**Welcome to Botsford Academy**

We look forward to providing wonderful and creative experiences to enhance the learning and growth of your children. In order to operate smoothly and effectively we are enlisting your cooperation to observe guidelines and procedures.

**PROGRAM STATEMENT**

Botsford Academy offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. Some of the Ministry documents we reference in our program include the following:

· How Does Learning Happen? Ontario’s Pedagogy for the Early Years

· Ontario Early Years Framework

· Ontario Early Learning Framework

· Think Feel Act: Lessons from Research About Young Children

· Early Learning for Every Child Today

· Early Development Instrument (EDI data)

www.edu.gov.on.ca/childcare/

Botsford Academy uses Emergent Curriculum and Montessori Curriculum.

We know that children learn best by pursuing their personal interests and goals, making their own choices about materials and activities during the program time. As they pursue their choices and plans, children explore, ask and answer questions, solve problems, and interact with peers, program staff, volunteers, students on placement and other adults.

Montessori children are students with confidence. They are curious and self-directed individuals with the capacity to challenge themselves if they are provided the rights tools by the adults facilitating their learning. This is why a Montessori classroom is the perfect incubator for the application of an emergent curriculum model.

**Children are competent, capable, curious and rich in potential**

Our philosophy is to create a warm and loving environment in which each child will feel competent, capable, loved and have the opportunity to develop his or her own unique gifts.

In our safe, healthy and relaxed environment children foster good feelings and a positive self-image.  We understand the importance of taking children’s stages of development into consideration. For each child, their stage of development is an individualized and complex interplay between developmental factors and their unique family, community and life experiences.

**Program Foundation:**

  Our goals for children, consistent with the Ministry of Education pedagogy, include the following:

\* Every child has a sense of **belonging** when he or she is connected to others and contributes to their world.

\* Every child is developing a sense of self, health, and **well-being**.

\* Every child is an active and **engaged** learner who explores the world with body, mind, and senses.

\* Every child has a right to be accepted and appreciated for his/her own differences, as well as similarities to others. We provide child-initiated and adult-supported experiences

\* Every child is a capable communicator, who **expresses** himself /herself in many ways.

**Pedagogical approaches:**

 The approaches speak to the strategies that educators use in implementing care activities and curriculum to achieve stated goals. Essentially the approaches speak to what parents might “see” in the program, as well as things we’ve put in place behind the scenes towards achieving each goal.

Children’s interests are valuable to their learning and offer a rich variety of experiences. Our daily activities include:

\* drama, music, dance and visual arts

\* physical activities, yoga classes

\* language and literacy, introduction to French language

\* nature, science and technology

\* construction and design

\* daily opportunities for active outdoor play

\* opportunities for school-age children to work on their homework

\* rest time for children who require it, based on their developmental needs.

**Our programs are designed to:**

\* encourage children to interact and communicate in a positive way and support their ability to self-regulate

\* foster the children’s exploration, play and inquiry by providing inclusive learning environments and experiences

\* provide child-initiated and adult-supported experiences

\* offer opportunities to create authentic lasting relationships with others in the program

\* use pedagogical documentation to make learning visible( program plans, newsletters, pictures, reports, etc.)

**Program Statement Implementation**

**Health, safety, nutrition and well-being of children**

We understand that the first step in establishing and nurturing the health, safety and well-being of the children in our program is through the connections they make with the program staff, volunteers and students on placements. Here are some other specific ways we promote well-being in our programs.

\*  Teachers welcome families and children with a personal greeting; seeking information about the child’s health, mood, or special events in the child’s life – supporting the child and family in this transition.

\* Teachers track attendance noting the time each child arrived and when each child is picked up.

\* At the end of the day If someone unfamiliar is picking up, teachers ask that individual for photo ID and confirm that they are authorized to pick up the child.

\* Staff can be seen engaged with children, taking an interest in them and their activities – thus creating a sense of belonging for each child.

\* Based on each child’s capability children have an opportunity to practice their self-help skills through different daily routines and activities,(serving themselves during meals, getting dressed etc.)

\* We foster children’s exploration, encourage interaction and communication by designing environments and experiences that spark curiosity, invite investigation , promote cooperative play and provide challenge.

\* We provide children with opportunities to test their limits, gain competence through active play and social interaction. They encourage the children to take manageable risks when doing physical actives indoors and out.  The teachers know when to stand back and let children test their abilities both in the classroom and outdoors.

