

# Birchmount Bluffs Neighbourhood Centre (BBNC) Community Nursery School Registration

## Parent Handbook

September 2017 – June 2018

**REGISTRATION MUST BE IN PERSON AT 93 BIRCHMOUNT RD.  
YOU MAY REGISTER FOR ONE OTHER PERSON OUTSIDE OF YOUR FAMILY**

**Monday June 5, 2017  
6:00 pm – 8:00 pm**

**Nursery School is appropriate for children aged 2.5 – 5 years  
\*\*\*Proof of age (health card or birth certificate) is required to register\*\*\***

**A WAITING LIST FOR CHILDREN NOT OF AGE IS AVAILABLE IN THE  
RECEPTION AREA ON TUESDAY JUNE 6, 2017**

**Nursery School operates in the same format as a Kindergarten school year of September-June and is broken down into 5 sessions A, B, C, D and E for the purpose of payment ONLY. When a child is registered for session A as an example, post-dated cheques are required on file in our office and will secure the sessions that follow for the remainder of the school year.**

**\*\*\*Nursery School is licensed by the Ontario Ministry of Education\*\*\***

**Purchase of a *Family* membership is required to participate in the Nursery School program and can be paid in one payment together with your registration**

Payment by CASH, CHEQUE, DEBIT, VISA, MASTERCARD & AMERICAN EXPRESS  
ACCEPTED FOR INITIAL REGISTRATION



For more information contact:  
Linda Driscoll Manager, Early Learning & Parenting Programs

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**93 BIRCHMOUNT ROAD ♦ SCARBOROUGH ♦ ONTARIO ♦ M1N 3J7 ♦ [www.bbnc.ca](http://www.bbnc.ca)**



Come tell us your story and help us make new ones

93 Birchmount Road  
Scarborough, ON M1N 3J7  
Tel: 416-396-4310  
Fax: 416-396-4314  
Email: [contact@bbnc.ca](mailto:contact@bbnc.ca)  
Charitable #10784252RR0001

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## MEMBERSHIP FEES

**Membership is required to participate** in ALL programs at Birchmount Bluffs Neighbourhood Centre (BBNC). Memberships are valid annually from September 1, 2017-August 31, 2018. Family memberships include all individuals who live at the same address. The Family membership is prorated as of April 1, 2018 for families registering after the midway point of the membership year.

A **Family Membership** is **\$40.00** (parents and children any combination-or individuals living at the same address) and entitles family members with preschool children to participate in all programs at BBNC **including** the Family Resource Centre and Community Nursery School programs.

**For membership entitlements, please see the full details outlined in the quarterly BBNC brochure/program guide.**

## PROGRAM SUBSIDIES-“Open Doors” Application

Committed to social inclusion, BBNC strives to be accessible to all and especially to individuals who are challenged by financial limitations. Applications for AFTERNOON classes ONLY of Nursery School will be accepted for consideration. Open Doors application forms are available at the front desk. Ask our staff for more information. **Please complete and submit applications for subsidy prior to the Nursery School registration day.**

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## Prohibited Practices in Licensed Child Care Centre’s in Ontario

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates,

- (a) Corporal punishment of the child
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- (c) Locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- (f) Inflicting any bodily harm on children including making children eat or drink against their will



**Birchmount Bluffs Neighbourhood Centre  
Community Nursery School  
Program Statement  
2017 – 2018**



Birchmount Bluffs Neighbourhood Centre (BBNC), Community Nursery School follows the principles outlined in “How Does Learning Happen that is Ontario’s Pedagogy for the Early Years (2014)” as the guiding document under the Child Care and Early Years Act, 2014.

We strive to be organized around the foundations of belonging, well-being, engagement and expression in children where the goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today). Some of the other Ministry documents BBNC’s, Community Nursery School refers to and implements in its programming are: Ontario Early Years Policy Framework, Ontario Early Learning Framework, Think, Feel, Act: Lessons from Research about Young Children.

Our Community Nursery School focuses on a play-based learning approach to create the best environment for preschool children to learn and grow. Play-based learning allows children to learn in a way that is most appropriate and suitable for them. Each child may choose to pursue activities of their own interest, giving them the opportunity to be creative and innovative as they learn. We strive to implement flexibility in our programming so that each child can realize their full potential by indulging their capabilities and curiosities. They can try new things and explore new ideas, all while learning and developing at their own pace.

