



Parent Handbook 2025-2026

The Village of Brooklin Cooperative Playschool

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www.vbcplayschool.ca

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What Sets Our School Apart?

The Village of Brooklin Cooperative Playschool strives to deliver stimulating learning experiences in a safe and nurturing environment that works to enhance a child's social, intellectual, physical, and emotional development. This is accomplished through a balance of purposeful play, inquiry-based provocations, gross motor and fine motor activities, nutrition breaks and both planned, and spontaneous learning opportunities. Play is the cornerstone of our curriculum – understood to be essential to the healthy social and cognitive development of children. Our curriculum embodies a child initiated, adult-supported approach that focuses on play-based learning.

We view all children to be capable and competent learners. We encourage the child to take the lead and focus on his or her interests through intentional observation, interaction, and engaged communication. When this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported. As a result, the child's competence, capacity, and potential are maximized. Children flourish in all areas of development when they are in supportive, caring, and responsive relationships with adults whose focus is on their health, safety, nutrition and wellbeing. This is the foundation of our quality preschool program.

Need More Info?

Check out our website at, www.vbcplayschool.ca, for the most up to date Policies and Procedures, Program Statement, Registration Package, Calendar and more!

Hello from Ms. Becky



Hello and Welcome! My name is Becky Smith-Wilkins and I'm both the supervisor of the VBCP and your child's teacher. I fell in love with the VBCP back in 2015 as a volunteer parent. When my kids moved up to kindergarten I became a supply teacher, then a full-time teacher, and finally, the supervisor! I just couldn't get enough. I'm a registered early childhood educator and have a diploma in early childhood education. Before

deciding to pursue my passion as an early childhood educator, I earned my Bachelor of Business Administration and also had the opportunity to be a stay at home mom to my two fantastic kids. In my spare time, I enjoy camping, cottaging, canoeing, snowshoeing and all things outdoors.

I believe that early childhood is the most vital and significant period in the life of a human being. I feel honoured and privileged to be able to work with young children. Their well-being and learning must be the primary concern of any educator who is lucky enough to be working with them. As educators we must always keep in mind our responsibilities to the children in our care, their families, and to the community. We have as much to learn from young children as they have to learn from us, and I can't wait for the adventure to begin!

Please email msbecky@vbcplayschool.ca, if you have any questions.

Hello From Ms. Rose



get enough of this amazing little school. More recently, I've grown into a VBCP parent as well,

Hello, my name is Rose Miller and I'm your child's teacher! I have been a registered early childhood educator since 2011 and have worked for the VBCP since 2015. I can't

bringing my son Seth into the program. I love to bring singing, dancing, art and adventure into the classroom every day, and sharing it with your little ones. When I'm not at preschool, or busy being a full-time Mom to Seth, I love spending time outdoors, being active, and going to concerts.

My goals for preschool are always to learn, laugh, and have lots of FUN! Children learn and grow best through play, and that's my specialty! I hope you can come join us in the classroom and see for yourself.

Feel free to contact me with any questions at missrose@vbcplayschool.ca.

****All VBCP staff and volunteers must adhere to a number of policies and procedures, including Ministry of Education, Public Health and Durham Fire regulations. Annual review of these policies and procedures help to ensure that our teaching team is knowledgeable and prepared to handle any situation. All VBCP staff, including supply teachers, hold current certification in Standard First Aid and CPR-C (Reg.58(2)) as well as a Vulnerable Sector Police Check and Offence Declaration form completed annually.****

The Curriculum



Our program is founded on an 'Emergent Curriculum' approach, where activities evolve following the children's interests. Teachers still play a very important role and will guide your child based on their own unique abilities. Our focus is on the process of learning, which is different for each and every child.

We believe children learn through hands-on experimentation within their environment. Children are intrinsically motivated and are stimulated by new experiences. A child learns by repetition and through feedback from self and others. We encourage children to think of creative solutions independently or in collaboration with others. We believe there is no correct way of using materials and we encourage new approaches through process-oriented activities.