\* Our teachers recognize and support children’s developing self-regulation abilities and design environments that are agreed with children’s varied sensitivities. (respond to children in a calming manner, helping use language to express their needs, helping children to recognize their stressors and develop the ability to manage them)

\* Field trips and field studies are an integral part of our program. Teachers provide parents with a Field Trip Information Form outlining key details regarding such activities. A permission form is required to confirm informed consent for each child participating. Volunteers are often sought to support staff in supervision.

**Health**:

\* Children who are sick are closely monitored, with hand-washing encouraged regularly. If a child has a fever, an early pick up is requested. When an infectious illness is confirmed in the centre, a sign is posted to inform families and provide facts about that illness.

\* Staff conduct daily health checks. If there is a higher number of cases of vomiting and diarrhea, teachers consult with Public Health and follow their directive. If declared in outbreak, children must remain home until they are 48-hour symptom free. Additional sanitary practices are put in place (e.g., washing door knobs, no soft toys, etc.).

\* When medication is brought into the centre, teachers will ask parents/guardians to complete some forms. They will check the information you provided against the instructions on the medication itself to ensure it matches and that your request is in line with Botsford Academy policies.

**Safety**:

\* Teachers discuss safety with the children – help the children to identify safety rules for various activities and support children to make good choices.

\* Our outdoor space is safe and stimulating for active play. It supports varied capabilities of children. It offers a large play structure, sand, garden area, and paved area where children can ride tricycles or draw pictures.

* Using EDI data we are reaching out to families that need help, connecting with community support agencies and social services.
* Toys and equipment are regularly sanitized to minimize the spread of germs.

 \* All staff are trained in Standard First Aid/CPR and the use of epi-pens. Allergy lists, including individual emergency plans are posted and reviewed regularly. If an enrolled child has Type 1 diabetes, educators are trained on that child’s Individual Diabetic Care.

\* Staff applies sunscreen, or assist older children to apply their own.

\* We eliminate hazards  that may cause injury to children

\* Botsford Academy has developed policies and procedures to ensure compliance with legislation, including fire, health & safety, accessibility, child care and more. Educators review all policies annually. Additional training is also provided (e.g., AODA customer service, Health and Safety). In some cases, safety practices are reviewed with children, such as fire drills.

\* As a licensed child care Botsford Academy meets all health and safety requirements of the Ministry of Education and local government bylaws

\* Teachers attend numerous seminars and conferences aimed at child well-being and creating a sense of belonging.

\* We eliminate environmental issues that may cause stress to children( respond to children in a calm manner, help them to recognize stressor and develop the ability to self-regulate.

\* Information is posted outside our rooms on our “Parent Communication” boards and in the Parents’ Handbook. You can also speak to our program staff at any time to view our complete health and safety policies and procedures.

**Nutrition**:

Botsford Academy focuses on health and nutrition and provides the children with nutritious, home cooked meals. Three meals are prepared at the Centre by our cook and consist of breakfast, hot nutritious lunch, and afternoon snack. Menus are planned on a 3-week rotation. The internal copy of the menu includes a portion chart for each item and a cross-reference to Canada’s Food Guide.

Botsford Academy supports children’s health and well –being by:

\* Menus are posted at the centre for families. Any changes are noted on the posted copy at the centre. The menus include diversity in foods served

\*  The cook prepares homemade snacks and lunches daily.

\* Teachers include gardening and learning about fruits and vegetables in their curriculum.

\*Staff engage children in cooking and baking experiences as part of curriculum while exploring healthy eating and nutrition.

\* Allergy lists are posted in the kitchen and the classroom and act as a reminder for staff

\* The cook, and Supervisor have been trained in Safe Food Handling; their certificates are posted in the centre

\* Providing healthy meals, creating positive eating environments, provide opportunities for children to practice self-help skills .Teachers sit at the table with the children; children serve themselves and put dishes away after meals. We act as a role model in this regard

**Belonging:**

**Positive self-expression, communication and self-regulation**

At Botsford Academy positive learning environments and experiences, focused on active play-based learning, encourage children’s communication, self-expression and self-regulation.

We foster, support, encourage, respond to and document the many ways in which children express themselves. Each child has a right to be accepted and appreciated for his/her own differences, as well as similarities to others. We provide child-initiated and adult-supported experiences

Here are some of the ways in which we create an inclusive environment in our programs:

   \* Parents are invited into the program – to review documentation, to share their expertise or as a volunteer.

\* We make an effort to get to know children and their families - respecting the parent’s role as the first teacher, as well as their believes and values.

\* Staff is respectful when sharing incidents where a child required assistance to be successful in the program.