Our program plans are developed over a period of a week or two and planned to coincide with the interests of the children. Puzzles used for spatial concepts, matching, sorting, seriation, and counting games are provided. Science concepts are taught and a science table set up. Books are available. Stories, poems, songs, games and finger plays are used daily for language development. Children articulate their ideas and use different languages to express them. BBNC’s, Community Nursery School respects, fosters, responds, supports and includes different cultures and languages. In our inclusive learning environments, we welcome children of all abilities.

Our objective as educators is to foster an awareness and inclusiveness of our diverse society, while learning to understand and appreciate similarities and differences among people. Our stimulating program activities will include exposure to all areas of diversity: ability, age, appearance, belief, culture, family form, gender, language, lifestyle, race, sexual orientation and socioeconomic status.

Birchmount Bluffs Neighbourhood Centre, Community Nursery School recognizes that **children are competent, capable, curious and rich in potential**. The following statements reflect our current practices of early childhood education as sited in the Child Care and Early Years Act CCEYA under section 46(3) (a)-(k) for program statement criteria:

**(a) Promote the health, safety, nutrition and well-being of the children**

**Goals:**

Provide a safe environment while still encouraging children to explore their world and develop their interests; Provide nutritious snacks in accordance with the Canadian Food Guide (not a requirement in a 2.5 hr. program; but a small snack will be available); Encourage physical movements and activities that promote healthy living; Promote self-regulation

**Approaches:**

- Staff will familiarize themselves with all information concerning medical conditions, exceptionalities, emergency medication requirements, allergies, food restrictions and authorizations of who may pick up children from class

- Staff will perform a basic health check upon arrival to ensure children are well enough to participate
- Children will wash their hands after toilet use and prior to eating snack
- Children are actively supervised throughout the day by qualified staff while meeting or exceeding the required staffing ratios
- Staff will keep the classroom door locked after children have arrived for the program
- Staff will conduct monthly fire drills
- Staff are First Aid/CPR trained
- Staff have undergone a criminal reference/vulnerable sector check
- Snacks include at least 2 food groups that accommodates individual dietary or religious food restrictions
- Snack plans are posted at the entrance to the classroom each week
- Staff will provide toys and activities to promote physical active movements
- Staff model problem solving skills with children and help them to identify their feelings, the feelings of other children and possible solutions. When required, children will be redirected to different activities to calm one's self

**(b) Support positive and responsive interactions among the children, parents, child care providers and staff**

**Goals:**

Create a warm, inviting and inclusive environment for all; Provide opportunities for children to play and learn together, and develop relationships with each other; Foster children's positive self-esteem

**Approaches:**

- Greet each child upon arrival with a smile and kind word
- Get down to the children's level when interacting with them
- Offer validation (being warm, calm and responsive)
- Ensure a variety of resources are available for children, including resources to promote diversity and inclusion
- Encourage family pictures and stories to be brought in and shared
- Invite parents and families to come into the program at times throughout the school year
- Provide positive interactions with parents when they drop off and pick up their child

**(c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate**

**Goals:** Provide opportunities for children to creatively express themselves in a variety of ways; Role model positive communication and interaction strategies

**Approaches:**

- Allow time for free uninterrupted play and the choice of a variety of interest/learning centres to encourage interactions
- The design of the classroom will allow for small and large groups and individual activities
- Staff speak to children using positive words and tone of voice
- Staff talk about emotions and model empathy and self-regulation out loud for children to hear
- Staff encourage children to solve problems by encouraging them to listen to their peers, by encouraging the children to express their emotions, and by helping them to think about how other people might feel
- Staff will respond quickly to children when upset, and validate their feelings
- Staff help children to develop their own unique calming cues and strategies
- Staff will redirect children to another activity if misbehaviours continue while allowing the child to regain control of self

#### **(d) Foster the children's exploration, play and inquiry**

**Goals:** Provide a vibrant play-based program for children which fosters individualism, creativity and socialization; Promote a sense of curiosity and discovery in children

