been submitted and are on file at the school.
- Those families who have all paperwork on file, but who are unable to attend the workshop will be asked to pay to have an assistant cover their Duty Day (\$75 per day), until they can attend the next scheduled Orientation, which is offered monthly.

NEW Families who choose to participate in Duty Days are counted towards our adult to child ratio. When a Duty Day participant does not arrive for their scheduled duty day, the adult to child ratio is compromised, and Oriole faces the possibility of large fines from the Ministry of Education for licensing infractions. **If a Duty Day participant does not arrive for their scheduled day, a fine of \$200 will be levied, at the discretion of the Board of Directors. If a participant misses a subsequent Duty Day, the family will be asked to switch to Non-participating and shall pay the difference in fees.**

In addition, you will be asked to sign a form to confirm that you have reviewed and agree with the behaviour management policy and have submitted the appropriate forms.

SCHEDULING DUTY DAYS

Families identify the participant(s) and their availability to help (see the registration package) and the Supervisor makes every effort to accommodate all requests and ensure there is an adequate break between scheduled Duty Days. The Duty Day schedule is prepared and e-mailed to all Oriole Nursery School families. It is also posted on the classroom bulletin board approximately two weeks prior to the start of each month. Parents are responsible for switching days with other families, hiring an assistant, or advising the Supervisor of any changes to their availability, both long and short term (e.g., family vacations) in a timely fashion.

Switching Duty Days

Please find your own replacement if you need to switch your Duty Day once the schedule is e-mailed and posted on the class bulletin board. Contact either a parent/caregiver or pay for an assistant (list to be provided). Be sure to update your class Duty Day schedule and notify your child's teacher of any changes. **Please pay the school's Supervisor directly (\$75)** on your Duty Day by cash or cheque, payable to Oriole Nursery School.

Specific Classroom Routines

(Please note: these routines are subject to change due to the needs of the school, staff, and children.)

1. The Junior Class Routine

9:00 – 10:00 am Free Play

Assistants and Duty Day participants flow with the children as they move to different areas of the playroom(s). The key is to make sure all areas are supervised.

While in the Art Room make sure that:

- Smocks are offered for painting and messy activities
- Names are written on all artwork (even if only one stroke has been made on a page).
- Completed artwork is hung to dry on the bulletin board or on the drying rack
- Fresh material is ready for the next child

At approximately **9:45am** the teacher will sing the 'tidy-up' song and all the toys and craft materials are put away. Children should be encouraged to tidy up play materials on their own.

10:00-10:20 am Washroom Routine and Snack

The teacher will split up the Junior class into groups for a visit to the washroom to wash their hands. All children will be encouraged to use the bathroom, but are never forced. They must wash their hands before snack whether or not they have used the washroom.

Toileting Procedure:

Adults and teachers who take children to the toilet and help with the following:

- place the child on the toilet and stay as long as necessary;
- ensure the child has wiped themselves or provide assistance;
- encourage the child to flush toilet or provide assistance;
- encourage the child to put clothes back on or provide assistance;
- encourage or help the children to wash their own hands with soap.
- wash your own hands; and
- once finished, wait against the wall, on the stairs or at the table until everyone is ready to return to class.

Stools for standing on are under the sink and should be taken out and replaced once all children are finished.

Diaper Changing Routine:

Children do not have to be toilet trained to attend school. We do ask that parents of children who are not toilet trained bring diapers and wipes required. Duty Day participants, assistants and teachers all assist with diapering.

- Gather diapering supplies from child's bag
- Wash hands and put on gloves
- Remove diaper and clean soiled area
- Put on new diaper, Redress child
- Remove child from change mat.
- Dispose of diaper in white diaper bin. Help the child to wash their hands.
- Spray change mat with Virox (above change mat). Leave for 30 seconds. Wipe dry.
- Wash hands. Return to classroom.

Snack set-up - at an appropriate time the teacher will ask the Duty Day participant to set up the room for snack.

Spray and wipe the tables with disinfectant, then wash your hands. Wait for the teacher to sing the snack song, and then set out a paper towel at every place. Children should be encouraged to tidy up their snack on their own. Teachers and Duty Day participants should sit with the children at the table and serve snack to each small group, while seated. The one adult should remain at the table with the children who are still eating and the other can read with the children on the carpet.

10:20 - 10:40am Group Time

During Group Time, children gather in a small or large group and the teacher engages them in learning activities, these may include: playing games, experimenting, singing, finger plays, reading, storytelling and much more. Once group time begins, Duty Day participants should sit with the children and model appropriate behaviour. If a child requires redirection, quietly whisper in the child's ear so the other children are not disturbed.

10:40am-11am Physical Activity in the gym

On mornings when there is no physical programming (Sportplay and Groove) the Junior class will go to the gym for a 15-20 minute planned physical play activity. Duty day participants and teachers will actively participate in the activity with the children.

11:00 am Moving Outside

After gym time the children will be assisted in dressing for outside play. Encourage independence by verbally telling children how to dress themselves. Assist only when the child is in obvious need of help. They will then follow the teacher up the stairs and outside. Duty Day participants will escort a group of children, ensuring that the group climbs the stairs and walks to the playground in a safe and controlled manner. The class will transition in small groups.

11:00 - 11:45 am Outdoor Play

It is imperative that all areas of the playground be supervised at all times. One adult must supervise the slide, another adult the little house and the third adult the sandbox and bouncy toys. Keep an eye on the gate to make sure that it is always kept closed and no children leave unsupervised. Towels in the shed can be used to wipe dew off the slide. Tissues, Band-Aids, disinfectant, towels and wipes are located in the shed.

The following behaviour is not allowed:

- Use of sticks and any other object as a weapon
- Hitting
- Climbing on the bench
- Going down the slide on stomach, back, or straddling the sides of the slide
- Two-way riding on the bicycle path (have children ride in only one direction)

If one child needs to use the bathroom, please remember to ask if there are others who need to join you.

In addition to watching the children, there are a few housekeeping duties. At the end of the morning, the toys must be put away in their respective cupboards / bins. The sandbox is covered with the tarp.

During inclement weather children finish their day in the Community Hall. On Mondays, Wednesdays and Fridays, at 11:25 am all of the toys and cars must be rolled back to the cupboard (in the music room) and neatly put away.

Music, Movement and Sportplay Days

On Mondays and Wednesdays, free play ends at 9:40am, and children eat snack until 10:15. (snack will take place before programming). All children will participate in programming together.

All adults accompanying the children in these special classes must follow the specialists' lead and instructions, and **actively participate**. Encourage the children but respect their choice to observe and not actively participate. Leave any challenging situations to the teacher to handle.

