

Cozy Time Montessori Academy

Parent Handbook

Table of Contents

PROGRAM MISSION STATEMENT	3
SERVICES AND AGE CATEGORIES	7
OUR CURRICULUM	7
Infant Program	7
Junior Toddler Program	8
Senior Toddler Program	8
Montessori Preschool/Casa Program	8
Advantages to a Montessori Education	8
Progress Reports	11
Summer Program	11
OUR PROGRAM	11
Our Staff	11
Getting Ready for School	11
Daily Nutrition	12
Hours of Operation	12
Code of Behavior	12
Parent Involvement	12
Birthdays	13
Field Trips	13
Change of Clothing	13
Uniform Policy	13
Casual Days	14
Items to Remain at School	14
Labels and Lost and Found	14
School Security System	14
Sleep Policy	14
ADMISSION PROCESS	15
Tour and Appointments	15
Waiting Lists	15
Registration Process	15
Student Transitions	15
Tuition Fees	16
Returned Cheques (“NSF”)	16
Withdrawal	16
HEALTH AND WELLNESS	17
Wellness at the Centre	17
Dental Hygiene	17
Immunization and Medical Records	17
Prescription Medication Administration	17
Non-Prescription Medication Administration	18
Allergies and Anaphylactic Reactions	18
Emergency Medical Attention Procedures	18
Accidents and Emergency Medical Attention Procedures	18
POLICIES	19
Late Pick Up Policy	19
Attendance and Punctuality	19
Arrival and Departures	19
Authorized Pickup of Children	19
Outdoor Weather Safety Policy	20
Placement Students and Volunteer Policy	20
Evacuation Site	20
Prohibited Practices	20
Confidentiality	21

PROGRAM MISSION STATEMENT

Cozy Time Montessori Academy (“Cozy Time”) enriches children with an abundant curriculum in an environment that enables them to fully develop to their fullest potential as Cozy Time views children as competent, capable, curious and rich in potential.

Cozy Time aims to provide families a safe and developmentally age appropriate environment for children from infancy to 6 years of age. Our focus is to present a stimulating and educational experience, rich in potential that will promote the social, emotional, physical and cognitive development of each individual child and to support our students’ desire to be life-long learners.

Our program is based on the Ministry’s policy statement on programming and pedagogy of “How Does Learning Happen”. We have organized our program to be built around the four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These foundations, or ways of being, are a vision for all children’s future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting.

Belonging:

Belonging refers to a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, and the natural world.

Well-being:

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement:

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged.

Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or Communication:

Expression or Communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

(<https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>)

Goals for Children and Program Expectations

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

Program Expectations: To cultivate authentic, caring relationships and connections in order to create a sense of belonging among children, adults, and the world around them.

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

Program Expectations: To nurture children's healthy development and support their growing sense of self.

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

Program Expectations: To provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

Goal: Every child is a capable communicator who **expresses** himself or herself in many ways

Program Expectations: To foster communication and expression in all forms.

Goals that guide the program for child at Cozy Time and the approaches that will be implemented in the program to:

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

Approach:

- Providing nutritious food and beverages that incorporate family and cultural preferences
- Creating positive eating environments with foods and portion sizes that are responsive to children's cues of hunger and fullness
- Providing regular daily opportunities for children to be physically active and explore the world around them with their bodies, minds, and senses
- Incorporating opportunities to practise self-help skills based on each child's capabilities throughout daily activities and routines
- Facilitating children's efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interactions
- Recognizing and supporting children's developing and varied self-regulation abilities in all domains (biological, emotional, communicative, cognitive, social)
- Reaching out to all families and aiding them in making connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks) if needed

(b) Support positive and responsive interactions among children, parents, and staff

Approach:

- Capitalize on opportunities for one on one interactions during daily routines
- Discover unique characteristics of each child (what the children are interested in, personality traits, likes and dislikes, strengths and weaknesses, etc.)
- Assist children in achieving their goals rather than reprimanding children for undesirable behaviors (e.g., support children's efforts in joining other in play, look for root cause of behavior, notice, acknowledge and document positive interactions and attempts at self regulation; share this information with children and families to gain new insights.)
- Help children accept and value the differences of others for typically developing children and for children who require additional support.
- Build connections between the home and the Centre by communicating with families using multiple means (e.g., send email updates, monthly newsletters and calendars, make available daily schedules and routines, daily charts, and art and class work created by the children, etc.)

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

Approach:

- Engage in authentic, reciprocal communication with children, where children participate as both initiators and equal partners
- Help children learn strategies for becoming or staying calm and focused by enabling them to recognize and modulate their emotional states and impulses and become more aware of the effects of their actions on others
- Support children's developing ability to self regulate by being responsive and attuned to their cues, arousal states, and responses to various stressors
- Provide environments that reduce stressors while recognizing and supporting children's efforts and increasing ability to self regulate

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

Approach:

- Providing a wide variety of interesting objects and open-ended materials for children to explore with their senses, manipulate, and investigate
- Participate with children as a co-investigator, co-learner, and co-planner
- Design indoor and outdoor environments and experiences that spark curiosity, invite investigation, and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning
- Work with families and community partners to ensure that environments and experiences provide equal learning experiences for all children by making flexible program adaptations and providing special equipment and/or adaptive devices
- Plan daily routines with limited interruptions and transitions to give children time to explore, question and test theories, and ideas as they inquire about the world around them
- Connect with families and communities and inviting their participation to ensure that environments and experiences reflect and are relevant to children's everyday lives

