

Today Tomorrow Learning Society

PARENT HANDBOOK

Teddies  Toddlers Little  Friends Young  Parent
6-36 Months 3-5 Years Program

Lake  Trail
Childcare Centre

Vanier Location: G.P. Vanier Secondary School
4830B Headquarters Road, Courtenay, BC

Lake Trail Location: Lake Trail Middle School
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WELCOME

Welcome to the Today 'N' Tomorrow Learning Society (TNTLS). The society is an umbrella organization representing four fantastic programs: the Young Parent Program, Teddies 'N' Toddlers Child Care Centre Infant /Toddler Classrooms (Birth-3 years) , Little Friends Early Learning Preschool (3-5 years) and Lake Trail Infant/ Toddler Centre (Birth – 3 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 Agreement (at the end of this handbook).
- School District 71 Verification Form (If you are a SD71 employee)

If you did not receive any of these forms, please let us know. All these documents, along with immunization records and 5x 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.

This Parent Handbook is intended to provide you with information about our programs and policies. Our goal is to work with you to provide a safe, healthy, and happy experience for your child(ren) and family while at the centres.

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 their respective Site Supervisors, Assistant Manager and Childcare 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 Monday to Friday 7:30 am to 4:30 pm

Lake Trail Child Care Monday to Friday 7:30am to 4:30pm

HOLIDAYS

The centre is open 12 months a year.

The following are our days of closure: Family Day Good Friday Easter Monday Victoria Day Canada Day
BC Day Labour Day Truth and Reconciliation Day Thanksgiving Day Remembrance Day

Winter Break: Dec 24- Jan 1st and Spring Break: Last Week of March

(2) SD71 Pro-D Days in February and October

Please Note: Our hours of operation are subject to change without notice. Families will receive communication of operation changes from management as soon as possible.

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

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. We are a nature-based centre spending the majority of our days outdoors, inspired by: BC's Early Learning Framework, Emergent - inspired by the Reggio Emilia Philosophy, and Highscope. Our main influence comes from Resources for Infant Educators (RIE), Magda Gerber's Educaring approach, which is seen as our foundation of respect, trust and acceptance in our interactions with the children all the way through from infancy to school age.

The goal of RIE is to develop an authentic child who feels secure, autonomous, competent, and connected to the world around them. Our educators respect a child's ability to learn and develop naturally and give them ample opportunity to do so. Respectful communication among parents and educators provides an environment that encourages learning and growth. Simply the way an adult looks, listens, or speaks to an infant/child can show respect and trust that the infant is ready to investigate and learn. The educators slow down and allow the infant to explore and learn from doing. The environment is calm, relaxing, and simple. We carefully choose open ended materials/ resources to allow for manipulation, exploration, discovery, and problem solving. RIE is about respecting the infant as an individual and as a person. The educator enhances their understanding of the children using sensitive observation and allowing them the bit of space they need to show us who they are and what they need.

The Resources for Infant Educators (RIE) Principles

1. Basic trust in the child to be an initiator, an explorer, and a self-learner.
2. An environment for the child that is physically safe, cognitively challenging, and emotionally nurturing.
3. Time for uninterrupted play
4. Freedom to explore and interact with others
5. Involvement of the child in the caregiving activities to allow the child to become an active participant rather than a passive recipient
6. Sensitive observation of the child to understand their needs
7. Consistency and clearly defined limits and expectations to develop boundaries

Put simply, RIE and the educaring approach are about perceiving and acknowledging even the youngest children as unique, separate people with thoughts, needs and wishes of their own. For example, involving the infant in basic daily tasks by speaking to them and explaining actions allows for active participation. These daily tasks can include diaper changes, bathing, and feedings. Consistency and communicating expectations with infants can also aid in the development of discipline. Even at an early age, infants understand verbal and nonverbal cues. Challenging an infant daily with new surroundings and concepts ensures the learning process is continual and that it builds on previous knowledge and experiences.

This sense of security and confidence will remain with them through their educational journey. This journey not only includes academic growth, but social growth as well. Understanding the importance of respect, trust, and acceptance allows for the creation of strong relationships in life. A strong sense of self and an even stronger connection to the people and places around.

