



Parent Handbook

Policies & Procedures

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Welcome

As a licensed child care center, New Kids on the Block Daycare and Gorge Tillicum Childcare Center (the Center) is staffed by professionals who strive to offer families a wide range of creative programs and services. Our staff understand the importance a safe, home-like environment that provides many opportunities for children's exploration, discovery and expression through a variety of indoor and outdoor activities. We believe that when you leave your precious little one with us, you should feel that it is the best decision you've made that day!

Between our two Centers, we have four beautiful and large enclosed outdoor play areas with lots of equipment for a world of imagination and play! We are also surrounded by many parks within walking distance for our 3-5 year olds and infant/toddlers.

Our Philosophy

Our Centers aim to provide a safe, nurturing, home-like environment where children are introduced to a wide variety of fun and educational activities that promotes individual growth and social skill development. By creating a safe, secure and warm atmosphere, children will develop independence, confidence, and a positive sense of themselves and the world around them. At our Center, every child is valued and respected as a unique individual. Our philosophy encompasses play based learning accompanied by a preschool curriculum that stimulates growth, encouraging them to develop to their full potential and to do so with care, respect and the love they deserve.

Our promise

- To create an environment that nurtures your child's emotional, social, physical and intellectual development
- To provide you with high quality and reliable child care services
- To create a safe and nurturing environment for your children

Inclusion Policy

Our Centers are committed to inclusion where children of all abilities are able to participate meaningfully in all aspects of the child care program. We will provide a high quality, positive learning program in line with Early Learning Curriculum framework for all children. All children will be welcomed here regardless of ability, need, background, religion, gender or economic circumstances

Our aim is to ensure all children are supported in their participation in the care program. We're committed to modeling inclusion for the entire child care centre, and to maintaining an inclusive environment with equitable access, support, and participation for all children. This policy reinforces our commitment to providing equitable service to all children regardless of abilities, physical or health needs, gender, race, ethnic origin, nationality, national origin, religion or belief.

To provide inclusive child care, we strive to ensure:

- Access
 - Physical Considerations include accessible facility with wheelchair access and open floor plan for easy movement; furniture that are adjustable and equipment that are easily accessible;

- Learning Experience include materials such as visuals and sign language, books that reflect diverse cultures and abilities, programming that responds to children's unique needs;
- Social Learning Materials and Multisensory Learning Materials include play that promote social interactions, such as sensory play, imaginative play, gross and fine motor, music and dancing;
- Structural modifications include an open floor plan to allow for different spaces to meet different needs, such as heavy and moveable furniture, quiet spaces, eating spaces and spaces for sensory, gross and fine motor activities.
- Participation
 - Programming includes set times for snack/lunch, circle, free play, active play, arts & crafts, sensory, role playing and fine motor activities. Activities offered also include individual and group activities. Children are supported in their activities they choose
 - Where needed, we meet with families regarding the creation of a care plan
 - We work with families and their health care professionals (such as SCD Consultants, Speech and Language Pathologist, Occupational Therapist, Physiotherapist) to help guide individual planning and goal setting for families
- Support
 - Training and education for staff include professional development and regular team meetings to learn from each other and to problem solve
 - Collaboration with community providers include ongoing consultation with the family and professional where needed, including Supported Child Development, Aboriginal Supported Child Development, Early Intervention Therapy, the Ministry of Children and Family Development Children and other professionals the family is consulting with.

For Employees:

- Our centers will inform all employees that an inclusion policy is in operation and they are obligated to comply with the requirements and promote inclusion in the child care centre. Our inclusion policy is an important aspect of the recruitment of staff for our Centre community.
- Applicants will not be excluded based upon gender, background, culture, religion or economic circumstances. Positions will be offered based on competency, qualification, and enthusiasm for the position.
- Supporting teacher positions will be used to lower classroom ratios, facilitate classroom interactions and activities, provide assistance wherever needed, and prepare materials for care plan goals. This position does not support continuous, one-on-one care for children.
- Supporting teacher positions will provided support for Parents, Early Childhood Educators, and Centre Director.

- Professional Development opportunities that support the Quality Matters and the Early Learning Curriculum framework, will be supported for all employees, permanent volunteers and board members.

For Families:

- We will inform all families we serve that an inclusion policy is in operation and they are welcome to inquire about the requirements for promoting inclusion in the child care centre.
- The center maintains its' right to deny/withdraw care for the following reason:
 - 1) Failure to pay childcare fees;
 - 2) The Centre is unable to meet the child's needs;
 - 3) The Centre is unable to accommodate a child's needs;
 - 4) A family member poses a direct threat to the Centre staff or children or is unable to comply with our policies
- Communication with all parents will be ongoing. This can be person to person, via the online platform, phone calls, communication note books and email. Parental communication is to be through the Centre, not with individual employees (home phone, email, texting, etc.).
- Within the first month, children may be identified initially upon enrollment of requiring an adapted program.
- Should a child require additional developmental and/or behavioural supports, the need for a care plan will be addressed by staff in consultation with the family and, where appropriate, other early years professionals.
- Children who are not initially identified upon enrollment as requiring supports will be assessed upon parental consultation and review of Early Childhood Educators observations, recordings and recommendations.
- Supports for children can include but not limited to physical modifications, adapted routines, developmentally appropriate expectations, external referrals, visual schedules, and prompts.
- Parental direction/input is recognized as the best source of knowledge for their child. Observations on behaviours, routines, likes and dislikes are valuable information to share between parents and staff.
- At any/all stage of a child's enrollment, pre-enrollment, or post-enrollment, confidentiality of a child/family information is adhered to. Privacy for a family is respected and supported. The only exception is in regards to suspected child abuse. Any exchange of information or on-site interaction with external resources can only occur with prior parental written permission. This exchange of information, verbal or written will be treated with the same level of confidentiality.

This Inclusion Policy is fully supported at our Center. It will be monitored and reviewed annually to ensure that inclusion is continually promoted.

Our Staff

Our Centers staff is licensed through the BC Early Childhood Registry as Early Childhood Educators or Early Childhood Educator Assistants. They also hold a valid Emergency Child Care First Aid & CPR certificate. All staff, substitutes, volunteers and Early Childhood students have undergone routine criminal record checks in accordance with the Child Care Licensing Regulations. Staff maintain the child/staff ratio established by the Community Care Facilities Licensing. At a minimum:

- 1 caregiver for every 4 children in our infant/toddler program
- 1 caregiver for every 8 children in our 3-5 year old program

Our Center is an an equal opportunity employer which aims to select the best individual for each position regardless of race, creed, colour, national origin, political or religious affiliation, age, sex, sexual orientation, marital status, family relationship or disability.

Volunteer and Students

Our center is a practicum setting for Early Childhood Educator students and volunteers. From time to time, we will have students/volunteers join our center for certification or other training. As such, the Manager will regulate their participation for the security and well-being of the children at the center. When we have requests from students/volunteers, we will notify parents the names and the schedule of when our students are with us. We will also include the nature of the practicum. If at any time, a parent is not comfortable with their child being observed or videotaped, we will ensure that their wishes are respected. Please note that the volunteers and students who participate at the Center must following the following rules:

- They are never be left alone with a group of children.
- They are not considered as part of the Center's ratios.
- They will not communicate a child's progress to the parents/guardians.
- They are not in charge of field trips.

As per our Privacy Policy, all information collected is confidential. Information shared or gathered between the Centers and the Educational institution is solely for the purpose of supporting our students through their education.

Daily Activities and Schedule

Our play-based program aims to learn through play. Children at our Center are invite to take part in a variety of activities, which will include, but are not limited to, the following experiences:

- *Sensory* - Water, Sand, Play Dough, Clay and Moulding
- *Dramatic* - House Centre, Puppets, Dress-Up, Imagination
- *Cognitive* - Puzzles, Seriating, Matching, Exploration
- *Quiet* - Books, Records and Storytelling
- *Reflecting/Sharing* - Singing, Dancing, Theorizing and Reflecting

- *Construction/Block* - Building Blocks, Lego, Trucks and Cars
- *Play Science Experience* - Exploration with Magnets, Magnifying Mirrors, Planting Seeds, and Cooking
- *Gross Motor* - Indoor/Outdoor (Climbing, Running, and Jumping, Riding Toys, Going for Walks)
- *Fine Motor* – Art, Cutting, Colouring
- *Child-Focused Activity* - Children’s observed interests will be explored daily for approximately 30 minutes in small groups

Daily Routine

<u>3-5 Year Program Example</u>			<u>Infant / Toddler Program Example</u>		
8:00		Center Opens	8:00		Center Opens
7:30	– 9:00	Free Play (art, sensory, building, table top toys, fine motor activities offered)	7:30	– 9:00	Free Play (art, sensory, building, table top toys, fine motor activities offered). Clean up and handwashing for snack
9:00	– 10:00	Clean-up for circle, dance party and circle Hand washing for snack	9:00	– 9:30	Snack time and getting ready for outside play
10:00	– 10:30	Snack and getting ready for outside	9:30	– 10:45	Outside time and getting ready to go inside
10:30	– 12:00	Outside time and getting ready to go back in for lunch	10:45	– 11:30	Handwashing and Lunch time
12:00	– 12:30	Lunch Time	11:30	– 12:00	Getting ready for nap
12:30	– 1:00	Quiet Time and getting ready for Nappers	12:00	– 2:30/3	Nap time
12:30	– 2:00	Nap time for designated nappers Outdoor free play when they get up	2:30	– 3:15	Wake up time and getting ready for second snack
1:00	– 3:00	Outdoor free play	3:15	– 3:45	Snack time
3:00	– 3:30	Wash hands and Snack	3:45	– 4:30	Free Play, either inside or outside
3:30	– 4:30	Free Play, either inside or outside	4:30		Center Closed
4:30		Center Closed			

* Infant nap times occur at flexible times throughout the day

** Children who do not require a nap will have a little rest time shortly after lunch. Please bring a small blanket and stuffed animal (if they use one) to help your child feel comfortable.