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

Approach:

- Encourage children to initiate experiences, generate ideas, plan, problem solve, make meaningful choices, and act spontaneously through play
- Educators engage with children, plan, participate, and learn with the child about his or her questions, theories, and curiosities

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

Approach:

- To utilize a holistic approach in early learning and care, where all of the curriculum elements function in harmony with each other.
- Promote healthy development by emphasizing responsive relationships, and stimulating environments
- Program plan based on ongoing observations that appeals to the uniqueness of each and every child

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

Approach:

- The daily schedule will incorporate indoor and outdoor play, as well as active play, rest and quiet time, considering individual schedules and needs of the children enrolled at the Centre
- Weekly program plans will be developed that will incorporate indoor and outdoor play and active play that is based on individual interests and observations of the children, and alternatives for indoor play due to incremented weather will be offered

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

Approach:

- Pedagogical documentation will be utilized for staff to co-plan with children and with families
- Resources will be shared with parents of children enrolled at the Centre
- Discuss with parents unique approaches, long-term planning initiatives, and give consultation on various situations
- Developmental assessments and progress reports will be shared and discussed with parents twice per year
- Inform and include parents in what and how their children are learning by sharing daily communication logs, daily schedules and daily charts

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

Approach:

- Work collaboratively with local community partners on providing the best possible child care service to families by sharing resources and information
- Involve local community partners in various events and special activities at the Centre

- (j) Support staff at Cozy Time in relation to continuous professional learning**

Approach:

- Head staff at Cozy Time have their Early Childhood Education (E.C.E) diplomas and/or have their Montessori Certifications. All staff who possess their E.C.E's are also registered with the College of Early Childhood Educators.
- Staff ratios are always maintained according to CCEYA standards
- Staff meetings and trainings are held monthly or as needed
- Staff attend seminars and workshops to engage in continuous learning, explore new ideas, revisit current policies and standards, and learn about new practices
- Pedagogical documentation is a way for staff to learn about how children think and learn and to aid in weekly program planning
- Staff take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, experiences, and their understanding of the children and families they work with
- Staff plan for and create positive learning environments and experiences in which children's learning and development are supported

(k) Documenting and reviewing the impact of the strategies on the children and their families

Approach:

- Use pedagogical documentation to find meaning in what children do and what they experience
- Document and review strategies on a regular basis
- Ask questions to help support planning that reflects the children's experiences and to provide a deeper understanding of why these experiences are important for children
- Invite families to contribute to the planning and to provide extended insight and interpretations on children's experiences

The impact of these approaches will be reviewed regularly to maintain a productive and enhanced program at Cozy Time. All employees, volunteers, and students will review the Program Statement prior to interacting with children and at any time when the program statement is modified, and sign-off annually that they will strive to implement these approaches on a daily basis.

SERVICES AND AGE CATEGORIES

Infant Program (full time only) 8 mths – 18 mths

Junior Toddler Program (full time, 3 days (Mon, Wed, Fri), 2 days (Tues, Thurs) 18 mths - 2 yrs.

Senior Toddler Program (full time, 3 days (Mon, Wed, Fri), 2 days (Tues, Thurs) 2 - 2.5 yrs.

Preschool/Casa (full time only) 2.5 years – 6 years

OUR CURRICULUM

Infant Room: Teacher/Child Ratios 1:3

Ages: 8 months – 18 months

At Cozy Time, each child's schedule and needs are respected, with individual attention paid to feeding, diapering, and napping. In order for the Infant teachers to become familiar with your child's needs, parents are asked to complete the Infant Orientation Sheet. This form will assist teachers in understanding every detail encompassing your child's introduction to food and daily routine to ensure a smooth and comfortable transition into the child care setting.

To maintain open communication between parents and teachers, Cozy Time provides parents with daily written charts (Information Sheets) that keep parents informed about every part of their child's day (i.e. diapering, napping, feeding, etc.).

Parents are required to provide all pureed food, formula, diapers, wipes and creams. Cozy Time will provide table food once your child is ready to make the transition from pureed food to table food. Staff will provide a list of items needed that will be kept on site and sanitized daily.

Naps are based on individual infant needs and may be taken throughout the day.

Please ensure that all bottles, sippy cups, food, pacifiers, creams, diapers, clothing, etc. are labeled with your child's name.

Daily activities such as circle time, crafts, songs, games, reading books, neighbourhood walks and, age appropriate educational toys provide the perfect atmosphere for all infants growing minds and bodies.

Junior Toddler Program - 18 to 24 Months

Teacher/child ratio is 1:5

The **Junior Toddler Room** consists of children approximately from 18 months to approximately 2 years of age. In the Junior Toddler room we focus on the immersing independence of the child. As toddlers develop their language skills, we give them lots of opportunities to interact with peers and teachers on a more complex level. At this active age, children start to make sense of their world. The room focuses on building skills to play and actively explore the environment. Children learn best through positive role modeling and often enjoy mimicking adults around them. Self-help skills are encouraged in regards to eating, sleeping and drinking. We encourage the beginnings of early language development, fine motor skills, self-help skills and self-reliance; focusing on positive reinforcement and praise. Your toddler will have the opportunity to try out their new skills and explore and manipulate objects as they develop and grow in confidence.

