

Birchmount Bluffs Neighbourhood Centre (BBNC) Community Nursery School

Nursery School is licensed by the Ontario Ministry of Education

PARENT HANDBOOK

September 2023 – June 2024
Registration Begins June 5th, 2023 at 9am



Birchmount Bluffs
Neighbourhood Centre

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PROGRAM IMPLEMENTATION STATEMENT POLICY

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre

Date Policy and Procedures Established: October 25, 2021

Date Policy and Procedures Updated: October 28, 2021

Our centre has a program statement that is consistent with the Minister's policy statement on programming and pedagogy referred to in How Does Learning Happen?

The program statement reflects the view of the child as being competent, capable, curious and rich in potential.

Our program statement describes the goals that guide our program for children and the approaches that will be implemented in the program.

- Staff, students and volunteers are required to implement the approaches outlined in the program statement when they are applicable.
- It is expected that the approaches used by educators for key elements of the program be implemented on an on-going basis e.g. interacting with a child in a positive and responsive manner
- Our program uses pedagogical documentation to illustrate how the approaches are being implemented into the program. This will provide evidence that the approaches in the program statement are being implemented when they cannot be observed e.g. learning stories

Our program statement outlines specific strategies for implementation all goals areas and program expectations

Our daily practices, program plans and playroom environments are aligned to the Program Statement and serve as evidence of implementation

Our program statement is aligned with the municipal quality assurance mechanisms and measures from the Ministry of Education.

PROHIBITED PRACTICES IN LICENSED CHILD CARE CENTRES 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

The above has been taken from the Child Care and Early Years Act 2014 (CCEYA)

CONTRAVENTION STATEMENT

BBNC commits to the safety and well-being of all children.

If a staff, student or volunteer is found to be in contravention of any one of the prohibited practices, there will be immediate action and their position within the centre will be ended.

COMMUNITY NURSERY SCHOOL PROGRAM STATEMENT 2023-2024

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.

GOALS AND APPROACHES

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 the Program Plan and other important information posted on the board outside the classroom that informs parents on the daily activities that have taken place in the program
- Staff will provided 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!”



DAILY HAPPENINGS

Daily Happenings	Daily Activities
<p style="text-align: center;">Welcome/Arrival</p> <ul style="list-style-type: none"> Children and families are individually greeted upon arrival. 	<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;">Structured/Social Play/ Books & Reading</p> <ul style="list-style-type: none"> Play based exploration Creative expression Small group activities, including a literacy circle Independent exploration of a variety of books and literacy materials 	<p style="text-align: center;">Manipulatives</p> <ul style="list-style-type: none"> Manipulative toys & Construction items; Bristle builders Small blocks; wood, Lego, Duplo Variety of stackable & connectable toys Plastic & Wooden train/track sets People, vehicles, animals Lacing Cards & Peg Boards
<p style="text-align: center;">Washroom</p> <ul style="list-style-type: none"> Routine toileting & sanitary practices 	<p style="text-align: center;">Art Materials</p> <ul style="list-style-type: none"> Craft supplies; paints, glue, crayons, markers, glitter, stickers, beads, pom-poms, feathers, fabric, string, ribbon, variety of papers and art tools Loose parts, recyclables, and magazines
<p style="text-align: center;">Planned Group Activities</p> <ul style="list-style-type: none"> Group (small or large) science, nature, art, language, or literacy based activities that focus on children's social skills and emotional learning 	<p style="text-align: center;">Library</p> <ul style="list-style-type: none"> Large variety of diverse books Books created by the Children Children's magazines (Chirp)
<p style="text-align: center;">Tidy up</p> <ul style="list-style-type: none"> Children are encouraged to help by contribution 	<p style="text-align: center;">Dramatic Play (Let's Pretend)</p> <ul style="list-style-type: none"> Play kitchen, table/chairs, dishes/cooking utensil, foods, cash register, grocery cart Dolls, doll clothing, blankets, cradle, high chair Construction tools Dress up clothes & accessories
<p style="text-align: center;">Hand Washing</p> <ul style="list-style-type: none"> Routine Sanitary Practices 	<p style="text-align: center;">Large Building Blocks & Toys</p> <ul style="list-style-type: none"> Wooden, foam, and cardboard blocks Large vehicles
<p style="text-align: center;">Snack</p> <ul style="list-style-type: none"> Nutritious snacks prepared by staff and at times with the help of the children On occasions such as a birthday celebration, parents may provide a special snack (check for classroom allergies) 	<p style="text-align: center;">Puzzles</p> <ul style="list-style-type: none"> Wide-ranging variety of puzzles Tangram shapes and cards Tracing boards Stacking cups & Nesting boxes Shape sorters
<p style="text-align: center;">Circle of Friends</p> <ul style="list-style-type: none"> Songs, stories, rhymes, games, visual props and group discussions that include sharing of concepts 	<p style="text-align: center;">Sensory Play</p> <ul style="list-style-type: none"> Sand & water/assortment of sets & tools Snow (when available) Dried goods (coloured rice/pastas) Playdough

<p style="text-align: center;">Gross Motor Activity</p> <ul style="list-style-type: none"> Group games and activities that promote active body movements building on skills like coordination, balance etc. 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> Tambourines/maracas/bells/triangles/rhythm sticks/rain stick etc. CD player/headsets/books with CD's
<p style="text-align: center;">Good Bye/Dismissal</p> <ul style="list-style-type: none"> Children are individually released to consented adults 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Magnifying glasses/weights/rocks/gems/shells/magnets/measuring items/microscope etc.