\* Teachers actively listen to children and respond in a positive way. They support the child’s need to self-regulate and assist them as they work to develop that skill

\* Teachers provide support to parents – answering questions about child development, helping with potty training or providing resources. We are respectful of the parent’s goals for their children.

\* The environment is set up to meet the children’s individual needs and allow them to explore, reflect and engage in their own learning. Provocations are introduced to engage the children and teachers in a

\* The curriculum sheet documents, teacher`s observations about what the children are interested in and identifies potential activities to help the children explore those interests. They then record the actual activities and reflect back on their observations. This flexibility accommodates the children’s self-expression and exchange of ideas.

\* We recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socio-economic status, family environment, and developmental abilities and needs.

\* Create strategies that value the culture and first language of all children.  The teachers always make an effort to learn a few words from new child’s first language.

\* Establish programming strategies to foster an inclusive learning environment in which every child can participate.

\* Our programs focus on active play-based learning as the way that children naturally learn best. It is their natural response to the environment around them. When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge, and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning. Intentional play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child’s unique learning style and capitalizes on his or her innate curiosity and creativity.

\* Our program also supports children’s self-regulation.  The teachers respond to the children’s distress in a calming manner. They encourage them to use their words to express their wants and needs.  When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions.

\* We acknowledge that parents are our greatest resource and that through them child observes role models.  We always keep open lines of communication

\* Botsford Academy aims to ensure that families have the support of safe, reliable, high quality licensed child care for their children, which ensures parents peace of mind while their children are in our program. Respect, care, trust and integrity are core values in all our interactions with families.

\* We know that the partnerships with families help our program to best meet the needs of the children:  We involve parents and other important adults in various events and activities at our programs. This connects them to their children's early development, and enhances the child's learning. (Daily interaction with program staff,  Documentation board near the classroom where families can find out more about their children’s experiences, Parent`s night, Tea party for Mother’s Day, Build off for Father`s day, Holiday Concert, field trips etc.) We use parent input to improve our programs and services

**Engagement**:

We foster student’s exploration, encourage interaction and communication by designing environments where children engage in active, creative exploration and play.

\* Additional staff from outside resource agencies who are observing, providing 1:1 support to a child.

\* College and high school students who are completing a placement in our classrooms

\* We invite special visitors into the program. For example: community helpers (police officer, fire fighter), dental hygienist, humane society, librarian, etc.

\*  Teachers plan walks and field trips for the children to explore their community.

\* Staff prompts the children to use and to exchange ideas with peers – or even with teachers. Children talk about “compromise”, or a need to “talk it out”.

\* Teachers are beginning to develop children’s portfolios – a collection of photos and documentation that demonstrates your child’s learning.

 \* Art activities are open ended to allow for maximum self-expression. There is no right or wrong way. We remain non-judgmental, asking questions to understand what the child is expressing or how they are perceiving the world around them.

\* We respect the culture, language, traditions and family values of all the children in our program. Children are introduced to different languages being spoken, see visual images of diverse people, places, activities and foods. Staff may ask children and families to share interesting facts about their culture or special days.

\* Staff fosters children’s inquiry and creativity by providing the resources they need for creative expression. Children need time for unstructured, child-directed, imaginative play. We allow children the freedom to explore their ideas and emphasize process rather than product.

\* Teachers provoke children's thinking, create meaningful programs, and guide interactions with children and their families. They know when to stand back and observe and when to enter children's play to stimulate thinking.

\* Teachers participate with children as a co-investigator and co-learner.

\* Teachers and students talk about how things work, grow, etc.

\* Use EDI (Early Development Instrument) data to look for community resources that will help to involve children in exploration and inquiry.( Library activities & field trips )

\* Documenting and making children’s learning visible to families & children.

**Expressions:**

Every child is a capable communicator and expresses him or herself in different ways.

Botsford Academy fosters communication and expression in all forms.

\* We provide children with time, space and materials to be able to express themselves through creative art,( drawing, painting, allowing to use children’s own materials, music, etc.)

\* Every child has a voice. We support and facilitate communication between children, helping children listen to each other and learn to respect each other wishes.

\* We use a warm and positive approach to support children's developing ability to express emotions and take other perspectives.

\* We support children’s connections with stories and books (storytelling, reading books with groups or individuals to explore, spark conversation, recall and retell past events) We recognize that responding to the unique abilities, needs, and characteristics of each child, family is important in supporting learning and development. (We are aware of different languages children use to communicate.)