Senior Toddler Program - 24 to 30 Months

Teacher/child ratio is 1:5

The Senior Toddler Room consists of children approximately **from 24 months of age to approximately 30 months of age**. The children are taught many important life skills while socializing and making new friends. The senior toddlers are beginning to move away from parallel play and explore working toward cooperative play with other children. Learning how to get along and play together is emphasized through various activities in the room. This will be the first room in which children learn to progress from a sippy cup to an ordinary cup, take ownership when settling onto their bed for rest time, or begin toilet training. The children will be introduced to the Montessori method focusing on practical life and sensorial activities. These activities will enhance the children's self-worth, encourage self-help skills, are cognitively stimulating, and promote independent thinking. Our goals for the senior toddlers is to learn the basic concepts such as numbers, letters, colours and shapes. We encourage the children to learn many self-help skills such as toilet training, dressing and undressing themselves, as well as group table manners. Once your child turns approximately 2 1/2 years of age they will be well prepared to transition into the Casa classrooms.

Montessori Preschool/Casa - 2 ½ To 6 Years

Teacher/child ratio in Preschool/Casa is 1:8

Children reach a stage in which repetition and manipulation of the environment are critical to the development of concentration, coordination, independence, and a sense of order. The child learns the skills of everyday living – sorting, grading, and classifying – all of which leads to development of writing, reading, and a mathematical mind.

Daily breakfast, hot lunch and afternoon snack will be provided.

Naps are provided for two hours daily for children less than 4 years of age. A rest period is required for a least one hour. If your child is not napping after one hour, they will be provided with further Montessori lessons. Children from ages 4 to 6 who do not require a nap period will be provided with further Montessori lessons as well.

MONTESSORI ACADEMICS

Practical Life

Activities include sweeping, pouring, polishing, care of one's self (independence, dressing frames), food preparation and dish washing, as well as basic exercises of grace and courtesy. Through these exercises, children develop muscular coordination, enabling movement and exploration of their surroundings, concentration, and the persistence to complete a cycle of work. Children enjoy choosing and performing these new and exciting activities, lengthening their attention span and developing concentration as they work with them repeatedly. The exercises instill a respect for self, for others, and the environment.

Sensorial

These exercises refine sense perception and basic spatial and dimensional relationships. Children build cognitive skills and by using self-correcting materials how to order and classify impressions by touch, sight, smell, taste, sound, and exploring the physical properties of the environment. The Montessori materials utilized include knobbed cylinders, brown stairs, pink towers, geometric solids, geometric cabinet, constructive triangles, color boxes, and more.

Language

Tactile sandpaper letters introduce the children to letter shapes and phonics, and lead them naturally to read and spell. The scope of work includes three letter phonetic words, phonograms, sentences, and paragraphs, utilizing series of materials such as the movable alphabet, command cards, and nomenclature cards. Language development is vital to human development, and the Montessori environment is rich in oral language opportunities that allow the children to experience conversation, stories, and poetry.

Mathematics

Concrete mathematical concepts are introduced with a variety of materials that enable the child to understand numbers, quantities, and symbols as well as comprehending numbers as a decimal system. Children begin to learn 1 through 100, work with number rods, sandpaper numbers, spindle boxes, cards and counters, and sequin boards. Later, the concept of basic operations such as addition, subtraction, multiplication, and division are introduced using decimal materials where the children focus on place values of units, tens, hundreds, and thousands.

Botany and Zoology

Activities provide more vocabulary enrichment opportunities for students as they explore the plant and animal kingdoms. Their introduction to these realms begins with recognition and naming of common plants and animals in their own environment, eventually moving on to encompass other continents of the world. Subsequently, the children learn about different vertebrates: fish, amphibians, reptiles, birds and mammals. Trees, plants, flowers and their various parts are examined, and children learn to start caring for plants and animals.

History and Geography

The concept of time is presented by studying the days of the week, months of the year, the calendar, and a child's personal timeline. The children are presented with the sandpaper and colored globes as introductory lessons to the study of the earth. After studying land and water forms, they progress to puzzle maps of our continents and countries, studying North America, South America, Europe, Asia, Africa, Australia and Antarctica. They will then study the flags of the world.

French

French is part of our curriculum and starts by teaching preschool/casa children the basics. It involves things that they are already familiar with in the English language and things they can easily relate to. For example, words for the calendar, colors, numbers, alphabet, foods and family members and friends. The more the children use the language, the more comfortable and familiar they will become with it. Using the language directly using picture cues will lay a strong foundation for further French language study. A qualified French teacher will be on hand once a week to provide French lessons to your children.

Music

The Preschool/Casa room is equipped with a radio and variety music. Music is used in the classroom to relax, energize, comfort, build a sense of community and to celebrate or mark special occasions. Children enjoy gathering together to learn new songs, sing old favorites, and play age appropriate instruments, music games, dance, perform finger plays and use colorful

puppets. These exercises also enhance the learning environment. Listening to music in the classroom helps students be more productive and fosters the “joy of learning”. Children will learn to appreciate a variety of music, its significance to different people, and will increase their language and math development. An assortment of flash cards is also utilized within the music program to build on the children’s language foundation. Music and movement activities will further be enhanced through a certified music teacher who will be on hand to provide to further enhance your child’s musical experiences.

