

The Journey of Learning
through
Friendship, Fun & Family

2022/2023

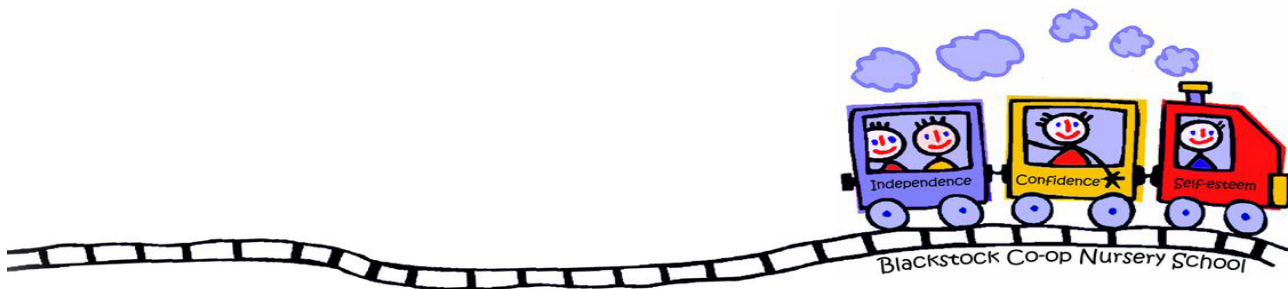


Table of Contents

Contact Information.....	3
Programs Offered.....	4
The Co-op Program.....	4
Executive Roles.....	4
Co-oping Duties.....	6
Enrolling your Child.....	7
Program Statement.....	7
Student and Volunteers.....	15
Duty to Report.....	15
Outings.....	15
Personal Belongings.....	15
Sun Safety Program.....	15
Diapering.....	15
Health & Medical.....	16
Emergency Information.....	17
Serious Occurrences.....	17
Conflict Resolution, Issues or Concerns.....	17
Children’s Code of Conduct	17
Attendance	18
Release of Children.....	18
Fee Payments	19
Waitlist Fees.....	19
Child Care Fee Subsidy.....	20
Holidays & Closures.....	20
Absent, Sick and Vacation days.....	20
Withdrawal	20
Alphabetical index	21
Appendix A.....	22
Appendix B.....	22

Contact Information

Blackstock Co-operative Nursery School
3440 Church Street, Box 11
Blackstock,
ON L0B

905-986-4585

email: info@blackstocknurseryschool.ca

Staff

Supervising Teacher	Sandie Barnes RECE	289-354-1562	sandiebarnes@live.com
Teacher	Lindsay Best RECE	905-995-2245	lindsay.arruda77@gmail.com

2021/22 Executive Committee

President.....	Stephanie Croft
Vice President...	Colleen Bruce
Treasurer.....	Melissa Betts
Secretary.....	Serina Boyce
Fundraising	Alaina Malcolm
Social Media....	Leanne Mullins
Pancake Breakfast Chair.....	

**We sincerely hope that your experience at the Blackstock Co-op Nursery School
is an enjoyable and positive one for both you and your child!**

We welcome your comments and involvement.

Welcome and thank you for choosing Blackstock Co-operative Nursery School for your child. With over 40 years' experience providing child care; we know that each child needs are different. We help all children reach their full potential with a program that enhances belonging, well-being, expression, and engagement.

BCNS is a positive space for both children and families. The programs are for all children regardless of race, age, ability, language, culture, ethnicity or family structure. Staff work with families to support all children in the programs.

Our Team

Our team of professionals include a supervisor and teacher who are both Registered Early Childhood Educators. They are responsible for developing and implementing our program and ensure your child's needs will be met while they are in our care. To look up a RECE staff by name to see any terms, condition or limitations on their Certificate of Registration from the College of Early Childhood Educators, or for more information on the college, visit www.college-ece.ca/en.

Programs Offered

Our Nursery School offers two morning programs for children aged 18 months to 5 years. These programs are assigned scheduled days dependent on the ages of children enrolled in September of each school year. Both of our programs are two and a half hours in length, and are packed with creativity, play and learning. Programs are filled on a first come, first serve basis.

Toddler Program – Monday & Wednesday. 8.45am to 12.00pm

- Age: 18 months – 3 yrs. old
- Activities: Focus is on social and emotional skills.
- Ratio: 1 teacher for every 5 children with a maximum of 10 children

JK Readiness Program – Tuesday & Thursday . 8.45am to 12.00pm

- Age: 3 – 5 yrs. old
- Activities: A pre-school play-based program.
- Ratio: 1 teacher for 8 children with a maximum of 16 children

The Co-op Program

Parents/Guardians interested in enrolling their child(ren) in the Blackstock Co-operative Nursery School program should know that parental involvement is a significant component of the nursery school's goals and objectives. A Parent/Guardian may assist in the classroom throughout the year, and help with projects. Parents/Guardians are also called upon to chaperon/drive during field trips, and may be asked to participate throughout the year in special projects, and sharing any creative ideas, crafts and special talents with the children.