French Fridays

On Fridays, the Junior class will have snack at the normal time, followed by a short gross motor activity in the Community Hall . At 10:45 am, the children will return to the snack/circle time room for 30 minutes of French instruction. After French class, the children will get dressed and play outdoors (or in the classroom) until 11:45 am.

2. The Senior Class Routine

9:00 – 9:45 am Outdoor Play

It is imperative that all areas of the playground be supervised at all times. One adult must supervise the slide, another adult the little house and the third adult the sandbox and bouncy toys. Keep an eye on the gate to make sure that it is always kept closed and no children leave unsupervised. Towels in the toy cupboard can be used to wipe dew off the slide. Tissues, Band-Aids, disinfectant, towels and wipes are located in the toy cupboard.

The following behaviour is not allowed:

- Use of sticks and any other object as a weapon
- Hitting
- Climbing on the bench
- Going down the slide on stomach, back, or straddling the sides of the slide
- Two-way riding on the bicycle path (have children ride in only one direction)

In addition to watching the children, there are a few housekeeping duties. The sandbox and sand in the slide area must be raked at the start of each morning. Rakes are located next to the shed. The bicycle path should be swept clear of gravel and leaves. This is an activity the children often like to help out with.

If one child needs to use the bathroom, please remember to ask if there are others who need to join you.

During inclement weather, children start their day in the Community Hall. By 9:00 am all of the toys and cars will be rolled out of the cupboard in the Guild Room and into the Community Hall. At the end of playtime, encourage children to tidy up the toys (for later use by the Junior class), or adults will assist the teachers to return the toys to the storage room.

9:45 am Moving Inside

Children are encouraged to line up with their backs to the green fence, or to sit on the ledge. Once the teacher has counted the children, the class walks, in small groups, to the glass doors, walks down the stairs holding the railings and proceeds to the coat room located down the ramp in Room 1. Children will get undressed and hang up their belongings on their own hooks, and then sit in a circle once they are done. Please encourage hats and mittens to be stuffed into jacket sleeves and children's clothes to be hung on their respective hooks.

10:00am - 10:20 am Group and Story Time

During Group Time children will sit as a group while the teacher engages them in learning about the monthly theme. Activities that may include: playing games, experiments, singing, reading, finger plays, storytelling, games, calendar and much more.

10:20am-10:35am Physical Activity in the Gym

On mornings when there is no physical programming (Sportplay and Groove) the Senior class will go to the gym for a 15 minute planned physical play activity. Duty day participants and teachers will actively participate in the activity with the children.

Washroom Routine and Snack 10:35am-10:55am

The teacher will send children in small groups to use the washroom and to wash their hands... Children should be verbally encouraged to wash their hands on their own.

Toileting Procedure:

Adults and teachers take children to the toilet when they ask and help with the following:

- place the child on the toilet and stay as long as necessary;
- ensure the child has wiped themselves or provide assistance;
- encourage the child to flush toilet or provide assistance;
- encourage the child to put clothes back on or provide assistance;
- encourage or help the children to wash their own hands with soap.
- wash your own hands; and
- once finished, wait against the wall, on the stairs or at the snack tables until everyone is ready.

In the washroom down the ramp, stools for standing on are under the sink and should be taken out and replaced at the end of the hand washing routine.

Snack set up: If asked to set up the Art room for snack, spray and wipe the tables with disinfectant, then wash your hands. Set out a paper towel at every place and assist children to find a seat.

Once children are seated the teacher will sing a snack time song, and then both the Duty Day participant and teacher commence offering and distributing the snack and water. When they are finished snack (whether they eat or not) each child takes their paper towel and cup to the garbage area.

10:55am - 11:45 am Free Play

Once snack time is complete, children may play in the playroom. Once the snack tables are clear, the Duty Day participant joins the children in the playroom while the teacher sets up the art tables, or the Duty Day participant sets up the art tables.

Assistants and Duty Day parents / caregivers flow with the children as they move to different areas of the playroom(s). The key is to make sure all areas are supervised.

While in the Art room make sure that:

- Smocks are offered for painting and messy activities
- Names are written on all artwork (even if only one stroke has been made on a page).
- Completed artwork is hung to dry on the bulletin board under the child's name
- Fresh material is ready for the next child

At approximately 11:40 am the teacher will sing the 'tidy-up' song and all the toys and craft materials are put away. Children should be encouraged to tidy up play materials on their own.

At 11:45 am children and sit on the carpet, sing a goodbye song, and wait for the teacher to call their name to be dismissed.

Music, Movement and Sportplay Days

On programming days, snack will take place prior music or movement,. The children will come inside at 9:45am, eat snack between 9:45-10:15, and play in the playroom from 10:15 until 10:45. All children will participate in programming together. Circle time will take place in the Junior snack room, after programming, from 11:15am until 11:45am.

All adults accompanying the children in these special classes must follow the specialists' lead and instructions, and **actively participate**. Encourage the children but respect their choice to observe and not actively participate. Leave any challenging situations to the teacher to handle.

French Fridays

On Fridays, the senior class will have gym time from 10am-10:15am, snack from 10:15-10:30 and free play from 10:30 until 11:15am. At 11:15am, the children will participate in 30 minutes of French instruction. After French class, the children return to the playroom and wait on the carpet for the teacher to call their name for dismissal.

ROLES AND RESPONSIBILITIES

Assistants and Duty Day participants are key to the operation of Oriole Nursery School as they fulfill the licensing requirements for our adult to child ratio; provide additional supervision; and help the staff. Also, participants are involved in their child's school experiences, facilitate learning and have fun. In addition to the tasks outlined above, and in keeping with the school's policies, the participants assist the staff teacher by practicing the following:

- Arrive on time for their Duty Day
- Participate with the children in their activities.
- Help children learn to share, take turns and resolve conflicts (ask the staff for help if needed).
- Prepare material for class (as directed by the teacher).
- Supervise the children in the playground, Community Hall and classrooms.
- Escort groups of children to music, movement and Sportplay classes.
- Supervise the children in the washroom and halls.
- Help to keep classroom and playground material and equipment in general order and cleanliness.
- Do extra jobs at the teacher's request to ensure the smooth operation of the school's program.
- Adhere to all school policies and procedures.

Duty Day participants should arrive at 9a.m. and stay until 11:45 a.m. you expect to be late for your Duty Day, you must contact another parent/caregiver so they can remain at the school to help until you arrive.

While on duty at the school, adults must not use cell phones or smoke. In addition, while supervising in the playground, please avoid excessively chatting with another parent or the staff. Always watch for hazardous situations and intervene early to prevent accidents.