Advantages to a Montessori Education

- Montessori schools are typically non-competitive. In Montessori school's children demonstrate collaborative effort and learn out of interest and enthusiasm rather than for superficially imposed grades or prizes.
- Montessori children are usually adaptive. They learn to work independently and in groups. Since they've been encouraged to make decisions from an early age, these children are problem-solvers who can make choices and manage their time well.
- Teachers don't lecture, but guide in Montessori. They assist students with discovering their true potential through challenging experiences to be completed uninterrupted in a learning environment.
- Student directed learning is emphasized vs. learning based on a prescribed curriculum.
- Montessori promotes a hands-on approach to learning versus a focus on seatwork.
- They aim to develop all aspects of child's psyche – emotional, spiritual and intellectual – to develop well-rounded individuals.
- Each child learns at his or her own pace.
- Children interact with others of different ages, creating an environment where younger students can learn from the older children, and older children have the opportunity to take the lead
- Students are guided by Montessori instructors who are trained in the Montessori philosophy.
- Montessori children are encouraged to exchange ideas and to discuss their work freely with others, and good communication skills ease the way in new settings.
- Montessori programs, based on self-directed, non-competitive activities, help children develop good self-images and the confidence to face challenges and change with optimism.
- Younger children look up to the older children while the older children find pride in acting as a role model for younger children. This is a great contributor to building respect and self esteem.
- Montessori students learn through hands-on experience, investigation, and research. They become actively engaged in their studies.
- In Montessori schools, learning is not focused on rote drill and memorization. Our goal is to develop students who understand concepts.
- The Montessori Primary curriculum is a sophisticated program that covers areas of reading, math, writing, geography, culture, and art that are usually left to later years in traditional schools.
- In a Montessori classroom, the children are introduced to writing and reading exercises when they show a readiness for these activities. Because of this, many children are reading before their kindergarten years.
- In Math, Montessori includes young children to basic geometry and algebra concepts through the Geometric Cabinet and Geometric Solids, and through the Binomial Cube and the Trinomial Cube.
- In Geography, they learn about lakes, islands, isthmuses, straits, capes, bays, peninsulas, and gulfs through the land and water forms, and the countries of the world through world

puzzle maps. Through their studies of Cultural geography, the exposure to different cultures around the globe helps them to begin to grow into global citizens.

- In Montessori, your child can continue to progress at his/her own pace.
- Montessori schools are warm and supportive communities of students, teachers and parents, and they consciously teach children to be kind and peaceful.
- Because of our low student to teacher ratios, Montessori classrooms are designed to address different learning styles, helping students to learn most effectively.
- Montessori students develop self-discipline, an internal sense of purpose and motivation and ultimately responsible citizens.
- In a Montessori atmosphere, the child understands learning is his/her responsibility, "his/her job" and he/she is given the opportunity to set his own schedule and to learn time management skills.
- In Montessori, your child is treated with a deep respect as a unique individual.

****All Classrooms will be provided with daily written charts and verbal communication to keep you informed about every part of your child's day (i.e. diapering, toileting, napping, and feeding).**

PROGRESS REPORTS

Your child's progress will be monitored according to daily staff observations and specialized screening tools. The Nipissing District Developmental Screen will be specifically used for Infants and Toddler. This screening tool is particularly used by health/child care professionals to assess infants to children 6 years of age. Progress reports will be completed twice a year. In addition, Casa/Preschool children will receive a Montessori progress report. Formal parent teacher interviews are scheduled twice a year; however, you are welcome to speak to the classroom teacher at any time.

SUMMER PROGRAM

Cozy Time remains open all year round from September to June. However, during the summer months Cozy Time operates a Summer Program for all its children. The educational instruction still takes place in the morning, but are shortened in duration. Our Summer Program invites children to experience and participate in a variety of activities that explores children's creativity and imagination. Over the summer, children are provided with exciting opportunities for fun and learning. Each week features a different theme. Whether it involves arts and crafts, multi-cultural activities, water activities, exciting and educational field trips, live entertainment, or special guests your child is sure to have fun. The school will provide you with more information regarding summer programming in June.

Activity/Admission fees may be charged.

OUR PROGRAM

OUR STAFF

Our staff strive to maintain the highest of professional standards while working with children at our Centre. At Cozy Time, we believe that professional development is an important part of personal and professional growth which includes providing teachers daily with new skills and information on current issues.

Prior to hiring, our staff are required to complete the following: Record of Qualifications, current health assessment and immunization record, clear response to a current Vulnerable Sector Screening, signed acknowledgment of the policies and procedures and their First and CPR Training.

GETTING YOUR CHILD READY FOR SCHOOL

It is our commitment to ensure that every child feel as comfortable and confident as possible in their new environment. Though separation anxiety is a perfectly normal part of childhood development, it can be unsettling. Teary and tantrum-filled goodbyes are a common part of a child's earliest years. Understanding what your child is going through and having a few coping strategies can help both of you get through it.

Whether just starting at Cozy Time or transitioning from one program level to the next, we recommend a transitioning period to get them adjusted to their new classroom, teachers and peers.

Transitions usually take place the beginning of the month and take approximately 1 week.

We recommend that parents prepare their child before he/she attends school. It is important that the child is told where they are going and what will happen once they get there.

We also recommend that you come for your child at a regular "specified" time. Children feel more secure when their daily pick-up timetable is maintained.

Parents and guardians will be notified in advance in writing as to when transitioning will take place and what to expect.

DAILY NUTRITION

At Cozy Time, we provide a daily homemade breakfast, hot lunch, and an afternoon snack that is well balanced, nutritious and in accordance with Canada's Food Guide. Seasonal, 4 week menus are displayed for parents to view on the Parent Information Board. All food allergies and food restrictions are respected and posted in our kitchen and classrooms. We strive to maintain a nut-free environment at our Centre.