All co-oping families are asked to help with fundraising initiatives throughout the year. Parents/Guardians must sign-up for at least one committee. Fines will be applied if you do not help with the projects you have signed up for.

All co-oping members will be included on the co-op schedule; however, we do realize that sometimes things come up unexpectedly. We do ask that if you cannot come, **to please make arrangements, in advance if possible, to switch with another parent and let a teacher know of the change in the schedule. If you are unable to fill your co-op duties, you will be required to pay the full rate of tuition for that month.** Co-op schedules are organized on a rotating basis and are distributed monthly. The Co-op schedule for the coming month will be posted a month in advanced so you will have ample time to make any arrangements necessary.

As we are a licensed childcare program, all co-oping members, volunteers, staff, and students working directly with the children must have a **Criminal Reference Check**. This applies to new members and to returning members. The reference check can be obtained from <https://www.drps.ca/online-services/police-records/police-record-checks> with a cost of \$20. You will apply as a volunteer and need the Vulnerable Sector check. You will need two pieces of ID and a letter from BCNS. (Please ask for it)

As a Co-op parent you will also need to obtain a 2-factor TB test from your doctor. You can find more information about this test here: <https://www.durham.ca/en/health-and-wellness/resources/Documents/IllnessInfectionDisease/FactsAbout/TuberculinSkinTest.pdf>

Co-oping rates will not be applied until both the criminal reference check and TB test results are received by the board of directors

Executive Roles

Board members will receive \$100 off of their tuition once they have successfully filled their role on the board, attend 75% of meetings and take an active role in fundraising events provided there are funds to do so – to be decided at the last meeting of the school year.

President

Sets the agenda and chairs meetings. Takes the lead on relationships with the Ministry, Region & Township. Works with the treasurer to complete grant applications.

Vice President

Steps in to run meeting when then President is unavailable. Human Resources for the teachers including hiring, contracts, and evaluations. Works with teachers to set co-op calendar.

Secretary

Take minutes during meetings and sends them out to all families in a timely manner following the meetings. Manages school email account updates – work with teachers & board to communicate important information to families.

Treasurer (two-year term)

Handles all finances including setting and managing an annual budget, tuition fees, and teacher payroll. Works with the President on grant applications. Works with board on fundraising initiatives.

Breakfast with Santa Chairperson

Oversees the many facets of running a successful breakfast. Works with families to form committees and assign tasks. Works with President to run meeting (early October). This is our largest event of the year and is held the first Sunday in December.

ALL families are required to be involved with the organization and running of this event.

Media Chairperson

Helps promote the school and fundraisers through the website, local newspaper, community event calendars and social media outlets.

Other Roles (may be filled by board members)

Vesey Fundraisers

Contact Vesey Bulbs to determine fall and spring order deadlines, order and distribute fundraising kits, collect order forms and distribute orders once they have arrived. Work with treasurer to send payment to Vesey's.

Scholastic Orders

Distribute flyers each month

Spring Fundraiser Chair

Organize committee. Fundraiser to be determined at a fall meeting, past events include a ladies' night and paint night.

Graduation Chair

Work with teachers to organize June event - sign-up sheets, slide show, graduation gifts, set up & clean up committees.

Co-oping Duties

Please note that siblings of children registered in the program may not attend class during the parent's co-op time.

On your assigned day, you will be required to arrive at the nursery school for 8:30 am to assist with the setup of the classroom (set up toys and activity centres, vacuum, and wipe down mats). A detailed list of duties will be posted in the kitchen. Although not required, we do appreciate when a co-oping member stays at the school for the morning.

- **Arrive for pick up at 11:15 am** and assist with clean up and storing tables, chairs etc.; stay until items are stored away. Please check with the teachers prior to leaving to ensure that everything is away.
- **Failure to notify us in advance of your absence and without making arrangements with another parent to switch days will result in your paying the full monthly fee to the school.**

It is not unusual for your own child to have conflicted emotions while you are being a parent helper. He or she may be possessive of you, tearful, irritable, seemingly jealous of your attention to other children or excitable. Please do not worry about your child's behaviour at any time.

Teachers like them just as they are. A child's view of the world is quite different from an adult. Remember that your children are the schools most valued resource.

Please Note: Volunteers and students are supervised by an employee at all times and are not permitted to be alone with any child.

Enrolling your child

When enrolling your child, you are asked to fill out a registration package before your child starts the program. Please give as much information as possible about your child to help us provide the best care.

Program Statement

Blackstock Cooperative Nursery School strives to deliver positive and stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development. This enhancement happens throughout a child's daily routine which encompasses indoor active play, learning and snack times.

Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate:

- communication and social skills through child-child and adult-child interactions;
- fine motor development;
- gross motor development through physical activity;
- self-esteem and decision-making capabilities;
- curiosity;
- initiative; and
- independence

BCNS recognizes that children are competent, capable and curious and rich in potential and when this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported and as a result, the child's competence, capacity and potential are maximized. We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well-being of all children. This is the foundation of our quality child care.

They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

Children are encouraged, but not forced, to participate in all activities. We strive to provide a program that offers services to children, their families and the community, that encompasses the research and legislation in Ontario's three major early learning documents: How Does

Learning Happen? The Early Learning for Every Child Today (ELECT) and Think, Feel, Act Lessons from Research about Young Children.

BCNS is a centre of inclusion. We believe that every child deserves to be treated with dignity, respect and equality. We honour and respect all children's beliefs, culture, language and experiences acquired from their family and community.

It is also the duty of the centre to ensure that any child with special needs is given the opportunity to excel and flourish physically, socially, mentally and emotionally.

BCNS is open to all support services and aids in the community to train our staff, contribute to individual program plans or work in the program as additional support in the classroom. Our staff will work cooperatively in a professional partnership with all services in place for the well-being of the child. Service coordination meetings are required to successfully setup goals and discuss what the best interest of the child and their family is.

It is important to the success of our program to have positive and responsive interactions among the children, Parents/Guardians/Guardians and our staff. We encourage engagement and open communication with Parents/Guardians/Guardians about our program and their children at daily drop-off and pick-up times, as well as with regularly written child reports, monthly calendars, and yearly surveys.

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

BCNS believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.

Strategy:

Strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen").

We understand that learning and development happens within the context of relationships among children, families, educators, and their environments.

We understand that for children to grow and flourish, the four following foundational conditions need to exist: Belonging, Well-Being, Engagement, and Expression.

These foundations are a vision for the future potential of all children and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them
Well-being	Every child is developing a sense of self, health, and well-being	Early childhood programs nurture a child's healthy development and support their growing sense of self, as well as self-regulation skills
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as problem solving, creative thinking and innovating
Expression or communication	Every child is a capable communicator who expresses himself or herself in many ways	Early childhood programs foster communication and expression in all forms including creativity, problem solving, mathematical behaviours and language development

BCNS has incorporated and embedded the Early Learning for Every Child Today (ELECT) principles, along with the provincial pedagogy for early learning, to strengthen the quality of our programs and ensure high-quality experiences that promote the health, safety, nutrition and well-being of children.

BCNS will plan for and create a positive early learning environment that:

Promote an environment which is healthy, safe, and supports general well- being

- An organized environment, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need.
- A welcome to every child and parent as they arrive, to ensure they are safely supervised.
- Healthy menus, following Canada's Food Guide
- Children and educators washing their hands frequently to promote good hygiene and to prevent the spread of illness.
- Water is always available to the children throughout the day.
- At meal times, the educators sit and eat with the children and there is lots of conversation.

- Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the environment.
- Positive language that emphasizes accomplishment and effort.
- BCNS is kept clean throughout the day, and is cleaned on a nightly basis.
- The exterior door is kept locked closed when the children are at BCNS
- Based on current research related to children and screen time, there are no televisions, video games or computers in the programs for the children.
- Educators follow the health and safety guidelines set out by the Ministry of Education and the Durham Region Health Department.

Promote an environment which ensures good nutrition and safe food

- Healthy food and active play make a difference
- A food allergy list is posted in the kitchen, and main room, for all children with food allergies.
- All snacks are to follow the Canadian Food Guide
- Children’s water bottles are always accessible.

Support positive and responsive interactions

- During the process to enrol your child at our centre, the Supervisor or designate will compile information about your child’s specific needs, likes and dislikes, and what comforts your child. This will allow the teachers to begin to build an understanding of your child’s individual needs.
- This Parent Handbook provides the operational details of our programs, hours of operations, fees and payment processes, and outlines our operational policies so families know what to expect when they choose our services.
- Teachers greet and welcome you and your child upon arrival at the program.
- Teachers use calm voices and at the child’s level for face-to-face interactions.
- Parents/Guardians/Guardians and teachers talk together, sharing information and knowledge about each child.

Strategies to support and strengthen positive interactions

- Positive interactions are encouraged and supported by the development of enriched environments where all children belong and where there are a range of interesting, intriguing and developmentally appropriate activity options to engage children. Educators are reflective practitioners whose knowledge and understanding of the individual children and child development supports positive behaviours on the part of children, educators and families. The focus on the positive is a key component of our affirming approach.

Questions educators ask themselves:

- How do I engage with children in a way that builds on their strengths as opposed to identifying what they are doing “wrong”?

- Am I learning too? How do I respond when a child asks me something that I don't know? Do I redirect the child to something else or do I respond: "Let's find out together!"
- Am I moving away from viewing play as just something children do and moving towards viewing play as intentional and inquiry based; a way for children to express themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a shared sense of joy that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

Supporting children to manage their behaviour

- Children benefit socially, emotionally and physically from our positive approach. Teachers focus on helping the child understand their feelings and emotions, and provide support to help children regulate their behaviour.