Our goals are for children to take initiative as they make choices, play constructively and share their ideas with others. We acknowledge what the children are doing as we give language to the concepts they are experimenting with. With enough varied materials, children sort, classify, count objects, and figure out what is the same or different.

They learn problem-solving skills through constructive play and learn how to deal with conflicts. The children expand their math, language, thinking and social abilities as they concretely manipulate materials in the classroom and outdoors. They gain self-confidence as they share themselves with others.

Our curriculum is carefully designed to encourage children to:

- Develop an interest in the world around them, be curious and expand their knowledge
- Develop a love of music and books
- Gain knowledge of colours, shapes, numbers, and letters in a fun, hands-on, play-based environment
- Experiment with paint, sand, clay, water, and other sensory materials
- Participate in simple science and nature activities
- Begin making a happy transition from home life to school life

Inclusion

Our goal is to provide an inclusive classroom environment to all of our community members. We will do our very best to integrate children with exceptionalities into the program, taking into consideration their unique interests, goals and needs. Supporting individual differences is possible when there is a low enough adult:child ratio, which we are privileged to have at The Village of Brooklin Cooperative Playschool. We provide access to resources, support and referrals through Grandview Children's Centre in Durham, Durham Region Children's Developmental and Behavioural Supports, and Resources for Exceptional Children and Youth. If you have any concerns, comments or questions, please don't hesitate to reach out to us at any time.

The College of Early Childhood Educators

The College of Early Childhood Educators is the professional self-regulatory body for registered early childhood educators (RECE's) in Ontario. The College's role is to protect the public interest by setting requirements for registration, ethical and professional standards, and holding RECE's accountable for their practice. RECE's are trained in child development and the planning and delivery of play-based learning care programs. Both Ms. Becky and Ms. Rose are current members of the college in good standing. Find out more about the college by visiting, college-ece.ca (Reg.53).



The Preschool Experience

The VBCP is open daily from 8:30am to 4:00pm

Tuesday/Thursday AM Program 9am-11:30am

Monday/Wednesday/Friday AM Program 9am-11:30am

Monday to Thursday PM Program 1pm-3:30pm

Drop off

The safety and well being of all children participating in the VBCP program is of the utmost importance. All parents are required to drop off their children directly into the classroom ensuring the teacher has identified their child's arrival. When the program begins, a teacher will open the door and welcome you into the classroom. Please accompany your children down into the classroom and help them locate their name tag to place on our attendance board. This not only signifies your child's arrival – it helps with early letter and name identification. Help your child get situated with an activity and complete your personal 'goodbye routine'. In years past we have found it best if goodbyes are said quickly, BUT never forgotten. However, we follow the idea of family led transitioning and we will be there to assist with tricky transitions. We will guide and support you to the very best of our abilities in an approach that best suits you and your child.

Pick Up

When the time comes to pick up your child:

- 11:30am for our morning program or 3:30pm for our afternoon program - we ask that you remain in the lobby until the teacher lets the children out one by one. When we identify that their caregiver or parent is there, we will send them out. At this time we ask that parents and caregivers take over care of their children. Over the first few weeks please be prepared to show photo identification. As we become familiar with you we will no longer require it.

When Someone Else Picks Up Your Child

You are required to notify Ms. Becky or Ms. Rose, if someone other than the main contact person will be picking up your child. If this person is unknown to us, they will be required to show a piece of photo ID. The alternative person picking up your child must be over the age of 16 years.

What To Pack

On your child's first day, please bring:

- ☐ A labelled backpack or bag
- ☐ One complete change of clothing, labeled
- ☐ Comfortable, practical indoor shoes – must be changed in the lobby before entering the classroom
- ☐ Diapers and wipes if required

PLEASE DO NOT LEAVE ANY DIAPER CREAMS, OINTMENTS, OR MEDICATIONS OF ANY KIND IN YOUR CHILD'S BACKPACK

In accordance with the Ministry of Education and the CCEYA fines can be levied (up to \$1000) if medications, cosmetics, or food are left within reach of a child. If required, please let us know and we will provide you with the appropriate form and store the medication properly.