\* We allow children to take reasonable risk. ( children learn how to handle real things)

**Staff:**

Botsford Academy hires staff who have a positive and sensitive attitude towards children. We support staff in continuous professional learning. Formal professional learning is vital, but we also know that the most central professional growth happens day-to-day, as our staff co-learn with children and each other as self-reflective professionals.

\*  Staff have access to a computer for their research

\* At least annually, the Ministry program advisor visits Botsford Academy to license our program. Those visits involve observation and coaching with staff.

\* Any concerns raised by parents are followed up promptly. Supervisor follows up with the concerned parent to discuss action steps.

\* Teachers share new information and resources with their co-workers after returning from a workshops.

\* Botsford Academy educates its employees on their responsibilities under the College of ECEs and supports them in their continuous professional learning program.

\* Throughout the year, staff participate in staff meetings

**Confidentiality:**

We respect the confidential nature of information obtained about children and their families and treat it in a responsible manner

*Per the Ministry’s direction, Botsford Academy shall ensure that all new employees, students and volunteers review this Program Statement upon hire or before their placement begins. Additionally, all employees, students and volunteers will review this Program Statement annually, and after any modifications.*

**Inclusion Statement and Procedure:**

Canadian Charter of Human Rights and Freedoms says : “All individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

Children with special needs require care for the same reason as all children:

* To grow, develop and learn
* Building friendships and inclusion
* Parental employment or training
* All staff at Botsford Academy understands and agree to support inclusive practices as it is outlined in our Inclusion Statement.
* All staff will attend special needs-focused training opportunities
* Staff will adapt the environment, routines, and program as necessary to meet the needs of the children enrolled
* Staff is aware that they will receive and have access to confidential information about children and families and they agree to keep this information in confidence
* Botsford Academy will work collaboratively with parents and outside service providers to ensure that the needs of the children are met
* If Botsford Academy is having difficulties meeting the child’s needs, we will ensure that families asked to withdraw are dealt with in a fair and equitable manner.
* The notice of withdrawal is consistent with the school policy and is the same for all families
* Reasonable care has been taken to assess the child’s needs and the schools ability to support those needs
* Special needs resources and outside agency support have been exhausted prior to the notice of withdrawal.

**Day & Hours of operation:**

Botsford Academy offers programs for children from 6months to 12 years old

We are open 52 weeks a year Monday to Friday.

Hours: 7:00a.m. to 6:00p.m.,with the exception of Christmas Eve and New Year Eve, when the centre will close at 12:00 noon sharp.

The Day Care will also close at 12:00 noon sharp on last Friday before the Labour Day for a P.A. Day.

**Statutory Holidays:**

Botsford Academy will be closed on the following holidays:

January New Year’s Day February Family Day

April Good Friday May Victoria Day

July Canada Day August Civic Holiday

September Labour Day October Thanksgiving Day

December Christmas and Boxing Day

**Note: Even though the centre is closed for statutory holidays, regular fees still apply for those days.**

**Snow Days:**

Should inclement weather be in the forecast, call the centre to see if someone is on site with an update; or should inclement weather arrive during a school day, a phone call will be made for the early pick-up of your child (ren). Please respond promptly to allow for the safe dismissal of all staff and students.

**Parking:**

Drive slowly and watch for children! Please, park in a way that permits the flow of traffic through the parking lot and circular driveway. Never leave valuables in your car (even if your car is locked). Please do not leave your car idling for more than two minutes. That is a Town of Newmarket bylaw.

**Arrivals:**

The morning curriculum begins at 9a.m. Please ensure your child(ren) are present by then. Please escort your child(ren) to the appropriate class. *The Late arrival:* If you know your child(ren) will be late, please let us know ahead of time by calling the school at (905) 853- 3300. It is important to communicate to teachers in the classroom regarding your child how she/he slept through the night, whether she/he ate in the morning We want your child to have a pleasant day and need to know as much as possible about them in order to meet their needs.

**Pick-up & Security Measures:**

Children will be allowed to leave the school only with their parents or those adults designated on the emergency forms. If someone other then the designated person(s) will be picking up your child(ren), the staff must be notified in advance. A staff member will ask for identification in order to release your child(ren)

**Late Pick-up & Penalties:**

Full time Pick-up is at 6p.m. Sharp!

Punctuality is held dear by parents and staff alike. If you want to speak to a teacher, please plan accordingly and allow the 5-10 minutes required prior to closing.