HOURS OF OPERATION

Full time care is provided 5 days per week, The Centre opens at 7:00 am and closes at 6:30 pm. Children can arrive and be picked up at any time during 7:00 am and 6:30 pm, however, in order for your child to benefit from our educational programming, we ask that all children be in their classrooms between the times of 9:00 am to 4:00pm.

Cozy Time is open year round. The Centre will remain open for Easter Monday. However, the Centre will close for:

- ✓ Thanksgiving Day (Statutory Holiday)
- ✓ Christmas Day (Statutory Holiday)
- ✓ Boxing Day (Statutory Holiday)
- ✓ New Years Day (Statutory Holiday)
- ✓ Family Day
- ✓ Good Friday (Statutory Holiday)
- ✓ Victoria Day (Statutory Holiday)
- ✓ Canada Day (Statutory Holiday)
- ✓ Civic Day
- ✓ Labour Day (Statutory Holiday)

The Centre will close earlier on Christmas Eve and New Years Eve (times to be determined)

CODE OF BEHAVIOR

At all times staff, children, and parents shall be courteous to others, use acceptable language, conduct themselves in a manner which allows all to feel safe from verbal and physical abuse, resolve conflict in a peaceful manner, respect the building and equipment, as well as personal property, and show personal respect for all individuals through behavior and words.

PARENT INVOLVEMENT

Consistent positive communication is essential between parents and the staff at our Centre. Information about each child's development is shared through written reports and parent-teacher interviews. Parents are encouraged to participate in programs and attend special events.

BIRTHDAYS

We help your child celebrate his or her birthday with their classmates at school. Parent may send a special (NUT-FREE) treat for the class if they wish. All birthday celebrations must be coordinated with the classroom teachers. **PLEASE NOTE: ALL TREATS MUST BE ACCOMPANIED WITH AN ORIGINAL LIST OF ALL THE INGREDIENTS, MUST NOT BE HOMEMADE AND MUST BE PEANUT/FREE.**

FIELD TRIPS

Young children are always learning. When they observe, touch, see and smell-they are learning. It is a never ending part of their young lives. This 'learning' fact is a big reason why it is important for children to experience new things and new environments. As parents and teachers there are a variety of places or activities that we can provide our kids to learn from. Field trips or nature walks create wonderful opportunities for children and to observe and learn new things. These field trips also serve as reinforcement to classroom programming and thus further enhance a children's learning experiences. Examples of field trips that the children may partake in include, the farm, splash pad, Science Centre, the ROM, indoor playgrounds, petting zoos, etc.

Activity/Admission fees may be charged during the year as necessary.

We request parent permission for the children for any field trips. Any excursions that require special equipment or transportation will be posted in advance and a parent signature will be required for the child to participate.

NOTE: Field trips are planned for the Toddler and Preschool/Casa children only. Also, whether a field trip occurs is based on class participation.

CHANGE OF CLOTHING

During the day, your child may become wet, sandy or splattered with paint. We don't want your child to be afraid to participate because he or she might get dirty. Please label all items with your child's full name and be sure they are appropriate to the season. When a bag of soiled clothing comes home, please replace it right away. We also suggest that you leave an extra coat or sweater at school throughout the year, as the weather can easily change from morning to afternoon without warning.

UNIFORM POLICY

At Cozy time there is a uniform policy in effect for the Preschool/Casa students (2 ½ to 6 years). Students are expected to comply with the required dress code. The wearing of a uniform is meant to reinforce a sense of self-pride in one's own personal hygiene, appearance and personal discipline. The uniform consists of:

- Navy blue or white polo shirt or blouse, long or short sleeve, turtle neck for winter
- Navy blue or white cardigan or vest
- Navy blue jumper, skirt or skort
- Navy blue dress pants, leggings, or shorts
- Navy blue or white socks or tights
- Black shoes

***These items may be found at any children's store/online such as Children's place, Old Navy, Gap, Gymboree, Joe Fresh, etc.**

CASUAL DAYS

We have casual **Fridays** every week and on other occasions as designated by the school. We also do not require uniforms during our Summer Session.

ITEMS TO REMAIN AT SCHOOL

Parents are required to provide an extra set of clothing for their child, particularly for the younger children. This includes socks, underwear, shirt, pants, indoor shoes, hat and mittens. Children may need these if they get dirty or have a toileting accident.

Children should have appropriate clothing to protect them in the summer or in the winter. Rubber boots are recommended for the spring and fall. Clothing should have easy closures to encourage children to be independent. Children who spend part of the day sleeping will need a blanket and a pillow (will be sent home for washing).

LABELS AND LOST AND FOUND ITEMS

We are careful about looking after each child's personal property, however we cannot be held responsible for loss or damage to property left at the school. Please leave all sentimentally important toys and belongings at home.

Every child has a hook for their clothing and basket for their shoes. Each is labelled with their child's name in order to avoid disappearance and confusion. We kindly ask that parents in turn ensure that your child's clothing and shoes are clearly labeled to avoid disappearance and confusion. Lost items will be placed in the lost and found box located near the front entrance. Parents may wish to visit Mabel's Labels website offering labels that are laundry safe, and customized with a child's name, choice of colours and icon www.mabel.ca.