##### **Approaches:**

- Provide a variety of daily activities such as language and physical literacy, numeracy, music, science, nature, rest time, blocks (fine motor and gross motor), dramatic play and creative arts
- Staff will plan their curriculum for the next week based on the interests expressed or shown by the children
- Program plans are posted at the entrance of the classroom each week
- Provide an open-ended art centre with a variety of materials to encourage individualism and creativity with no set patterns to follow when working with paint, paper, playdough, markers, or any creative media; as the children may use these materials the way they wish
- Provide loose parts to encourage imagination and creative play
- Offer art activities using natural items from the outdoors and provide natural elements (twigs, rocks, shells, plants etc.) to help children explore the natural world

#### **(e) Provide child-initiated and adult supported experiences**

**Goals:** Engage children in active, creative and meaningful exploration and inquiry; Staff will be co-learners with the children

##### **Approaches:**

- Staff will engage in open ended conversation and asking thought provoking questions to children, staff will develop an understanding of each child's interests, and will provide materials and activities to support those interests
- Staff will plan and invite children in a variety of activities (for example, reading stories together, planting a garden, baking cookies, running a pretend pet hospital, exploring a map etc.)
- Staff will spend time exploring the world through children's eyes by physically getting down to their level, as well emotionally putting themselves in the children's shoes
- Children are encouraged to be self-reliant in routines such as toileting, handwashing, eating, dressing and tidying up their playthings. A staff is available for assistance and/or support when required

#### **(f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported**

**Goals:** Create a safe environment where staff and children can take risks in exploring their learning without fear of failure; Provide space and opportunities that are rich in potential for discovery, creativity and learning

##### **Approaches:**

- Staff encourage children to be respectful of the ideas of others
- Staff are given opportunities to shop for resources for the classroom that support the unique interests of the children that attend
- Staff actively engages in planning activities and environments that are based on children's interests
- Staff capitalize on spontaneous learning moments during the day by being actively engaged with the children
- Staff will be reflective practitioners who learn about children through listening, observation, documentation and conversations

**(g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care**

**Goals:** Outdoor play is not a requirement in a 2.5 hr. program, but staff may take children on short walks on the exterior of the building when possible; Provide children with a variety of indoor and active play activities; Provide children with rest and/or quiet times; Provide flexibility in daily scheduling to meet the individual need of the children, within the parameters of space and availability of ratio requirements

**Approaches:**

- Toys and activities for both gross motor and quieter activities are available indoors
- Allow children to rest if they are tired
- Staff will monitor children's engagement in activities to determine optimal transition periods

**(h) Foster the engagement of and ongoing communication with parents about the program and their children**

**Goals:** We view parents as the child's first teacher, the individuals that know their child best, and part of our team; Provide opportunities for parents to engage in their child's learning; Provide parents with regular communication in a variety of formats

**Approaches:**

- Staff will greet families as they arrive each day and will communicate with them in regards to their child
- We will have a whiteboard and a glass encased board outside the classroom that informs parents on the daily activities that have taken place in the classroom
- Staff will provide an open door policy which invites parents to communicate issues when they arise
- Supervisor will take all necessary steps to support parents and staff and follow through on outstanding matters
- Once a year families will be asked to complete a program evaluation in regards to the effectiveness of our centre in meeting their needs and their children's needs
- Parents will receive communication and resources for communicable or reportable diseases that occur at our centre and/or outbreaks that occur in society
- Parent engagement will occur throughout the year to encourage relationships with families
- When required, staff and management staff along with parents and support staff will have meetings in regards to children's behaviours
- Staff will offer opportunities for parent feedback and involvement—such as program evaluations, Meet & Greet sessions, and annual Sharing Time and Graduation events

**(i) Involve local community partners and allow those partners to support the children, their families and staff**

**Goals:** We view community partners as a good resource for children, families and staff, and part of our team; Establish connections with local specialized organizations and community resources

**Approaches:**

- When required, staff and management staff along with parents and support staff will have meetings in regards to children's development and behaviours
- Staff will welcome support staff into their classrooms and take into consideration the development of all children when planning their curriculum
- When required, staff will allow adaptations to their programming to benefit all children's needs
- The agency will include parent engagement, community partners and other stakeholders in their organizational planning

- The agency will welcome volunteers and placement students into their classroom offering supervised placements and mentorship opportunities
- (j) Support staff, home child care providers or other who interact with the children at a child care centre or home child care premises in relation to continuous professional learning**