There will be a penalty for the late pick-up of a child. Late penalty fees are to be paid directly to the staff on duty in cash. A $5 fee will be charged to parents 5-10 minutes late. $1 per minute will be charged thereafter to a maximum of $25.00.To avoid this penalty fee, please familiarize yourself with schedule found in the School Calendar

**Communication:**

Our staff is committed to your child(ren) and may be approached to update you on the development and progress of your child. If you would like to discuss your child’s progress, please ensure you respect the staff’s personal life and obligations, and refrain from speaking to them after closing time, in a public place, or calling them at home. If a lengthy discussion is required, please feel free to coordinate a time mutually convenient to you and the staff member.

We are committed to try and send home newsletters indicating some of the programs, songs, and events that have taken place.

**Custody:**

If the parent is involved in a custody dispute or has a current custody agreement, the parent must report this information to the administration of the Botsford Academy. If there is a custody agreement on file, the staff will be able to ensure that the child(ren) is released to the proper individual

**Childminding:**

Please note, staff members of Botsford Academy are not permitted to take care of children attending our centre after the hours.

**Absences:**

Please call if your child is going to be absent and for what reason.

Part Time students are not eligible for substitution or “make-up” days to account for absences, as our license does not permit unexpected variances in attendance. A commitment between the centre and the parents is entered at the time of registration for an established set of days where the centre has allotted space for your child(ren).

Should an additional day be required, the supervisor must be informed and approval of the additional space must be obtained. The extra day will be charged independently.

**Exiting or Prolonged Absences:**

One month’s written notice is required before exiting. Parents who do not comply will forfeit their deposit. Please obtain a “Notice to Exit” form from the office.

**Nutrition & Weekly Menu:**

Botsford Academy focuses on health and nutrition and provides the children with nutritious, home cooked meals. Three meals are prepared at the Centre by our cook and consist of breakfast, hot nutritious lunch, and afternoon snack. Our menus are posted weekly for your viewing. We ask for consideration by not allowing your child to bring food or snacks to school. Peanuts and nut products are not served or allowed at any time due to extreme allergies to these foods. Please advise us upon registration of any food restrictions/allergies your child(ren) may have.

**Breakfast:**

We serve breakfast at 7:30 a.m. every morning. Your child(ren) is welcome to join his/her group of friends for this social time. We ask that for our breakfast routine you arrive no later then 8:20am in order for us to tidy up and move into morning routines.

**Infants:**

It is up to parents to provide baby food, baby cereal and formula. Once an infant is eating table foods, we will provide meals. We provide homo milk once your baby is off the formula. All food that is provided from home has to be store bought and unopened.

**Nut Free Status:**

For the safety of our children we have a ***“NUT FREE”*** policy. Please do not bring any outside food containing nuts or nut derivatives (oils ect) into the building. While we strive to maintain a nut-free environment, we cannot assume responsibility for accidental nut exposure. Please ensure your child(ren) have an Epi-pen in school at all times with an appropriate expiration date and given clear written instructions of any medical procedure child(ren) may require.

**Birthdays:**

If you wish to celebrate your child(ren)’s birthday, please inform your child’s teacher a week prior in order to allow them to incorporate the celebration into their schedule. Please ensure that baked goods are purchased from a “nut-free” bakery or is store bought and “nut free”.

**Belongings:**

Each child has a designated cubicle in which he/she stores his/her belongings. Parents should provide the following items on a weekly basis:

* 2 full change of clothes
* A napping blanket
* A sun hat and sunscreen during the summer months
* A snowsuit or splash pants during rainy and cold months
* All items MUST be labelled

Please Note: parents are asked to take the blanket home on Fridays to wash.

**Infant Room:**

* 2 bottles
* 1 drinking cup
* Pacifier
* Formula

**Diapers & Wipes:**

Parents of a child not toilet trained are required to provide adequate diapers, wipes, and barrier cream for their child in their choice of brand. Diapers, wipes, and a barrier cream are put away in a designated spot specifically for your child. When replenishing diapers, please ensure the size is still adequate as your child continues to grow.

**Illness:**

If your child is not feeling well during the day, we will give you a call to let you know. Depending on the symptoms of illness, you could be asked to pick up your child. Your child can attend a day care 24 hrs.after he or she is free of the following illnesses or symptoms:

1. Diarrhea, vomiting
2. Fever of 100F or higher
3. Pink eye, child need to be on medication for 24 hrs before coming back to school.

**Safe Sleep Policy**

We believe that a safe sleep environment helps lower the chances of an infant dying from SIDS, and that parents and child care providers can work together to provide a safe sleep environment.

**Safe Sleep Practices:**

1. All staff caring for infants and child care staff that may potentially care for infants will receive training on how to implement our infant Safe Sleep Policy.