The following are unacceptable behaviour management strategies and are not permitted at any time under any circumstances:

- 1) Corporal punishment.
- 2) Physical restraint of a child for the purposes of discipline or in lieu of supervision unless physical restraint is for the purpose of preventing a child from hurting self or others and is used only as a last resort until risk of injury no longer exists.
- 3) Harsh or degrading measures or use of derogatory language that may humiliate or undermine a child's self-respect and self-esteem.
- 4) Depriving a child of basic needs such as food, shelter, clothing, sleep, toilet use or bedding.
- 5) Inflicting any bodily harm on children including making children eat or drink against will.
- 6) Confining a child by locking the exits of the centre or using a locked or lockable space to separate the child from other children.

Encourage the children to interact and communicate

- Many different ways for children to communicate their ideas, thoughts and feelings including:
 - Painting, drawing, modelling with playdough and other art and creative / sensory materials.
 - Telling or writing stories.
 - Singing.
 - Dancing.
 - Talking with teachers.
 - Talking with other children.
 - Building with blocks and other building materials.
 - Conducting experiments.
 - Solving problems.
 - Planned excursions outside of the centre site, to promote children's connection to their local community.

Foster exploration, play and inquiry.

- Evidence from diverse fields of study tells us that when children are playing, they are learning.
- Children making sense of the world around them through play.
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.
- Supporting healthy development and learning
- Children learn through exploration, play, and inquiry with the teachers as co-learners. Teachers have thoughtful conversations with children, which encourages them to interact and communicate in a positive way, and promotes their ability to self-regulate. We use the Looksee Checklist, children's portfolios, pictures and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning and development, as well as the overall program.

Provide child-initiated and adult-supported experiences.

- Weekly Program Plans posted with a variety of teacher planned activities that will be added to throughout the week as the children expand on the activities or move forward in new directions.
- The number of transitions during the day are limited; children do not spend a lot of time lining up or waiting for activities to take place.
- Times when the child takes the lead in planning the activity and times when the teacher builds on observations to develop and implement activities that support each child to stretch his/her skills and abilities.

Plan for and create positive learning environments and experiences.

- Children actively engaged in activities, usually in small groups.
- Children and teachers are smiling, laughing and having fun; playing and learning together.
- Teachers observe and make documentation about children to build experiences
- Teachers discuss the documentation with the children.
- A focus on learning through play with teachers encouraging and supporting questions, answers and problem solving on the part of the children.

Incorporate indoor play, active play and quiet time

- Well stocked toy shelves and creative materials available to the children.
- Comfortable spaces for reading or quiet individual activities
- Children engaged in a range of different activities throughout the morning
- Children taking the lead; actively shaping their play.
- Teachers listen and learn from the children as much as the children listen and learn from the teachers.

Foster the engagement of and communications with Parents/Guardians/Guardians

- Teachers seek out opportunities to talk with Parents/Guardians/Guardians
- Teachers will complete the Looksee Checklist in collaboration with Parents/Guardians/Guardians upon child's entry into the early learning and child care program and then continue to assess each child's development with the results being shared with Parents/Guardians/Guardians.
- Opportunities, both planned and informal for Parents/Guardians/Guardians and educators to share ideas about how best to support each child.
- Portfolios for each child which are accessible to Parents/Guardians/Guardians.
- Accident / Incident reports completed if your child has an accident to provide you with information as required.
- Emails as reminders for Parents/Guardians/Guardians about upcoming activities and sharing information about our programs.

Parents/Guardians as partners

- Teachers foster engagement and ongoing communications with families regarding the program and their children. We strive to build positive and responsive relationships with children and their families. We recognize and value each family for their unique strengths, perspectives and contributions to our program. Families are encouraged to participate in our Co-operative program—as we are partners in supporting the development of healthy, happy, capable and competent children.
- A strong, respectful and equitable relationship with Parents/Guardians/Guardians is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out opportunities to engage Parents/Guardians/Guardians in a way that meets their needs and builds on strengths while respecting the challenges that face young families, including time pressures and the busyness inherent in raising a family.

Strategies include but are not limited to:

- An “open door” policy that welcomes Parents/Guardians/Guardians.
- Informal discussions on a daily basis.
- Posted documentation of activities, interactions and engagement.
- Use of the Looksee Checklist and parent/educator (and sometimes child) interviews.
- Sharing resources and materials about community supports and activities.
- Inviting parent participation in the development of curriculum; to share cultural and family experiences.
- Inviting and encouraging Parents/Guardians to participate directly in the day to day activities of the centre.
- Open house and fundraising activities.
- Annual questionnaires.

Key ideas and messages we share with Parents/Guardians:

- Our program is play and inquiry based because research tells us that this is the way children learn best. A play-based program provides the kinds of opportunities that

children need to be fully engaged and to learn how to express themselves many different ways. We will be sharing our learning with and about your children in many different ways.

