

# Today Tomorrow Learning Society

## PARENT HANDBOOK

Teddies  Toddlers Little  Friends Young  Parent  
0-36 Months 3-5 Years Program

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## **WELCOME**

Welcome to the Today 'N' Tomorrow Learning Society (TNTLS). The society is an umbrella organization representing three fantastic programs: the Young Parent Program, Teddies 'N' Toddlers Child Care Centre Infant /Toddler Classrooms (Birth-3 years) , and Little Friends Early Learning Preschool (3-5 years). These programs are accessible to all families including those completing high school or college education, employed and/or families needing assistance through the Ministry of Children and Family Development.

We hope your whole family will enjoy the Centre and the friends you will make here. This handbook has been written to describe our programs, goals, policies and the myriad of practical details that go into making each school day as happy and successful as possible. Please review this handbook and keep it for reference, as it will answer many of your questions.

Upon registration of your child into a program at the Centre, you should have received the following information:

- Society Annual Membership Form
- Child Emergency/Consent Card
- Child Care Registration Form
- Parental Legal Agreement (at the end of this handbook)

If you did not receive any of these forms, please let us know. All of these documents, along with immunization records and 3x individual photos, and 1 family photo of your child need to be returned to the Manager prior to your child's first day of attendance.

We look forward to having you become a part of our family.

## **GENERAL OPERATING POLICY**

All programs at TNTLS are licensed by the Ministry of Health and are in compliance with the Health & Safety Regulations outlined in the Community Care Facilities Act. We offer full-day programs for children between the ages birth to five years.

The childcare program's teachers meet licensing requirements for working with children and are qualified Early Childhood Educators that report directly to the Manager. TNTLS is governed by the Executive Director that oversees the daily operations of all the programs and an oversight volunteer Board of Directors.

Our teachers provide a stable, nurturing and responsive environment for all the children. A wide range of activities are provided daily to support each child's social, emotional, physical and intellectual growth. We act as advocates for the well being of the children and their families, respect each family's culture and lifestyle, and their own approach to child rearing. We model safe and healthful childcare practices.

## **HOURS OF OPERATION**

**Young Parent Program** Monday to Friday 8:30 am to 3:30 pm

**Teddies 'N' Toddlers & Little Friends Child Care Spaces** Monday to Friday 7:30 am to 5:30 pm

## **HOLIDAYS**

The centre is open year-round. We will be closed on the following holidays:

Family Day	Good Friday	Easter Monday	
Victoria Day	Canada Day	BC Day	
Thanksgiving Day	Remembrance Day	Labour Day	Winter Break: Dec 24- Jan 1 <sup>st</sup>

## **HISTORY**

The need for an education based childcare program for young parents and their children was identified by the Comox Valley Task Force on Pregnant and Parenting Teens in 1988. At that time the incidence of teen pregnancies was increasing and there were no licensed childcare facilities for children under the age of three. The incidence of live births to teen mothers in School District #71 increased from 3.4% in 1985 to 7.8% in 1991 (1996 stats read 6.1% – 38 out of 621 live births were to teenagers). The need among secondary students in the school district was sufficient to support a childcare program. As well, with the increasing incidence of parenting teens and projected population growth for the Comox Valley, the future of education-based childcare in our community seemed certain.

In 1991 a steering committee was formed to further investigate the feasibility of establishing an education-based program for parenting teens. A facilitator was hired in October 1992 to assist in the planning stages and to oversee the implementation of the program. The four components of the program were to be education, childcare, outreach and health and staffing was to include a Program Coordinator.

At this time, G.P. Vanier's Grade 12 Construction Class began work on the childcare building and the School District agreed to support the project until final funding was approved. In July 1993, the B.C. Government announced a comprehensive program to provide facilities for education-based childcare throughout the province. Located on G.P. Vanier School property, Teddies 'N' Toddlers Childcare Centre opened its doors on September 13, 1993 to the first group of 15 young parents and their children.

In August 1996, the Campbell River and District Association took over the administration of Teddies 'N' Toddlers Childcare Centre. For seven years the association supported the young parent program.

In November 2003, the Today 'N' Tomorrow Learning Society was formed. It administered the Young Parent Program and Teddies 'N' Toddlers Childcare Centre with local community members sitting on the Board of Directors. As the Society grew there was recognition that a 3 – 5 year old childcare centre would be beneficial to provide a continuum of childcare for young parents and space for community families. With the help of School District # 71, the Society opened Little Friends Early Learning Centre in Airport Elementary School in March 2007. The real need was for a closer facility and the Board worked on finding a better location. The Board secured funding in 2011 and purchased a Coast Modular portable to be set up on G.P. Vanier Secondary School property. In July 2011, Little Friends Early Learning Centre moved to its new location. An Executive Director was appointed by the Board in September 2017.

## **OUR PHILOSOPHY**

TNTLS recognizes the spark and wonder within each child. We acknowledge that children and their families have a right to supportive, nurturing, and respectful childcare. The first five years are pivotal to a children's ability to learn, create, to trust, and to develop a strong sense of self. As children learn through play and develop at their own pace, we provide a safe and stimulating environment for them to explore in; while supporting their social, emotional, physical, and intellectual growth. While facilitating developmentally appropriate experiences based on their interests, we use encouragement to show a genuine regard for each individual and their achievements.

In caring for individual children and their families we will be sensitive to and respectful of the family's culture and lifestyle. Equality and inclusion are celebrated by integrating materials and activities that expose children to a range of diverse experiences.

We will act as advocates for the well being of children and families and maintain a high standard of professional conduct. Using the ECEBC code of ethics as a guide [https://www.ecebc.ca/resources/pdf/ecebc\\_codeofethics\\_web.pdf](https://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf)

## **OUR CURRICULUM**

At TNTLS we are inspired by many different philosophies of teaching. We as educators are as diverse as our families. Taking into consideration the range of teaching backgrounds, we work to incorporate much of their experience into our daily programming. The curriculums we are inspired by are: BC's Early Learning Framework, Emergent- inspired by the Reggio Emilia Philosophy, Highscope, and RIE curriculums.

The first teacher—the parent—takes on the role of active partner and guide in the education of the child. The second is the classroom teacher. Often working in pairs, the classroom teacher assumes the role of researcher and intentionally engages children in meaningful work and conversation. The third teacher is the environment— the arrangement of the space and materials are chosen with thought and careful planning. It is the child's relationship with parent, teacher, and environment that ignites learning.

Our educational approach is rooted in the belief that children have an innate ability and curiosity to guide their own learning through play. We emphasize “active participatory learning”. Active learning means students have direct, hands-on experiences with people, objects, events and ideas. Our curriculum is emergent in nature based on the children's interests and, their choices are at the heart of our program. They construct their own knowledge through interactions with the world and the people around them. Emergent based learning prepares children for later schooling by promoting independence, curiosity, decision- making, cooperation, persistence, creativity, and problem solving in young children. When learning is the product of the child's guided construction rather than simply the teacher's transmission and the child's absorption, learning becomes individualized. As the classroom teacher we take the learning process beyond traditional academic subjects, with our goal being to provide the environment and influences that encourage children to become creative, confident, independent, responsible, and self-directed adults who will become life-long learners.

Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers offer physical, emotional and intellectual support. In active learning settings, adults scaffold children's learning with diverse materials and nurturing interactions rather than sample worksheets and directions. We offer open-ended materials that are natural whenever possible to allow the child to choose how to utilize the materials by manipulating them to how they see how they work. We promote a philosophy of respect, trust, and acceptance to support children becoming authentic individuals who feel secure, autonomous, competent, and connected to the world around them. This sense of security and confidence will remain with them through their educational and social journey in life. In this positive and supportive environment, we honour and respect cultural and ethnic diversity. As educators we respect children's ability to learn and develop naturally and give them ample opportunity to do so; Simply the way an adult looks, listens, or speaks to a child can show respect and trust.

## **THE LEARNING ENVIRONMENT**

We provide open ended materials (materials that can be used in a variety of ways), such as blocks in all sizes, art materials found, and recycled materials, that are natural whenever possible. Teachers help children find and put away

materials themselves, materials are stored in consistent places in the classroom, on low shelves or on the floor, and in containers that children can see into and handle. Shelves and containers have labels that make sense to children. As teachers provide materials and provocations for the children, they are making sure that they follow the five components of active learning:

### ***Materials***

Children's home, culture, and language are reflected in a variety of age appropriate, open-ended materials for them to explore.