Circle Time

Circle time is a fun way for kids to practice working together as a group. It helps give the day structure, and helps children practice transitions. Some circle time activities may include singing songs, reading books, story telling, group games, dancing, large group discussions, inquiries, and talking about the day's adventures.

Exploration Time

Exploration time is when your child is free to explore the classroom, including inquiries and invitations to play set-up by the teachers for that day. Some examples of activities offered include:

1. Science and Nature exploration
2. Dramatic Play - dress up play, pretend kitchen/house play, manipulatives such as dinosaurs
3. Invitations to draw, write, and explore literacy materials
4. Construction activities- encourages fine motor skill development and creativity
5. Music and Movement - singing songs, moving creatively along to music and making music with instruments
6. Craft and Create - sometimes directed, sometimes free activity (skills used may include cutting, coloring, painting, gluing or stamping)
7. Gross motor activities (trampoline, slide, stepping stones etc.)
8. Puzzles and cognitive challenges
9. Free pretend play with toy people and vehicles

Parent Communication, Mid-Year Progress Discussions and Online Portfolios

As part of your registration you will be prompted to create an account with Brightwheel - our parent communication app. This app is the main avenue for communication with your child's teacher during the program day. Parents can use the chat feature to reach out to the teacher at any time, and staff will respond at their earliest opportunity.

Throughout the year the teachers will take pictures of your child participating in various activities and send them to you through Brightwheel, which will form an online portfolio of your child's learning. You will be asked to provide consent for your child's image to be shared within the closed class group in group photos. In this way you will get a peek into the classroom, and be able to look at your child's progress throughout the year.

Midway through the year, you will be provided with an opportunity to sign up for a progress discussion with your child's teacher. This is a voluntary meeting, but it is a great opportunity to have a dedicated discussion with your child's teacher about his or her progress at school. Please note that you are not required to wait for this meeting to discuss your child's progress. At any time during the year parents are welcome to request a call and or in-person meeting with the teacher

Ways To Support your Child At The VBCP

- Become familiar with the routines and transitions. Don't be afraid to ask for clarification or give the teachers feedback.
- Speak with us to find out what activities you can do at home with your child to support the development that is happening at school and vice versa. Let us know what is working well at home.
- Communication is key. Keep in contact via Brightwheel to stay informed and read about things that may have happened in your child's week at school.

A Good Start

A nutritious breakfast or lunch will help set your child up to have the best morning or afternoon possible at preschool. It will help them to concentrate and give them energy to play and learn. It will also help develop good eating patterns for the rest of their life.

A snack will be provided mid program. Eating at preschool is an important part of the program and we try our best to promote happy and healthy eating habits. Snack provides a great learning and social opportunity for our children. Even though it is a simple refreshment it allows children to follow social cues, encourages them to use manners and build independence. Any allergies will be posted with a specific allergy plan determined with the parent and the supervisor. Please advise the supervisor of any allergies and we will do our best to meet your needs. You may be required to bring in an allergy safe snack for your child if food requests cannot be met. The VBCP is a peanut and nut aware centre.

A Good Night's Sleep

Children need a good sleep each night to be able to cope with the adventures and fun of preschool. A good sleep will help your child to:

- Pay attention and concentrate
- Problem solve and think of new ideas
- Play sensibly and enjoy their day.

Role Of The Family

Parent volunteers are what makes the co-operative a success. Without your participation we couldn't provide the program we have been providing to our community for over 20 years. Your involvement is also a key element to the success of your child's experience in the VBCP program.