**Goals:** All staff are engaged in continuous learning through a variety of activities and opportunities

**Approaches:**

- Supervisor will take photocopies of the staff's educational and training certificates of completion for their HR files
- Staff will attend monthly team meetings for networking and learning together, and bi-monthly staff meetings which includes professional development opportunities
- Learning resources (early childhood magazines, articles, links to websites, etc.) are readily available to staff
- Program staff will be registered in the College of Early Childhood Educators (CECE) as an Registered Early Childhood Educator (RECE)
- Supervisor will continually monitor and mentor staff
- Supervisor will conduct yearly performance appraisals on each staff
- Management will stay well-informed of the ever changing field and keep staff updated as necessary
- Staff annually acquire a preapproved base of 16 hours per school year for professional development and training

- (k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families**

**Goals:** Our program statement is an active working document, and it will be updated and modified as we learn and grow while working with our children, our families and our community

**Approaches:**

- Staff will observe and document outcomes and challenges daily, and report back to the Supervisor as challenges present and as the need arises for attention and change
- All new staff, students and volunteers shall review and sign off on the program statement prior to interacting with the children and when the program statement has been modified, and annually thereafter
- Supervisor shall perform classroom observations of staff performance to ensure the approaches set out in the program statement are implemented in the operation of the program

BBNC, Community Nursery School Program Statement is reviewed annually by the Manager of the Early Learning & Parenting Programs.

In addition, is available to parents/guardians as it is included in all Meet & Greet information and Registration Packages prior to enrollment in the program and whenever the Program Statement is revised.

***“Play friendly, play safe!”***



## COMMUNITY NURSERY SCHOOL

Daily Happenings	Daily Activities
<p style="text-align: center;"><b>Welcome/Arrival</b></p> <ul style="list-style-type: none"> <li>Children and families are individually greeted upon arrival</li> </ul>	<p>In addition to our daily program plans, the following activities are available for your child's daily play and learning experiences</p>
<p style="text-align: center;"><b>Structured/Social Play/Literacy Circle</b></p> <ul style="list-style-type: none"> <li>Play based exploration</li> <li>Creative expression</li> <li>Small group activities, including a literacy circle</li> </ul>	<p style="text-align: center;"><b>Art Materials</b></p> <ul style="list-style-type: none"> <li>Paints, glue, pastels, glitter, stickers, variety of paper and tools</li> <li>Craft supplies</li> </ul>
<p style="text-align: center;"><b>Washroom</b></p> <ul style="list-style-type: none"> <li>Routine toileting &amp; sanitary practices</li> </ul>	<p style="text-align: center;"><b>Bin Toys</b></p> <p>Manipulative &amp; Construction items;</p> <ul style="list-style-type: none"> <li>Bristle builders</li> <li>Duplo small blocks</li> <li>Variety of stackable &amp; connectable toys</li> <li>Wooden train/track sets</li> <li>People &amp; cars</li> <li>Plastic animals</li> <li>Potato Heads &amp; body parts</li> </ul>
<p style="text-align: center;"><b>Tidy up</b></p> <ul style="list-style-type: none"> <li>Children are encouraged to help by contribution</li> </ul>	<p style="text-align: center;"><b>Literacy/Book/Listening Centre</b> (reading &amp; writing)</p> <ul style="list-style-type: none"> <li>Large variety of diverse books</li> <li>Crayons, markers, coloured pencils, paper, scissors, glue sticks, hole puncher</li> <li>Headsets/CD player/books with CD's</li> </ul>
<p style="text-align: center;"><b>Book/Reading</b></p> <ul style="list-style-type: none"> <li>Quiet and rest period for children</li> <li>Independent exploration of a variety of books</li> </ul>	<p style="text-align: center;"><b>Dramatic Play (Let's Pretend)</b></p> <ul style="list-style-type: none"> <li>Play house, table/chairs, dishes/cooking utensil, foods, dolls/clothing, blankets</li> <li>Workbench &amp; tools</li> <li>Dress up clothes &amp; accessories</li> </ul>
<p style="text-align: center;"><b>Circle of Friends</b></p> <ul style="list-style-type: none"> <li>Songs, stories, rhymes, games, visual props and group discussions that include sharing of concepts</li> </ul>	<p style="text-align: center;"><b>Large Building Blocks &amp; Cylinders</b></p> <ul style="list-style-type: none"> <li>Wooden</li> <li>Cardboard Bricks</li> </ul>
<p style="text-align: center;"><b>Hand Washing</b></p> <ul style="list-style-type: none"> <li>Routine Sanitary Practices</li> </ul>	<p style="text-align: center;"><b>Puzzles</b></p> <ul style="list-style-type: none"> <li>Wide-ranging variety of puzzles</li> </ul>
<p style="text-align: center;"><b>Snack</b></p> <ul style="list-style-type: none"> <li>Nutritious snacks prepared by staff and at times with the help of the children</li> <li>On occasions such as a birthday celebration, parents may provide a special snack (check for classroom allergies)</li> </ul>	<p style="text-align: center;"><b>Sensory Play</b></p> <ul style="list-style-type: none"> <li>Sand &amp; water/assortment of sets &amp; tools</li> <li>Snow (when available)</li> <li>Dried goods (coloured rice/pastas)</li> <li>Playdough</li> </ul>
<p style="text-align: center;"><b>Gross Motor Activity</b></p> <ul style="list-style-type: none"> <li>Active body movements, coordination, balance etc.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>Tambourines/maracas/bells/triangles/rhythm sticks/rain stick etc.</li> </ul>
<p style="text-align: center;"><b>Good Bye/Dismissal</b></p> <ul style="list-style-type: none"> <li>Children are individually released to consented adults</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>Magnifying glasses/weights/rocks/gems/shells/magnets/measuring items/microscope etc.</li> </ul>