SCHOOL SECURITY SYSTEM

Knowing your child is safe and secure while at school is essential for parents to obtain peace of mind. There is nothing we take more seriously than the care of your child. Our advanced security system first includes an electronic door system that has key pad access. Parents will receive a number code that they must enter to access the Centre. Every detail can be captured with the key code access ie. an individual's date and time of entry. Key codes are strictly for parent use and are therefore prohibited from being shared with anyone else. Should a parent forget their key code, an intercom system is located near the front door; press the buzzer and someone will greet you at the door. Authorized caregivers are also instructed to press the buzzer and may drop off or pick up children only after the proper identification is presented and verified.

Our Centre also has perimeter security cameras which are found at key access points such as the outdoor playground and the front and back doors of our school.

Security cameras are also located within all classrooms and halls. The cameras that are installed in the classrooms and halls are not designed for video over the internet, but are there to ensure the safety of our children and our staff.

SLEEP POLICY

It is required that all children under the age of 6 and in care for more than 4 hours have a rest time of at least one hour per day. Quiet activities will be provided for children not sleeping past 1 hour of rest. All infant children will be provided with their own crib and all children in the Toddler and Casa classes will be provided with their own cot. Parents are asked to provide a blanket and

pillow (if being used) on the first day that their child is attending school each week and to be taken home to be washed on their child's last day of attendance each week. Cozy Time will provide crib and cot sheets that are laundered once per week.

In order to maintain safe sleep practices, the following policies and procedures will be implemented:

- All infants under one year of age will be placed on their backs to sleep. Parents will be required to provide written recommendation from the child's doctor regarding an alternate sleep position if a parent wishes for their child to not be placed on their backs to sleep.
- Any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents.
- Parents will be consulted respecting a child's sleeping arrangements at the time of enrolment and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request
- Visual checks of each sleeping child will take place every 15 minutes.
- At time of enrolment Parents will fill out an orientation sheet to indicate their child's sleep preferences, required accommodations, precautions etc.

ADMINISTRATION POLICY

TOURS AND APPOINTMENTS

Parents who are interested in registering their child are invited to call the school and arrange for an appointment with the School Supervisor. Here you can tour the school, observe the program, meet the staff and ask questions.

WAITING LISTS

If there are no available spots, then the child will be placed on a waiting list. There is no fee required to be placed on the waiting list. The Supervisor will regularly check the waiting list to update parents on available spaces. Parents should feel free to call and ask about their position on the list and approximate start dates. Spaces may become available based on a child's birthdate and availability in your child's current age group, as well as availability in the next age group. If a spot becomes available, the Supervisor will contact the parent to offer them the available spot. The parent has up to 72 hours to accept or decline the spot. Every reasonable effort will be made to contact the parent to offer the spot. No response from the parent will indicate that the spot has been declined.

REGISTRATION PROCESS

In order to secure a spot for your child, Cozy Time requires a \$100 non-refundable registration fee and a security deposit of 50% of your child's monthly fee (cash or cheque) that will be applied to your child's last two weeks of enrollment. One month notice of withdrawal is required for the security deposit to apply. If a family is registering more than one child there is a \$50 non-refundable registration fee for each additional child.

Once these payments are received, parents will be presented with the Parent Handbook explaining the policies that must be read, understood and signed; and a set of Enrolment Forms that are required to be completed prior to the child's start date.

STUDENT TRANSITIONS

Children who start at Cozy Time require a transition period. Transitions typically begin at the beginning of the month. Depending on your child's enrollment, transitions can range from 2, 3 or 5 days and time spent transitioning can range from 1 hour to a full day. The Supervisor will notify parents about their child's transition days prior to commencement. All children transitioning will be counted in ratios. Transition fees are included in your child's first month's tuition.

TUTION FEES

Tuition Fees are set at a monthly rate and to be paid by a series of post dated cheques, dated the 1st of each month. Receipts will be distributed for payments made by cash. Cozy Time reserves the right to discontinue care for your child when tuition is in arrears of 30 days. If there are any concerns regarding payment, please contact the Centre Supervisor. Cozy Time charges \$5 per day late fee.

If parents wish to transfer their child from full-time to part-time care, a 60 day written notice will be required. Parents will incur a \$150.00 service charge per child to transfer care (Excludes transfer from Infant Room to Toddler Room, and for July/August).

Parents who wish to transfer from 3 days to 2 days will be required to give one-month notice in writing and will incur a service charge of \$100.

If parents wish to transfer their child from part-time care to full-time care, a 60 day written notice will be required.

There is no fee reduction for sick days or for vacations. In order to keep fees as low as possible, you are required to continue to pay regular fees to maintain your space when your child is absent.

Delayed Commencement: Parents may delay their commencement by one month only. Parents who wish to delay their start date will incur a service charge of \$150.

Tax receipts will be issued every year by February 28.

Policies are subject to change without notice.

Prices at time of registration may incur a change at time of commencement.

*** Rates are subject to an annual fee increase effective September 1st of each year.**

RETURNED CHEQUES (“NSF”)

If a Parent tenders a cheque to Cozy Time for which there are insufficient funds in his or her bank account, Cozy Time will present or send an invoice for the NSF Cheque to the Parent or Guardian in the amount of \$50 plus late fee charges. The invoice is payable within five (5) calendar days from the date of the invoice.

The Parent may be required to give the amount of the NSF cheque in the form of a certified cheque, cash, or money order. Due to fluctuations in bank charges and other factors, Cozy Time reserves the right to increase the amount charged for an NSF cheque without notice.

WITHDRAWAL

Signed, written notice of permanent withdrawal must be given one month in advance. If notice is not received, full program fees will be charged for your child’s last month of care and your security deposit will be forfeited.