### ***Manipulation***

Children make discoveries when they are encouraged to handle, examine, combine and transform materials and ideas.

### ***Choice***

Children choose materials and play partners, change and build on their play ideas and plan activities according to their interests and needs.

### ***Child language and thought***

Children communicate verbally and nonverbally — thinking about their actions, expressing their thoughts about what they understand and modifying their thinking — as they learn and explore.

### ***Adult scaffolding***

Children gain knowledge and develop creative problem-solving skills with the help of well-prepared adults who support a child's current level of thinking and challenge them to advance to the next stage, also known as "scaffolding."

## **APPROACHES TO LEARNING**

Young children approach learning in different ways, each bringing a unique set of attitudes, habits, and preferences to their interactions and explorations. These approaches encompass children's engagement, motivation and participation in the classroom:

### ***Social Development***

Teachers create a positive climate in the classroom as a foundation for social learning. Creating a warm and nurturing environment in preschool not only helps children form trusting relationships with others but also promotes learning; a supportive and positive classroom will promote children to be engaged and motivated learners. These social skills contribute to a child's readiness for elementary school and their ability to meet a variety of challenges throughout their lives.

### ***Physical Development & Health***

Preschoolers are physically active, and teachers use children's physical actions as a gateway to learning in all areas of the curriculum. Learning personal care skills and acquiring habits that foster lifelong health are another important part of this curriculum area.

### ***Language, Literature & Communication***

Our preschool curriculum focuses on providing meaningful language and literacy experiences for children during every part of the daily routine. Since speaking listening, reading, and writing develop together, all these activities are promoted in our program

### ***Mathematics***

As young children explore their environment, they are beginning to notice relationships that are the foundations for mathematics. They can sort and match things that are the same or different; they can also arrange things in simple patterns, based on their characteristics; they are beginning to understand the meaning of words and phrases like "more," "less," "a lot," and "the same as." They are starting to use measurement to describe, compare, and order things, using both unconventional tools (like pieces of string, sticks, and their footsteps) or conventional tools (like rulers and measuring cups).

### ***Creative Arts***

Art/Music/Movement is an integral part of every early childhood program. Experiences in the arts in preschool not only contribute to children's artistic and creative development but also to a wide range of skills in other areas, including perceptual, cognitive, language, and social skills.

### ***Science & Technology***

Young children are experimenters and testers from birth. If we observe young children as they explore their world, we will see them using science processes such as observing, classifying, experimenting, predicting, drawing conclusions, and communicating their ideas to others. They resolve discrepancies between what they expect to happen and what they observe, and they solve problems by using and transforming materials. Adults support these processes by providing hands-on materials and multisensory experiences that build on children's discoveries and help them develop the habits of mind and skills associated with scientific thinking.

### **GUIDANCE AND CONFLICT RESOLUTION**

At TNTLS all children and adults are treated with "Care and Respect". The physical and emotional well-being of each child is of the utmost importance. Our focus in guiding children is to acknowledge their feelings and help them find appropriate ways to express them. We use a positive guidance method of teaching to support children in self-control, regulation of emotions, social- awareness and to help build confidence. This allows the child the opportunity to learn responsibility of actions and builds empathy. The key to positive guidance is teaching a child what behavior is acceptable and what behavior is not. The focus is on what is expected of children and what they are allowed to do, rather than what they are not. It includes noticing children behaving well and encouraging them, as well as modeling appropriate behavior.

Our guidance strategies are designed for prevention. We set appropriate boundaries on behaviour (hurting self, others, or the environment) to foster a sense of independence and security. Reasonable limits are stated clearly, consistently, and in a non-threatening, positive way to ensure the safety of each child and the protection of their individual rights. Positive guidance is a process, not a single act. There is no spanking or other physical punishment permitted and no child will be subjected to yelling, coarse language, ridicule, sarcasm, labelling, shaming or moralizing in the Centre, by teachers or parents. We reserve the right to ask a parent or family to leave the centre if we feel they are in non-compliance of our guidance guidelines.

No child is ever placed in isolation for any reason, NO time outs. If a child's behaviour necessitates temporary removal from the group for safety, an adult must stay with the child and help settle the child into another activity as the child is able. Children are encouraged to cooperate with each other and staff in play, cleanup and daily activities. All children are encouraged to play at all activities that are provided and at no time will a child be discouraged from doing so.

We encourage children to take part in problem solving, as the goal is for children to develop their own problem-solving abilities and teach them how to get along with others. When children have social conflicts, adults stay nearby to be ready to offer support as needed (but intervene immediately to stop hurtful words or actions).

When necessary, adults use conflict resolution strategies to help children find a solution to their problem:

- Approach calmly, stopping any hurtful actions
- Acknowledge children's feelings.
- Gather information.
- Restate the problem
- Ask for solutions and choose one together.

- Be prepared to give follow-up support.

Adults respect children's ideas for solving problems, even if the options they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem solvers.

### **TEACHER/CHILD INTERACTIONS**

Shared control is central to how the teachers and children interact. Even when activities are planned by teachers around specific concepts, teachers encourage children's initiatives and choices. While teachers may look for opportunities to scaffold children's learning by introducing a new idea or appropriate vocabulary, they stay within the context of the children's play goals in the following ways:

- Teachers look for natural openings in children's play and then join the child or children at their physical level.
- Teachers converse as partners with children; looking for opportunities for conversations with children about the activities they are engaged in and allow the conversation to continue without pressuring the child for a response.
- Teachers use encouragement instead of praise. Rather than statements that evaluate or judge, adults make objective, specific comments that encourage children to expand their descriptive language and think about what they are doing.
- Teachers encourage children's problem solving. Whenever possible, adults encourage children to solve problems for themselves. While adults could often solve the problem more easily by taking over, the goal is for children to develop their own problem-solving abilities through trial and error. When children have social conflicts, adults stay nearby to be ready to offer support as needed (but intervene immediately to stop hurtful words or actions). When necessary, adults use conflict resolution strategies to help children find a solution to their problem.

### **THE DAILY ROUTINE**

Following a consistent routine day after day gives children the sense of security, they need to make choices and take risks, which opens the door to exciting learning opportunities. There is a consistent framework for the day that provides a balanced variety of experiences and learning opportunities. Children engage in both individual and social play, participate in small and large group activities, assist with cleanup, socialize during meals, develop self-care skills, and exercise their small and large muscles. Children are able to make choices about what they will do, carry out their ideas and reflect upon their activities with adults and other children. During free play time children are able to make plans about what they would like to do (the area to visit, materials to use, and friends to play with), they have ample time to carry out their plans and/or shift to new activities that interest them. Teachers participate as partners in play and reflect with children about their experiences. Each classroom has its own daily routine that is based on the ages and stages of the children in the class, the routine is always the same, but the timeline can vary depending on the needs of the children in care that day.

### **OUR TEACHERS**

Our Early Childhood Educators, also trained in First Aid, are dedicated individuals with varying educational backgrounds, approved by the Provincial Child Care Licensing Board. All teachers are hired based on educational requirements, positive references, related experience and criminal records review. In each classroom the teachers work as a team in planning and implementing the curriculum. A teacher's educational background combined with their varied personal experiences will ensure a stimulating and well-rounded, developmentally appropriate curriculum for the children.



## OUR PROGRAMS

Teddies & Toddlers

Age: 0-36 months

No. of Children: 24; 12 infants/ 12 toddlers

Teacher/ Child Ratio 1 teacher / 4 children

Program Days: Monday – Friday

Little Friends

Age: 36 months- 5 Years

No: of Children: 16

Teacher/Child Ratio: 1 teacher / 8 children

Program Days: Monday – Friday

## ENROLLMENTS & TRANSFERS INTO PROGRAMS

Before a child is able to attend the Today 'N' Tomorrow Learning Society, the parent/guardian must have:

1. Completed all Registration forms
2. Brought in Immunization record
3. Read the Parent Handbook
4. Brought in Photos of your child

Priority for registration will be given to:

1. Young Parent Families
2. Children currently attending a program and transferring to an older program; infants to the toddlers or toddlers to Little Friends
3. A child currently enrolled and requesting additional days
4. Siblings of children already in a program
5. Subject to the above, children are accepted into a program with open spaces based on their age, on a first-come, first-serve basis, according to the Wait List; giving priority to children looking for full time care.