COMMUNICATION

- BBNC staff is committed to connecting with parents to provide the best care and experience for each child as a team
- Daily communication will benefit the child, family and staff.
- In situations where issues come up, the BBNC team will work together, keeping with BBNC's values of (respect, diversity, building capacity, equitable access, collaboration and accountability).

A complete copy of BBNC's procedure of Working with Families to Resolve Concerns and Issues is available to families in the Parent Package

EMERGENCY RESPONSE

- BBNC trains all staff, volunteers and students to respond to personal injuries and medical emergencies, building emergencies, fire drills and evacuation, threats from criminal activity and natural disasters.
- In the event your child is involved in an emergency, you will be contacted directly by phone from a designated staff at BBNC.
- If BBNC is unable to reach you directly, we will call the emergency contacts you have identified in your child's registration package.

Depending on the nature of the emergency, BBNC staff and children may have to relocate to an evacuation site until you can pick up your child.

WAITLISTS

- You may be offered to place your child on our waitlist if the day(s) and/or time(s) in unavailable in our Community Nursery School.
- To address this process, BBNC has created a waiting list policy and procedure.
- Please note there is NO fee to place your child on the waiting list.

MEMBERSHIP FEES

Membership is required to participate in ALL paid programs at Birchmount Bluffs Neighbourhood Centre (BBNC). Memberships are valid annually from the time of purchase. **You must have a valid membership at the time of registration to participate in the Nursery School program.**

****Memberships are non-refundable****

A **Family Membership** is **\$19.00** (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 Community Nursery School programs.

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

PROGRAM SUBSIDY

Committed to social inclusion, BBNC strives to be accessible to all and especially to individuals who are challenged by financial limitations. Only applications for Monday and Wednesday AFTERNOON classes of Nursery School will be accepted for consideration. Applications are processed through our BBNC SHARE365 program. Please ask staff at our front desk for more information. **Please complete and submit applications for subsidy prior to the Nursery School registration day.**

FEE SCHEDULE: SEPTEMBER 2023 - JUNE 2024

You may enroll your child for **1-4 half-day** programs per week.

*****PLEASE NOTE THE FOLLOWING: *****

- ◆ Fees for Session A are due at the time of registration.
- ◆ The Supervisor 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 the reason for the withdrawal in order to receive a refund, less a **\$30.00 processing fee**. For all other circumstances, a credit is issued as outlined in the agency brochure under REFUND POLICY

****For any Nursery School withdrawals, your child must attend no less than four weeks of classes for any 2 week withdrawal notices to be considered. After which, the 2 week notice will commence.****

- ◆ 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 **\$15.00 administration fee**

NURSERY SCHOOL FEE DUE DATES

- ◆ **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**

Session A	Paid in full at time of registration, plus a Family membership of \$19 (if required)
Session B	Due: October 20, 2023 (Invoice will be sent 14 days prior to due date)
Session C	Due: December 15, 2023 (Invoice will be sent 14 days prior to due date)
Session D	Due: March 22, 2024 (Invoice will be sent 14 days prior to due date)
Session E	Due: May 10, 2024 (Invoice will be sent 14 days prior to due date)

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.

CANADA WIDE EARLY LEARNING CHILD CARE (CWELCC) FUNDING

Birchmount Bluffs Neighbourhood Centre (BBNC) Nursery School was accepted into the CWELCC funding stream in December 2022. This is part of the "\$10 a day" child care system. The intention is, that by 2025, accepted child care centres, including Nursery School, will be \$10 a day.

For the 2023-2024 Nursery School Year, the fee for Nursery School will be \$12 a day. The fee schedule on the next page is calculated based on this approval.

2023-2024 SCHOOL YEAR FEE SCHEDULE

Payment can be made by CASH, CHEQUE, DEBIT, VISA, MASTERCARD & AMERICAN EXPRESS
No post-dated cheques will be accepted

AM PROGRAM SCHEDULE

Session A: Tuesday September 5 – Thursday October 26

<u>AM Program</u> (8 weeks)	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's \$72.00** <input type="checkbox"/> Tuesday's \$96.00 <input type="checkbox"/> Wednesday's \$96.00 <input type="checkbox"/> Thursday's \$96.00	Registration Day

**** No classes Monday September 4, 2023 Labour Day and Monday October 9, 2023
 Thanksgiving Day (6 weeks of Monday's) ****

Session B: Monday October 30 – Thursday December 21

<u>AM Program</u> (8 weeks)	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's \$96.00 <input type="checkbox"/> Tuesday's \$96.00 <input type="checkbox"/> Wednesday's \$96.00 <input type="checkbox"/> Thursday's \$96.00	Payment Due on October 20, 2023

BBNC IS CLOSED THE WEEK OF DECEMBER 25, 2023 & JANUARY 1, 2024 - (2 WEEKS)

Session C: Monday January 8 – Thursday March 28

<u>AM Program</u> (11 weeks)	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's \$120.00** <input type="checkbox"/> Tuesday's \$132.00 <input type="checkbox"/> Wednesday's \$132.00 <input type="checkbox"/> Thursday's \$132.00	Payment Due on December 15, 2023