2. Infants under 12 months will always be placed on their **backs to** **sleep**, unless there is a signed *Alternate Sleep Position Waiver-* Health Care Professional Recommendation in the infant’s file. Waivers will be retained in the children’s record as long as they are enrolled.

3. When babies can easily turn over from the back to the stomach, they will be placed to sleep on their backs and then allowed to adopt the sleep position they prefer. Child care staff can further discuss with parents how to address circumstances when the baby turns onto their stomach or side.

* Sleeping infants will be visually checked daily, every 15 minutes, by assigned staff.
* Toddlers every 20 minutes
* Preschool children will be visually checked every 30 minutes

4. The sleep information will be recorded on a Sleep Chart. The Sleep Chart will be kept on file for one month after the reporting month. We will be especially alert to monitoring a sleeping infant during the first weeks the infant is in child care. We will check the infant for:

* Normal skin color
* Normal breathing by watching the rise and fall of the chest
* His or her level of sleep
* Signs of overheating: flushed skin color, increase in body temperature (touch the skin), and restlessness

5. Staff will reduce the risk of overheating by not over-dressing or over-wrapping the infants.

6. All parents/guardians of infants cared for in the facility will receive a written copy of our Safe Sleep Policy before enrollment, will review the policy with staff, and sign a statement saying they received and reviewed the policy.

7. The temperature in the room where the infant(s) sleep will be kept at 20C .

8. Children’s heads will not be covered with blankets or bedding. We use sleep sack for children under 12 months.

9. No loose bedding, pillows, bumper pads, etc. will be used in cribs.

10. Toys and stuffed animals will be removed from the crib when the infant is sleeping.

11. Pacifiers will be allowed in infants’ cribs while they sleep. When the pacifier falls out of the sleeping infant’s mouth, it will not be reinserted into the infant’s mouth. The pacifier is the only object we will allow in a crib.

12. A safety-approved crib with a firm mattress and tight fitting sheet will be used.

13. Each infant will have his or her own crib. Only one infant will be in a crib at a time, unless we are evacuating infants in an emergency.

**Safe Sleep Policy:**

I, the undersigned parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Do hereby state that I have read and received a copy of Safe Sleep Policy and discussed the Policy with Botsford Academy Staff.

Date of the enrollment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Administration of Medication or Prescription Drugs:**

**To ensure safety and avoid risk of errors:**

* Parents must sign a consent form giving staff permission to give medication to the child.
* A parent should bring the medication in *the original container* labeled with the child’s name, name of drug, amount, date of purchase and instructions of storage.
* Medications must be stored as directed and kept in a locked container. *The* *exceptions* are child’s asthma medication or emergency allergy medication. They are allowed to be stored in the child’s classroom, not locked, but accessible to the staff to ensure prompt administration of the medication. Emergency medication should be taken on field trips.
* The ECE teacher of the room is the designated person to administer medication.
* A person administrating the medication must sign a dispensing record that includes the date, time, amount of medication and the person’s signature.
* The consent form and dispensing record should be kept for the period of time that the child is in the Day Care.
* After the medication is discontinued, return it to the parent Date of return and the signature is required
* A measuring spoon should be used when administrating liquid medication.
* Any accidental administration of drugs should be recorded and reported to the Director, who should notify a parent.
* Records of any medication and drugs administered to a child should be kept for three years.
* Any non-prescription medication to be administered at the Day Care, such as Aspirin, Tylenol, Cough Syrup or Benadryl *must be accompanied by a doctor’s note, instructions for use and parents authorization form completed.* Medication needs to be in original container indicating child’s name, name of drug, dosage.
* Insect repellent should be applied at home.
* No injections may be administered at the Day Care (except EPI pen)
* No holistic or naturopathic drugs may be administered at the Day care.

**Outdoor Play and Appropriate Attire:**

The Day Nursery Act mandates a minimum of two hours of out-door play for children in order that they should be exposed to fresh air and experience the out-door environment and learn about it. Appropriate outerwear should be sent with your child (ren), including hats with a brim and sunscreen lotion. Teachers apply sunscreen 15-30 minutes prior to going outside. In extreme inclement weather, children will remain indoors. It is our policy that children too ill to play outside, remain at home.

Appropriate shoes should allow a child to walk, go up and down stairs and run in the playground without creating a trip hazard. We strongly suggest running shoes for daily use.