The society gives priority to young parent families and therefore reserves the right at any given time to make changes to enrolment by providing a family currently enrolled in the centre with one month's written notice to terminate or change days of care based on the needs of young parent enrolment.

If your child is currently attending a program at TNTLS he or she will receive priority for a space in the next age group at the centre, based on if a space is available, if they are of age to qualify for enrolment and based on their days of enrolment; **however space cannot be guaranteed.**

In accordance with licensing regulations, once children age-in to the older programs, the same days of the week or number of days may not be available in order for them to move up. We will do our utmost to ensure that children can remain with TNTLS as they age out of our Teddies 'N' Toddlers programs and are ready to move into Little Friends. However, we cannot guarantee that your child's exact days and space will be available as they age into the older programs.

If a child turns three years old in our Toddler program and there is no space for them to move into Little Friends at the time we will apply for a temporary placement retention from our licensing officer in order to keep them in the centre until we can move them into Little Friends. They will continue to pay the toddler childcare fee due to the differences in

higher teacher to child ratios, in our younger program but the child care fee reduction is based on ages and therefore will be the lesser reduction for 3-5 years (for more information please see below) .

If licensing does not allow for your child to remain in the program and we do not have space in our three to five program, we will give you the most advanced notice possible to allow you time to find alternative care.

#### **CHANGE OF DAYS OR WITHDRAWAL FROM PROGRAM**

One month's written notice from the 1st of the month is mandatory when your child is to be withdrawn from the program or their enrolment is changing (days added or dropped). For example, to withdraw/change days effective June 1st, notice must be given on or before May 1st. In lieu of this notice, one month's fees will be levied.

#### **CHILDCARE FEES**

In order to provide quality care for your children, we must maintain financial stability, and this can only be achieved when fees are paid in a timely and consistent manner. **All fees for recurring monthly schedules (part-time or full-time) are due on the 1st of each month and are payable by cash, cheque, or email money transfer.** Unpaid or late fees may be subject to immediate suspension or termination of care until fees are paid or reasonable arrangements are made and accepted by both parties. We understand the financial potential strain of childcare costs and we also hope you understand the importance of enforcing this policy.

- Illness, vacation, and Statutory holidays do not merit make-up days, exchanging for another day, or a reduction in fees. The day(s) of the week your child is registered in care for is non-transferable. If you would like to add a day or request a drop-in day please let us know.
- Any cheque returned as "Insufficient Funds" will be charged a \$10.00 NSF fee
- Families eligible for the Affordable Childcare Benefit will be invoiced for the difference between their monthly childcare fees and monthly subsidy claim. Parents are responsible to renew their subsidy the month before it expires. Parents are responsible to fulfill all requirements necessary to maintain their child's subsidy. If a family's subsidy, or part thereof, is discontinued, the family is responsible for all fees.
- Families will pay the fees for the classroom their child is enrolled in. The only exception is when a child is 24 months if they are still in the infant program, they will then start paying the toddler fees, the month their child turns 24 months.

#### **AFFORDABLE CHILD CARE BENEFIT/ SUBSIDY**

Parents apply online at <https://www.gov.bc.ca/affordablechildcarebenefit> and we will provide you with the additional form required from the childcare provider. The Parent Reduction Fee Benefit is **not** an initiative of TNTLS. As well, The Affordable Child Care Benefit (subsidy), an initiative of the Provincial Government and is **not** an initiative of the Today N Tomorrow Learning Society. Subsidy bases their authorization on a family's income and should you not meet their criteria they may minus a parent portion from the maximum subsidy or not approve you for any subsidy. The family is required to pay any all fees subsidy does not cover by the 1st of the month. Should subsidy be authorized after this time, you are eligible for a refund or credit on fees you have paid for any overpayments on your account. It is your responsibility to ensure subsidy is renewed on time. In the event you have not renewed your child care subsidy, you will be expected to pay the full monthly fee. Please contact the Today N Tomorrow Learning Society with any questions regarding your invoice or amounts claimed under your subsidy authorization. The contact number is 250-338-8445 – email [admin@tntls.com](mailto:admin@tntls.com)

#### **CALCULATION OF FEES**

Fees are based on the assumption that the average month has four weeks of childcare days (i.e., if a child is enrolled full-time, five days per week, we assume the child will receive at least 20 days of care in any given month (5 days/week x 4 weeks).

In the event that a child is attending part-time, 2-4 days per week, the same assumption applies. Based on a four-week month, a child attending 2, 3 or 4 days per week, will receive 8, 12, or 16 days of care, respectively.

We make this assumption to create allowances for statutory holidays or other Centre closures (Winter Holiday Closure), as there are several months throughout the year in which a child actually attends 4.5 weeks, but has only paid for 4:

For example, a child attending full-time, 5 days per week, may actually attend 23 days, but has only paid for 20. This also occurs for children attending 2, 3 and 4 days per week, where they actually receive more days than what is allowed for in the fee structure.

## FEE STRUCTURE

### Child Care Fee Reduction Initiative

*As an organization we have been approved to participate in this program, parents do not need to apply to get this reduction this is applied to all of our fees. Parents with a child in full-time care will see fees reduced by up to:*

- \$350/month for group infant/toddler care
- \$200/month for family infant/toddler care
- \$100/month for group care for children aged 3 to Kindergarten
- \$60/month for family care for children aged 3 to Kindergarten

Childcare Reductions are based on the age of the child and not the program they are enrolled in. Part-time care will receive a pro-rated amount of these discounts.

	5 days/wk	4 days/wk	3 days/wk	2 days/wk	Drop-in
<b>Teddies 'N' Toddlers (Infants – approx. 0-24 months)</b>	\$1163/month <b>\$813</b>	\$935/month <b>\$655</b>	\$709/month <b>\$499</b>	\$476/month <b>\$336</b>	\$61/day
<b>Teddies 'N' Toddlers (Toddlers – approx. 24m-3 years)</b>	\$1102/month <b>\$752</b>	\$885/month <b>\$605</b>	\$671/month <b>\$461</b>	\$451/month <b>\$311</b>	\$58/day
<b>Little Friends Early Learning Centre (approx. 3-5 years)</b>	\$809/month <b>\$709</b>	\$652/month <b>\$572</b>	\$497/month <b>\$437</b>	\$335/month <b>\$295</b>	\$43/day

## METHODS OF PAYMENT

- On-line banking- payments sent to [admin@tntls.com](mailto:admin@tntls.com)
- Post-dated cheques
- Cash

## MEMBERSHIP FEES

There is a yearly membership fee of \$10.00. This amount runs from September 1<sup>st</sup> to August 31<sup>st</sup>. In accordance with the Society Act, all families hold a minimum of one membership with TNTLS while their child is attending our childcare centres (ie. one parent). In order to keep memberships current, the fee is due at the time of registration and every September after that. This amount **cannot** be prorated. All funds collected from membership fees are secured for annual scholarships awarded to qualifying graduates of the Young Parent Program that are enrolled in post-secondary or other skills/trades training.

### **LATE PICK UP POLICY & PROCEDURE**

*The hours of operation for the Today 'N' Tomorrow Learning Society are 7:30 a.m. to 5:30 p.m., Monday through Friday.*

If a family is late picking up their child, \$1.00 will be charged for each minute that the child is at the Centre past the scheduled closing time.

If a child is still at the Centre after 5:30pm staff will attempt to contact the family if unsuccessful, when the family is ten (10) minutes late, we will attempt to contact the designated emergency contact(s). After half an hour, if the Centre has not been informed that someone is on the way to collect the child, in accordance with licensing regulations staff must inform the Ministry for Children and Families who will then initiate their own procedures, which may include apprehension of the child.