- What do you think that it is important that I know about your child to support his/her well-being?
- How can we support your engagement with our program so that you feel that you belong? What works for you, your schedule and your family?

Involve local community partners

- Parents/Guardians are welcomed at any time and are encouraged to drop in when and if they have time to do so.
- Planned excursions within the neighbourhood and Cartwright PS School
- Use of community partners as a resource and support to families, children and teachers. These community partners may include but are not limited to Resources for Exceptional Children and Youth, Grandview Kids, and Durham Behaviour Management Services.
- Staff supporting Parents/Guardians to connect to community partners through referrals with parental consent.
- Staff working collaboratively with Parents/Guardians and community partners to best support the children and families

Support staff and others in relation to continuous professional learning

- Teachers encouraged and supported to attend professional development.
- Teachers commit to their own ongoing professional learning.
- New ideas and strategies to support children's development introduced throughout the program.
- Materials and research shared with Parents/Guardians.
- BCNS is an environment that supports its teachers, and others who interact with children, to continually self-reflect, have discussions, foster ongoing collaboration, and engage in continuous professional learning, in order to provide the best possible learning environment for children
- Teachers attend mandatory health and safety related training sessions, such as Standard First Aid and Infant Child CPR.
- Teachers meet together to share ideas and information and to develop programs.
- Teachers are encouraged to participate in community learning opportunities through Capacity Building and the Durham Region Child Care Forum.

Document and review the experiences of the children and the educators

- Provide an ongoing record of development.
- Provide tools to enable teachers to reflect on the impact of their activities and strategies.
- Provide a visual record that enables Parents/Guardians to review and explore the developmental trajectory of their child.
- Documentation posted that tells and shows you what the children are doing.
- Different methods of recording observations about what the children are accomplishing.

A Commitment to continuous improvement

All new teachers, students and volunteers are required to review the program statement prior to interaction with children in our care, and any time the program statement is updated. All educators are required to review the program statement on an annual basis.

Students and volunteers

All students and volunteers are required to obtain a Criminal Record Check if they are 18 years of age or older. Students and volunteers are not left alone with the children but gain experience when educators share their skills and knowledge. You will be notified when students and volunteers are in the programs. Staff responsible for the supervision of children must be at least 18 years of age and act in accordance with our Policy and Procedures Manual.

Duty to report

The Child and Family Services Act states that every person in Ontario must call the Children's Aid Society (CAS) immediately to report his/her belief that a child may have been abused or is at risk of abuse. The Act also says that a person who works with children has an added legal responsibility to immediately report any suspicion of child abuse. A professional who works with children and does not report a suspicion of abuse can be charged and fined. All staff will call the CAS if they suspect abuse; this is to protect the safety of all children. Staff will take direction from the CAS about whether they can let a family know a call has been made. Staff who work with children are responsible for reporting any suspicions of child abuse, not for proving if the child abuse has occurred. It is the responsibility of the CAS to investigate (with police where necessary), and decide on the best plan of action.

Outings

Planned and spontaneous outside activities are part of the children's learning. We try very hard to be outside each day, no matter the weather. Please send your child dressed for the weather. On the admission form, we ask for written permission for your child to participate in neighbourhood outings. You will be asked to sign additional permission forms for any special trips.

Personal Belongings

Please send a spare set of clothing with your child's name on it. This clothing should be rotated with the seasons, so your child can participate safely in the program. Please send your child with indoors shoes which are non-skid, and closed toed.

Winter clothing should include the following as appropriate:

- A warm coat and snow pants
- Hat that covers the ears
- Waterproof mittens or gloves
- Boots that are warm and waterproof

We kindly request children do **not** bring their own toys or belongings to school. It can be very distressing for a child to lose a toy at school. Sometimes it is not as easy to share a toy brought from home as it is to share a toy belonging to the school.

Children will be involved in many activities during the day so please ensure that they are dressed in comfortable play clothing. Smocks are provided for creative/sensory experiences to help protect children's clothing, but there is still a chance your child's clothing may get dirty.

Sun Safety Program

BCNS has a Sun Safety Policy. Please apply sunscreen to your child in the morning prior to them coming to nursery. We may only apply sunscreen if we have your written permission.

Things to provide your child with:

- A wide-brimmed hat that will protect your child's face, neck and ears. Baseball hats do not shield the neck, ears and cheeks.
- Protective clothing such as lightweight long-sleeved shirts and pants

Diapering

Children do **not** have to be toilet trained to come to our school. Please let the teachers know of their requirements. If your child is using diapers, you must supply the diapers, wipes and any necessary creams to be used, as well as an extra change of clothing in case of accidents.

Children will always be accompanied to the washroom with a teacher.