**Field Trips:**

Outside field and special visitors to the centre is an enriching and pleasurable learning experience for your child(ren). Consent forms will be required to take your child(ren) off premises and will be sent out several days prior to a trip. A fee may be requested to offset the expense of an outing or a paid visitor. Your speedy reply of these requests will ensure the programs take place in its proper scheduled time. Only toilet-trained children are permitted to go off site.

Local walks in the community will be listed in the teacher’s weekly program plan (which is always posted on the bulletin board).

Parents are welcome and encourage to join us during our trips.

**Change of Records:**

All contact information must be current. Please notify the office of any change in address, telephone number/ (home or work), emergency contact persons, or your info may change.

**Student Placement (Volunteer) Policy:**

Botsford Academy supports student’s and volunteer’s involvement in order to obtain experience while working in a childcare setting. Students and volunteers are not included in the child/adult ratio and will not be left alone with children. Students conducting child studies as a part of their course will need to obtain written consent from the parent of the child to be studied .Any information gained by students and volunteers about the children, families or other adults in the Day Care will remain confidential.

**Fire Drills:**

It is part of our safety awareness to conduct fire drills practices once a month. Fire drills are recorded and the records are kept in the office.

We ask that for emergency purposes, cars be parked in the driveway for no more than 15 minutes, as it is a Fire Route entrance.

**Rights of Bostford Academy:**

We reserve the right to immediately expel a child for the following reasons:

1. A parent’s delinquent account where fees are in areas.
2. A child’s disruption of the program due to unacceptable behaviour.

Full-time (5 days) program students wishing to enroll take precedence over any part-time program student. The part-timer will be given the option to upgrade to full-time or will be given 2 weeks notice to exit.

**Behaviour Policy for Parents:**

While on Botsford Academy premises, any abusive behaviour either towards children or staff, whether verbal or physical, will not be tolerated (corporal punishment included). It is policy to notify the authorities should this behaviour take place.

**Serious Occurrences Procedure:**

1. All children, staff and other persons who regularly attend Botsford Academy must have updated and current emergency information on file.

2.  All staff must have a current first aid certificate.

3. Staff of Botsford Academy must supervise every child at all times.

4. Staff are required to count the number of children in their care regularly throughout the day and especially before and after the movement of children from within the centre/home, when outside, when moving children to and from areas, and at any time that the children are taken off premises.

5. There must be a complete first aid kit and manual in the centre.  It should be out of reach of children.

**Reportable Types of Serious Occurrences:**

\* Death

\* Serious injury a)Caused by staff  b) Accidental  c) Self-inflicted/unexplained

\* Alleged abuse/Mistreatment

\* Missing Child (Ministry must be notified of final outcome)

\* Disaster on premises

\* Complaint about service standard (including adverse water quality)

\* Other (Complaint made by or about a child or any other Serious Occurrences)

**Prohibited Practices:**

The **s**afety and well-being of children is the highest priority.

* Corporal punishment of a child.
* Loud yelling, whining, or complaining out loud of a child’s inability to behave.
* Any physical manipulation of a child unless the child is physically endangering another person
* Deliberate harsh or degrading measures to be used on a child that would humiliate or undermine him/her.
* Deprive a child of basic needs (food, shelter, clothes, or sleep).
* Locks on doors (exception: furnace room and storage room & teachers washroom).
* Locking the exits of the child care centre for the purpose of confining the child; or using a locked or lockable room or structure to confine the child if he or she has been separated from other children
* Discussions about a child in front of other children – including sleep time.

**Criminal Reference Check Policy:**

Our primary obligation is the welfare of our children and to ensure their safety.

Therefore, the following procedure must be adopted:

The Administration will not hire a person:

* 1. Without a clearance from the Police Criminal Reference Check Department.
  2. With any serious past convictions such as:
     + Child Abuse
     + Rape
     + Robbery/ Stealing
     + Domestic Violence
     + Drunk Driving
* We will hire an employee if only minor charges have been made in the past, after due consideration.
* If a prospective employee has a charge pending, our decision to employ this applicant will be based on the final charge made.
* New prospective staff members have to complete and submit a Volunteer/Employee Applicant Screening Request form to obtain clearance from any criminal convictions, before she/he is employed.
* No person under the age of 18 is required to obtain a vulnerable sector check.  If a person turns 18 years old while in a position where he or she interacts with children then he or she must obtain a vulnerable sector check within one month after the person turns 18 years old.
* Criminal Reference Check shall be prepared not earlier than 6 months before it was provided to the Director
* Staff member, volunteer, or student can begin interacting with children if they have not provided a vulnerable sector check if:
* They apply to obtain a vulnerable sector check as soon as possible;
* The length of time required to obtain a vulnerable sector check justifies it; and they sign an offence declaration from the date of application was requested.