Participation includes verbal or written feedback, sharing information about your child's development, attending meetings, workshops, fundraising events or volunteering behind the scenes on one of our parent committees, or becoming involved with our Board of Directors.

A participating member of the cooperative is required to commit to one parent committee for the duration of the school year: the Toy Cleaning and Laundry Committee, or the Events Committee. If you belong to the Toy Cleaning and Laundry Committee, you are required to perform one duty per month (about 30 minutes of toy cleaning, or one load of laundry), as well as helping with at least one event throughout the year. If you belong to the Events Committee, you are required to help with all events held throughout the year (typically 3-4). Being a member of our Board of Directors also counts as participation and entitles board members to the participating rate.

The VBCP Commitment To All Families And Children

Children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than form a negative or punitive approach to manage unwanted behaviours. Research from diverse fields of study show that children who attend preschool programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not.

Experiencing positive relationships in early childhood also has a significant long-term impact on physical and mental health and success in school and beyond. The program offered by the VBCP is one in which we strive to support positive interactions between all.

Important Policies

Prohibited Practices

It is every staff and volunteer's legal responsibility to report suspected child abuse forthwith to the Children's Aid Society. The VBCP will comply with the prohibited practices as outlined in the Child Care and Early Years Act, O. Reg 137/15, ss.45(c). The VBCP will follow all relevant legislation with respect to reporting suspected child abuse. Any practice based on a negative control technique goes against VBCPs Behaviour Management Policy.

Prohibited practices include:

- corporal punishment
- the use of harsh or degrading measures, 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 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
- confinement which includes:
 - locking the exits of the child care centre for the purposes of confining a child
 - using a locked or lockable room or structure to confine the child if he or she has been separated from other children
 - physical restraint of the child, such as confining the child to any device (stroller or highchair) for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent

Educators, students and volunteers must read, sign and follow the prohibited practices policy within the policies and procedures document. The performance of a prohibited practice, as specified above, will justify immediate for-cause termination of employment.

The supervisor will ensure that a written record of the monitoring of all employees, volunteers and placement student's child guidance practices, is completed immediately following an observed or reported prohibited practice. All written records of monitoring will be kept on file for three years.

Excursions

Throughout the year, field trips are made to places of special interest. Each class may have different field trips at different times, depending on the interests of the class. A notice will be sent home or posted in Brightwheel, in advance of the excursion, informing parents of the destination, time and date.

Impromptu excursions to the library, tobogganing, etc. will be discussed prior to arranging and a confidential survey sent out before deciding a 'last minute excursion' would take place.

Excursions will be "pay as you go." The cost per child will be determined based on the activity that they are participating in. Parents/guardians are responsible for the transportation of their own child or arranging transportation with another family, and parents are required to stay and supervise their children during all excursions.

The school's insurance policy covers the children while they are participating in a school activity outside of the school.

Waitlist Policy

In accordance with O.Reg.137/15, s.75, the VBCP maintains a no-charge waitlist, should the school be filled to capacity. To be placed on the list, please call or e-mail us to add your name to the waiting list. The day that you call and leave a message or send your email will be your seniority date on the waiting list. There may be some turnover in registrations during the school year, once there is a confirmed withdrawal, the operations manager will contact the parents/guardians with children on the Waiting List, in sequential order. This means, the family with the highest seniority date will have the first official offer of the available space, depending on age of child. Once your child is officially offered a space, if you would like to accept it, you will be given a period of 7 business days to enroll your child. For all children that are accepted into the VBCP program, parents/guardians are required to pay a \$100 registration fee. Once contacted, if the VBCP has not heard back by the end of day 7, the open spot will be offered to the next family on the list. You will still remain on the centres list until you ask us to take you off. The waitlist status will only be available by emailing the operations manager. In order to maintain privacy of all potential families, we will only disclose to the parent/guardian their child's position on the Waiting List.