Health & Medical

Sick children

If your child shows any signs of feeling sick (e.g. fever, eye infection, unexplained rash, vomiting, diarrhea) please do not bring them to Nursery. If your child becomes sick while in care, we will call and ask that your child be picked up. While waiting to be picked up your child will be cared for away from the group, and kept comfortable until you arrive. Your child will need to stay home for at least 48 hours without any signs of illness or for the durations in accordance with Public Health direction for illnesses, in order to return to the regular program.

Ontario Ministry of Health regulations state that a doctor's note may be needed for a child to return to child care after a serious illness. We ask that you please give us the information about why your child is away, as we are required to keep track of any symptoms of illness and reasons for absences for each child.

Please **discuss all known allergies and medical conditions** with the Teacher upon commencement of school. An allergy list and individual plan is posted at the front of the classroom.

Parents/Guardians of children with an Anaphylaxis allergy are required to train the teachers on the Epi Pen procedure. They must complete and train the teachers on the child's individual plan in the case of an anaphylaxis reaction.

Your Health

The Durham Public Health Department states that all volunteers are responsible to advise the school of their current immunization status and any medical condition that may affect the well-being of others in the school. A Health History form including immunization dates is to be completed by co-opting members prior to admission. A visit to your doctor may be required to determine the status of your current immunization. Immunization is for your own protection as well as that of the children.

Medication

Please give your child their medication at home if it can be done without affecting the treatment schedule. If your child needs prescription medication while in care, please follow the instructions listed below.

- 1) Complete an Administration of Medication Form.
- 2) Give medication directly to a teacher in a clearly labelled prescription bottle for proper storage.
- 3) Always proofread your prescription labels. They need to have the information correctly printed on them as we must follow the directions exactly as printed. Please ask the pharmacy to place the prescription label on the puffer, EPI-PEN, or bottle, not on the box.

If your child needs non-prescription medication for a medical reason, the medication must come with a doctor's note which includes:

- Child's name.
- Name of medication.
- Date of doctor's note.
- Dosage.
- Frequency.
- Condition for which the medication is being used.

The doctor's note will be good for one year unless otherwise stated.

You can give BCNS signed permission to use non-prescription items for your child like diaper cream, sunscreen and skin cream. Please provide any specific instructions and sign it. Please label the product with your child's full name.

Emergency Information

Our teachers are trained in Standard First Aid/Infant CPR. If your child has a minor accident, where first aid is needed, a report will be completed with the details of the accident for you to read, sign and keep a copy of. If your child needs to be seen by a doctor, 911 will be called to take your child to a hospital. You will be informed by telephone immediately.

BCNS has an Emergency Management Policy. In an emergency, where we need to leave the centre, you will be contacted by telephone and asked to pick up your child. Teachers will care for your child until you arrive. Families will be debriefed after an emergency has taken place.

When completing the admission form, you are asked to identify anyone, other than yourself, who may be able to pick your child up in an emergency if we are unable to contact you. Only after we have tried to reach you, will your emergency contact person be called. It is important that all contact information is kept up-to-date, so we can reach you in an emergency.

Serious Occurrences

If a serious occurrence happens at BCNS, a Notification Form will be posted. This form has information about the incident, in addition to both short and long-term actions listed to help

prevent similar incidents from taking place. For privacy reasons, no identifying information is shared on the form. A serious occurrence could include:

- Serious injury to a child.
- Fire or other disaster on site.
- Missing or temporarily unsupervised child/children.

Conflict Resolution, Issues or Concerns

If you have any concerns about BCNS, or the care your child is receiving, you can request a meeting with your child's teacher. If your concern continues after this meeting, please set up a time to speak with the supervisor, or a member of the BCNS Executive Board. They will work with you to come to a solution. If you still have concerns, then you can write a formal complaint to the BCNS President. All concerns will be followed up within 24 hours. If your concern is related to an allegation of abuse, please contact the Children's Aid Society at 905-433-1551. Further information on conflict resolution, issues or concerns can be found in Appendix A at the back of this publication.

Children's Code of Conduct

Children are encouraged to treat other children, staff and adults with respect. Children are supported by teachers to have good attitudes, including calming themselves, skills to work through disagreements, and the use of proper language. Verbal and physically unsafe issues are dealt with right away, recorded, and you are told what happened if your child was involved. If your child's behaviour is seen as a safety risk to themselves and/or others, you will be contacted and asked to pick up your child.

Behaviour that is seen as a safety concern may result in changes to your child's program. In this case, the supervisor may ask to meet with you, in order to talk about any concerns.

Although it is rare to withdraw services to a family, this may happen if the supervisor feels there may be safety issues for the other children or staff. In such cases the child will be withdrawn immediately.

Attendance

Young children depend on regular routines for their own sense of security. We ask that you drop off and pick up your child at the specified times. If you are unavoidably detained, please try to give us a call so that we can prepare your child. A \$1 per minute late fee may be applied. Please note: the child care clock is considered the correct time. If for any reason your child is going to be absent, please notify BCNS and provide the reason for this absence.