Preparing Your Child for Your Duty Days

- Explain your role is at the school beforehand and that you are there to help the teacher and your child's classmates.
- At the beginning of the year if your child is clinging to you, please concentrate on your child. Your child may not be feeling ready to share you. The staff will cover for you. In time your child will feel more comfortable with you being at school during your Duty Day.

PROGRAM STATEMENT (SCHOOL PHILOSOPHY)

Oriole Nursery School offers a learning program that is consistent with the Ministry of Education policies, pedagogy and curriculum. Children are naturally curious, eager to learn and want to master new skills. Learning is enhanced when children are free to choose where they play, with what, and with whom. As children pursue their choices and plans, they explore, ask questions and solve problems.

Teachers, assistants and Duty Day participants support the children's choices and their quest for independence and learning by cultivating authentic, caring relationships and connections. This helps to create a sense of belonging between children, adults, the Oriole Community, and the world around them.

All children are competent, curious, and rich in potential

Oriole Nursery School recognizes that each child is a unique individual who brings his or her own abilities to the program. Each child deserves time to try new things, explore new ideas, and encouragement to develop their own unique creativity.

Oriole Nursery School sets the stage for learning by creating an enriched, unbiased, inclusive, and stimulating environment where children pursue their natural inclination to learn and be independent. We provide an environment that promotes curiosity and exploration. We believe every child deserves a safe and caring environment in which they will grow and develop to their maximum potential.

Each child`s stage of development is individualized. Contributing factors include their unique family, community and life experiences. We aim to integrate all areas of child development in our program by creating a unique, responsive program that takes the learning needs of all of the children into account.

Our program goals are to:

1. To create a positive first school experience, where every child feels they belong
2. Plan for and create positive learning environments, where all children are engaged.
3. To create positive partnerships with families and the surrounding community.
4. Nurture the healthy development and wellbeing of all children.
5. Foster communication and expression in all forms.

1. To create a positive first school experience, where every child feels they belong.

We provide a happy, relaxed, encouraging atmosphere that fosters self-respect, self-discipline, self-esteem, a sense of humour, and security. Children are free to explore and develop at their own pace. We recognize that each child`s family plays an important role in their development and we encourage family involvement during our program, on our Board of Directors, during special events and on field trips. We have an open door policy so that families always feel welcome. We believe when families feel welcomed into the program, children naturally feel like Oriole is their second home. We want children to leave Oriole each day, wanting to come back!

2. Plan for and create positive learning environments, where all children are engaged.

Oriole Nursery School's program emphasizes "learning through play" where preschoolers learn about themselves, others, and their environment through actively exploring and experimenting with a variety of materials and equipment.

Our Teachers and Educators are true professionals who connect with children, ensure safe environments, plan and extend play, reflect on successes, document children's play and learning through program portfolios and communicate regularly with parents.

Oriole's Early Childhood Educators construct curriculum that truly reflects the interests and needs of the children in our care. Our curriculum is responsive and is constantly adapted to children's currently interests, needs and capabilities.

Our educators treat the play environment as the children's third teacher. They take great pride in ensuring that the activities and materials are engaging for all children. They plan their program and activities based on ELECT ([Early Learning for Every Child Today](http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf))
<http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>

3. To create positive partnerships with families and the surrounding community.

Parents and caregivers are encouraged to participate in biweekly duty days, where they are trained as assistant teachers and help with the implementation of the program. Parents and caregivers are able to see their children in the school environment, which helps connect home life and school life. Being able to talk about activities that happened during the day, sharing experiences and knowing other children and families in the program helps children and families create connections that often last outside of the school year.

It is important to the success of our program to have positive and responsive interactions among the children, parents and our staff. We encourage engagement and communication with parents about our program and their children during Duty Days, at daily drop-off and pick-up times, through phone conversations or emails, through our teacher's blogs, at and parent/teacher conferences.

Weekly program plans are also posted at the school, and emailed to all families weekly. This plan offers more details about events and activities at the school. Parents can use this tool for involvement by bringing in resources, such as books, pictures, costumes or music, which are relevant to the programming at the school at that time.

Oriole Nursery School strives to connect with community partners through field trips and classroom visits. We also work with health care professionals, speech and language pathologists and specialists, when required, to ensure the very best school experience for all children.

4. To nurture the healthy development and wellbeing of all children through:

Outdoor play: Children thrive in programs where they can engage in vigorous physical play in natural outdoor playgrounds that present manageable levels of challenge. We believe that outdoor play stimulates creative exploration, expression and inquiry. At Oriole, outdoor play is included in our programming every day, for at 30-45 minutes. While outdoors, teachers and caregivers facilitate children's efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interaction.

Self-care: Another huge part of our program is supporting children's growing independence. Teachers at Oriole believe that children are naturally competent, when given opportunities to practice self care skills at their own pace. We believe it is important to allow children ample time and opportunities to tidy up their own toys, clean up on their own after snack, wash their own hands, dress themselves and when ready, learn to go to the washroom. Teachers and caregivers at Oriole help children through this process through verbal prompts, patience and recognizing that all children will learn and develop at

their own pace. When children are given the opportunity to demonstrate their own capabilities, in a supportive non-rushed environment, they naturally thrive.

Healthy snacks: We offer healthy snacks, prepared on premises, accompanied by water that is available throughout the day. We believe that children are more likely to broaden their food choices when they see other children trying the same foods, so we try to expose children to a wide array of fruits and vegetable choices.

5. To foster communication and expression in all forms.

Our program is structured to support the social and emotional development of all children. We believe that every child communicates and expresses their thoughts and emotions in various ways, so we structure our program with activities that give consideration to all of the ways that children experience the world. During free play, children are given opportunities to choose who to play with, what to do and how to interact with their environment- every choice is child initiated. During group time, activities are structured to give children opportunities to communicate with each other, and to communicate their own thoughts, at their own pace, with adult support. All of our activities offer children opportunities to express themselves in the way that they see fit.

For most children, Oriole is their first school experience; in a social setting with other children, away from home. We recognize that children learn to self-regulate at their own pace, and through various ways. Through responsive adult interactions, we help children learn strategies for becoming or staying calm and focused, by enabling them to recognize and modulate their emotional states, and to become more aware of the effects of their actions on others.

HOW TO PLAY AND SPEAK WITH CHILDREN (IMPLEMENTATION OF PROGRAM STATEMENT)

It can be a challenge interacting with a group of pre-schoolers. However, with a little practice, and some helpful tips, it can be fun for everyone.