If you would like more information on RIE and the educaring approach, here are some resources and links:

www.rie.org

<https://www.janetlansbury.com/>

OUR CURRICULUM

Our curriculum gives children the opportunity for engaging with academic materials and concepts while recognizing that our main focus in the early years is the foundation of social emotional development and collaboration with their peers as well as problem solving and conflict resolution, self help skills and a love of community embedded in our everyday interactions with the environment around us. We will tag the schemas and the ELF (early learning framework) in the documentation we post for you to see so you can see the learning happening behind the play.

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.

When recognising the educational and academic milestones that are being met we use Schemas and the Early Learning Framework to show the learning that is happening behind the play (children’s work).

SCHEMAS

What is a schema? Well, it’s really a fancy word for the *urges* that children have to do things like *climb*, *throw* things and *hide* in small places.

They appear through play; perhaps it is the way they choose to do things, or what they desperately need to do out of the blue!

Here are ten of these natural play-urges mapped out in a list, they can come one at a time, in bunches, some are super strong and last for ages... each child is different.

They are the building blocks for the brain, repeated behaviour that in turn forge connections in the brain, patterns of unfolding, learning and growth.

By knowing about these schemas we can recognise and support their urges and development.

The 10 Schemas:

Orientation

The urge to hang upside down, get the view from under the table or on top of the dresser and other actions that are part of the **Orientation** schema.

Positioning

Do you find yourself **Positioning** things neatly into alignment on your desk, ordering the books on the shelf, getting creative when you plate the dinner or even just tidying-up. Perhaps you see your child lining up their cars, making sure the whale is next to the cow, or turning all the cups upside down?

Connection

Joining train tracks, clicking together pieces of lego, running a string from one thing to another... the urge of **Connection**. This can mean connecting *and* disconnecting too, building followed by destruction, and that can mean other people's buildings and sandcastles get destroyed when the urge gets hold.

Trajectory

The urge to throw, drop and other actions that are all part of the **Trajectory** schema. Some other **Trajectory** actions are things like climbing up and jumping off (**Trajectory** of one's own body), putting your hand under running water (interacting with things that are already moving) and the classic, throwing and dropping (making it happen).

Enclosure/Container

The urge to fill up cups with water, climb into cardboard boxes or kitchen draws, build fences for the animals or to put all the animals inside the circular train track, it is the **Enclosure/Container** schema.

Transporting

Transporting can be the urge to carry many things on your hands at one time, in jars, in buckets and baskets, or even better containers with wheels.

Enveloping

To have a sheet over your head, wrapping things in fabrics or with tape and paper - all actions seen in the **Enveloping** schema. An extension of this is peek-a-boo, now you see it now you don't, a concept that just keeps on amusing.

Rotation

Anything that goes around anything that is circular - wheels, turning lids, watching the washing machine on spin cycle, drawing circles, spinning around on the spot, being swung around. These are all experiences of the **Rotation** schema.

Transformation

The urge to **Transform** can come in many forms, holding all your food in your mouth for a long time to see what it turns into, mixing your juice with your fish pie, water with dirt or helping Granny with mixing the bread dough. Its only natural that once you have explored and learnt about a raw material you should want to do further testing... there is a scientist and a chef in everyone.

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. 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.

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."

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, restraint 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 and no restraint. 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.

INCLUSION, DIVERSITY AND EQUITY

We provide a culturally safe and respectful environment to families, clients, employees and all members of our society whatever their gender, race, ethnicity, national origin, age, sexual orientation or identity, education or disability, feels valued and respected. All families, clients and employees are welcomed, supported, and are given opportunities to grow, contribute and develop.

Our environment, materials and programming are diverse and representative of the clients and children in care; Creating the opportunity for meaningful participation in all aspects of our programs.

Our facilities have an accessible design to allow families, clients and employees of all abilities to participate meaningfully.

We support our employees to have access to resources and participate in diverse education and training opportunities to ensure programs are evidence-based and use best practices. We work in collaboration with parents, and other community resources in order to support families with access to early intervention and services if needed.

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 an inclusive, safe and stimulating environment for all children to explore in, including those with diverse abilities and needs; while supporting all children's 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

TRUTH AND RECONCILIATION STATEMENT

TNTLS remains committed to putting in the work to unlearn, listen and reflect on Canada's past, present and future with Indigenous communities.

We are an organization committed to the development of a high-quality early learning and child care system for all children and clients in our programs. We are cognizant that this cannot be done without Indigenous voices defining what this means for Indigenous children, families and communities. We support Call to Action #12, one of the 94 Calls to Action created by the Truth and Reconciliation Commission of Canada, which states "we call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families."