### **WHAT TO BRING**

#### **CLOTHING & PERSONAL BELONGINGS**

Please send your child to the Centre in comfortable, washable play clothes. Messy indoor and outdoor play activities are always a part of your child's curriculum. To promote your child's independence, we suggest clothing that is easily managed by your child. The following articles of clothing must be provided for all children and remain either at the Centre or in their backpacks:

- a complete change of clothes; socks, under-wear, pants, shirt and slippers or soft, comfortable indoor shoes; Boots
- "muddy buddies" (rain gear); mittens, hats and snowsuits are required during the wet and snowy fall and winter months.
- Bathing suit, shorts, water shoes during the summer months (Please NO flip flops)
- A water bottle filled with water
- A daily supply of bottles if needed/ Soother
- A lunch kit with an ice pack, inside for any items that need to be kept cold
- If your child is in diapers, please bring a supply of diapers to leave at the centre
- A comfort item for rest times if your child has something special that they sleep with

PLEASE LABEL ALL ARTICLES OF CLOTHING (initials are fine too!), everything from socks and under-wear to lunch kits and thermoses. The Centre and staff are NOT responsible for lost articles but will certainly do their best to help your child keep track of their belongings. (We fundraise through Lovable Labels so if you are looking for labels for your child clothing items help support the centre by ordering through this link [www.TNTLS.lovablelabels.ca](http://www.TNTLS.lovablelabels.ca))

In the event that your child should need to borrow an item of clothing from the Centre, we would appreciate it being laundered and promptly returned. Each child has a specially marked "cubby" for jackets, extra clothes, nap blankets and notices or projects. Please check you child's cubby each day to take home items that need not remain at school.

#### **TREASURES & POSSESSIONS**

Toys from home are the child's link between home and school. Children may want and need the security of something of their own in a school situation. Children are welcome to bring security items that may help them relax during rest time, blankets and/or cuddlies. We try to encourage children to bring other items on special Show-n-Tell days, rather than every day. It has been our experience that toys from home often get lost, mistreated or broken by other children,

leaving children upset, angry or sad. Play guns, weapons and other toys that encourage aggressive play are never welcome in our classrooms. Please leave them at home.

## **CELEBRATIONS**

The centre does not have any religious affiliations, but we do celebrate holidays that are culturally relevant for the families in our care. We would like to celebrate other holidays that may be important to your child. If your family celebrates holidays that are an important part of your culture, we would love to incorporate it into your child's program. We believe in providing a multicultural environment in which children can learn from each other. When you enroll your child, please notify the staff about important days in your child's life. Please let us know if you do not wish your child to participate in certain celebrations throughout the year, we will do our best to inform you of any plans and based on that information you can choose for your child to attend the program.

## **NUTRITION**

At the centre we follow the appetite to play guidelines for the choices in food and use the division in responsibility model during meal times; Healthy meals are the foundation of growth, early child development and education.

<https://www.ellynsatterinstitute.org/how-to-feed/the-division-of-responsibility-in-feeding/>

We believe nutrition and healthy eating habits are fundamental skills for young children.

Guidelines we Follow:

- Plan menus using Canada's Food Guide.
- Promote healthy eating and nutritional habits.
- Ensure food and drink given to a child is sufficient in quantity and quality to meet the developmental needs of the child.
- Food and drink are not used as a form of reward or punishment for children.
- Children are not forced to consume any food or drink.
- Children are not fed by means of a propped bottle.

Teachers will model healthy attitudes towards, food, nutrition and healthy lifestyles. Please support us in this by sending balanced meals and snacks. We are a breastfeeding friendly centre, parents who are breastfeeding are welcome to do so in our space. Our kitchen facility has a permit to operate; licensed by the Vancouver Island Health Authority and we adhere to the food safe guidelines. An element of our young parent program is to have the parents make lunches in the kitchen learning cooking and healthy eating skills, by helping the children do the same. We provide hot lunches twice a week; these days of the week will change throughout the year so that all the children can have the opportunity to benefit from this program. We will share what is on the menu for hot lunch each month in the monthly newsletter. We also provide snacks daily for the children, a morning and afternoon snack, we will post each day in the classroom what was offered for snack times, so you can see what we have been enjoying that day.

From time to time we have children enrolled who are extremely allergic to nuts. An allergy of this sort can be life threatening. As a result, we ask that you do not bring nuts (even in granola bars with nut products in them) to the childcare centre. Also, please be aware that even the smell of nut butter can bring about a severe reaction in some children, so we ask that on the days your child comes to school they do not have nuts for breakfast.

Ideas for snacks/lunches: (whole or cut up) apple, banana, blueberries (try frozen), cantaloupe, fruit salad (try 2-3 cut up and put into Tupperware or Ziploc bag), grapefruit, grapes, kiwi, melon, nectarine, orange, peach, pear, plums, raspberries, strawberries, watermelon.

Vegetables: broccoli, carrot sticks, celery sticks, cherry tomatoes, cucumber, green beans,

radishes, salad (try 2-3 cut up and put in baggie or container), tomatoes, zucchini. Add a container of dip/yogurt.

Breads: bagels, biscuits, bread sticks, buns, croissants, cheese bread, whole wheat, rye, raisin, wheat, crackers, pitas, soft pretzels, tortillas/wraps.

Sandwich fillings: cheese, cheese & lettuce, cheese & tomato, chicken, deli meats, egg, ham & cheese, ham & lettuce, ham & tomato, salmon, tuna, turkey.

Milk & Milk Products: assorted cheese, cottage cheese, milk, yogurt.

Treats: applesauce, dried fruit, raisins, yogurt.

- Families with special diets and/or allergies are also asked to supply food for their children.
- **No: Sweets, Treats (including juice) and no Nuts please – due to allergies**
- Please only provide your child with water or milk to drink at school. Children who eat a diet high in sugar are generally less able to concentrate, engage successfully in teacher-led activities, or rest comfortably during quieter times of day.
- When sending foods that need to be warmed up at school, please have the items already prepared in a labelled microwave safe container. We are happy to heat up lunches for your children.
- Please send snacks prepared; ready to eat, as your child likes to have it. For example, if your child enjoys apples peeled and cut, please send them this way as teachers are busy engaging with the children and often do not have time for food preparation.

### **ACTIVE PLAY**

In following the licensing guidelines and the active play standard of practice; We engage children in at least 60-90 minutes of active outdoor play each day and on most days, we are out longer, depending on weather. Please provide your child the appropriate outdoor attire, as we go out no matter what the weather.

### **DROP OFF AND PICK UP**

Children should arrive at the centre no later than 9:30 a.m. unless pre-arrangements have been made. Late drop-off can sometimes make the transition into the classroom difficult for children and it may interfere with your child receiving maximum benefits from the program. In addition, late arrivals may make planning of field trips and other group activities difficult for staff members and the other children in the program.

If there is an extenuating circumstance that arises and you cannot drop your child off on or before this time or your child is going to be late or absent, please notify the staff as soon as possible.

### **SEPARATION ANXIETY: *The tips for saying goodbye***

Entering into a childcare setting can be an emotional time for both parents and children. An infant or toddler may feel particularly vulnerable when left by a parent in a place that is not home. Having no conventional sense of time, a child cannot distinguish between being left for five or six hours or a longer period of time. However, careful planning and the knowledge that some separation anxiety and tears are normal, can make the transition from parent to teacher as pleasant as possible.

### ***Share Information***

You are the expert on your own child; please feel free to share likes/dislikes and comfort strategies of your child to help us make him/her comfortable in their new setting away from home.

### ***Something From Home***

Young children often have a comfort item such as a cuddly, blanket or soother from home, please feel free to bring these to the centre. We also request that your child have a family photo that can be displayed in the classroom so that your child always can see you even when you're not right there.

### ***Develop a good-bye ritual***

Rituals are reassuring, especially during stressful time. Plan a special way to say goodbye to your child. You might ask your child "How shall we say goodbye?" A kiss or a hug? Two hugs or one? Giving them child-sized choices allow the child to feel they have some control over what is happening to them.

### ***Make sure to say good-bye***

When leaving tell your child something positive that will happen at the end of the day when you are together again- "When I pick you up, I am going to give you a big hug and then we can go home." *Regardless of how tempting it may seem, NEVER sneak out when your child is distracted.* This destroys trust and will encourage your child to be more clingy in the future, not knowing when you might be leaving.

### ***Avoid repeated goodbyes***

Once you have gone through the special goodbye ritual and say "I am leaving now", please head on your way. Stalling can make your child more fearful and clingy. If they know you are confident in their caregivers and trust them, then they will too.

### ***Be Confident and Cheerful***

Establish trust with your provider and you will be able to leave your child knowing they will be well, and your child will sense this and trust them too. Children will pick up on your mood, try not to act rushed or stressed at pick up or drop-off times. Give yourself extra time to allow for that smooth transition if you know it might be a challenge.