**** No classes Monday February 19, 2024 Family Day (10 weeks of Monday's)
 Nursery School CLOSED March Break March 11-14 2023**

Session D: Monday April 2 – Thursday May 16

<u>AM Program</u> (7 weeks)	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's \$72.00** <input type="checkbox"/> Tuesday's \$84.00 <input type="checkbox"/> Wednesday's \$84.00 <input type="checkbox"/> Thursday's \$84.00	Payment Due on March 22, 2024

**** No classes Monday April 1, 2024 Easter Monday (6 weeks of Monday's) ****

Session E: Tuesday May 21 – Thursday June 27

<u>AM Program</u> (6 weeks)	<u>FEE DUE DATES</u>
<input type="checkbox"/> Monday's \$60.00** <input type="checkbox"/> Tuesday's \$72.00 <input type="checkbox"/> Wednesday's \$72.00 <input type="checkbox"/> Thursday's \$72.00	Payment Due on May 10, 2024

**** No classes Monday May 20 2024 Victoria Day (5 weeks of Monday's) ****

Payments for Session B, C, D and E must be made on or before the due date in order for your child to attend. Entry into Nursery School will not be permitted to children whose payment has NOT been received.

PM PROGRAM SCHEDULE**Session A: Wednesday September 6 – Thursday October 26****PM Program (8 weeks)**

- Monday's \$72.00**
- Wednesday's \$96.00

**** No classes Monday September 4, 2023 Labour Day and Monday October 9 2023
Thanksgiving Day (6 weeks of Monday's) ****

Session B: Monday October 30 – Thursday December 21**PM Program (8 weeks)**

- Monday's \$96.00
- Wednesday's \$96.00

FEE DUE DATES

Payment Due on
October 20, 2023

BBNC IS CLOSED THE WEEK OF DECEMBER 25, 2023 & JANUARY 1, 2024 - (2 WEEKS)

Session C: Monday January 8 – Thursday March 28**PM Program (11 weeks)**

- Monday's \$120.00**
- Wednesday's \$132.00

FEE DUE DATES

Payment Due on
December 15, 2023

**** No classes Monday February 19 2024 Family Day (10 weeks of Monday's)
Nursery School CLOSED March Break March 11-14 2024**

Session D: Monday April 2 – Thursday May 16**PM Program (7 weeks)**

- Monday's \$72.00**
- Wednesday's \$84.00

FEE DUE DATES

Payment Due on
March 22, 2024

**** No classes Monday April 1, 2024 Easter Monday (6 weeks of Monday's) ****

Session E: Tuesday May 21 – Thursday June 27**PM Program (6 weeks)**

- Monday's \$60.00**
- Wednesday's \$72.00

FEE DUE DATES

Payment Due on
May 10, 2024

**** No classes Monday May 20, 2024 Victoria Day (5 weeks of Monday's) ****

Payments for Session B, C, D and E must be made on or before the due date in order for your child to attend. Entry into Nursery School will not be permitted to children whose payment has NOT been received.

NURSERY SCHOOL ADMISSION & DISCHARGE POLICY

1. **Admission Policies:**

All registration forms/information must be completed and signed before your child's admission into the program.

These forms and information comprise of the following:

- Completed information sheet/emergency information
- Completed immunization form and also provide a photocopy of immunization records
- Signed copy of photo release consent or decline form
- Signed copy of Community Nursery School Policies

2. BBNC Community Nursery School accepts children 2.5-5 years of age.

TOILET TRAINED IS NOT REQUIRED, BUT WE ASK THAT TRAINING BEGIN AT HOME WITH ADMISSION TO NURSERY SCHOOL.

3. Morning programs operate Monday-Thursday and afternoon programs are offered Monday & Wednesday

Mornings: 9:00 am-11:30 am (2 ½ hrs.) Afternoons: 1:00 pm-3:00 pm (2 hrs.)

You may enroll your child for 1-3 half day programs per week

A fourth half day is permitted selecting from the following three combinations ONLY:

- 1) Monday/Tuesday/Thursday am and Wednesday pm
- 2) Tuesday/Wednesday/Thursday am and Monday pm
- 3) Tuesday/Thursday am and Monday/Wednesday pm

No child may attend 2 programs on the same day.

4. The BBNC Community Nursery School operates September-June annually and is broken down into sessions for the purpose of payment **ONLY**. The 2023-2024 Nursery School year will have 5 sessions as follows:

Session A	September 5	October 26
Session B	October 30	December 21
Session C	January 8	March 28
Session D	April 2	May 16
Session E	May 21	June 27

Breaks in programming occur in December and March.

5. Any child enrolled in Session A is automatically pre-registered for the entire 2023-2024 school year (Session B, C, D & E).

6. First session program fees are due at the time of registration on June 5, 2023.

7. Income Tax receipts are issued by February 28 of the following year. The receipts will include all fees paid for Nursery School for the previous calendar year (January-December), written and endorsed by the parent that made payment.