- **Give Directions:** Make sure you have the child's attention. Get down to their level and have them look into your eyes. Directions should be concise and specific, to avoid confusing the child.
- **Guide Behaviour:** Use a positive approach, e.g., commend desirable behaviour and disregard minor unacceptable behaviour. Make positive statements and avoid saying, "no" and "don't". Instead try, "Chairs are for sitting on" or "The playdough belongs on the table". Be alert to the children's activities to avoid problems, e.g., redirect a child who is clearly going to knock down another's blocks.

- **Encourage Independence:** Encourage the child to do as much as possible themselves. Do not insist on complete self-help if they are clearly tired at the end of the school day, or are becoming frustrated. Let children develop their own problem-solving skills. Offer suggestions when they cannot do it alone. Allow the child to choose their own activities. Avoid interrupting any activity in which the child is absorbed. Offer suggestions only if they seem to be wandering aimlessly.
- **Encourage Creativity:** Help the child discover their own sense of creativity rather than conforming to adult standards. A child cannot attain an adult's level of skill and the child may feel inadequate when they see an adult's work. If a child asks you to draw something, try saying, "If I show you my way, it will be my horse, not yours", or "You can think of so many things that I can't". Ask questions to clarify the child's ideas - "What are the important parts of a horse?" "What colour do you want to make it?" If a child asks you what to make, direct their thinking in a general way - e.g., avoid "Paint a tree with apples" and try, "Did you see anything interesting to you?" or "Let's see how many different things the brush can do".
- **Stimulate Curiosity and Learning:** Ask leading questions to help the children discover answers for themselves - e.g., "What will happen if...?" Encourage the child to be aware of their surroundings and explore the senses - touch, smell, hearing and sight. Draw attention to the little details.
- **Accept Each Child as an Individual:** Accept each child for what they are and what they can do rather than what you think they should be or should be able to do. Avoid making comparisons between one child and another. Help each child feel they have something to contribute to others. Take the time to get to know and understand each child. Show genuine interest in what they do.
- **Speaking with the Children:** Shaming behaviour such as labeling a child "selfish" or "naughty" is not acceptable. It does not add to the child's self-respect. Direct children towards areas that interest them and do not force them to participate in an activity that does not interest them.

An Example of Dealing with a Challenging Situation

When a child hits:

- **Say:** "Our hands are for hugging and holding" (this invites the behaviour we want to see).
 "It's not okay to hit people. We need to feel safe when we play" (Be clear, not angry)
 "You need to speak up and use your words - not your hands" (Help start problem-solving through verbalizing)

If they hit again:

- **Offer Choice:** "Can you stay and play safely or do you need to go?"
- **Follow Through:** "I see (because you keep hitting) that it's tricky for you to play there" and guide them to the side of the room or someplace neutral on the sidelines of the action, out of the centre of the action and help the child find another activity.
- **Action Not Words:** If they have been redirected once before, you can gently take their hand and guide them to the side. No words are needed. They know what they have done and what is happening.
- **Firm and Friendly:** Watch the body language. Stay calm and composed. Your emotions, disapproval, and exasperated looks interfere with learning.

- **Remember:** When they choose to come back - that is fine. Then you say: "Hi - I'm glad you've chosen to come back. It's more fun when we all play together."

The Duty Day Participant Checklist

1. Did you sit with children on your lap today?
2. Did you engage in a small group interaction? Did you participate in a play situation?
3. Did you sit on the floor and play with a child in a one-to-one interaction?
4. Did you ask open-ended questions in your conversations with children?
5. Did you lower your body position in interactions with children to ensure eye contact?
6. Did you greet the children upon arrival and say goodbye at departure?
7. Did you reinforce positive behaviour?
8. Did you verbally encourage a job well done today?
9. Did you demonstrate genuine enjoyment and respect for the children today? (How?)
10. Were you spontaneous in facilitating learning? (read a book, use a toy in a novel way, ask a child to describe or talk about her paintings, constructions, etc. Help children to make observations about their environment on walks or in the playground).
11. Did you engage in spontaneous conversations with individual children during routines and transition times? (at mealtime, washroom, cloakroom, on route to the playground, etc.?)
12. Did you support the child in their decision-making? (Did you provide choices?)
13. Were you glad to be here? Did you show it?

P.S. It's OK if you are exhausted by the end of the morning!

Developed by Christine Zupo-Citrino, Early Childhood Educator, Fashion District Day Care

BEHAVIOUR MANAGEMENT PHILOSOPHY AND POLICY

Oriole Nursery School believes that everyone must be treated with respect, including our children, staff, Board members, volunteers, participating adults and families. Accordingly, everyone involved in the school must commit and adhere to the following Behaviour Management Policy when dealing with the children, staff, volunteers, Board of Directors, Duty Day participants and visitors at the school:

1. Expectations of the Students

The school establishes core expectations of the students and their behaviour. The children learn to treat others with care; never causing physical harm to others, their belongings, or creations;

and respecting each others' rights. Children are asked to obey reasonable requests regarding safety, routines, the care of toys, and respect for others by:

- waiting in doorways for the teacher or Duty Day participant when going in and out;
- walking in the hallways and classrooms;
- using the handrail and walking in single file while on the stairs;
- washing their hands after using the toilet and before snacks;
- handling toys with care, always keeping in mind a child's natural and necessary need to explore;
- cooperating during "tidy-up" times;
- treating each other, staff and volunteers with care, never physically harming others, their belongings or creations; and
- respecting each others' right i.e. taking turns with toys.

2. Procedures and Techniques to Manage the Child's Behaviour

To help the children achieve these expectations, the school practises the following techniques:

- **Provide an effective environment:** Create an environment that is organized, prepared and reduces potential problems. Minimize waiting by offering activities that are continually available. When waiting is necessary, an adult should be available to sing, read, or play games.
- **Proactively deal with misbehaviour:** Before dealing with any misbehaviour, observe the child, ask what happened and try to identify the motive or goal behind the behaviour. Approach the child with what you perceive to be their motive or goal and together try to come up with a workable solution.

If a child seems agitated or out of control, ask the child to join you in a quiet area and help the child to calm down by rubbing the child's back, helping them breathe slowly or talking to the child in a quiet soothing voice. Please ask for assistance if you are having difficulty.