The provision of our services are conditional on the compliance of both you and your child to our Code of Behavior. Behavior that poses a safety hazard will not be accepted and will result in immediate withdrawal. Should the Supervisor or Director determine that a child cannot adjust to the program, or if the parent has not upheld the Contract, the child will be withdrawn and this agreement will be terminated.

HEALTH AND WELLNESS

WELLNESS AT THE CENTRE

Upon greeting the child each day, staff will ensure that the child is well enough to participate in the daily routine, including outdoor play. Under CCEYA regulation, **we have the right to refuse admittance, or to request a medical note if the child has any of the following symptoms:**

- Diarrhea
- Severe coughing
- Difficult or rapid breathing
- Runny nose (yellow/green mucous)
- Unusual spots or rashes
- Sore throat or trouble swallowing
- Headache and stiff neck
- Vomiting
- Fever over (38.0 C) 100.4 °F

Parents will be contacted immediately if their child becomes ill while in our care. If we are unable to reach the parent, we will call the emergency numbers provided in the child's file. The parent or the emergency contact person must come and pick up the child immediately.

PLEASE NOTE: Children must be free of symptoms for at least 24 hours. If your child develops a temperature of 100.4 °F, parents will be notified and asked to pick up their child. If your child has more than two episodes of diarrhea or vomiting in one day, parents will be notified and asked to pick up their child. In some circumstances a medical note will be required upon return.

IF YOUR CHILD IS TO BE LATE, PLEASE NOTIFY THE SCHOOL BY 9:00AM. THIS HELPS US TO PLAN MEALS, ACTIVITIES, OUTINGS, ETC.

DENTAL HYGIENE

Establishing dental hygiene practices early, helps develop positive, lifelong dental habits and a healthy smile. As part of our Health and Wellness Program, all Toddler and Preschool/Casa children will brush their teeth after snack or lunch time. Parents will need to provide us with toothpaste, a toothbrush, a toothbrush bristle cover, and a cup labeled with your child's name. Toothbrushes will be asked to be replaced every six months or as needed.

IMMUNIZATIONS AND MEDICAL RECORDS

In Ontario, every student attending school must be immunized against diphtheria, measles, mumps, poliomyelitis, rubella, tetanus and any other disease prescribed by the Minister of Health and Long-Term Care. The only exception to this requirement is if a medical exemption or a statement of conscientious or religious belief form has been received in good order by the local Medical Officer of Health. A copy of these forms must be provided to the Supervisor and will be kept in your child's file. Children must meet all the immunization requirements for school attendance in Ontario if they have received their immunizations from birth onward according to Ontario's routine immunization schedule.

PRESCRIPTION MEDICATION ADMINISTRATION

We understand that from time to time, it will be necessary for us to administer prescribed medication to your child. The teacher will accept the medication and ensure the proper forms are completed.

The medication must be in its original container with the device for dispensing it. The container or packages must have a pharmacist's sticker clearly labelled with the child's name, doctor's name, the name of the medication, the dosage, the date of purchase and instructions for storage and administration. All medications will be administered by the Supervisor or ECE

classroom teachers on duty at the time of administration. No medication that has expired will be administered; we will refrigerate any medication that requires it.

NON-PRESCRIPTION MEDICATION ADMINISTRATION

Cozy Time will administer over the counter medications **ONLY** with the written permission of the parent and when the required form is filled out. These types of medications do not require a doctor's note. The medication must be in its original container with the device for dispensing it and must be clearly labelled with the child's name.

ALLERGIES AND ANAPHYLACTIC REACTIONS

When enrolling your child or if your child becomes diagnosed with allergies, parents must inform the School Supervisor in writing, of names of allergen(s), steps to prevent exposure to the allergens, what actions the teachers should take when a child has symptoms, what medication the physician has prescribed and any possible side effects.

Cozy Time strives to be peanut/nut free environment. To ensure the safety of children with this allergy, we take all possible precautions to prevent exposure to all allergens, through communication, awareness and careful food purchasing, preparation, handling and serving. We do not allow any peanut/nut products on the premises. With the exception of food provided by parents for the infant room and for birthday parties and other special occasions. This includes items that read **"MAY CONTAIN PEANUTS/NUTS"** on their label.

Any food brought into the school must be clearly labeled with a peanut/nut free symbol or have an attached list of ingredients clearly outlining the absence of any nut products. If bringing in treats, please make sure you read all ingredient labels and do not send anything with peanuts/nuts otherwise the staff will not distribute any treats if found to pose a risk.

There are a variety of food allergies, to prevent any food allergic reactions a list of children and their allergies is posted in the kitchen and in all classrooms.

Please ensure that your child is not eating any type of food prior to entering the school or is carrying any type of food in their pockets. All children are required to finishing anything they are eating prior to entering the school. Please ensure their hands and face are clean.

If you serve your child peanut butter at home, please make sure his/her hands and face are well washed. Your co-operation and understanding in this matter is appreciated, as it is a very serious condition.

If your child has anaphylaxis you are required to provide an Epi-Pen in the event of anaphylactic shock. Every Epi-Pen must be individually labelled with his/her name and expiry date. The Epi-Pen will be kept with/near the child at all times. After the administration of an Epi-Pen, an ambulance will be called; the parents will also be contacted.

At Cozy Time we make every effort to provide a substitute food that is similar to what the other children are having. This helps to normalize eating experiences for children that do have allergies.