8. A waiting list for the program is available from September 11, 202 and thereafter discarded. A new waiting list will begin with the next registration date in June 2024.
9. If your child is sick or unwell he/she should remain at home. If a child is unwell or running a temperature while at Nursery School, staff will contact parents/guardians or caregivers to pick up their child. **If for any reason your child is absent from school, please call (416) 396-4315 to report your child's absence.**
10. **If your child is absent due to illness, or other medical reasons, personal holiday or vacation, PARENTS/GUARDIANS ARE RESPONSIBLE FOR FEES MAINTAINING YOUR CHILD'S SPACE IN THE PROGRAM.**
11. Parents/guardians are required to notify the Nursery School staff if any communicable disease has occurred with your child. This will allow the staff to inform other parents/guardians that a communicable disease has occurred and we will provide other families with a fact sheet of relevant information. The name of the child affected is confidential information and is not available to other families. **The Supervisor is required to report all communicable disease to the Toronto Public Health Department.**
12. In a medical emergency, staff will administer an Epi-pen and asthma medications, but require signed instructions and authorization from the child's parent/guardian and in some cases the family's physician. Parents/guardians must also review these instructions with Nursery School staff/volunteers and students.
13. In consideration of Canada's Food Guide food groups, a light nutritious snack is provided and a beverage of water is also offered (individualized water bottles, labeled with child's name should be provided). Given food allergies and other food restrictions, we ask that you do not bring food or drinks to class without prior permission.
14. Smoking is prohibited on the premises and no person is permitted to smoke or hold a lighted cigarette in the Nursery School setting or in the playground whether children are present or not.
15. If anyone other than yourself will be picking up your child from Nursery School, please be sure to inform us in written form, in person or call one of the staff. If the individual picking your child up from Nursery School is not listed on the information sheet as a person you have authorized to pick up your child, staff will notify the Supervisor immediately. If the staff has never met the person picking up your child, this person is required to provide the staff with photo identification upon pick up of your child. We can only send your child home with someone you have authorized and is familiar to the staff.
16. Behaviour Management: Staff will discipline children in a positive, non-threatening manner that is appropriate to the developmental level of the child in order to promote the learning of appropriate social behaviour, respect for others, and to ensure health and safety. Children will be redirected to another activity while allowing the child time to regain control of self.

17. Your child should be dressed in clothing that is appropriate for school activities, the weather and the season. Children must wear shoes at all times in the classroom. During the winter months indoor shoes should be provided
18. It is important that parents/guardians and child care providers pick children up promptly. Pick up times are at program end; **11:30 am** for the morning programs and at **3:00 pm** for the afternoon programs.

There is a late pick up fee of \$1.00 per minute, per child when an adult is late picking up a child. This policy is strictly enforced. Parents will also be notified when an alternative person is late picking up their child.

19. **Discharge Policies:** 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.

Please note: Any refund will be subject to a \$30.00 administrative/process fee. For all other circumstances, a credit voucher is issued as outlined in the agency brochure under REFUND POLICY. Transferring from one class to another is subject to a \$15.00 fee.

ANAPHYLACTIC SHOCK-EMERGENCY ADMINISTRATION POLICY AND PROCEDURE

36.1 (1)

1. All children's "Information Sheets" will provide a portion for parents/guardians to record any allergies and indicate whether the child requires anaphylactic shock (Epi-pen) medication.
2. When a parent/guardian reports a child as diagnosed with a life-threatening allergy, the staff will deem the environment as free of the anaphylactic causative agent. Staff will post Alert Notices in the classroom and distribute to all children's families indicating the environment is free of the anaphylactic causative agent and will not be permitted in the environment.
3. Staff will include the child's name on the allergy lists posted in the preparation, eating and craft areas of the classroom.
4. Staff will provide the parent/guardian of the child diagnosed with a life-threatening allergy a Child's Individual Plan and Emergency Procedure form that includes an attachment for any written authorization to administer emergency medication. Both the child's physician and parent/guardian will complete and return the forms to the Supervisor prior to the child attending the classroom.
5. The parent/guardian of the child with anaphylaxis will train the staff on the procedures to follow in the event of an anaphylactic reaction and/or the administration of any emergency medication. The parent/guardian and staff will sign section 3 of the consent form at the completion of the training session and the original form will be stored in the child's file. The staff will copy the form and store the copy with the emergency medication.

36.1 (2)

The individual plan for a child with anaphylaxis and the emergency procedures in respect of the child shall be reviewed as follows:

1. By all employees before they begin their employment or as any changes occur with the Child's Individual Plan and at least annually afterwards.
2. By volunteers and students who will be providing care or guidance at the day nursery before they begin providing that care or guidance, or as any changes occur with the Child's Individual Plan and at least annually afterwards.

Strategies to Reduce Risk of Exposure

- Children with extreme allergies that the centre cannot accommodate will be asked to bring their own food from home
- ALL food from home must first be approved by the Supervisor and documented.
- ALL food from home must be in a sealed container and labeled with the child's full name

- Food with “May Contain” nut warnings will not be served
- All labels will be read by a staff member prior to serving
- Staff purchasing foods on behalf of the centre must read food ingredient labels every time they purchase a product
- Any persons supplying food to the child care will be notified of all life threatening allergies in the centre. List of allergies will be revised as necessary
- All children and staff will wash hands before and after handling food
- **Sanitizing – Multiuse Utensils:** ONLY dishes, cutlery and cutting boards should be sanitized after they have been cleaned with water and detergent. The sanitizing solution approved for TELCCS kitchens is Viper.
- Children/staff/volunteers will be instructed to not share food
- All surfaces will be cleaned with **Oxivir Tb Ready-To-Use (RTU) Spray (1 min contact time)** prior to and after preparing and serving foods
- All cleaning supplies, medicines and any other products that may be of danger and/or commonly produce allergic reactions will be appropriately stored out of reach in a secure location. All medication, with the exception of EpiPens will be stored in a locked Medication Box.
- Garbage bins will be removed from room and emptied after lunch
- Extra special supervision of anaphylactic children during eating (i.e. sitting opposite/next to staff)
- On the bus during field trips children with anaphylaxis will sit within view of staff member.
- Playground areas will be checked and monitored for insects such as wasps.
- Staff will take cell phone on all excursions
- Consent by the child’s physician is required for any child carrying their own Epi-Pen