We understand that our position as a youth-based education and child care provider comes with responsibility to recognize the legacy of residential schools and ongoing colonial practices that continue to negatively impact Indigenous children, families and communities today. Thus, TNTLS' policies and programs in early childhood education and youth

care must recognize the right of Indigenous communities, regardless of their location, to self-determination and access to publicly funded early childhood and youth programs that are spiritually enriched, culturally appropriated and developed through active consultation with Indigenous communities.

Reconciliation requires more than a national holiday. We are committed to continuously reflect in our work the critical role of early childhood education and youth care to ensure the well-being of Indigenous communities, to protect and promote Indigenous traditional languages and ways of life, and to honour the history of Indigenous peoples in Canada. TNTLS recognizes that truth and reconciliation is an ongoing and evolving process and that every interaction with Indigenous Peoples and non-Indigenous people is an opportunity to advance truth and reconciliation.

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.

As Teachers we....

communicate Authentically

invite children to actively participate in caregiving routines

encourage uninterrupted, self-directed play

allow children to develop motor and cognitive skills naturally

value intrinsic motivation and inner-directedness

acknowledge and encourage children to express their emotions

recognize that children need confident, empathic care givers

encourage and allow children to problem-solve only with help when needed

understand the power of our modeling

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 VANIER PROGRAMS

Teddies 'N' Toddlers Childcare Centre

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 Early Learning Centre

Age: 36 months- School Age

No: of Children: 18

Teacher/Child Ratio: 1 teacher / 8 children

Program Days: Monday – Friday

OUR LAKETRAIL PROGRAMS

Infants

Age : 0-36 Months

No. of children 8 infants

Teacher/ Child Ratio: 1 teacher/ 4 children

Program Days: Monday-Friday

Toddlers

No. of Children: 12 toddlers

Teacher/Child Ratio: 1 teacher/ 4 children

Program Days: Monday-Friday

ENROLLMENTS & TRANSFERS INTO PROGRAMS

Before a child can 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. Children of a parent employed by TNTLS
4. Children currently enrolled and requesting additional days
5. Siblings of children already in a program
6. Children of a parent employed by School District 71 (25% of enrolled spaces per TNTLS facility)

*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.

**Our Lake Trail Families will have priority spaces above new community families based on availability in our Little Friends 3-5 program once all of our families currently enrolled at our Vanier location have confirmed spaces.

The first 30 days of enrolment at TNTLS is considered a “trial period” to make sure that we are a good fit for your child. Care can be terminated by either the centre or the parent during the “trial period” without any advanced notice.

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 or from Lake Trail 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 either of our Toddler programs and there is no space for them to move into their respective 3-5 program at the time, we will apply for a temporary placement retention from our licensing officer to keep them in the centre until we can move them up. 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 childcare 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 3-5 program, we will give you the most advanced notice possible to allow you time to find alternative care.

For newly enrolled families, a minimum of four visits (1 parent/guardian and child) will need to be arranged with the manager prior to your child's start date for your child to become familiar with the centre, staff, and other children in the program. We recommend that each visit be at least 2 hours in duration. This will help ensure a smooth transition. For existing families whose child is moving to our older programs, the manager will connect with the family and will arrange with childcare teachers to offer “visits” during your child’s regular attended days to ensure they have an opportunity to prepare for the change to a new classroom.

CHANGE OF DAYS OR WITHDRAWAL FROM PROGRAM

DE-REGISTRATION

De-registration may be required for any of the following reasons:

- A family chooses to withdraw their child.
- There is no notice, and we have not seen or heard from the family after 30 days.
- TNTLS requires to terminate service.

Withdrawal of your child must be given by the first of the month at least one month prior to the effective date of the change or withdrawal and must be submitted in writing. Fees for the month must be paid regardless of whether your child will be attending our childcare centres.

Withdrawal without Notice

De-registration will be considered automatic if we have not heard from a family in 30 days. Fees for the missing month and another month, in lieu of notice, for a total of 2 months fees, will be applied on account, minus the deposit. Full payment of accounts is expected, and the centre reserves the right to send delinquent accounts, of over 6 months, to a collections agency.

Terminating Service

The centre reserves the right to immediate de-registration if there is a health and safety issue, which requires immediate action. The centre also reserves the right to immediate deregistration if there is a reasonable expectation of imminent and significant risk to the overall health and safety of the adults and children in the centre. There are a variety of potential reasons the centre will initiate de-registering a child. Prior to providing a notice of de-registration, every reasonable effort will be made to resolve any circumstances requiring a cancellation of registration.