Please provide the following information in order to be placed on the waiting list:

- Parents first and last names
- Best contact telephone number(s) and email addresses
- Your expected start month
- Your earliest start month you will consider (you are willing to start in March, but you really need the space for May)
- Your child's name
- Date of Birth

If there are any changes to your contact information, please contact the centre to update your file.

Phone: 437-223-8608

Email: operations@vbcplayschool.ca

Duty To Report

The Village of Brooklin Cooperative Playschool has a legal obligation to report any suspicions of child abuse to the Children's Aid Society.

Storm Policy

The Supervisor in conference with the board of directors, has both the authority and responsibility to act in the interests of the Centre and the children in their care. If weather conditions warrant an early closing time, the Centre will contact all families and ask for their co-operation in picking up their children.

If the weather conditions are bad and you are concerned, please do not hesitate to call the Centre to inquire about any emergency plans. If the weather conditions result in the landlord closing the school, the Centre will be closed.

Illness And Emergency Procedure

If a student becomes ill during the school day and is unable to participate in activities, the parent/guardian will be notified. If a student is hurt, a member of the staff or an authorized person will administer immediate first aid. If the situation should require immediate medical attention, the program supervisor or a member of the staff will attempt to contact and inform the parent/guardian as soon as possible.

In the event that the parent/guardian cannot be reached, the emergency contact person will be called. It is imperative that all of your information is kept up to date. Please inform Ms. Becky immediately of any changes.

Statutory Holidays

The VBCP is closed for all statutory holidays including Easter Monday and Family Day. The VBCP is also closed for Winter and March Break, aligning with the DDSB regular elementary school calendar. Please visit our website for our current calendar, www.vbcplayschool.ca.

Minor Accident Reporting

Minor accidents and illnesses are common occurrences with children. Ms. Becky, Ms. Rose and the supply staff are trained in standard first aid and child/infant CPR, to enable us to handle minor and more serious injuries that may occur in our program. Rest assured it is mainly scrapes and bumps. As RECE's we both have the responsibility to report even the most minor of incidents and accidents. If an accident or behavioural incident does take place you will receive a copy of an incident/accident reporting form by the end of the class. (Reg.36(4)).

Emergency Evacuation Procedure

In the event the VBCP premises are not available for a limited time due to an emergency situation, the staff and children will be relocated to the following site:

**WINCHESTER PUBLIC SCHOOL
70 WATFORD STREET, WHITBY, ON L1M 1E8
(905) 655-7142**

When Your Child Is Sick

Children should be kept at home if they show any of the following symptoms and should not return to school until they have been fever free with symptoms improving for a full 24 hours:

- Temperature over 38 degrees Celsius
- Any undiagnosed rash
- Sore throat
- discharging eyes or ears
- Thick, or unclear nasal discharge

In the case of diarrhea or vomiting, children should not return to school until they have been symptom free for 48 hours.

If your child just isn't themselves, or if your child will be unable to attend their preschool program please call the center at, 437-223-8608, email msbecky@vbcplayschool.ca, or send a note on Brightwheel prior to their assigned class. Also, if your child is ill please inform us of their ailment so we can keep track and ensure public health regulations are being met. Remember that some illnesses are very infectious. To stop them spreading to other children, please see your doctor and keep your child home for the advised period of time. If you are unsure if your child should stay home please contact Ms. Becky or Ms. Rose, or discuss at time of drop off.

Withdrawal Policy

Written notice must be given should you wish to withdraw your child from the Centre. The centre must receive this notice by the 15th of the month in order to process the return of the following months' tuition. If notice is not given before the 15th of the month, the fee for the following month will be kept.

The Board of Directors reserves the right to suspend or withdraw services if the rules of VBCP are not followed, or if the behaviour of the child or the family interferes with the Centre's programs and hours.