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre, Community Nursery School

Date Policy and Procedures Established: June 8, 2017

Date Policy and Procedures Updated: October 21, 2021

Definitions

Staff: Individual employed by the licensee (e.g. program staff).

Supervisor: Individual that supervises (e.g. the program staff and the day to day operations).

Licensee: The individual or agency licensed by the Ministry of Education (MEDU) responsible for the operation and management of each child care centre it operates (i.e. the operator).

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by program staff, the supervisor and the licensee and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within one-two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Parents/guardians will be notified via email, as well as a phone call by the Nursery School Supervisor.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Procedures

Nature of Issue or Concern	Family Shall:	BBNC Staff receiving issue/concern shall:
<p>Daily Program:</p> <p>Healthcare; including medical needs, emergency medications or allergies, special instructions for child's diet or activities, toilet training, child adjusting to the program, other children in the classroom</p>	<p>Families are encouraged to speak directly with their child's educator about any questions, issues or concerns they may have either in person, by phone or email.</p>	<p>Staff will listen and seek to understand the family member's issue/concern, and may attempt to resolve it immediately. If follow up is required or if the staff is involved supervising children, the staff will record the contact information including name, phone number and email address (if any) and inform the family member of the best time for a follow up discussion (e.g. set up a phone call or meeting time).</p> <p>If the staff receiving the issue/concern thinks they are not the appropriate person to address the issue/concern, they will refer the family member to the correct person; typically, the supervisor, and provide contact information.</p> <p>Staff will record all issues/concerns and resolution in the daily written record/log book.</p> <p>If issue/concern is unresolved: Families are encouraged to speak directly with the supervisor if the educator is unable to resolve their issue/concern</p>
<p>Centre-Wide:</p> <p>Cleanliness, hours/days of operation, registration process, fees/payment, waiting lists etc.</p>	<p>Families are encouraged to speak directly with the supervisor about any questions, issues or concerns they may have either in person, by phone or email.</p>	<p>Supervisor will listen and seek to understand the family member's issue/concern, and may attempt to resolve it immediately. If follow up is required or if the supervisor is involved in supervising children, the supervisor will record the contact information including name, phone number and email address (if any) and inform the family member of the best time for a follow up discussion (e.g. set up a phone call or meeting time).</p> <p>The supervisor will record all issues/concerns and resolution in the daily written record/log book.</p> <p>If issue/concern is unresolved: In most cases, talking with the supervisor will resolve all issues/concerns. If for some reason a resolution cannot be reached, the supervisor will provide contact information for the Executive Director/Licensee.</p>

Nature of Issue or Concern	Family Shall:	BBNC Staff receiving issue/concern shall:
Conduct of staff, volunteer, student or supervisor:	<p>Families are encouraged to speak directly with the supervisor about any questions, issues or concerns they may have either in person, by phone or email.</p> <p>If the family member is concerned about the conduct of the supervisor, they are encouraged to speak directly with the Executive Director.</p>	<p>If the issue/concern involves an allegation or suspicion of child abuse:</p> <p>If there is an allegation or suspicion of child abuse, the supervisor will inform the family member of his/her duty to report child abuse to a child protection agency and will provide the contact information.</p> <p>Supervisor will:</p> <ul style="list-style-type: none"> • Make a report to the same child protection agency • Record any suspicions of child abuse in a confidential location • File a serious occurrence report to the Ministry of Education within 24 hours of receiving the report from the family member <p>Supervisor will share the outcome (founded/unfounded) of any investigation by a child protection agency when completed with the family member.</p> <p>Disciplinary information will not be shared.</p>

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

BBNC & MEDU Contact Information:

Birchmount Bluffs Neighbourhood Centre, 93 Birchmount Road, Toronto, Ont. M1N-3J7

Phone: (416) 396-4310 **Fax:** (416) 396-4314 **Kids Korner Classroom** (416) 396-4315

Website: www.bbnc.ca

Licensee/Executive Director: Linda Curley Email: lindac@bbnc.ca (416) 396-4308 or (416) 617-5130 (cell)

Supervisor/Manager: Asiya Motala Email: asiya@bbnc.ca (416)396-4315 or (416)396-7603

Ministry of Education (MEDU), Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

EMERGENCY MANAGEMENT POLICY AND PROCEDURES

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre

Date Policy and Procedures Established: June 8, 2017

Date Policy and Procedures Updated: August 2020

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Meeting Place: The meeting place is defined as the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

BBNC Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: Immaculate Heart Of Mary - 101 Birchmount Road, Scarborough, Ontario M1N-3J7

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: 101 Birchmount Road, Scarborough, Ontario M1N-3J7. Therefore, the meeting place and evacuation site are the same location.