## **SIGNING YOUR CHILD IN AND OUT**

Families will:

- Adhere to correct, "sign in and sign out" procedures, it is a legal requirement.
- Sign their child in upon arrival. Once signed in, children are the responsibility of the staff; upon being signed out, the responsibility is on the parent or guardian.
- Families are not to leave children unattended within The Today 'N' Tomorrow Learning Society. If staff is in the process of opening or closing the centre, families are not to leave children in a room to wait for staff to return, please stay with your child.
- Inform staff if someone other than those who are authorized will be collecting your child and inform that person their ID will be required. Please remember to inform children who will be picking them up.
- Inform Manager & staff of any Current or Pending Court orders affecting the child and provide us with a photocopy of relevant paperwork.
- Ensure you shut all gates or doors as you enter and leave the building.
- Approach a staff member upon departure to notify them that their child is going home and to find out about the child's day.

Only authorized names that appear on the registration forms will be permitted to pick up the child, unless we are notified otherwise. Staff will ask for proof of identification (photo I.D. required) from any individual not authorized or from any individual they do not know. Otherwise, the child will not be released from The Today 'N' Tomorrow Learning Society.

### **Please be aware that if the staff on duty suspects that a parent or guardian is under the influence of alcohol or other drugs, they will approach the situation in the following manner:**

- Offer to call a relative or friend to pick up the parent and child
- Offer to call a taxi
- Inform the parent that if he/she chooses to drive the car with or without the child, the staff will notify the police immediately.

## **REPORTING SUSPICIONS OF CHILD ABUSE**

We hope that this will not be necessary, but we are all required by law to report suspected or disclosed child abuse- physical or emotional. When we do, we are not permitted to contact the parent unless specifically directed by the

Ministry of Children & Family Development. It is not our responsibility to determine if the abuse has happened, it is the responsibility of the Ministry to investigate and decide if abuse has occurred. These procedures are designed to protect the child.

#### **TELEPHONE POLICY**

Our main responsibility is to provide care to the children. If we are busy working with the children, we will not always answer the phone. We will answer the phone when possible and will check the answering machine to document messages as soon as possible. We will return all calls promptly, so please leave a message. Or alternately contact the manager via text or call.

#### **ELECTRONICS POLICY**

Children do not use electronics in our programming; however, teachers use tablets and devices as a means of documentation and communication with families.

#### **FIELD TRIPS**

Staff plan spontaneous walks or hikes. All field trips are well supervised, and the manager is notified of where the class is going, when they will return and how many children they have on the outing.

Staff will notify parents if there is an upcoming class outing that will require parent volunteers. A sign-up sheet would be posted on the Parent Board in your program, that would outline the trip, ratio requirements, and any items that your child may need, i.e., a bathing suit.

Being on Vanier property means that the children also have the opportunity to interact with the students and teachers from the high school, we encourage shared learning opportunities with the high school students will participate in activities with the students such as reading books, art explorations, walks through the high school and outdoor play experiences.

#### **PHYSICAL CARE POLICIES**

The purpose of our physical care policies is to provide as high a level of physical health and well being of the children attending our Centres, as reasonably possible. While your child is at the Centre, you can expect their teachers to:

- a. encourage individual responsibility to dressing and toileting. Assistance and support will be given to children to develop these skills;
- b. encourage the development of healthy personal habits by modeling good personal hygiene with particular attention to proper hand-washing techniques.

As part of our philosophy, we value each child and respect and support his or her individual developmental needs. Within our curriculum, we begin to emphasize independence. Teachers support the development of self-help skills with each child, through appropriate expectations for dressing, feeding, washing etc. We recognize that not all children develop at the same time, and therefore, children are not required to be out of diapers prior to enrollment into any of our programs. If your child is starting to be interested in using the toilet, we would like to help support their growth in this area. We have articles that you may find helpful or interesting. We would be happy to make a copy for you, just let us know.

In order to provide a healthy environment for all children in our care, we do require children who are learning to use the toilet to be in training pants or diapers. Should your child still be in diapers, please ensure that you provide the Centre with plenty of extras.



As part of our role as caregivers, we will ensure that your child has regular bathroom routines to promote toilet learning. The regular visits to the bathroom should reduce the likelihood of “accidents,” however, we realize that they do happen. Be sure to send full sets of extra clothes for your child.

When your child is able to stay dry in-between routines and is starting to let us know when they have to go, we will encourage the beginning of toilet learning, this lets us know that physically and developmentally your child is telling us they are ready for this transition, we follow the lead of the child.

**Nap Time:** All children in our full day programs are required to have quiet time - a time to relax and to reflect on the day's activities, a time not to have to interact. In group care, nap-time/quiet-time is an important necessity in the children's routine. The children are at school for a long period and require time to re-group and to relax their muscles and their minds. Children may sleep or simply lay quietly on their beds with a book or other quiet activity. We appreciate the fact that some children outgrow naps, but play can be hard work and a quiet period gives them a chance to relax before the afternoon program. Infants in the Infant & Toddler Program will rest/nap as their individual routine dictates. Bedding and cots are cleaned on a regular basis and your child will have their own individual bedding. Quiet/rest times will depend on the age of the child.

### **PARENT/TEACHER COMMUNICATION & INVOLVEMENT**

Parents are asked to:

- Ease their child's daily transition into the Centre.
- Adhere to the guidance and health policies, as outlined in this handbook.
- Communicate necessary information to and receive information from the teachers.
- Pay monthly fees on time; Initiate and renew child care subsidy as needed.
- Contact the childcare centre if their children will be absent or arriving late, after 9:30am.
- Let the Manager know of any change in a child's scheduled use of The Today 'N' Tomorrow Learning Society.
- Check Seesaw and read monthly newsletters to keep up to date on what's going on at the centre

Successful communication between families and teachers helps to link the child's two worlds, the home and childcare setting. You are the expert on your child, so teachers welcome any special information about your child. Much of the communication between parents and teachers takes place informally during the arrival and departure period. These discussions are brief yet significant. If you would like to arrange a parent/teacher meeting, please see the manager, so that we can determine an appropriate time where we can give you our undivided attention. The school will also share newsletters with information regarding your child's program and other useful and interesting articles. It is the parent's responsibility to read this newsletter and be aware of class outings, announcements, hot lunches, etc.

We will post displays for families to see examples of the children's learning experiences in the classroom as well as share items with the families electronically via Seesaw, an educational app. At times, there may be opportunities for families to volunteer on field trips or participate in special activities at the Centre. There are a variety of different ways to be involved in your child's school experiences. Effective partnerships with parents are crucial in early childhood settings. We at TNTLS, act as a resource for parents and value your opinions or concerns as they arise.

### **SUPPORTED CHILD DEVELOPMENT PROGRAM**

We offer support services for children who may require additional support within their program to ensure that their days are as successful as possible. Support services may include consultation with a Speech and Language Pathologist, resource support, or staffing support to assist children throughout their day. If you have any concerns regarding your child's development, you may discuss this with the Manager to learn more about the Supported Child Care Program.

Some children need extra support to take part in everyday activities. A child may need this extra support due to a physical challenge, such as a sight or hearing impairment, or to other challenges, such as a delay in developing speech, language, motor or intellectual

skills. Inclusive child care is child care that includes every child, regardless of ability. It is child care where every child is welcome, and where every child belongs. Inclusive child care means that all families have the same child-care choices. To make sure our early childhood setting is ready to include a child who needs extra support, we may have to make some adjustments such as adding a seating device to enable to child to sit independently, rearranging the room to accommodate a wheelchair, or incorporating some simple sign language into songs and other activities. Supported Child Development helps make those adjustments possible. Supported Child Development is a way of making sure children who need extra support are able to participate in community early childhood settings.

If your child requires extra support, please meet with the Manager to discuss your needs and determine whether the teachers will be able to support your child appropriately. If a referral has not already been made to the family, and Centre staff believe your child would benefit from Supported Child Development Program, a referral will be discussed with you. Under Supported Child Development, you as the parent/caregiver, will be actively involved in all aspects of your child's care. You will help decide what training, equipment and staffing that our Centre will need to support your child. And you will help determine which professional services - including speech or physical therapy or nursing care - your child will receive while attending preschool or daycare. Should you wish to learn more about the Supported Child Development, you can arrange to meet with the Manager.