When dropping off your child, a teacher will meet you at the door. Please try to drop your child off between 8.45am and 9:15am. Class begins at 9.15am and lateness results in an interrupted class. At the end of the school day the teachers will not release the child until you arrive.

Release of children- Pick up time is between 11.45am and 12pm

Anyone picking up your child should be 18 years of age or older.

We will not release your child to anyone, other than those specified on your registration form, unless pre-authorized by the parent by a signed notification.

Parents/Guardians are responsible for making transportation arrangements for their child.

If you are separated or divorced, BCNS must have a copy of your legal custody papers, clearly stating custodial rights. Access cannot be denied to either parent unless it is stated in the court order. The BCNS will share information such as accident reports, portfolios or attendance about your child with both Parents/Guardians unless stated in the court order not to. Personal information about you or your child's other parent will not be shared.

Fee Payments

BCNS has chosen not to enroll in the Canada Wide Early Learning and Child Care System (CWELCC) at this time.

As a Co-operative Nursery School, membership fees are required. A non-refundable membership fee is due when you register. The Nursery School tuition fees have been averaged out over ten months. In the chart below, you will see the monthly fee depending on how many classes your child/children are enrolled in, also the average price per class.

E-transfers are accepted to info@blackstocknurseryschool.ca

The fees for the school year are as follows:

Non-Refundable Annual Membership Fee: \$50 (2 payments of \$25)

Monthly Fees

Participation Frequency	Parents/Guardians co-op and join one committee	Non-Co-op
1 class per week	\$90	\$150
2 classes per week	\$180	\$300

Please note:

Tax receipts will be issued in February for the tuition paid the previous calendar year.

Any unpaid monthly fees will result in a 5% interest charge if payment is not received within one week. Any fees not paid after 60 days, (30 days if your child attends twice a week), without prior arrangements with the Treasurer, may result in the suspension of your membership and your child's enrollment in the school.

A non-co-oping monthly fee will be charged to a co-oping member who does not give notice of their absence on their assigned day or does not make arrangements to have someone replace them. This fee may be waived at the discretion of the Board

Please forward any questions regarding the fee schedule to the Board.

Waitlist

Due to program sizes, a wait list for child care space is kept. You can put your child on a wait list by emailing, or calling, the Nursery. There will be no charge, fee or deposit to place your child on the wait list, and the list is kept in order of contact date.

While on the list you are asked to call the child care every three months to update your information. At this time the staff can tell you your numbered position for placement on the list. If at one year there has been no contact by you, your child will be removed from the wait list.

Child Care Fee Subsidy

Child care fee subsidy helps with the cost of child care. Anyone can apply for child care fee subsidy.

For more information about the child care subsidy, or to apply, please visit:

<https://www.durham.ca/en/living-here/child-care-and-early-learning.aspx>

Or : The Regional Municipality of Durham
Social Services Department
Children's Services Division
605 Rossland Road. East
Whitby, ON L1N 6A3
Telephone: 905-668-6238 or 1-800-387-0642

Holidays & Closures

BCNS follows the Durham Board of Education holiday schedule with a few exceptions.

The **first day of classes** will be **Monday, September 12th 2022**

The **last day of classes** will be **Thursday, June 15th 2023**

The school will have the following closures during the 2022/2023 School Year:

December Vacation Friday, December 16th 2022 – Friday, January 6th 2023

Last day of classes will be Thursday December 15th 2022 and classes will resume Monday January 9th 2023.

March Break Friday March 10^h, 2023 – Friday March 17th 2023

Last day of classes will be Thursday March 9th 2023 and classes will resume Monday March 20th 2023

Occasionally the school may be closed due to bad weather.

The decision to close the school will be made by the supervisor and board members. The Durham Board of Education's recommendations, weather forecast and road conditions will all be taken into consideration. If the program is canceled, you will receive a text using the Remind app or a telephone call from a delegate beginning at 8:00 am. Make-up classes will be at the discretion of the Board and the teachers/ refunds will be credited the following month. Should any other closures occur due to no fault of the teachers or school, i.e.furnace breakdown, vandalism, etc., no reimbursement will be made, except in the event of an extended closure.

Absent, Sick and Vacation Days

Parents/Guardians whose child(ren) occasionally do not attend because of illness will not be refunded any fees for those days absent. However, the monthly fee will be halved in the event of absence for three consecutive weeks due to vacation, illness or family emergency. Any other circumstances will be at the Board of Directors discretion.

Withdrawal

Two weeks written notice is required if you wish to withdraw your child from BCNS. There will be no refund given if notice is not received, or the monthly fee has already been processed

Appendix A - Parent Issues and Concerns Policy

We believe in creating a welcoming environment that supports the co-operation between the family and Blackstock Co-op Nursery School and, therefore communication between families and BCNS is encouraged on a daily basis.