Note: ALL directions given by emergency services personnel will be followed under ALL circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, BBNC's Executive Director will provide direction to BBNC staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the BBNC Community Nursery School, Program Staff in the daily written record/log book.

Additional Policy Statements

Regular monthly fire drills are performed together with staff and the children for the purpose of training and practice of the procedures for everyone. Each staff has individual responsibilities for items to be gathered from the classroom, including attendance records and an emergency bag located at the doorway that contains first aid supplies and contact information for each child registered in the program. On the days the fire drills occur, afterward during a child/staff circle activity the fire drill experience is further discussed with the children. In addition, a record is written and kept of conditions during the fire drill procedure.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children's attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5) BBNC Community Nursery School, Program Staff will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. 4) Community Nursery School, Program Staff must immediately: <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and
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	<ul style="list-style-type: none"> • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
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<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or threatening circumstances must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
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<p>Disaster Requiring Evacuation</p> <p>A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the nearest exit door and remain with them until emergency services personnel arrive, and ensure their required medication is accessible, if applicable; and wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
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<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p>
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<p>in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) City of Toronto, Parks, Forestry and Recreation Staff must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
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<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm; • conduct ongoing visual checks of the children; and wait for further instructions.
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<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the nearest exit door and remain with them until emergency services personnel arrive, and ensure their required medication is accessible, if applicable; and wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
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Phase 2: Next Steps during the Emergency-Dial 9-911

- 1) Where emergency services personnel are not already aware of the situation, a City of Toronto staff and/or BBNC Executive Director or a designate must notify emergency services personnel (9-911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:	Inside the building dial 9, then area code and phone number
Local Police Department:	(416) 808-4100
Ambulance:	(416) 489-2111
Local Fire Services:	(416) 338-9000
BBNC Supervisor: Asiya Motala	(416) 396-7603
BBNC's Executive Director/Licensee Contact: Linda Curley	(416) 617-5130
BBNC Community Nursery School, Program Staff:	(416) 396-4315
City of Toronto Parks, Forestry & Rec Site Supervisor:	(416) 396-7613

- 4) Where any staff, students and/or volunteers are not on site, BBNC's Executive Director or designate must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) BBNC's Executive Director must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) BBNC’s Executive Director will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) As soon as possible, BBNC supervisor or designate must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, BBNC supervisor must provide a notice of the incident to parents/guardians by the end of class. 3) If normal operations do not resume the same day that an emergency situation has taken place, BBNC’s supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) BBNC’s Executive Director or designate will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for;

	<ul style="list-style-type: none"> • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<p>1) Upon arrival at the emergency evacuation site, BBNC's supervisor or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, BBNC's supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</p>

Additional Procedures for Next Steps during an Emergency

<p>Any and all circumstances that are observed and documented with children in a day to day child care setting will be hand written in the communication record/log book, including accidents/injuries, illnesses, administration of emergency medications, providing the children with water or snacks etc.</p>
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Phase 3: Recovery (After an Emergency Situation has Ended)

<p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>BBNC's staff team will strive to reopen the centre as soon as possible to assist with the overall recovery of the community and to help the children and family members cope with the situation. Within 24 hours the supervisor, designate or Executive Director will contact the MEDU, Program Advisor and also complete all necessary reports, including the Serious Occurrence through the Child Care Licensing System (CCLS). The City of Toronto management team would respond directly with the media, and BBNC's Executive Director would address any community inquiries as they transpired. If possible, BBNC's Executive Director would offer an information session where community members could come into the community centre and have their concerns and any issues addressed. All social media accounts, including Facebook, Twitter and the BBNC website would be updated by BBNC's Executive Director or designate to keep the community up to date on the situation. After a meeting with the City of Toronto management team, if any damages were incurred to BBNC materials/equipment or if any individuals received personal injuries the Executive Director would contact the organizations insurance company to file a claim. Since the Community Nursery School is a licensed part time program it is unlikely we would attempt to relocate the program, but rather wait until we were provided with the approval to reopen the centre.</p>
<p>Procedures for Providing Support to Children and Staff who</p>	<p>BBNC's supervisor would outreach to organizations that support emotional health issues i.e. Aisling Discoveries Child and Family Centre that support children and families in coping with stress and trauma. We would further discuss to work in partnership in offering onsite group sessions for children and families requiring additional support. BBNC Community Nursery</p>

<p>Experience Distress</p>	<p>School staff would offer activities to the children that would support discussions for the children to express their thoughts about the experience. BBNC's Executive Director would outreach to the City of Toronto management team, to arrange for a crisis team to come into the site and support the BBNC staff through the experience. In addition, BBNC staff would also be permitted to have time away from work to address their concerns and issues with exterior professional sources of their choice.</p>
<p>Procedures for Debriefing Staff, Children and Parents/Guardians <small>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</small></p>	<p>BBNC's Executive Director and supervisor must debrief staff, children and parents/guardians after the emergency.</p> <p>BBNC's Executive Director will remain in communication with the management team via email or by phone throughout the emergency and until resolution is brought forth and the centre can reopen. When the full BBNC staff team can regain access to the community centre, the Executive Director will hold a meeting within 24 hours to debrief the staff on next steps. The supervisor and designates will immediately contact parents by phone to update them on the status of the situation and to notify them of when the Community Nursery School program will reopen.</p>