## **EMERGENCY SITUATIONS**

Due to a child's illness, service interruptions, or unforeseen circumstances out of the Centre's control, parents will be contacted and asked to pick up their children immediately, unless it is a Hold and Secure or Lock-Down situation.

**Fire Procedure:** Teachers in each classroom assist children and others present in proceeding to the closets exit, away from the fire; taking with them the emergency backpack and sign in sheet for the day. The group will meet at the designated areas- in either of the two yards used for TNT that are farthest away from the fire and if it is in Little Friends they will meet in the field behind the yellow gate outside the yard.

**Earthquake Procedure:** Move to a safe place- under a heavy piece of furniture, in an archway, against a wall, teachers will position themselves among the children evenly to support the needs of the children. Sing for 60 seconds, after shaking has stopped (Twinkle Twinkle Little Star, 3 times). If outside, move to an open space away from potentially hazardous falling items. In any instance where a relocation is required; families will be notified of our whereabouts and we will evacuate to either G.P. Vanier Secondary or the Comox Valley Sports Centre.

## **EXTERNAL THREAT**

TNTLS adheres to School District 71 facility procedures regarding Hold and Secure or Lock-Down emergency situations that occur at G. P. Vanier Secondary and surrounding area. Protocol is for TNTLS to be notified by the school board office and/or an administrator from G.P. Vanier Secondary and we may then proceed as directed. We will notify parents of any interruptions in service as soon as possible and when necessary. If we have not heard from an Administrator from Vanier, we can attempt to contact them ourselves. We can further contact the RCMP for more information. If under any circumstances, we observe risk to children, not covered under any plans, we can initiate our own Hold and Secure or Lock-Down procedure as we deem necessary.

**Hold and Secure:** It is used in response to security threats or criminal activity **outside** the school. It is a process used to lock all exit/entrances (exterior doors) of the school when there is an emergency situation in close proximity to the school, outside the school, on school grounds and/or unrelated to school. The main objective is to protect students/staff by preventing unwanted individuals from entering the school and keeping the problem outside. Once we initiate a HOLD & SECURE, we account for all of your students and call teachers and students who are outside of the building (if applicable) back into the building. Close blinds, if available. Hold and Secure means all exterior doors are locked; interior doors may remain in their normal state. Movement is permitted within the building and school activities can continue inside. No one is allowed in/out of the building until the All-Clear command is issued by the SD71.

We will inform families over Seesaw that this is happening and will then let you know of the all clear when it has been lifted. During a Hold and Secure, families will not be permitted to pick up their children as this may compromise their safety. **No one, other than law enforcement, is permitted access to the building until the Hold and Secure is over.**

**Lock-Down:** is usually used in response to acts or threats of violence to students and/or staff directly impacting the school. It is a process for securing students and staff in a designated area during incidents when there is a THREAT OF VIOLENCE inside the building and when it may be more dangerous to evacuate than stay inside. The main objective in a lock-down is to protect the safety of the maximum number of people by getting them behind locked doors. A 2<sup>nd</sup> objective is to hide the identities of people in a particular program by staying out of window sight lines and by not identifying who is in a particular room.

Once our teachers have been notified by SD 71 of a Lock-Down they are to lock and secure windows/doors in each classroom. Barricade the door(s) and cover the windows if possible and turn off the lights. Keep away from windows and doors. Direct students to stay silent. Take attendance of all students. DO NOT ALLOW anyone in/out of your room under any circumstances until the Incident Commander/Principal issues an ALL CLEAR and doors are unlocked. During a Lock-Down, families will not be permitted to pick up their children as this may compromise their safety. **No one, other than law enforcement, is permitted access to the building until the Lock-Down is over.**

**Shelter-in-Place:** is used during an environmental emergency, such as severe storms or chemical spills. During a Shelter-in-Place, students and staff retreat to safe zones to seek shelter. This includes having students or staff who are outdoors come back into the school. Each school's emergency response plan identifies the safest location for its occupants and how to seal a room from hazardous conditions. **Students will not be released or dismissed until the situation has been resolved.**

**Evacuation:** An Evacuation requires all students and staff to leave the school and go to an alternate location. This may mean only going outside and away from the building until it is safe to re-enter the school. In other cases, students and staff may need to go to an evacuation centre. Parents will be informed of the alternate location through Seesaw and/or will be notified from their child's emergency contacts.

**Dismissal:** Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised. **Students will not be released unless contact can be made.**

The safety of the children is of utmost importance. Teachers make decisions to protect the children. WE RECOGNIZE THAT WHEN AN EMERGENCY OCCURS parents will be worried and want to be reunited with their child as quickly as possible. It is our intention to make this happen. To ensure every child's safety and the safety of staff, specific

procedures have been established for releasing students. Once the area is deemed safe and the Hold and Secure or Lock-Down has been lifted, parents will be notified via Seesaw and then you will be able to pick up your child. Children will only be released to parents and those listed as emergency contacts on file with the centre.

### **INTERNAL THREAT**

Should a threat of violence or criminal activity occur either inside TNTLS' facilities and/or play yards, teachers will immediately call 911 and follow emergency protocol in keeping with SD 71's Secure and Hold and Lock-Down whenever possible. To the best of their ability, teachers will ensure the safety of the children by removing and containing them in the safest location possible depending on the situation. Recognizing that our facilities are small, should a threat occur inside one of our centres, teachers are directed to secure children in the bathrooms where they are able to lock the door and wait for help.

### **SNOW DAYS/ SCHOOL CLOSURES**

It may become necessary to close the Child Care Centre on days when traveling to and from the daycare or attending the daycare may be unsafe for families and staff, in these circumstances we follow school district 71 closures.

Please check their Facebook pages in the morning or listen to the following local radio stations for school and childcare closures: The Eagle 97.3 and/or Jet FM 98.9

### **VAPING AND SMOKING POLICIES**

All public and private kindergarten to Grade 12 schools in B.C. are tobacco and vape-free under the Tobacco and Vapour Products Control Act and Regulation. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property. Under the regulation a person must not deal in, sell, offer for sale, distribute, provide, advertise or promote the use of tobacco or vapour products. It also states that a person must not smoke or use tobacco, or hold lighted tobacco/use an e-cigarette, or hold an activated e-cigarette, in or on school property including the track/sports centre and surrounding forested areas.

### **THERAPY DOGS/PETS**

Should a Family or Visitor have a Therapy dog or pet that they wish to bring for a visit the owner is aware that they are responsible and liable for any injuries or damages, while the animal is on school property. The owner of the animal must first pre-arrange the visit with management to ensure all health and safety concerns are addressed.

### **HEALTH & SAFETY**

Good health and safety practices are at the heart of quality programs for young children. Young children are vulnerable to infectious diseases and injuries. Coughs, colds, and other infections spread more easily in a group setting. A key to preventing illness in a childcare setting is to form trusting relationships between parents and teachers, and the sharing of information about their child's health and illnesses. This allows staff to take any necessary precautions. The tables and chairs are disinfected daily, and the toys and equipment are disinfected frequently as a preventative measure to the spread of communicable diseases. Teachers maintain high hygiene standards through careful hand washing at diapering and feeding times. We use bleach/water solution approved by licensing to clean with and a mixture of essential oils and water to combat scent in the bathrooms and cubbies.

Teachers will post information for families if there are cases of communicable diseases in the Centre.

You are the expert on your child's health, and we trust that a child who is ill (e.g. Fever, infection, diarrhea, communicable disease, or any other type of illness that may be passed on to others) will be kept at home to protect the well being of the children in the program.

The parents further agree, should a child become ill while in care that immediate arrangements will be made to remove the child from care. Children will not be allowed to return to daycare until they have been symptom free for at **least 24 hours**. In some cases, a note from a doctor may be necessary. In the case that the daycare is unable to provide care to your child, it is up to the parents to find alternative care during that time.

Please advise The Today 'N' Tomorrow Learning Society staff prior to 9:30am if a child will not be attending daycare due to illness. Parents agree that a child who is ill (e.g. Fever, infection, diarrhea, communicable disease, or any other type of illness that may be passed on to others) will be kept at home.

### **IF A CHILD IS ILL**

If a child becomes ill while at the Centre, a parent is contacted and requested to remove the child from the Centre. If a parent cannot be reached, the emergency contact person is called.