When problems are observed, the following steps will ensue:

- If minor infractions of the rules or behavioural problems occur, there will be a verbal warning from the Supervisor and/or the staff along with clarification of the Centre's policies; all verbal warnings will be documented and placed in the child's file
- a report of the behaviour or a serious incident will result in the Board of Directors being notified while ensuring the confidentiality of the family, as well, a written warning will be sent to the family
- the family and/or the Board of Directors may request a meeting to follow up on the written warning
- in the case of a serious incident, a plan that is mutually agreeable to the Centre and the family may be required before the child is readmitted to the Centre
- three written warnings within a 12-month period will result in withdrawal of services by the Centre
- in the case of serious incidents, the Board of Directors reserves the right to withdraw services; if there are further violations of the Centre's policies during this period, the child will be withdrawn immediately
- the Supervisor or the Board of Directors will follow up with the Children's Services consultant, as required

Fees

The VBCP is a not-for-profit co-operative preschool, and as such childcare fees are based on the actual cost of operation. These costs are reviewed annually and fees are set accordingly. The fee schedule, provided by the Operations Manager, outlines the fees for full and partial-year programs, as well as for participating and non-participating families. The fees are to be paid on the first of every month (September - June), by direct withdrawal using the Brightwheel App.

A non-refundable registration fee is to be paid with each application form submitted (\$100). This application fee typically applies to the school year for which the application is made. The Operations Manager will notify the families in writing of their acceptance.

The Fee is comprised of the following:

- Non-refundable membership fee of \$45.00
- Non-refundable processing/administration fee of \$15.00
- Non-refundable Insurance fee of \$40.00

There is a \$30.00 administration charge for any returned N.S.F. payments, and this charge is due upon notification. If two consecutive payments are returned from the bank, further payments must be made by cash, certified cheque or money order. Those with delinquent accounts of sixty days may be asked to remove their child from the program.

2025/2026 Monthly Fee Structure

SINGLE PROGRAM RATES		
Program	Monthly Participating Rate	Monthly Non-Participating Rate
Monday/Wednesday/Friday Mornings	\$107.26 (\$9.84/day)	\$187.58 (\$17.21/day)
Tuesday/Thursday Mornings	\$82.22 (\$10.82/day)	\$155.45 (\$20.45/day)
Monday-Thursday Afternoons	\$125.69 (\$8.49/day)	\$197.98 (\$13.38/day)

REDUCED BUNDLE RATES		
Programs	Monthly Participating Rate	Monthly Non-Participating Rate
Monday/Wednesday/Friday Mornings & Monday-Thursday Afternoons	\$198.01 (\$15.58/day)	\$250.61 (\$19.88/day)
Tuesday/Thursday Mornings & Monday-Thursday Afternoons	\$176.72 (\$16.41/day)	\$229.73 (\$21.99/day)
Monday-Friday Mornings & Monday-Thursday Afternoons	\$267.89 (\$14.47/day)	\$351.66 (\$18.99/day)

Refunds

As our operational costs do not change, fees will not be refunded or prorated should your child be absent for any reason (including illness or vacations), or for statutory holidays.

The only instance where a refund or credit of fees may be permitted, is when there is an extended, unplanned disruption of service.

Canada-Wide Early Learning & Child Care

The VBCP has enrolled in the Canada-Wide Early Learning & Child Care program (CWELCC). CWELCC is a five-year plan that is being implemented in stages, to make child care more accessible and affordable. Fees will reduce every year, reaching an average fee of \$10/day by 2025-2026.

Canada-Wide Early Learning & Child Care Rate Adjustments

CWELCC RATE ADJUSTMENTS			
2022/2023		MONTHLY	MONTHLY
Monday/Wednesday/Friday	Monthly Base fee	After 25% reduction (October 2022)	After 37% Further reduction (January 2023)
Participating	\$227.00	\$170.25	\$107.26
Non-participating	\$397.00	\$297.75	\$187.58
Tuesday/Thursday			
Participating	\$174.00	\$130.50	\$82.22
Non-participating	\$329.00	\$246.75	\$155.45
Afternoon			
Participating	\$266.00	\$199.50	\$125.69
Non-participating	\$419.00	\$314.25	\$197.98