The Family:

- The parent does not make an effort to pick up his or her child when the child is ill or contagious, or the parent brings his or her child to the Centre knowing full well that the child is ill or contagious.
- The parent is in noncompliance with the Family Handbook agreement.
- Actions contrary to the interests of the Today 'N' Tomorrow Learning Society (TNTLS).
- Actions deemed prejudicial to the TNTLS, its staff, or to the children in its care.
- Physical or verbal violence towards any person on site.
 - Any actions that put their child/ all children in care at risk

Depending on the severity of noncompliance, before terminating any service, parents will first receive a verbal notice and/or a warning letter. If there has been no improvement, a final notice cancelling the child's registration at the Centre will be issued.

The Child:

- The care the child requires is beyond the centre's resources. The parents will be consulted and encouraged to work jointly with the staff to develop strategies to resolve potential de-registration. If all the tools and strategies of the intervention plan do not result in an improvement within 1 months, then the Centre will provide a deregistration notice. The family will be given notice of up to one month, depending on the circumstances.
- The environment/classroom setting is not suitable for the care that the child requires.
- Challenging/Aggressive behaviour

CHALLENGING/AGGRESSIVE BEHAVIOUR POLICY

As Early Childhood Educators, it is our responsibility to ensure the physical safety and total well-being of all the children within our care. TNTLS has adopted the following policy regarding challenging/aggressive behaviour:

5 Examples of challenging/aggressive behaviours: o

- o Aggressive behaviour, which can include pushing, punching, kicking, biting, scratching and threatening behaviour
- o Disruptive behaviour, which can include screaming, verbal abuse, noncooperation, and running away from the group
- o Destructive behaviour, which can include destruction of materials, equipment and the environment
- o Self-injurious behaviour, including head banging, scratching and poking, punching themselves, etc.

PROACTIVE STRATEGIES We actively strive to create an environment that supports the health, safety and well-being of the children by: • Establishing clear, consistent, and developmentally appropriate expectations for behaviour • Developing positive relationships, including making time to talk and listen • Stating limits in a positive way, with periodic reminders • Providing explanations for limits • Working together to solve problems • Modelling and encouraging appropriate behaviour • Acknowledging feelings • Planning a program based on the children's interests and developmental needs

If aggressive behavior continues through any part of the day, the parent/guardian or alternate pick up person (in that order) will be contacted to immediately pick up the child. parent.

When the parent has been called on three (3) occasions relating to challenging/aggressive behavior, the manager will set up a meeting with the parents to discuss the possibility of:

- a) Imposing a suspension of childcare privileges.
- b) consultation with a Behavior Management Specialist.
- c) limiting the child's hours of attendance; or
- d) terminating their care.

Please note: Any aggressive, violent, or intentional aggressive behavior that seriously endangers the child, other children, staff, equipment, or building cannot be tolerated. In these extreme cases, the child will be automatically suspended for three days or have their spot permanently revoked without prior warning.

PROCEDURE:

- Staff will document challenges and discuss with families.
- Families and staff will develop plans.
- Continued revaluations and adjustments as required.
- Within 1 month of implementing plans, the level of care will not be a detriment to the quality care of other children.
- If after 1 month, the Childcare Manager and Site Supervisor believe the challenges will continue to compromise the quality of care to other children, then the Centre reserves the right to provide notice of de-registration.

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 complete, and submit the change in enrollment form childcare@tntls.com
- 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.
- In the instance that families are dividing their bills this is the responsibility of the families to divide this; the society will only be issuing one bill to one family member. Payment can come from multiple parties but only one bill will be sent for each child and only one tax receipt will be issued for the year.
- Every September there is annual 2% fee increase pre-approved by the Childcare Operating Funding, this is only for our non-\$10/day sites.

Please Note: No refund will be given for changes in operating hours, absences due to illness, vacation, closures due to unforeseen circumstances or when the centre has scheduled closures. Scheduled days cannot be substituted for other days. The centre may close at anytime and with the most notice possible to ensure the health and well-being of your child and our teachers. Refunds will not be issued for Emergency closures.

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 childcare 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

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 for Lake Trail

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:

20 days/month – \$900/month (5 days/week)

16 days/month - \$720 (4 days/week)

12 days/month - \$540 (3 days/week)

8 days/month - \$360 (2 days/week)

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.