PLAYGROUND SAFETY POLICY

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre

Date Policy and Procedures Established: October 25, 2021

Date Policy and Procedures Updated: October 25, 2021

1. The Community Nursery School will use the playground located at the north-west corner of 93 Birchmount Road.
2. This playground is owned and maintained by the City of Toronto however, it is the responsibility of the BBNC Community Nursery School staff to conduct daily playground checks and to record any safety issues. All safety issues are to be reported to the program supervisor and to the Birchmount Complex Facility Manager at the City of Toronto.
3. The playground must be supervised with a staff to child ratio of at least 1 staff to 8 children at all times. The staff must be strategically located on the playground to be able to view all the children.
 - One staff should be stationed at the slide/climber at all times when children are using this equipment.
 - The second staff should be stationed midway and to the side of the play area in order to view all other children in the playground.
 - The third staff and or students and volunteers will station themselves where needed.
4. A playground safety log has been developed. This log contains the following:
 - Daily Playground Checklist is to be completed by a staff person each time the playground is to be used. This checklist will note any equipment or play area safety concerns. Children will not be allowed to use any equipment or play areas in question.
 - Playground Safety Issues Action Plan to be completed when a safety issue has been identified. The Action Plan will clearly state what action needs to take place and the timeframe needed to address the safety issue.
 - Injury Log is to be completed when a child is injured on the playground. This form should be completed by the witnessing staff person and maintained in the Playground Safety logbook.
 - Playground Accident Report is to be completed when a child is injured on the playground. This form requires the signatures of staff, parent or guardian, and the supervisor. A copy should be given to the parent and the original will be put in the child's file.
5. Staff will review this policy upon hiring and on an annual basis, thereafter.

NURSERY SCHOOL OFF-PREMISE POLICY

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre

Date Policy and Procedures Established: October 25, 2021

Date Policy and Procedures Updated: October 25, 2021

Off-Premises Guidelines

Purpose

Field trips give children the opportunity to deepen and enhance their classroom learning by experiencing their interests in a real world setting. Field trips can also provide occasions to introduce children to novelty in an authentic setting and allow for a break from being in the same setting day after day. Consistent with *the ELECT Principles* and *How Does Learning Happen?*; "field trips provide connections to, a sense of belonging in, and facilitate stronger relationships in the community."

Centre Supervisor Responsibilities

- Approve all field trips and determine funds available based on the fiscal budget plan.
- Ensure the field trip planned is relevant to the curriculum and reflective of the interests and needs of the children.
- Act as a trip leader or be assigned a group of children. Assign enough staff and book supply staff if required to meet the field trip ratios. Consider assigning additional staff when the field trip is at a location where a large number of people are present or there is water (e.g. pool, lake, and creek).
- Ensure all students/volunteers have completed the sign on package and that their hours are recorded.
- Discuss safety rules with staff and volunteers (e.g. designated meeting areas, children must stay with a staff and the group in which they were assigned, staff will spread out on the bus so all children are supervised, staff must go swimming with children, etc.)

Staff Responsibilities

- Plan all field trips to be relevant to the curriculum and reflective of the interests and needs of the children.
- After trip follow up by planning related activities and learning outcomes.
- Hold daily conversations with children about the field trip including where they are going, what they will do and see.
- Notify families about details of the field trip and gather parent consent forms prior to field trip.

- Ensure they are carrying the stocked Emergency Backpack, carrying children's emergency information and/or medication, and carrying either a cell phone or walkie-talkie.
- Ensure all children are identified with the method planned (e.g. I.D. bracelet).
- Remind and assist children to apply sunscreen.
- Remind children to take all their belongings every time they leave an area.
- Follow field trip ratios and small grouping.
- Keep accurate attendance and do head counts before and after every transition (e.g. getting on/off bus, before leaving an area, etc.)
- Review safety rules with the children including staying with group they are assigned to, what to do if they get lost i.e. stay put and talk only to a "safe adult" like a venue employee, security guard, or police officer), never go with someone you don't know), keeping arms inside the bus, sitting on the bus, etc.)
- Ensure ALL children will be accompanied by a staff when using the washroom. Ensure children are safe when crossing roads by having one staff at front of group and one staff at end of group.

Selecting a Field Trip Location

When selecting a field trip location staff should ask themselves the following questions:

1. Does the location reflect the children's interests and extend their learning beyond the classroom?
2. Is the location developmentally appropriate for the children going on the trip (i.e. Is there too much walking? Are life jackets available for non-swimmers? How will you accommodate children who regularly nap? Are there enough activities to keep the children engaged?)
3. Is transportation required? How much time will it take to get to the location? (should be under 1 hour)
4. Are there adequate amenities available? (e.g. washroom, shelter from inclement weather, picnic benches, etc.)
5. Can you make arrangements to pre-visit to determine if this location is appropriate for your group of children?
6. Have you discussed your plan with the Nursery School Supervisor to determine the budget available and if the location is approved?