ACCIDENTS AND EMERGENCY MEDICAL ATTENTION PROCEDURES

In the event of an accident or emergency, it is very important that the school has up to date information on where you can be reached or where an emergency contact can be reached. If there are any changes, please ensure that the school is notified of these changes.

If your child is involved in a minor accident while in our care, our staff will immediately administer First Aid. We will verbally inform you of the nature of the accident at pick up time, as well, an accident report will be provided, which will describe the nature of the accident and any resulting injury. You will be asked to sign the form as acknowledgement that you were informed about the incident.

In emergency medical situations, staff will take any or all of the following actions: 1) Administer first aid measures. 2) Call an ambulance 3) Contact the parent 4) Contact the emergency contacts (if parents can't be reached)

POLICIES

LATE PICK UPS

Cozy Time Child Care Centre closes at 6:30 p.m. All families are to arrive on time for pickups. Parents are to call ahead of time to let staff know if they are running late for pick up. For the first 5 minutes after 6:30pm there is a fee of \$2.00. After 6:35 PM all families will be charged \$1.00 per minute until they arrive. Late pick up affects staff's personal time so monies will be payable to the staff on duty.

ATTENDANCE AND PUNCTUALITY

To minimize classroom disruption and to give the student a sense of order and punctuality, it is important for all students to arrive on time for the program that begins promptly at 9:00am. This is especially important for Toddlers and Preschool/Casa students. If your children are arriving on time they are more prepared for a day of learning. A late arrival for the class is both disruptive and distracting for the ongoing learning presentations. Children also miss out on the introduction of new topics and materials presented by their teachers.

If by chance you are running late or your child will be absent, please notify the Centre by 9:00am by calling or emailing the Centre. If your child is running late, please indicate the time that you are expected to arrive at the Centre. This will help your child's teacher plan for meals, activities and outings your child may be participating in.

ARRIVAL AND DEPARTURES

In the mornings, all children will be required to be dropped off in their own room or their designated classrooms. Children will have the opportunity to have breakfast (served between 7:30-8:30am) and will be engaged in free play individually or in groups until our daily program is ready to begin at 9:00am.

In the evenings, children are not to leave their designated classrooms without the parent informing staff. Please be advised that once parents have picked up their child, the child's well-being is now the parents' responsibility. Should a child be injured in the school following pick up, the Centre will not be held responsible.

If parents wish to speak to the teacher; and pick up or drop off times are too busy, parents are welcome to call their child's teacher during the day to arrange a time to speak.

AUTHORIZED PICKUP OF CHILDREN

Children are only released to those persons whom parents have authorized in writing. We will ask unfamiliar adults for photo identification before we will allow the child to leave the facility with them. Please be sure to list all authorized people in the Enrolment Forms. In the case of a separation or divorce if one parent is restrained by the courts from picking up the child, we must have a copy of this order on file.

OUTDOOR WEATHER SAFETY POLICY

Cozy Time will use their discretion as to what is safe for the children, either eliminating outdoor play or reducing weather exposure to a half hour.

Spring and Summer Months

Children will stay indoors during recess if the temperature reaches over 30°C especially when there is a UV index, combined with humidity and smog alerts. All parents will be required to provide a sunscreen with a protection factor of SPF15 or higher. Please ensure your sunscreen is nut free and is labelled with your child name.

Fall and Winter Months

Children will stay indoors during recess if the temperature falls to -10°C including wind chill.

***Please ensure your child arrives at school wearing the appropriate clothing for the weather. This includes coats and hats, shoes/boots, gloves/mittens, etc.**

PLACEMENT STUDENTS AND VOLUNTEER POLICY

Cozy Time may have volunteers and/or Early Childhood Education students working within the organization throughout the year. At all times, volunteers and placement students must be under the direction and supervision of Cozy Time staff and are not permitted to be left alone with children.

Vulnerable Sector Checks are required for all volunteers and placement students.

Volunteers, and placement students are not to be counted in staffing ratios.

The intent of this policy is to ensure the following: to help support the safety and well-being of all children in the school and to provide direction to staff in regards to the supervision of volunteers and placement students.

EVACUATION SITE

In the event that the children and staff need to leave the school due to a safety concern, the school has a designated indoor emergency site, the address to this location is as follows:

TBD

PROHIBITED PRACTICES

Under no circumstances will Cozy Time will permit:

- Corporal punishment of the child
- 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
- Locking the exits of the 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 Centre's emergency management policies and procedures
- 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
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- Inflicting any bodily harm on children including making children eat or drink against their will.

If under any circumstance any staff member is witness to any contravention of these actions, they should report it directly to the Supervisor.

Staff failure to comply with the Policy will face disciplinary action. Disciplinary action will vary depending on the severity of a staff members' non-compliance.

Once a non-compliance has occurred, which does not lead to immediate dismissal, the following steps will be taken to address the incident:

1. First incident will involve a meeting with Supervisor and Owners to discuss the incident.
2. Second Incident will involve a written warning to be signed by staff.
3. Third Incident will involve the Supervisor providing written notification of the termination of employment.

Cozy Time uses their judgement and discretion on this policy. The Centre reserves the right to apply the policy to any circumstance that the Centre deems just cause.

CONFIDENTIALITY

The collection, use and disclosure of parental and children's personal information will be protected in compliance with prevailing privacy legislation.

We hope this Parent Handbook has answered many of your questions. Please feel free to contact us for further clarification if needed.