TNTLS childcare fees for September 1st, 2024:

	5 Days/Week	4 Days/Week	3 Days/ Week	2 Days/Week	Drop-In Days
Lake Trail (Infants)	\$1259/month \$359	\$1012.00/month \$293	\$768/month \$228	\$515/month \$155	\$65/day \$20
Lake Trail (Toddlers)	\$1192.00/month \$292	\$959/month \$239	\$726/month \$186	\$487/month \$127	\$62/day \$17

Child Care Fees for Vanier

The Today 'N' Tomorrow Learning Society's (TNTLS) facilities: Teddies 'N' Toddlers Childcare Centre and Little Friends Early Learning Centre respectfully are now part of the \$10-a-day Child Care Program. Our reduced fees are subject to continued government funding.

VANIER	5 Days/Week	4 Days/Week	3 Days/ Week	2 Days/Week	Drop-In Days
Infants	\$1210/month \$200	\$974/month \$160	\$738/month \$120	\$495/month \$80	\$10/day

Toddlers	\$1146/month \$200	\$922/month \$160	\$698/month \$120	\$468/month \$80	\$10/day
Little Friends 3-School Age	\$825/month \$200	\$665/month \$160	\$507/month \$120	\$342/month \$80	\$10/day

METHODS OF PAYMENT

- On-line banking- payments sent to admin@tntls.com
- Post-dated cheques
- Cash

MEMBERSHIP FEES

There is a yearly membership fee of \$10.00. This amount runs from September 1st to August 31st. In accordance with the Society Act, all families hold a minimum of one membership with TNTLS while their child is attending our childcare centres (i.e., 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 5:00 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 5:00pm 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. Since the majority of our programming is outside, please make sure you bring appropriate attire for all eventualities.

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 in the younger programs and rain pants and jackets separately – no bib pants please (once they are toilet learning), mittens, hats and snowsuits or warm liners for rain suits are required during the wet and snowy fall and winter months; a second set for very rainy times is best as they will go out twice in a day
- Sunscreen – please apply before your child arrives, sun hats, shorts, water shoes or Velcro sandals (Please **NO** flip flops) during the warm and sunny months of the year

- 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 if your child is in reusable diapers please bring a dry bag as we will send them home to be laundered at the end of the day.
- 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)

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 and on Fridays please take home all items so the teachers can scrub down and clean the cubbies.

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 ask 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 when providing food and use the division in responsibility model during mealtimes when food is offered; A healthy relationship with food is the foundation of growth in early child development.

We use the model of intuitive eating with the children, as we allow them the opportunity to make the choices of what they will have out of their lunch during mealtimes and how much they want of it, without any restrictions or limits. We always make the assumption that families are alright with children having any items in their lunch at either snack or meal times, so the children are offered their lunch kits and they start to learn to make the choice of what to eat and if they are hungry or not, helping encourage the practice of them listening to their body and that food is not “good” or “bad” but just something to be enjoyed when we are hungry. We learn what to choose by how it makes our body feel. This may mean sometimes lunch kits come home empty or mostly full depending on how hungry your little one was that day, if they routinely go through all their items by lunch we will ask for more items for them to choose from, as we do

not restrict how much a child is having to eat as we trust them to know their body and to stop when they are full. If there is a medical reason your child is not able to be offered their food this way we can help accommodate.

<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:

- 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, filling 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.

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, 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.

- **No: Sweets; chocolate bars or candy (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 or in a thermos.

- 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 unless conditions are considered too extreme.

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 clingier 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 clingier. 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 a program provided phone 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 notice would be sent, 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.

Toilet/Underwear Learning Guidelines

Toilet learning is a developmental stage that typically takes place around 30 months of age. Toilet learning is like any other developmental milestone such a learning how to walk or learning how to talk. Some children are ready sooner and some take longer. Our team wants toilet learning to be a positive experience for all children and families as they work through their own unique experience.

While TNTLS will do their best to follow the routines set in place at home, we will also need to make adjustments to fit children's potty-experiences into our group routines, as well as ensure hygiene protocols are followed. This may result in daycare bathroom routines being different than what families may do at home. We encourage all families to continue their toilet learning process that has been working for them at home and we will continue to support each child as they learn while they are in our care.