Choosing the Date and Time of the Field Trip

When choosing the date and time of the field trip consider the following:

- Plan the date and time of the field trip so that it meets the needs of the children (e.g. will the times interfere with rest time?) Staff need to consider that the program is on 2.5 hours maximum.
- Check staff vacation schedules and determine if there are enough staff to supervise the field trip. You may have to request if supply staff are available to meet the required ratio.
- How far away from the centre is the location?
- Will transportation be required? Be sure to plan sufficient time to be able to get to and from the location, while still enjoying a fun day. Bus travel should be no more than 15 minutes from centre to location.
- Remember that personal vehicles are never permitted to transport children. A taxi can be used in an emergency.
- Including Parents/Volunteer Parents and volunteers can make field trips run more smoothly by providing assistance to children and staff and by being an extra set of eyes.
- Parents engaging with their child and other children on a field tip are not considered volunteers by the CCEYA and therefore are not required to provide a vulnerable sector check or sign off on any BBNC policy/procedures/individual plans as they are not assisting with the care or supervision of children.
- BBNC Volunteer Management does not consider a parent attending an occasional field trip a volunteer so the parent is not required to complete the volunteer sign on package and their hours are not counted. The parent does have to complete the *Parent/Guardian Field Trip Form* provided by BBNC Volunteer Management.
- Parents and volunteers are **NOT** to be assigned children to supervise.
- Staff must supervise children at all times. If children are in the wash/change room ensure no other adults (i.e. parents, volunteers, strangers, etc.) are in the wash/change room at the same time without a staff supervising.
- The parent may be permitted to be alone with their own child.
- Regular volunteers must complete the BBNC Volunteer Management package and provide a vulnerable sector check prior to the field trip.
- Volunteers should be partnered with one staff person and a group of children.

Planning for Safety on the Field Trip

- A copy of the Field Trip plan will remain at the centre in case of an emergency.

- The Nursery School Supervisor is responsible for carrying the field trip planning tool, master small group list, field trip consent forms with children's identification information, emergency contact information, and cell phone.
- If possible it is recommended that there be one extra staff, not assigned to a group who can provide help where needed (e.g. give other staff a break to go to the washroom, remain with ill child, help a child having difficulty, walk around and check on all groups and offer assistance, etc.).

Definitions

Field Trip

Field trips are planned activities that take place away from the centre and community. They often involve travelling on a chartered bus or public transit. Field trip ratios must be followed.

Community Walk

Community walks can be planned or spontaneous activities that take place within walking/ stroller distance of the centre. Examples include: local parks, fire station, library, grocery store. Field trip ratios are not required.

Field Trip Staff to Child Ratios

Field trips while fun are typically in unfamiliar places and include coming into contact with the public. To ensure children's supervision and safety a reduced adult to child ratios on field trips must be followed. The following is the approved field trip ratio:

Preschool 1:5

In addition to reducing the adult to child ratios, the following strategies must be followed on field trips/community outings:

- One staff should be positioned at the front of the group, and one staff should be positioned at the back of the group, both walking and on the bus. (Two staff are required if the group will be crossing wide roads with busy traffic).
- If there are three staff – the third staff should be positioned in the middle of the group both walking and on the bus. When crossing a road with a traffic light, staff should wait until the entire group can cross at the same time, or break the children into groups with a staff positioned both at the front and the back of the group.
- A cell phone will be carried at all times when outside of the centre.

CHILD CARE CENTRE SUPERVISION OF STUDENTS AND VOLUNTEERS POLICY

Name of Child Care Centre: Birchmount Bluffs Neighbourhood Centre

Date Policy and Procedures Established: October 25, 2021

Date Policy and Procedures Updated: October 25, 2021

Purpose

Birchmount Bluffs Neighbourhood Centre welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.
- Students and volunteers will not be counted in staff to child ratios.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
 - how to report their absence;
 - how to report concerns about the program;
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.

- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.

Glossary

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Staff (Employee): Individual employed by the licensee (e.g. program room staff).

Student: Individual who is enrolled in an education program/school and is completing a placement.

Volunteer: An individual who participates in the child care program and interacts with children in care but is not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.).

11.1 (1) Every licensee shall ensure that every volunteer or student at a child care centre it operates or at a premises where it oversees the provision of home child care is supervised by an employee or home child care provider at all times and is not permitted to be alone with any child who receives child care at the child care centre or home child care premises.

(2) Every licensee shall ensure that there are written policies and procedures regarding volunteers and students that set out, at a minimum,

(a) the requirement described in subsection (1);

(b) the roles and responsibilities of the licensee and supervising employees; and

(c) the roles and responsibilities of volunteers and students.

What are families saying about our Community Nursery School program?

My son has done very well at Birchmount Nursery School. We are confident that he will have an easy transition into kindergarten in September. We were so happy to fund this program for him as finding a half day program wasn't easy. The staff have been lovely with our son. They welcome him every morning and he knows he can go to them when he needs help.

I have nothing but amazing things to say about the nursery school staff and the program at BBNC. My son went from being terrified to absolutely loving it there. I couldn't have picked a better place for him to be.

Thank you so much!

This program has great benefits. It had helped my elder daughter, now my younger one. Both had separation anxiety. Now my little one has come totally out of it and started talking fluently.

I really appreciate that there is a community to help my child prepare for kindergarten that is accessible to all and run by such warm and amazing people.

Thank you

The nursery program has been instrumental in preparing my children for kindergarten. Being in a small group with amazing supportive teachers has provided them with a fantastic introduction to formal learning. As well they have become comfortable being away from myself and partner!

I could go on and on but you know how much we love you guys there!

Our experience with BBNC has been excellent. Our daughter moved from one day to four days with absolute ease. The staff assisted with early days of potty training and made our daughter super comfortable while learning a new skill.