Birchmount Bluffs Neighbourhood Centre  
Community Nursery School

2017-2018 School Year Fee Schedule

**Session A: Tuesday September 5 – Thursday October 26, 2017**

<u>AM Program</u>	<u>(8 weeks)</u>	<u>PM Program</u>	<u>(8 weeks)</u>	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's	\$ 96.00**	<input type="checkbox"/> Monday's	\$ 78.00**	<b>Registration Day</b>
<input type="checkbox"/> Tuesday's	\$128.00			
<input type="checkbox"/> Wednesday's	\$128.00	<input type="checkbox"/> Wednesday's	\$104.00	
<input type="checkbox"/> Thursday's	\$128.00			

**\*\* No classes Monday's on Labour Day and Thanksgiving Day (6 weeks of Monday's) \*\***

**Session B: Monday October 30 – Thursday December 21, 2017**

<u>AM Program</u>	<u>(8 weeks)</u>	<u>PM Program</u>	<u>(8 weeks)</u>	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's	\$128.00	<input type="checkbox"/> Monday's	\$104.00	Post-dated cheque dated for: <b>Oct. 6, 2017</b> Payable to: <b>BBNC</b> Due by: June 12, 2017
<input type="checkbox"/> Tuesday's	\$128.00			
<input type="checkbox"/> Wednesday's	\$128.00	<input type="checkbox"/> Wednesday's	\$104.00	
<input type="checkbox"/> Thursday's	\$128.00			

**CLOSED weeks of Monday December 25, 2017 & Monday January 1, 2017 - (2 weeks)**

**Session C: Monday January 8 – Thursday March 29, 2018- NO CLASSES week of March 12-16, 2018**

<u>AM Program</u>	<u>(11 weeks)</u>	<u>PM Program</u>	<u>(11 weeks)</u>	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's	\$160.00**	<input type="checkbox"/> Monday's	\$130.00**	Post-dated cheque dated for: <b>Dec. 1, 2017</b> Payable to: <b>BBNC</b> Due by: June 12, 2017
<input type="checkbox"/> Tuesday's	\$176.00			
<input type="checkbox"/> Wednesday's	\$176.00	<input type="checkbox"/> Wednesday's	\$143.00	
<input type="checkbox"/> Thursday's	\$176.00			