Children who are beginning to use the toilet must still use pull-ups (that open/close on the side), diapers or training pants to support the learning process before using underwear. Children in underwear who have multiple accidents are not showing underwear readiness and will be put in a pull-up, diaper or training pants due to hygiene and public health concerns. This will also set them up for more long-term success as having multiple accidents a day can result in shame and discouragement for some children. TNTLS staff will continue to assist these children with using the toilet frequently (at least every 2 hours) while following the rules of consent and informed consent. If the child says NO, we will respect their autonomy over their body and they will not be put on the toilet. If the child says YES, they can sit until they say

they are all done. Children will never be put on the toilet against their own choice. This respects a child's right to have control over their body and teaches children from a young age that their body belongs to them. Children who show signs of underwear readiness will have started:

- to develop self-help skills, such as pulling pants up and down, with assistance as needed.
- to communicate to staff that they need to use the toilet verbally, or nonverbally using sign language.
- to demonstrate the ability to have dry diapers for long periods of time. "Diapers are frequently dry after waking up from a nap or for at least 2 hrs at a time" (BC Health, 2019).

Staff are permitted to determine if children are demonstrating these skills at the centre before using underwear in the child care setting. Staff are not permitted to entice children to use the toilet with the use of treats or other forms of a reward system. Staff will always support the child in a positive way, and without pressure to perform, as they work through this developmental stage of toilet/underwear learning and their own efforts to gain control over their bodily functions.

Information on toilet readiness from BC Health

<https://www.healthlinkbc.ca/healthlinkbc-files/toilet-learning>

If you have any questions or concerns related to your child's readiness for toilet/underwear training, please reach out to our Educators at TNTLS. We are happy to listen and help you along the way!

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, naptime/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 childcare 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 childcare is childcare that includes every child, regardless of ability. It is childcare where every child is welcome, and where every child belongs. Inclusive childcare 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 a 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- at Vanier we meet in the Nature Yard and for Lake Trail we meet in the community garden.

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 or Lake Trail Middle School and surrounding area. Protocol is for TNTLS to be notified by the school board office and/or an administrator from G.P. Vanier Secondary or Lake Trail Middle School 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 the schools, 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 Himama 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 2nd 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 Storypark 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 Storypark 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.

EXTREME WEATHER/ SCHOOL CLOSURES/POWER OUTAGES/ETC.

It may become necessary to close the Child Care Centre on days or sometimes part way through a day when circumstances such as extreme weather conditions such as: extreme heat or cold, air quality, snow, etc may make traveling to and from or attending the daycare unsafe for families and staff. Circumstances such as extreme weather, power outages, or unforeseen circumstances. We may determine that it is safer for the children and staff to remain inside, outside, or for the centre to close. If we remain open, staff use our extreme weather program plan to ensure health and well being of the individuals in care.

The decision is made on a case by case basis at the discretion of management or based on School District 71 Closures. These closures do not merit make-up days or refund of fees.

Following school district 71 closures, in these circumstances, 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 for the most up to date information.

In extreme weather conditions we recommend that if families are able to keep children home they do so.

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 send 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 9:00am 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 is 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).
 - When we have an epi pen that has been given to us from parents and it has expired we will keep this in our emergency kit in case of a situation where a medical responder instructs us to use this over the phone.
- 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. If you as the caregiver are ill with something considered to be contagious, we would recommend keeping your child home with you until all members of the household have been symptom free for 24 hours. Children who have been sent home cannot return to care until 24 hours after symptoms have resolved.

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.

If your child attends the doctor for an ailment and they are diagnosed with anything or their medical needs or health condition changes please notify us as soon as possible.

A case by case guide for keeping your child at home:

When children are showing signs of illness at home, please refer to the chart and assess symptoms on a case by case basis to determine when to send a child to our programs.

<u>When a child must be excluded:</u>	<u>When a child may return:</u>
Fever - A temperature of 100.0F (37.8C) or higher.	Temperature has remained below 100.0F (37.8C) for twenty-four (24) hours without medication.
Diarrhea. X2 or more watery stools in 24 hours.	Child has had at least one normal bowel movement and has been symptom free for 24 hours and/or has been examined by a doctor and received verbal/written medical clearance for a pre-existing condition.
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 may need verbal/written medical clearance. <i>*Child must no longer be showing symptoms, such as blisters.</i>
Any parasite related condition (scabies, etc.)	Child has been properly treated for the condition.
Acute cold with coughing, atypical runny nose, coloured discharge from nose or eyes, and/or sore throat.	Symptoms have subsided and/or child has been examined by a doctor and may need verbal/written medical clearance for a pre-existing condition.
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 may need 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 24 hours.	Child is well enough to attend without needing medication to manage symptoms.