Parents are required to inform the Centre within twenty-four (24) hours of a diagnosis of a serious illness or contagious disease in the family or in the people that the family has been in contact with. The Centre is required to inform families and the Medical Health Officer of reportable communicable diseases within the Centre, its staff or the families it serves. If the centre has an outbreak of any virus, we will let families know as soon as possible and post information on the virus in the classrooms.

In the case of an emergency, a parent or emergency contact person is contacted and if required, immediate medical attention sought, which may include transporting children by ambulance. Any cost would be the family's responsibility, unless covered by the Centre's liability insurance. Information on children's allergies are posted and a diapering procedure is posted near each change table. Frequent and thorough hand washing is required by everyone who has contact with the children. Hand washing procedures are posted.

**Parents are asked to update the medical and health information on the Registration forms, if any information changes, it is your responsibility to update the centre.**

### **MEDICATION PROCEDURE**

- We will only administer prescription medication; it must show the name of the physician, patient's name, date of issue, instructions and time period.
- Prescription medication will only be administered according to the labelled directions and will only be administered with the written consent of the parent(s).
- All medication must come in its original container, labelled with the child's name.
- The staff member that administers the medication will complete a medication record, including the date and time the medication was actually administered and a signature each time medication is administered.
- Should any changes be required on the medication form, both the parent and staff member must sign and date the changes.
- All non-emergency medications will be stored in a manner appropriate to the medication (i.e.: refrigerated or room temperature) in locked boxes in the rooms or in the room refrigerators. This is **ONLY** for the duration of time the child is on medication.
- Medication for emergency situations shall be stored in the classroom and taken on field trips, stored in a location that is inaccessible to children, but not locked. Such medications include Epi-pen, Ventolin, Acupen and adrenaline-based medication (anaphylactic kit).
- Please ensure all medications are taken home after the duration of the prescribed course. For the safety of all children, **DO NOT** leave any unauthorized medication in a child's nap sack or diaper bag.

**HEALTH POLICIES AND PROCEDURES**

**Children, who are not well enough to be part of the Centre’s program (i.e. time outdoors) or who, due to illness, require a higher level of care than possible in a group setting need to have alternate care.** Acceptance or non-acceptance for care of children, who may be ill, is at the discretion of the Manager and/or Teachers. Parents are required to pick up their children when they show signs of being of ill health. Following are the standards for:

<u><b>When a person must be excluded:</b></u>	<u><b>When the person may return:</b></u>
Fever - An underarm temperature of 100.0F (37.8C) or higher.	Underarm temperature has remained below 100.0F (37.8C) for twelve (12) hours without medication.
Diarrhea. x3 or more watery stools in 24 hours.	Child has had at least one normal bowel movement and/or has been examined by a doctor and received verbal/written medical clearance.
Skin infection, undiagnosed rash, eye infection, or any signs of contagious disease. <i>*Hand, Foot, and Mouth</i>	Child has been examined by a doctor or public health nurse and has received verbal/written medical clearance. <i>*Child must no longer be showing symptoms; such as blister.</i>
Any parasite related condition (scabies, etc.)	Child has been properly treated for the condition.
Acute cold with coughing, atypical running, coloured discharge from nose or eyes, and/or sore throat.	Symptoms have subsided and/or child has been examined by a doctor and has received verbal/written medical clearance.
Vomited in the past twelve hours.	Twenty-four (24) hours have passed since last bout of vomiting and no other signs of illness are present.
Has been on an antibiotic less than twenty-four (24) hours.	After a minimum of twenty-four hours passed, depending on the condition.
Complaint of unexplained or undiagnosed pain or is abnormally listless.	Child has been examined by a doctor and has received verbal/written medical clearance, and/or symptoms have subsided.

Any conditions where blood could contaminate others.	Bleeding has stopped and/or there is no risk of contamination.
A Child has been given non-prescription medication at home within the last 12 hours.	Child is well enough to attend without needing medication to manage symptoms.

**IMMUNIZATION**

When groups of children are together, illness and disease can spread rapidly. Diseases such as measles and whooping cough can have serious health consequences for children, especially young children. Teachers who work in a childcare setting are also at an increased risk of certain infectious illnesses.

The infectious diseases that can be immunized against are:

- Diphtheria
- Measles
- Mumps
- Rubella (German measles)
- Tetanus
- Pertussis (Whooping cough)
- Haemophilus (HB)
- Hepatitis B
- Meningococcus

Due to the success of scheduled immunization programs, many conditions are rarely seen today. TNTLS minimizes the spread of infections by strongly enforcing guidelines for the exclusion of children and adults with an infectious illness or disease and adhering to strict hygiene and infection control practices.

Procedures have been developed to manage and prevent the control of certain infectious diseases among the children and staff.

Although immunizations are not required, they are one of the most effective ways of preventing the spread of communicable diseases. If your child is immunized, we require that their immunizations are brought up to date prior to entry into any of our programs, and that the immunizations are kept up to date thereafter. The record of immunizations is kept on file upon entry in to the program. Please update our files after each subsequent immunization. Should you choose not to immunize your child you will be required to fill in a child exemption of immunization form stating that you understand you are releasing the centre of all liability. We will also require that your child not attend the daycare when there is an illness or disease outbreak in the area. This requirement is to manage the risk to the other children and teachers in the daycare.

**CLEANING**

We adhere to strict Licensing regulations in our daily cleaning procedures and our regular cleaning schedules often exceed the amount and frequency of sanitation that is normally required. We have standard daily, weekly and monthly cleaning schedules. In addition, each classroom has a printed copy of licencing recommendations along with a more extensive list of cleaning task that they follow regularly. Proper protocol for hand washing, dish washing, diapering, bleach solution measurements and sanitation guidelines are posted in each classroom or area of the buildings where they are specifically needed. We follow licensing guidelines for a bleach/water solution and that is our main daily cleaning product that is used to clean and sanitize all surfaces. A mixture of essential oils and water is used to combat scent in the bathrooms and cubbies. Our facilities are professionally cleaned by a 3<sup>rd</sup> party contractor after each business day.

**CONFIDENTIALITY**

Today 'N' Tomorrow Learning Society staff are required to read and sign a "Statement Respecting Confidentiality" and are advised of the importance of maintaining confidentiality. This statement specifies that the individual understands his/her responsibility to protect the privacy of the children and their families.

**DONATIONS AND FUNDRAISING**

As a not-for-profit society the Centre is reliant on donations and fundraising to sustain the high quality of programming while keeping costs affordable. While the Centre does not have a mandatory requirement for parent volunteer hours, we gratefully accept assistance with a wide range of activities ranging from worker bees, gardening, becoming a board member and taking recycling to the depot. For more information on how you can help, please contact the manager at 250-338-8445.



## TODAY 'N' TOMORROW LEARNING SOCIETY PARENT LEGAL AGREEMENT

### READ CAREFULLY – THIS IS A LEGALLY BINDING DOCUMENT

The Today 'N' Tomorrow Learning Society is a Licensed Not for Profit Organization that provides licensed childcare. This Agreement encompasses the terms of the parental responsibilities necessary for the Today 'N' Tomorrow Learning Society to provide this service. The following regulations apply to all programs within the Society. Conditions may change from time to time. Additional requirements for programs will be arranged by the manager when the child is enrolled.

### AS A PARENT AT THE TODAY 'N' TOMORROW LEARNING SOCIETY AND A MEMBER OF THE TODAY 'N' TOMORROW LEARNING SOCIETY, I ACCEPT, UNDERSTAND AND AGREE TO THE FOLLOWING CONDITIONS OF ENROLLMENT:

#### A. PAYMENT OF FEES, SUBSIDY & CONSEQUENCES OF UNPAID ACCOUNTS

(1) The monthly fee for my child's care is due at time of enrollment and all subsequent monthly fees will be paid in full by closing time (5:30 pm) the 1<sup>st</sup> of each month. Fees may increase from time to time. If I am unable to pay my fees on or before the first, I will speak to the Manager to see if a payment plan can be arranged.

If my account remains unpaid, my child care services will be cancelled, and any unpaid amounts will be turned over to a Collections Agency; the cost of securing payment of my account will be borne by me. If there is a dispute of amount owing, the amount the TODAY 'N' TOMORROW LEARNING SOCIETY is owed must be paid first and then disputed. If there is an error, a credit will be posted to the account. Refunds will NOT be issued.

(2) I understand that the Parent Fee Reduction initiative implemented on April 1, 2018 is a subject to government processes and available CCOF funding and that this is **not** an initiative of the Today N Tomorrow Learning Society.