Blackstock Co-op Nursery School's approach to handling concerns and complaints is based on a commitment to:

- provide a safe and supportive learning environment
- build relationships between the children, families and BCNS
- provide a safe environment for everyone

This policy and its associated procedures are to ensure that concerns and complaints are dealt with in a fair and transparent way. Concerns and complaints will be handled responsibly, openly and in a timely manner, with the aim of resolving the matter to the satisfaction of all parties.

Raising a Concern or Complaint

BCNS will address all concerns and complaints as promptly as possible. Families should follow the processes outlined in this policy, and should not contact other families about their concerns or complaints as BCNS will address them following due process.

Families should follow the steps below when an issue or concern arises:

- Speak with the Teacher—the employee who receives the complaint will record the issue or concern in writing and direct a copy to the Board within 24 hours, so that they are aware of any and all concerns and issues.
- BCNS will acknowledge all complaints, and will respond to the complainant within 24 hours of receiving the information and will provide a timeline for investigating the complaint. BCNS will make every attempt to resolve the concern or complaint as quickly as possible, however, if a complaint is a complex issue, we may need more time to investigate and resolve the issue(s). Should the complaint involve complex issues, BCNS may need to take advice from outside

resources which may take more time. BCNS will inform the family the new timeline for addressing the complaint and the reasons for any delays.

- At this time, it may be appropriate to discuss any other issues that the Board may feel is important concerning the child in the context of the complaint.
- If the family is still not satisfied with the results of the concerns, they will make an appointment to personally speak to the President and the Board of Directors. If necessary, a further meeting may be required with outside agencies in order to resolve the complaint or issue.

Please:

- Raise any concerns as soon as possible after the issue occurs
- Put it in writing, providing detailed factual information
- Maintain and respect everyone's privacy and confidentiality
- Be calm, courteous, honest and sincere

Please also:

- Recognise everyone has rights and responsibilities that must be balanced
- Respect and understand each other's point of view; value difference rather than judge and blame
- Realize an outcome acceptable needs to be achieved for everyone involved

Remedies:

When a complaint is justified, BCNS will work with the family to find an appropriate remedy such as:

- An explanation or further information
- Mediation, counselling or other support
- An apology, expression of regret or admission of fault
- Change a decision
- Change policies, procedures or practices
- Cancel a debt (such as for school payments)
- Refund a fee

BCNS will implement the remedy as soon as possible.

Email: info@blackstocknurseryschool.ca

APPENDIX B - Bagged Snack Policy

Blackstock Co-op Nursery School promotes the healthy development of all children, recognizing the importance of a balanced diet. Keeping with this requirement when bagged snacks are implemented, the responsibilities are as follows:

The bagged snack adheres to Canada's Food Guide. A few examples of recommended food items are:

FRUIT	VEGETABLES
WHOLE WHEAT BREAD	YOGURT
CHEESE	COLD MEAT
100% FRUIT JUICE	EGGS
GRANOLA	BUTTER
MILK	PASTA

The snack must be provided in a snack bag, **clearly labelled with the child's name. All containers within the snack bag must also be labelled with the child's name.** Snack should be nutritious and well balanced. Please refrain from sending candy, pop and chocolate with your child.

We promote a nut free environment and we ask parents not to pack anything containing nuts in your child's snack. Foods that say "may contain nuts" are not allowed in your child's snack bag.

In the event that your child forgets to bring a snack, and we are unable to contact you, an alternative snack will be provided.

Food Allergy and Restriction

BCNS posts a list of children with known food allergies, as well as their respective allergies, in all areas of food preparation and consumption to minimize risk of reaction. BCNS keeps the posted lists of children's food allergies and restrictions up-to-date and the lists reflect the most current information available. The information posted in areas of food preparation and consumption match the information contained in the individual plan for children with an anaphylactic allergy.

Special Dietary Arrangements

BCNS will follow written instructions from families with regards to special dietary arrangements. These instructions will be kept in the child's records and parents will provide, in writing, any changes, when necessary.

.

Procedure

- All table surfaces will be cleaned with a cleaning solution prior to, and after, the children have their snack. Staff will ensure they wash their hands before assisting children with their snacks. Staff will ensure children wash their hands prior to eating snack.
- Staff will monitor snacks to ensure food arriving at BCNS does not contain nuts, nor has the warning sign "may contain nuts".
- If a child forgets their snack, an alternative snack will be provided. A call to the parent or guardian will be made and the food served will be recorded in the log book.
- Staff will encourage children not to share snacks.
- Staff will monitor each child's snack and should a child's snack consistently not adhere to Canada's Food Guide, then they will work with the parent to provide sample menus.

BLACKSTOCK CO-OP NURSERY SCHOOL

All parents are required to sign and submit the attached bagged snack policy.

Child's Name.....

I, _____ (please print) have read the above Bagged Snack policy for Blackstock Cooperative Nursery School, and agree to comply with all aspects as outlined.

Signature _____

Date _____

Please return a signed copy of this document to BCNS