It will be explained to each applicant that the Request for Criminal Reference Check will be made only for the purpose of determining the stability of the prospective employee for our daycare.

A new vulnerable sector check is required on or before every fifth anniversary date of the most recent vulnerable sector check. In the years which a vulnerable sector check is not required, staff must sign an An Offence Declaration is a written declaration signed by an individual that lists all of the individual’s convictions for offences under the Criminal Code (Canada), if any, during the period specified in the declaration.

**Wait List Policy:**

Botsford Academy uses a waiting list to allocate spaces as they become available. Admission is on a first come, first serve basis, subject to the priorities and considerations outlined below.

* children with siblings enrolled at Botsford Academy
* All other children

It is important to realize that being on the wait list does not guarantee that you will be offered a space in the program and timeline you required, therefore we recommend that you sign up with several other Centres as well.

There is no fee to place your name on the wait list.

**Wait list Guidelines for Admission to the Infant Room, Toddler Room, Preschool Room, Kindergarten and B&A Program:**

Based on the age of the child at the time care is required, the child is assigned to the appropriate age group on the waitlist. Within each of these groups, names are further grouped, in order of priority as follows:

**Offer of space:**

As a spot becomes available, we will offer it to the first child on the Waiting List. You may be offered a space up to four weeks in advance of your “date of required care” shown on the application form. You will be required to accept or reject the offer within three business days.

When two spots with the same date become available, Botsford Academy will offer the spot to the youngest child first.

Every effort will be made to give as much notice as possible if a space becomes available for you. It is your obligation to keep current about your child’s status on our waitlist and to keep prepared to respond to an offer within three working days.

Parents are required to give one month notice of withdrawal from Botsford Academy, so this amount of notice is usually available for incoming parents.

A registration fee of $50.00 and a deposit is required upon acceptance. This deposit will be applied against the last month’s fee when your child leaves Botsford Academy if proper notice is given.

**Schedule of Rates (Effective from January 1, 2018)**

|  |  |  |
| --- | --- | --- |
| Age Group | Daily Rate to Public | Weekly Rates to Public |
| Infant Full Day | $61.00 | $305.00 |
| Toddler Full Day | $49.50 | $247.00 |
| Preschool Full Day | $47.50 | $238.00 |
| Kindergarten Full Day | $47.50 | $238.00 |
| Kindergarten Before School | $6.00 | $30.00 |
| Kindergarten After School | $19.00 | $95.00 |
| Kindergarten Before/ After School | $25.00 | $125.00 |
| School Full Day | $47.50 | $238.00 |
| School Age Before School | $6.00 | $30.00 |
| School Age After School | $19.00 | $95.00 |
| School Age Before/After School | $25.00 | $125.00 |
| School Age Full Day Summer | $47.50 | $238.00 |

**PARENTS AGREEMENT**

* A none-refundable registration fee of $50.00 is payable upon enrolment of your child
* The security deposit for two weeks tuition will be deducted from your account with your registration. This fee will be used towards your last two weeks payment provided you give us one month’s notice to exit.
* Pre-authorized debit payment agreement should be signed and returned with the Application form.
* The fees are based on weekly rates. The number of weeks in a month is determined by the number of Mondays in the month.
* In the event of insufficient funds you will be charged a fee.
* There will be no reduction or refund of all or part of the tuition fees for reason of absence, cancellation, or non-attendance.
* **We require one month written notice when withdrawing your child (ren) from the Botsford Academy.**
* We will terminate our childcare services if the policies and guidelines of the centre are not observed. See “the Parent’s handbook” for current written policies.
* There will be no charge for one week’s vacation which you could take every 12 months (this week can’t be carried over to the following year). Your child must be enrolled for six months to qualify for one free week.
* We reserve the right to increase fees if circumstances warrant this, with one month’s notice being given to you.
* ***Regular fees will be applied for statutory holidays, even though the school will be closed.***
* Full-time (5 full days) program students wishing to enroll, take precedence over any part-time program student. The part-timer will be given the option to upgrade to full-time status or will be given 2 weeks notice to exit.
* Part-Time Program does not allow for substitutions or “make-up” days to account for absences, as our license does not allow for unexpected variances in attendance. Should an additional day be required, the Director or Supervisor must be informed and approval of the additional space must be obtained. The extra day will be charged independently.

**Siblings:** There is a 5% discount for second and third children in one family (applies to full time children only).