The Village Of Brooklin Cooperative Playschool

Program Statement

Welcome to, The Village of Brooklin Cooperative Playschool; a licensed, non-profit preschool program. Our program statement is intended to describe how our program will support, foster and create a unique and positive early learning experience for our community, your child and our families at large. Its purpose is to share with you the VBCP's view of the child, our philosophy, and the pedagogy used. We attempt to share with you the importance of playing to learn, as well as the goals and approaches used to ensure that healthy child development will take place. It will also outline how the beliefs shared within this document are evaluated and maintained, and how we support our educators and children while doing so.

The VBCP's program statement will be reviewed, discussed and shared annually with all of its members and educators to ensure it aligns with not only the VBCP's beliefs, but the Minister of Educations Policy Statement.

How Does Learning Happen?

At The Village of Brooklin Cooperative Playschool, our program is guided by the principles of, "How Does Learning Happen?", Ontario's Pedagogy for the Early Years. We embrace a child-centred, play-based approach that supports learning through exploration, play, and inquiry. Our program provides a safe, inclusive, and stimulating environment where children, families, and educators form strong relationships built on respect and collaboration. We strive to create a learning community that values well-being, engagement, expression, and belonging—the four foundational conditions identified in, "How Does Learning Happen?"

View of the Child

At The Village of Brooklin Cooperative Playschool, we believe that every child is competent, capable, curious, and rich in potential. In alignment with, "How Does Learning Happen?", we see children as active participants in their own learning. They come to our setting with their own interests, identities, and ways of understanding the world. Our educators support each child's unique development by fostering inquiry, encouraging expression in all forms, and creating responsive environments where learning unfolds naturally. We focus on nurturing children's self-confidence, resilience, and sense of belonging, while honouring their voices and choices.

Child Care and Early Years Act - Alignment with Subsection 46(3) of Ontario Regulation 137/15

Below are the 11 actions set out in subsection 46(3) of the Child Care and Early Years Act, along with a goal and the approach we take at The Village of Brooklin Cooperative Playschool for each.

1. Promote the health, safety, nutrition and well-being of the children.

- **Goal:** To provide a healthy, safe, and nurturing environment that supports every child's overall well-being.
- **Approach:** We follow all health and safety protocols, offer nutritious snacks, and incorporate daily routines that support physical, emotional, and mental wellness. Gross motor play, hand washing routines, and mindfulness activities are embedded into our daily schedule. We engage our families in discussions about their children's wellbeing and work collaboratively with families to ensure we are meeting every child's needs.

2. Support positive and responsive interactions among the children, parents, child care providers and staff.

- **Goal:** To foster warm, respectful relationships that build a strong sense of community and trust.
- **Approach:** Educators model respectful communication and encourage cooperative play. We maintain open communication with families and engage them as active participants in the program through regular updates, parent-teacher interactions, and community events. Parent communication happens through Brightwheel, our parent communication app as well as through posted calendars and menus. Children are cared for by consistent staff members, who also have the opportunity to have one-on-one conversations with families at both drop off and pick up times. Parents are invited to participate in mid-year progress meetings to discuss their children's progress. Families collaborate with staff to create Individual Program Plans and Medical Plans where appropriate.

3. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.

- **Goal:** To nurture children's social-emotional development and ability to manage their own behaviour and emotions.
- **Approach:** Educators use co-regulation techniques such as collaborative deep breathing, hugs and holding, and supported redirection. The classroom offers a calm-down space (book nook) for when children need a quiet moment. Staff help children recognize and label their feelings, and encourage the idea that all feelings are normal, natural and accepted. Staff use positive guidance strategies such as praise, redirection, and collaborative problem solving to help children learn to stay calm and productive at school. Staff help children learn to manage conflict among peers through modelling, scaffolding their interactions, and encouraging positive turn-taking and sharing strategies.