- **Take a positive approach:** Take a positive approach in any contentious situation. Try to determine the true cause of the difficulty by listening to both sides of the story. Take a neutral stand and help the children find alternate modes of behaviour and ways of expressing themselves. Help them understand other points of view; to reflect their own feelings back to the other child; and demonstrate understanding and compassion. (Help the students learn to wait and understand that they can't always have what they want when they want it. It may be necessary to temporarily remove a toy if it causes conflict with the children.)
- **Dealing with a grouchy or upset child:** If a child is grouchy or upset, note what is going on and help them verbalize their growing discomfort. To help diffuse the situation, ask the child if you can read a book to them or use the toy telephones to role play a conversation where they can safely voice their concerns.
- **Dealing with a negative cry for help:** If a child signals a need for help with a deliberate, inappropriate act, e.g. attacking another child or screaming, identify acceptable ways of signalling distress and controlling behaviour such as using a quiet voice and appropriate words such as "Can I have a turn when you're through?" Do not hesitate to give directions firmly, clearly and repeatedly. Assure them you are in charge and keeping things safe. Avoid talking about rules and discipline.. If the child's difficulties persist, the child may need some quiet

time separated from the group to calm down, by reading a book, playing with a toy or playing in another room.

- **Dealing with a child who wants to be alone:** If a child wants to be left alone, respect their withdrawal. Be brief, quiet and calm; acknowledge their sadness; and convey your availability and concern. Avoid searching questions or trying to promote a responsive conversation. Tell them that when they are ready, they are welcome to come and play. Check with them after a moment to see if they are ready to return to the group.
- **Dealing with a child who is unable to manage:** If a child is unable to manage, remove them from the situation as a last resort. Consider sitting them on a chair. Tell them kindly but firmly that their behaviour is not acceptable or appropriate, and perhaps they need time alone. Give the child the responsibility to decide when they are ready to play in a friendly, cooperative way. In this way, the child has some control and understands that we trust them to manage themselves. If the child has not decided to return after a short period of time, invite them back into the group; but only if they feel ready.
- **Dealing with a very aggressive child:** It may be necessary to remove a very aggressive child or a child who is consistently uncooperative from the classroom altogether. An adult must stay with the child at all times. Use the hallway in the event of temper tantrums. Reassure the child and help calm them by reading to them, if they are interested.

3. Prohibited Practices

The following actions constitute prohibited practices at Oriole Nursery School

(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.

The performance of a prohibited practice, as specified above, will justify immediate for-cause termination of employment in the case of a teacher, or immediate cessation of Duty Day volunteer privileges in the case of a Duty Day participant.

Staff members will sign off on this understanding during the contracting process. Participating families will acknowledge this understanding during orientation by signing off on a Prohibited Practices form that will be kept in their file. Any participating family asked to switch to non-participating due to the contravention of Prohibited Practice would be subject to fees related to a non-participating status.

No temporary staff (French teachers, Sportplay teachers, Music and Dance teachers) and/or visitors will be left alone, with any child, for any period of time.

MONITORING BEHAVIOURAL MANAGEMENT PRACTICES and IMPLEMENTATION OF THE PROGRAM STATEMENT (Tracking)

1. Policies and procedures will be reviewed annually. The Supervisor and officer of the Board of Directors (the vice president) will be responsible for this review. The Supervisor will keep a signed record of the date of each review.

2. The Supervisor will review policies and procedures with each new employee and will repeat the review once annually. The Supervisor will conduct a review with all staff members every 3 months and will meet with them to establish any issues or concerns with compliance with the above policies. The Supervisor will keep a signed record of the date of each review.
3. The Supervisor will review the Program Statement and Behavioural Management Practices prior to any Duty Day Participant or volunteer interacting with children. The Junior and Senior teachers will observe behavioural management techniques, and the implementation of the practices outlined in the Program Statement of volunteers and staff every 3 months. The teachers will keep a signed record of the date of each review.
4. A Board Member will observe behavioural management techniques, and the implementation of the Program Statement, of the Supervisor and will document observations annually. A signed and dated copy of the review will be kept in the Supervisor's file.

POLICIES AND PROCEDURES WITH RESPECT TO CONTRAVENTION OF ABOVE REGULATIONS

1. Participating parent or designate

The individual will not be allowed to participate and a replacement must be used until the Board of Directors Executive Committee has reviewed allegation and incident. If allegation is serious, the participating individual may be asked to leave the premises.

2. For **teachers** who have difficulty putting the above methods into practice or who habitually refuse to do so, the following steps will be taken:
 - Identify the difficulty and the reasons for it;
 - Discuss the implications with respect to the child;
 - Further discussions and results again committed to writing and signed by both parties. If no improvement is shown over a one- or two-month period, and if the teacher does not appear to be trying, or if the teacher clearly disagrees with the above philosophy, then termination of employment will be required. If teacher feels she has been terminated unfairly, he/she can appeal the decision to the Vice-President within 24 hours after termination notice has been given.

Special Note

In addition to the fair, nurturing and considerate treatment of the children outlined above, the staff, families, volunteers and caregivers are obliged to behave in an ethical, professional and considerate manner to one another.

Childcare Supervision Policy for Volunteers and Students

- Direct unsupervised access (i.e. when the adult is alone with the child) is not permitted for persons who are not employees of Oriole Nursery School, or a registered Duty Day participants (who has had policy Vulnerable Sector Criminal Reference Check and training).
- Placement students and volunteers do not count in staffing ratios for ONS and may not be left alone with children at any time
- Duty Day participants are counted in ration at ONS, as it is a co-op school, and two Duty Day participants may take the place of an unqualified staff (i.e. Assistant) when the Ministry Director approval has been given.
- No child will be left supervised with anyone under the age of 18.

Roles and Responsibilities of the Supervisor

The Supervisor shall ensure that all students and volunteers:

- a) Have read the ONS Policies and Procedures handbook and are familiar with: ONS Program Statement, Behaviour Management policy, Anaphylaxis policy, Health and Safety Policies etc.
- b) Have submitted a CLEAR Vulnerable sector criminal reference check, or appropriate clearance letter (see Reference Check Policy)
- c) Are aware of the above Supervision policy and know that they are not allowed to be alone with children.
- d) Are always supervised by an RECE or designate.

Roles and Responsibilities of Students and Volunteers

All students and volunteers are required to:

- a) Adhere to all policies outlined in the ONS Handbook
- b) Submit all appropriate paperwork, as outlined above
- c) Stay with the RECE or designate at all times

Students and volunteers may:

- Play with the children during the duration of the program

- Read to and converse with the children
- Assist with the snack routine
- Participate in the program's activities, alongside other teachers
- Assist with set-up, tidy-up and other routines

This policy shall be reviewed annually, and a copy of this Handbook will be distributed electronically to each family when they register.

Volunteer Roles

Oriole Nursery School works hard to foster a feeling of community and our families play a vital role in the school's operations and ongoing success. In fact, we are entirely dependent on the efforts and contributions of all parents with children enrolled in the school. The volunteer commitment creates a unique, nurturing and enriched learning environment for the families, volunteers, staff and children.