(3) Illness, vacation, extreme weather, unforeseen circumstances, and scheduled holiday closures do not merit make-up days, refunds, exchanging for another day, or a reduction in fees. The day(s) of the week your child is registered in care for is non-transferable. If you would like to add a day or request a drop-in day please let us know.

(4) If I am receiving a child care Subsidy (the Affordable Childcare Benefit), I am still responsible for the balance of child care fees that the BC Ministry does not cover.

- I. I understand that I may apply to the Provincial Government for the Affordable Childcare Benefit and that this is **not** an initiative of the Today N Tomorrow Learning Society.
- II. I realize that subsidy bases their authorization on my family's income and should I not meet their criteria subsidy may minus a parent portion from the maximum subsidy or not approve me for any subsidy at this time. If this happens, I am required to pay any and all fees subsidy does not cover based on my subsidy authorization by the 1<sup>st</sup> of the month.
- III. I understand that once I have applied for subsidy I am eligible for a two week grace period in paying my fees in full. If subsidy has not been authorized within my two week grace period, I understand I am responsible for paying all fees owing in full. Should subsidy be authorized after this time, I realize I am eligible for a credit or refund on fees I have paid for any overpayments on my account.
- IV. I acknowledge that it is my responsibility to ensure subsidy is renewed on time. In the event I have not renewed my Affordable Childcare Benefit information for Subsidy I will be expected to pay the full monthly fee.
- V. I am able to contact the Today N Tomorrow Learning Society with any questions regarding my invoice or amounts claimed under my subsidy authorization that I may have. The contact number is 250-338-8445 – email [admin@tntls.com](mailto:admin@tntls.com)

(5) There is a yearly membership fee of \$10.00. This amount runs from September 1<sup>st</sup> to August 31<sup>st</sup>. In accordance with

the Society Act, all families hold a minimum of one membership with TNTLS while their child is attending our childcare centres (ie. one parent). In order to keep memberships current, the fee is due at the time of registration and every September after that. This amount **cannot** be prorated.

#### B. NOTICE OF CHANGES OR WITHDRAWAL

(1) One calendar month's notice, in writing, must be given to the Centre by the last day of the month prior to leaving (i.e., March 31st for May 1st) or a penalty of one month's fees in lieu of proper notice will be levied. One calendar month's notice, in writing, is also required for any requests for changes to days of enrollment.

(2) I acknowledge that the society reserves the right at any given time to make changes to enrolment by providing a family currently enrolled in the Centre with one month written notice to terminate or change days of care.

(3) I acknowledge that TNTLS may terminate childcare services at any time without prior notice in the event of failure to comply with TNTLS policies and procedures, or as a result of a child's behaviour that endangers the other children and/or staff.

(4) I acknowledge that in accordance with licensing regulations, once a child ages-in to an older programs, the same days of the week or number of days may not be available in order for them to move up.

#### C. YEARLY TAX RECEIPTS

Official tax receipts will be issued at the end of February each year.

#### D. CHILDREN'S RECORDS

(1) I/We have completed and will keep updated the following:

- (i) Registration Form
- (ii) Emergency Consent Card
- (iii) Immunization Record

#### E. ORIENTATION

I/WE have read, and agree to abide by, the Parent Handbook which outlines the specific policies and procedures of the Centre.

#### F. HEALTH POLICIES & SAFETY

(1) To attend the Centre, my child must be well enough to participate in all aspects of the program including outdoor play.

(2) I will advise the staff of any changes in my child's health and update any records immediately upon any changes occurring.

(3) I will keep the staff informed of any event or change of routine at home which may affect my child's behavior. I will accept the judgment of the Centre staff and the Manager if a behavior problem develops which cannot be dealt with at the Centre and which necessitates cancellation of Child Care Services.

(4) In order to safeguard the health and well-being of all children, I understand that the staff has the right to exclude my child from the Centre and I will provide, upon the staff's request, written medical clearance from a physician before my child is re-admitted. I understand that the staff has the right to request that I, or my designate, promptly pick up my child from the Centre if my child is ill. I agree to inform staff of any communicable diseases my child may have contacted or been in contact with. In the case of an outbreak of a communicable disease the Centre will adhere to the guidelines of the Public Health Unit.

(5) Licensing Regulation: Only medication prescribed or recommended for my child in writing from a Physician and provided in its original packaging with full instructions and precautions, will be administered to my child by Centre staff. Centre staff will only administer the medication in the event that I have completed a "Permission to Administer Medication" form and have provided this form to staff.

(6) In the case of sudden illness or accident, I authorize the staff of the Centre to call emergency services, a medical practitioner or ambulance, as authorized on the medical release card.

(7) I will sign my child in and out each day on the Sign In/Out sheet posted in each program and make personal contact with the Centre staff. I will notify Centre staff if someone other than those persons authorized by me on the Registration Form/ Emergency Card will be picking up my child(ren). Parents will be encouraged to notify staff in writing if at all possible. Picture identification will be requested of those persons not authorized on the Registration Form/ Emergency Card.

(9) That, if after 30 minutes from Centre closing time, the staff have been unable to make contact with me or the designated emergency contacts, the Courtenay RCMP and/or the Ministry for Children and Families will be notified. The appropriate action will be taken to ensure the safety and well being of the child.

(10) I have read and understand "Health Policies and Procedures" and I agree to follow the stated rules as outlined in this agreement.

(11) In case of injury to my child while in the care of the Centre, I hereby waive all claims against the Today 'N' Tomorrow Learning Society.

#### G. SCHEDULING

(1) I/WE agree to abide by the Centre hours of operation and will pay the Today 'N' Tomorrow Learning Society the overtime fine of \$1 per minute, for every minute after 5:30pm. More than six "late pickups" may result in cancellation of Child Care Services. I acknowledge that undue stress may be caused to my child by a late pick-up and agree that late pick-ups will only occur under extraordinary circumstances.

(2) I/WE understand that the Today 'N' Tomorrow Learning Society will be closed on all statutory holidays, Easter Monday & Dec 24-Jan 1 inclusively.

#### H. OPERATIONS

(1) I understand I am giving permission for my child to leave the Centre for walks and field trips. An appropriate number of fully qualified staff will always be present on such outings.

(2) I am giving permission for staff to take photos and/or videos of my child at the Centre. I understand that such photos and/or videos may be used for marketing, publicity, training, or educational purposes in displays in the Centre and at Centre events, the Society's Facebook page, brochures, website, and media such as the newspaper.

(3) I am giving my permission for the use of Seesaw, a secure online journal where teachers can document and reflect on what the students are learning in class. We will be able to add the things we work on (including photos, videos, worksheets, drawings and voice recordings) to their Seesaw journal and we can share them privately with you and other family members to view and comment on throughout the school year. The app requires that you input your child's name in order to be able to associate their photos, videos or voice recordings with their account. Seesaw only uses this information to provide the service and doesn't advertise, create profiles of students, or share or sell your child's personal information or journal content.

(4) I am giving permission for the staff at the Centre to apply sunscreen, I will provide; to my child when he/she is six months or older. If I do not want my child to wear sunscreen, I understand that sunburn is a potential risk and I must provide clothing that will protect my child from the sun; not going outside is not an option.

(5) I am giving permission to be interviewed and/or for my contact information to be made available upon request to the Ministry of Children and Family Development to verify enrolment and attendance records.

(6) I understand that students or volunteers may participate in the programs under the supervision of childcare staff. All students/volunteers will have a clear criminal record check when necessary.

(7) I understand that staff may share information with each other, and community agencies associated

with the Today 'N' Tomorrow Learning Society. (ex. Comox Valley Child Development Association)

(8) I understand that people are to be treated with respect and that no alarming language, loud voices or physical violence will be tolerated at the Centre.

(9) In the event that families are unable to resolve an issue with staff, manager or other parent(s), the Society's conflict resolution model will be used to assist in coming to an agreement that is satisfactory to all involved. I understand that the Society reserves the right to withdraw services in the unfortunate event that a conflict cannot be resolved in a timely and fair manner.

(10) I understand the society will contact me electronically and I agree that I will be aware of the communication sent from TNTLS via email or other electronic means of communication as it pertains to my child.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**QUESTIONS OR CONCERNS TO ASK AT THE NEXT VISIT.....**