4. Foster the children's exploration, play and inquiry.

- **Goal:** To support children's natural curiosity and love of learning through meaningful, hands-on experiences.

- **Approach:** Our environment is designed to invite exploration and open-ended play. Educators act as co-learners and facilitators, observing interests and expanding learning opportunities based on children's questions and discoveries. We create an emergent curriculum based on the evolving interests of the children in our care, and encourage children to follow their own interests as they work to develop their skills.

5. Provide child-initiated and adult-supported experiences.

- **Goal:** To balance child-led learning with intentional teaching moments.
- **Approach:** Educators observe and respond to children's interests, offering materials and experiences that extend learning. The focus of the program is on free exploration time, where children are free to explore the materials and invitations to play that have been provided for that day. Adult involvement is thoughtful and responsive, enhancing rather than directing play. Adult-supported group experiences (circle time and group activities) are never forced, but offered as invitations to participate. Children who do not wish to participate are allowed to choose alternative activities and are provided with guidance on how to engage in those activities while respecting the needs of the rest of the group; For example, learning to play quietly while the rest of the group is reading a story.

6. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.

- **Goal:** To provide inclusive, accessible, and developmentally appropriate environments that support all areas of development.
- **Approach:** We design flexible spaces with diverse materials that reflect children's cultures, identities, and interests. Learning environments are regularly adapted to meet the changing needs and strengths of the group. We strive to make sure every child feels truly welcomed into our school community and see themselves and their families reflected in the classroom.

7. Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children.

- **Goal:** To ensure a balanced day that meets each child's physical and emotional needs.
- **Approach:** As we are a half day program, we have no ministry requirement for outdoor play, but we take the children on off-premises outdoor excursions (to the field to the west of the school) as weather and the needs of the children permit. Daily schedules include time for active indoor play, quiet individual activities, and rest. We follow children's cues and provide choices to support their rhythms and preferences.

8. Foster the engagement of and ongoing communication with parents about the program and their children.

- **Goal:** To develop respectful, reciprocal relationships with families and keep them informed and involved.
- **Approach:** We maintain an open-door policy, provide daily communication and photos through the Brightwheel app, weekly Friday updates, and invitations to family events throughout the year. Parent input is welcomed and valued as part of the planning and evaluation process. Most importantly, our program allows the same staff member to greet the child and family everyday, and say goodbye at the end of program time. This allows ample time to build relationships with families and have discussions about their child's development, progress, and experience.

9. Involve local community partners and allow those partners to support the children, their families and staff.

- **Goal:** To build connections with the broader community that enrich our program and support families.
- **Approach:** We partner with local organizations, including Resources for Exceptional Children and Youth, Durham Region Public Health, and Grandview Children's Centre. We offer community visitors and field trips to provide meaningful real-world experiences for our families.

10. Support staff or others who interact with the children in relation to continuous professional learning.

- **Goal:** To ensure all staff engage in ongoing professional development to enhance their knowledge and practices.
- **Approach:** Educators participate in workshops, training sessions, and reflective practice meetings. We encourage collaboration, mentorship, and sharing of best practices within our team.

11. Document and review the impact of the strategies set out in the program statement on the children and their families.

- **Goal:** To reflect on and improve our practices by evaluating how well they support children's learning and family engagement.
- **Approach:** We use documentation, such as learning stories and online portfolios through Brightwheel, to make children's learning visible. Our classroom includes a family board with pictures of our children's families, a community board documenting our community involvement, and a "How Does Learning Happen?" board documenting the learning in our classroom. Regular reflection and feedback from families and educators inform ongoing program development.

This Program Statement reflects our commitment to providing high-quality early learning experiences in a caring, inclusive, and engaging environment. We continuously reflect on our practices and evolve in response to the needs of our children, families, and community.

Please visit www.vbcplayschool.ca for more information and all up to date policies and procedures.