An elected Board of Directors, comprised of volunteers who are parents of children currently attending the school, governs the school. The Board oversees all volunteer committees and makes all decisions concerning the current and future direction of Oriole Nursery School. The Supervisor is an ex-officio member of the Board. All teachers and assistants report to the Supervisor.

The cooperation and support of all parents is essential to the smooth operation of the school. All members, whether "participating" or "non-participating", are expected to choose a Board or non-Board position that contributes to the daily management and operation of the school and its activities throughout the year. Ideally, parents select a position(s) in an area where they feel they can make the greatest contribution (see below for list of volunteer opportunities).

All positions are filled on a first-come basis. Families currently enrolled at the school elect the Board of Directors at the Annual General Meeting. The outgoing President and incoming President delegate remaining positions to those who have not indicated a choice, or have registered late. In addition to the listed jobs, anyone with a particular skill, talent or contact that could benefit the school should talk to the President or Supervisor.

The following outlines the volunteer positions. Please note the time allocated to each position is only a guide and is subject to change depending on the scope of the job for that specific year. **Please note, some positions require a smaller time commitment and, therefore, some families may be asked to perform more than one role.**

THE BOARD OF DIRECTORS POSITIONS

According to the by-laws, the Board of Directors is an elected body that oversees the administration of the school. During the summer, the Board typically meets with past Board members to hand over files, offer advice, and facilitate a smooth transition. At this time, new Board members receive the Oriole Nursery School Board of Director's Manual, outlining their roles and responsibilities and must sign a confidentiality agreement.

Board positions are key to the management of the school and Oriole Nursery School is grateful for the commitment of these volunteers. As officers of the school, the Board has a legal obligation to the organization and recognizes that its role impacts the success of the school. The Board meets approximately once a month and all directors are expected to attend all Board, general and special meetings, and all school events.

Due to the substantial time required, Board members can arrange with the Supervisor to reduce the number of Duty Days required by one day per month per child.

The following is an outline of the duties of the various Board member positions:

1. President

The President shall:

- Function as the general manager of the school. Confer with the Supervisor on a regular basis to ensure that the school is functioning well and running smoothly. If concerns arise, discuss the issues with the Supervisor and raise them at a Board meeting. Play a leadership role in all activities related to the school. Serve as the primary contact for the Church, outside organizations such as PCPC, the parents, and the like.
- Oversee Board affairs. Chair Board meetings, the Annual General Meeting and other special meetings as required. Ask the Supervisor and Committee Chairs to prepare reports in advance of the meeting as required. Instruct the Secretary to take minutes at each meeting. Guide and mediate Board action with organizational priorities and governance concerns. Ensure Board matters are managed properly, including preparing pre-meeting materials; committee functions; establishing annual Board goals and objectives; recruitment, new Board orientation and team-building; feedback and flow of information; proper documentation and record keeping of discussions, decisions, motions and the like; and follow-up. Confirm that all Board members are fulfilling their roles. Delegate positions to parents who have not chosen Board or non-Board positions.
- Provide advice on Task Forces and Ad Hoc Committees. Oversee strategic planning and new initiatives.
- At the end of the school year, prepare a President's report outlining the major events/accomplishments and include recommendations for the school and new Board. Ensure the Secretary has completed a booklet of typed, comprehensive minutes and all correspondence from the term in office.
- Manage all negotiations with the Church concerning the school's lease and serve as the primary liaison with the Church.
- All official correspondence to any person, group, government or quasi-government body, on behalf of the Board should be signed by the President.
- Vote on matters before the Board only in the event of tie vote.
- When required, serve in an informal advisory capacity for the next school year.
- Monitor financial planning and financial reports.
- Oversee the Registrar Committee and related Sub-Committees.
- Perform other responsibilities assigned by the Board.

Skills: A background in management is useful

Time Required: Approximately 10 hours a week during the preparation for a new school year or January starts; otherwise, 1-2 hours per week.

2. Vice President/Staff Liaison Officer

The Vice President shall:

- Serve as the manager of personnel for the school and summer camp. Work with the Supervisor and staff to ensure quality performance. Be the contact for teachers, ensuring that their needs and requests are satisfied. Meet with the staff to discuss the ideas, questions and concerns of the membership (parents of currently enrolled children).
- Assume the power and perform all presidential duties in his/her absence or disability.
- In June, conduct a performance review and evaluation for the Supervisor to guide his/her professional development. Guide the Supervisor in her evaluation of the staff.
- Update job descriptions, and staff evaluations as required.
- Negotiate contracts for new teachers and establish salaries for new and returning teachers for the coming year. While any decision regarding hiring, firing and salaries is a Board decision, the Vice President does the research, preparation and presentation of staff issue to the Board.
- Determine with the Supervisor, and the Marketing/Communications Director when and what kind of advertising is necessary to recruit new staff. Raise the matter before the Board and follow through by placing the advertisements promptly as decided by the Board.
- Host periodic staff lunches for the Supervisor, teachers, and assistants. Purchase small holiday gifts for the Supervisor and teachers as appropriate. The school will reimburse for the cost of the gifts. Arrange for any type of farewell party for departing teachers.
- Manage situations where staff does not perform well and when there is a questions of conduct or morale. Bring it to the Board of Directors for discussion and decision. At all times, every matter concerning a teacher is first discussed with the Supervisor before any action is taken.
- Assist with the management of the summer camp including staffing, contracts, logistics, program development, evaluation and the like.
- Assists the President with her/his responsibilities as required.
- Perform other responsibilities as assigned by the Board.

Skills: A background in management or human resources is useful.

Time Required: Approximately one hour a week.

Treasurer

The Treasurer shall:

- Serve as the financial officer for the school and manage, on an ongoing basis, all financial activities of the school, including the collection and deposit of tuition fees and fundraising money and prompt payment of all expenses such as rent, insurance and the like.
- Oversee the school's money management and investment activities (e.g., GICs, savings/operating accounts, etc.).
- Serve as liaison between the bank and the school for all cash and investment transactions. Responsible for the timely deposit of all cheques.