**\*\* No classes Monday on Family Day (10 weeks of Monday's)**

**CLOSED March Break March 12-16, 2018 - (1 week) NO FEES WERE INCLUDED in the above calculations**

**Session D: Tuesday April 3 – Thursday May 10, 2018**

<u>AM Program</u>	<u>(6 weeks)</u>	<u>PM Program</u>	<u>(6 weeks)</u>	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's	\$ 80.00**	<input type="checkbox"/> Monday's	\$ 65.00**	Post-dated cheque dated for: <b>March 9, 2018</b> Payable to: <b>BBNC</b> Due by: June 12, 2017
<input type="checkbox"/> Tuesday's	\$ 96.00			
<input type="checkbox"/> Wednesday's	\$ 96.00	<input type="checkbox"/> Wednesday's	\$ 78.00	
<input type="checkbox"/> Thursday's	\$ 96.00			

**\*\* No classes Monday on Easter Monday (5 weeks of Monday's) \*\***

**Session E: Monday May 14 – Thursday June 28, 2018**

<u>AM Program</u>	<u>(7 weeks)</u>	<u>PM Program</u>	<u>(7 weeks)</u>	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's	\$ 96.00**	<input type="checkbox"/> Monday's	\$ 78.00**	Post-dated cheque dated for: <b>May 4, 2018</b> Payable to: <b>BBNC</b> Due by: June 12, 2017
<input type="checkbox"/> Tuesday's	\$112.00			
<input type="checkbox"/> Wednesday's	\$112.00	<input type="checkbox"/> Wednesday's	\$ 91.00	
<input type="checkbox"/> Thursday's	\$112.00			

**\*\* No classes Monday on Victoria Day (6 weeks of Monday's) \*\***

BBNC welcomes voluntary charitable donations from families to help our cause in serving the community.  
Charitable receipts are provided for donations of \$20.00 or more

**COMMUNITY NURSERY SCHOOL  
FEE SCHEDULE: SEPTEMBER 2017 - JUNE 2018**

You may enroll your child for **1-3 half-day** programs per week. You may combine a morning and afternoon class, but you cannot register for a morning and afternoon class on the same day.

A **fourth half-day** is permitted, by selecting from the following three combinations **ONLY**:

- 1) Monday/Tuesday/Thursday a.m., and Wednesday pm
- 2) Tuesday/Wednesday/Thursday am, and Monday pm
- 3) Tuesday/Thursday am, and Monday/Wednesday pm

**No child may attend two programs on the same day or all 4 morning classes**

**Example:** If you registered for Session "A" on a Monday afternoon at \$78.00, a Wednesday afternoon at \$104.00 and a Thursday morning at \$128.00, the total fee amount for Session "A" is \$310.00 (plus the Family membership fee of \$40.00) for a total payment of \$350.00.

**PLEASE NOTE:**

- ◆ Fees for Session A are due at the time of registration on June 5, 2017
- ◆ Post-dated cheques for Sessions B, C, D and E **must be submitted** with the completed Nursery School child's package, and **written** and **endorsed** by the parent that an income tax receipt for child care will be issued
- ◆ The Manager requires 2 weeks written notice prior to the start date of any session if your child is being withdrawn from the program, and you are required to include stating the reason for the withdrawal in order to receive a refund, less a **\$20.00 processing fee**. For all other circumstances, a credit voucher is issued as outlined in the agency brochure under REFUND POLICY. Post-dated cheques will be VOIDED and returned to you for remaining sessions once a written notice of withdrawal has been received

**All withdrawals** from the program are in **written notification** and completed at the following times:

- (a) Prior to the second week of the program start date (two weeks **written notification** is required).
  - (b) At the end of each session (two weeks written notification is required).
  - (c) Exceptions to the above may be considered by the Program Manager/Supervisor
- ◆ All "**Dishonoured Cheques**" (NSF and other reasons a financial institute provides for returning a cheque to BBNC) is subject to a **\$30.00 processing fee**
  - ◆ Transferring from one class to another is subject to a **\$10.00 administration fee**

**◆ If your child is absent due to illness, other medical reasons, personal holiday or vacation, you are responsible for fees maintaining your child's space in the program**

<b>Session A</b>	<b>Paid in full at time of registration, plus a Family membership</b>
<b>Session B</b>	Post-dated cheque dated: <b>October 6, 2017</b>
<b>Session C</b>	Post-dated cheque dated: <b>December 1, 2017</b>
<b>Session D</b>	Post-dated cheque dated: <b>March 9, 2018</b>
<b>Session E</b>	Post-dated cheque dated: <b>May 4, 2018</b>