A case by case guide for sending a child home:

When children are showing signs of illness at school we refer to the chart and assess symptoms on a case by case basis to determine when to send a child home.

Major Symptom	SEND HOME IMMEDIATELY
Fever	Temperature of 37.8 or higher
Lethargic	Is unable to participate in program
Frequent cough	3+ bouts hour or cough is combined with wheezing or chest congestion
Shortness of breath/ Difficulty breathing	In small children, this can look like breathing fast or working hard to breathe
Chest congestion	Can hear congestion in the chest
Coloured mucus	Green or yellow discharge from nose or eyes
Vomiting and nausea	Child has thrown up or is nauseous
Diarrhea	2 bouts in 24 hours
Minor Symptoms	MONITOR SYMPTOMS: send home if multiple symptoms develop or if single symptom continues and/or worsens
Clear runny nose	<ul style="list-style-type: none"> ○ nose needs to be continuously wiped, or child is frequently wiping it themselves. ○ Observe for other possible causes of runny nose such as child has been crying
Congestion	<ul style="list-style-type: none"> ○ child is having difficulty breathing through their nose ○ Can hear nasal congestion when they talk
Unexplained pain	<ul style="list-style-type: none"> ○ Complaining of ongoing pain or discomfort
Occasional cough	<ul style="list-style-type: none"> ○ Observe for frequency 3+ bouts an hour ○ Severity: is the cough either wet or wheezy? ○ Is the cough worsening? ○ Are they coughing anything up?
Sneezing	<ul style="list-style-type: none"> ○ Observe frequency 10-15 + times/hour ○ Is there discharge coming out of the nose after sneezing?
Sore throat	<ul style="list-style-type: none"> ○ child is saying that throat hurts and causing difficulty to eat or drink

*Please be mindful that the child’s age and stage of development will also be considered when making these decisions.

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.

Immunizations are required in our centre, they are one of the most effective ways of preventing the spread of communicable diseases. 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 into the program. Please update our files after each subsequent immunization.

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, cleaning solution measurements and sanitation guidelines are posted in each classroom or area of the buildings where they are specifically needed. We use a cleaning solution approved by licensing on, Health Canada's list of hard-surface disinfectants, and sometimes a bleach and water solution and these our the main daily cleaning product that is used to clean and sanitize all surfaces. All bedding and soft toys are washed on a minimum weekly, often more. We also often use a mixture of essential oils and water to combat scent in classrooms, as well as in a diffuser. Our facilities are professionally cleaned by a 3rd 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 AGREEMENT

READ CAREFULLY

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 (4:30 pm) the 1st 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 childcare 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, change in operating hours, 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 childcare Subsidy (the Affordable Childcare Benefit), I am still responsible for the balance of childcare 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 1st 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

(5) There is a yearly membership fee of \$10.00. This amount runs from May 1 – April 30th. In accordance with the Society Act, all families hold a minimum of one membership with TNTLS while their child is attending our childcare centres (i.e., 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) The first 30 days of enrolment at TNTLS is considered a “trial period” to make sure that we are a good fit for your child. Care can be terminated by either the centre or the parent during the “trial period” without any advanced notice.

(2) After the trial period has passed, One calendar month’s notice, in writing, must be given to the Centre from the families 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.

(3) 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.

(4) 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.

(5) I acknowledge that in accordance with licensing regulations, once a child ages-in to an older program, there may not be a space available for them. If they are able to move onto the older program 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 contact 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.

(12) My Child is immunized, and I understand that these records must be kept up to date, in my child's file for licensing purposes.

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 4:30pm. 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, 2 Pro-D Days in October and February (following the SD71 calendar), The last week in March for Spring break, 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, Educational training, brochures, website, and media such as the newspaper.

- (3) I am giving my permission for the use of a Lillio, 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 Lillio 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 we input your child's name in order to be able to associate their photos, videos or voice recordings with their account. Himama 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.

(5) I am giving permission for the staff at the Centre to apply non-prescription diaper cream I have chosen to provide for my child, during personal care routines; if this is something I have supplied. (If it is prescription an additional form is required).

(6) 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.

(7) 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.

(8) 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)

(9) 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.

(10) 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.

(11) 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.....