- Inventory and track all post-dated tuition cheques. Notify the bank about changes of signing authority.
- Notify parents of any outstanding balances such as short payments or NSF cheques.
- Approve expense reports, along with the School Supervisor.
- Prepare tax receipts for parents in a timely fashion. Prepare tax receipts for all qualifying donations made to the school (e.g., to stores for Gala contributions).
- Calculate and submit GST rebate, complete and file Wage Subsidy Reconciliation, prepare and file Charity tax return and all other regulatory forms.
- Compile monthly bank reconciliation. Prepare and deliver a financial report of all revenues and expenses as they relate to the approved budget for each Board meeting. Inform the Board on a regular basis about the financial position of the school.
- Prepare for the Board's approval the annual fee schedule.
- Prepare an initial budget for presentation and approval at the Annual General Meeting in the spring.
- Report the year-end financial statements of the school at the Orientation meeting or via an alternative school-wide communication.
- Maintain accurate, timely and comprehensive financial records and summaries of all transactions. Pass on accurate and complete records to the incoming Treasurer.
- Prepare and submit monthly payroll for all employees/assistants. Act as liaison with the outside payroll service provider. Prepare/provide payroll reports, as required (e.g., pay stubs, monthly payroll summaries).
- Perform other responsibilities as assigned by the Board.

Skills: Knows basics of financial accounting and bookkeeping. Be comfortable in Excel. Be bondable.*

Time Required: Approximately 2 hours a week, with some periods slightly busier (e.g., Y/E financial statement preparation, tax receipt preparation)

*A letter of recommendation from a qualified accountant is preferred.

NOTE: The Treasurer need not necessarily be a parent, but shall have active member privilege.

4. Secretary

The Secretary shall:

- Before each meeting, prepare and distribute an agenda to each Director and the Supervisor. Manage the minutes of Board, including preparing agendas for Board meetings, including typing and distributing the agenda and minutes of each meeting electronically to the Board and Supervisor in a timely fashion. The Secretary will maintain the records of the Board on a current electronic medium. The Supervisor will file the approved minutes in Supervisor's office. The Supervisor will post all approved Board minutes on each class's bulletin board.
- Ensure that action items arising from the Board meetings are brought forward and addressed.
- Be familiar with the school's by-laws. Review the by-laws annually and make recommendations to the Board for updates or changes.
- Be familiar with the minutes from the previous year's Board meetings, so as to be aware of continuity on certain issues.

- Assist with all printed materials, if required, including notices, handbooks, by-laws, and the like. Review all documents, recommend changes, and assist with the modification and distribution of the document in particular the Handbook. The Handbook will be maintained in electronic format for circulation.
- Ensure the by-laws of Oriole Nursery School are current and reflect recent changes voted by the membership.
- With assistance from the Registrar, maintain a database (on hard drive as well as on disk) of current and past members on the school's computer. Keep the names, addresses, and telephone numbers of all those who have been, or who are currently members of Oriole Nursery School. When required create labels for school-wide mailings, which occur throughout the year.
- Keep the names, addresses and telephone numbers of all persons who have been or who are the Board of Oriole Nursery School, with the date on which the person became or ceased to be such a director (on hard drive as well as on disk).
- Prepare, type and distribute school notices as required ensuring that all materials maintain the brand standards of the school. The logo should be included on all material and is available from the Marketing/Communications Director.
- Assist each member (parent) in general correspondence for the school.
- Performs other responsibilities as assigned by the Board.

Skills: Computer and strong organizational skills.

Time Required: Approximately two hours a week

5. Registrar

The Registrar shall:

- Manage the school's admission process with assistance from the Supervisor.
- Address inquiries about the school, provide relevant information, distribute application information, etc. The Registrar will oversee receipt of deposits, post-dated cheques and forms.
- Monitor the applications submitted based on when they are submitted and whether they are a returning family. Manage a waiting list, when the maximum number of students is achieved.
- With the Supervisor, train the tour guides to conduct school tours for prospective parents. Ensure they are well versed in all aspects of the school, enabling them to answer all questions.
- Ensure that all necessary payments, post-dated cheques and forms have been received for each student prior to the start of school. File forms. Work with the Treasurer to collect all tuition cheques and set fees.
- Work with Supervisor and appropriate staff to maintain a current class list for regular distribution.
- Report the progress of admissions at the Board meetings.

- Organize accurate and complete records for the new Registrar to ensure a smooth transition for the new school term. Maintain records on all prospective applicants, enabling the future Registrar to follow up on prospects.
- Annually review the admissions process and policies including fees and make recommendations to the Board for discussion.
- Work with Director, Marketing/Communications to update website regarding registration forms, contact information, application process.
- Perform other responsibilities as assigned by the Board.

Skills: Strong organizational, interpersonal and computer skills.

Time Required: Approximately 1-2 hours a week.

6. Fundraising Director

The Fundraising Director shall:

- Work with the Board, Supervisor and staff to determine the school's annual fundraising goals.
- Organize fundraising efforts for the school. Work with the Fundraising Committee to generate new ideas for fundraising and delegate responsibilities. Report ideas and progress to the Board.
- Chair Fundraising Committee meetings to maximize fundraising efforts. Direct the efforts of the committees for well-rounded fundraising plan.
- Work with the Fundraising Committee to ensure preparation and distribution of timely information and order forms to parents. Coordinate with the Telephone Committee to follow up on orders as needed. Verify amounts, send orders to suppliers, and confirm receipt of fundraising items. Arrange distribution of fundraising items.
- Working with the Marketing/Communications Director and Fundraising Committees to ensure the timely and effective fundraising promotional materials. All materials must include the school logo, available from the Marketing/Communications Director.
- Liaise with the Treasurer about receipts, donations and reporting.
- Direct Parent Education Coordinator in planning events. All materials must include the school logo, available from the Marketing/Communications Director.
- Work with the Scholastic Representative to maximize Scholastic book sales. All materials must include the school logo, available from the Marketing/Communications Director.
- Work with the Gala and Silent Auction Committee in planning the event. All materials must include the school logo, available from the Marketing/Communications Director.
- Maintain up-to-date, accurate fundraising files including inventory, orders made, expenses and surplus. Report to the Board on a monthly basis in relation to budget.
- Perform other responsibilities as assigned by the Board.

Skills: Strong organizational and marketing skills.

Time Required: Varies by time of year. Minimal time required when no active fund raising initiative is on, but up to 10 hours per week may be required in the six weeks leading up to the Gala.

7. Marketing/Communications Director

The Marketing/Communications Director shall:

- Regularly maintain and update the school's website.
- Coordinate the external and internal messages for the school and Summer Camp.
- Liaise between Oriole Nursery School and community to market and promote the school and Summer Camp, in consultation with the director of Special Event and Camp.
- Establish and manage brand standards and image for the school and Summer Camp, in consultation with the director of Special Events and Camp.
- Update the phone message on the school's answering machine including announcements about the open house, holidays, vacations, etc. ensuring that callers know when they will be contacted.
- Work with the Registrar and Supervisor on admissions-related activities and efforts.
- Oversee and provide assistance (i.e. proof-reading) with the Supervisor, Board of Directors and Secretary, the production of printed materials of internal documents such as the Handbook, brochure, flyers, school signage, and the like.
- Oversee and assist the Marketing/Communications Committees and their sub-committees.
- Arrange advertising as necessary, with approval and input from the Board. Organize signage and timely distribution of information.
- Develop marketing plans for new initiatives.
- Assist with the strategic planning for the school.
- Performs other responsibilities as assigned by the Board.

Skills: Strong organizational, interpersonal and marketing skills.

Time Required: Approximately 1-2 hours a week.

8. Director of Special Events and Camp

- Oversee the planning and execution of all social activities at the School (including Family Day, the Holiday Party, the Annual General Meeting, the End of the Year Party, etc.);
- Work with the Supervisor and designated parent volunteers to coordinate advertising materials and logistics for each event, including food, equipment, entertainment and volunteer requirements;
- Assist with special task forces, special projects and other activities identified by the Board such as strategic planning, competitive analysis, and market-related research;
- Undertake miscellaneous tasks as required by the Supervisor, such as purchasing classroom and snack supplies for special themes/projects, etc.;
- Organize and maintain records of all social activities for the new Director of Special Events and Projects to assist in the planning and execution of the next year's events.

Summer Camp

- Oversee the planning and execution of the summer camp program including: advertising, camper registrations, recruitment of staff, negotiation of staff contracts (in conjunction with Vice-President), logistics, program development, evaluation.
- Manage the camp registration process including: addressing inquiries about the program, distributing application forms, collecting fees, distributing medical/consent forms and ensuring that all completed paperwork has been received prior to the start of camp.
- Serve as the manager of personnel for summer camp. Facilitate the recruitment of summer camp staff and the negotiation of salaries and contracts, in conjunction with Vice-President. While any decision regarding hiring, firing and salaries is a Board decision, the Summer Camp Director will research and present all such issues to the Board.
- Work with the Marketing/Communications Director to market and promote the summer camp program.
- Delegate responsibility for miscellaneous tasks during the summer as required, including: acting as the contact for summer camp staff ensuring that their needs and requests are addressed, coordinating replacement staff, purchasing classroom and snack supplies, etc.
- Coordinate an annual review of the summer camp program and make recommendations to the Board for discussion.
- Organize and maintain records for the new Summer Camp Director to assist in the planning and execution of the next year's program.

Skills: Strong organizational skills.

Time Required: Approximately two to three hours a week.

Non-Board Volunteer Committee Positions

The following positions work directly with a Board member but do not require attending Board meetings. The number of people assigned to each committee varies based on enrolment. One volunteer position is assigned per child attending the school. (This list is subject to change)

- **Assistant Treasurer** (1 position)
Under the direction of the Treasurer, prepare and distribute tax receipts for summer camp, school tuition, donations and year-end reporting
Skills: Familiar with computers to generate tax receipts. A Chartered Accountant would be ideal. Familiar with tax preparation.
Time Required: varies. Approx. 1 hour weekly. (but is generally condensed to several hours during tax season)

- **Property Maintenance and Repair Coordinators** (2 positions)

Coordinate the maintenance and repairs of the school to ensure equipment, toys and furniture in both the classrooms and playground are in good repair. Prepare the playground for summer camp and be responsible for seasonal maintenance and keeping the playground toys and buildings clean, painted and in good repair. It may be necessary to periodically be available on weekends and in summer. The school tries to organize one to two 'clean up' days during the year to gather parents to help with big jobs such as raking and bagging leaves.

Skills: "Handy". Have access to various tools.

Time Required: As needed. May need to organize work projects on the weekend.

- **Curriculum Enrichment** (1 position)

Under the direction of the supervisor, prepare craft materials (i.e. cut shapes, pieces of art material, tracing, writing for posters etc.) in the classroom or at home. Assist supervisor with letters, notes of thanks, congratulations, etc.

Skills: Crafty, nice writing and good with scissors!

Time Required: Approximately 1 hour weekly- varies

- **Purchaser** (2 positions)

Under the direction of the supervisor, purchase staples such as snack food. Purchaser receives a list from teachers on Friday, shops for the items during the weekend and delivers them on Monday.

Skills: Flexible to shop over the weekend. Should have access to a vehicle. Membership to Costco a plus.

Time Required: 1 shopping trip bi-weekly

- **Registrar's Assistant (1 position)**

Throughout the year, take and return calls with prospective parents, answering any questions, arranging and giving tours, and following up until the family decides to register, at which point they are referred to the Registrar.

A training session will be provided. Parents must be available during class time and may be called upon to assist the registrar with other admission-related tasks.

Skills: Available during school hours, strong interpersonal skills. Interested in being the Registrar on the Board of Directors the following school year.

Time Required: Approximately 4 hours per month

- **Yearbook Editor** (1 position)

Edit the Yearbook

Collect photographs, coordinate the content and prepare a professionally produced yearbook (either paper or digital) to sell at the beginning of June.

Skills: Good writing, editorial, and design skills. Familiar with production requirements of printed document.

Time Required: Approx. 20 hours for yearbook, Can be completed from home.

- **Fundraising Committee** (3-4 positions)
 Assist with fundraising initiatives where required, mainly gala preparation. New fundraising ideas are welcome.
Skills: Organizational skills. Fundraising and marketing experience a plus
Time Required: varies with the task. Heavier time commitment from Jan- April.

- **Art Filer (1-2 positions)**
 Come into the classroom on a weekly or biweekly basis and file artwork into children's files. Must be able to come into the school before or after classes.
Skills: Good organizational skills
Time required: Approximately 1 hour per week

- **Weekly Laundry (1-2 positions)**
 Under the supervisor's direction, launder dress-up clothes and towels weekly. Occasional mending.
Skills: Flexibility with quick turn around
Time Required: Approximately 1 hour per week

- **Scholastic Book Coordinator** (1 position)
 Liaise with Scholastic Books and the school. Each month distribute book catalogues to parents, teachers and assistants. Collect orders and money. Calculate Oriole's free books and coordinate with the teachers for their choices. Submit a group order to Scholastic. Receive and sort books. Distribute books to parents, teachers and assistants.
Skills: Organizational skills
Time Required: Approximately 2 hrs per month during the school year,

- **Parent-Teacher Liaison** (1 position- generally taken on with another position)
 If parents have a question or issue that they do not feel comfortable discussing with the teacher directly, they may approach this individual who will advise them on next steps. This way comments or concerns can be passed along anonymously if desired. Also teachers may need assistance in communicating messages to parents and an unbiased third party such as the liaison will be helpful.
Skills: Strong interpersonal skills. Ability to mediate.
Time required: only on an as-needed basis.