Sleep and Rest Time

Our Center wants to ensure the sleep and rest needs of all are safely being met within a group setting. Centre sleep routines are to be followed every day, maximizing each child’s sense of comfort and security. We make every effort to accommodate families during the transition process; due to the nature of group care, certain special requests and sleep schedules cannot be supported.

Sleep Safety and Sleep Environment

- Lights are turned off and quiet music will play with the temperature being comfortable
- Children requiring assistance to fall asleep will be aided by the classroom teachers
- Toys/devices from home are not permitted during naptime, including monitoring devices or positioning devices unless required by the child's primary health care provider
- Children will not be forced to sleep, nor will they be denied sleep
- If a child is clearly tired, requests to keep children awake will not be honored. In the case where a parent wishes their child to remain awake, teachers may provide the child with daycare books and toys. If a child independently falls asleep while playing with these toys at any point throughout scheduled sleep time, the child will be allowed to sleep until they wake up of their own accord or at the end of the group rest period.
- Teachers will not actively put a child to sleep should that be the preference of a family.
- Infants are always put on their backs to sleep, on a firm and flat surface crib
- Infants are never placed to sleep in a stroller, car seat, swing, couch, carrier or any other furniture or equipment that is not a safety-approved crib, as these are not acceptable alternatives to a crib
- Naptimes for the preschool program will not exceed 2:00 pm (or over 2 hours)
- Children not able to sleep or are no longer a napper will be permitted to engage in quiet activities

General Sleep Schedules for Infants

- We provide a flexible sleep schedule for Infants, who may have 1-2 naps per day. Infant teachers will try to best match the sleep schedule at home to ease the adjustment into group care
- Teachers are trained to recognize non-verbal and verbal cues and will allow children to sleep when they are tired, which may fall outside of the prearranged sleep schedule.
- Teachers will not keep children awake and if a child is showing signs of being tired they will be put down to sleep.
- As infants grow, their needs for rest change. Observed changes to an infant's sleep needs/patterns will be communicated to parents.
- Teachers will communicate and consult with parents about any permanent changes to a child's sleep schedule
- As an infant prepares to move into the toddler program teachers will support them through the gradual process of dropping their morning nap.

General Sleep Schedules for Preschool

- Nappers in our preschool program will not exceed 2 hours nap or sleep later than 2:00pm
- Childcare are not required to nap; Children who are not nappers will have quiet activities during rest time
- Once a child falls asleep, they will not be woken prior to the end of group nap time
- Request for shorter naps can be made on a case-by-case basis to the manager. These requests will depend on the class complement and practicality of each program (ie. not waking other children)

Hours of Operation

Obed Location

121 Obed Avenue

Monday – Friday 8:00 a.m. – 4:30 p.m.

Earl Grey Location

2969 Earl Grey Street, Victoria, B.C.

Monday – Friday 8:00 a.m. – 4:30 p.m.

We are closed on all statutory holidays, including Easter Monday and Truth and Reconciliation Day. The center is also closed the two weeks of Christmas and New Year's for maintenance work and the week before the September long weekend for planning.

Unscheduled Closures

Our fees reserve a daycare space for your child on a monthly basis and are not adjusted for days missed due to illness, vacation, other absences or unforeseen or planned center closures (ie. due to weather, sickness, mandated closures or otherwise)

Due to Weather/Power Failure:

There may be times when we have to close due to unforeseen circumstances such as weather, power failure etc. For example, in the event of extreme weather, our child care program will be closed if the School District is closed, if staff are unable to make it safely to work, public transportation cannot operate and/or there is no power/water at the center. If the building is without power 30 mins before we open, it will likely be too cold in the morning and we will not open for the day.

In the event of a power outage during the day, we will remain open as long as it is safe to do so (ie. we have natural light, heat and running water). If the power stays out for an extended period of time and the facility gets too cold and dark, we will call for pick-up as we no longer can provide a safe environment.

Due to Sickness:

There are times when staff may be sick. Our center does have extra staffing to cover some sickness at our center. However, if too many staff are sick, whereby we are not able to meet Island Health's minimum staffing ratios for a program, or our center, we will close until staff are able to return or reduce hours for the day. Where possible, programs may combine or children moved to ensure ratios met and programs remain open. Considerations for moving children between programs are the following:

1. Can the child be moved between programs of the same age group?
2. Can the child be moved between two different programs. For example, if a child is between 2.5 – 3 year old they are eligible for both the infant/toddler program and 3-5 program, so may be "visiting" another program for the day
3. What is the child's temperament?
4. Familiarity with the other program (ie. do they have friends there, do they know the teachers, have they been in the program before)?

There are also times when many children may be sick due an illness, or a communicable disease which may require the center to close for sanitation. Whenever possible, you will be notified of a potential closure by email or phone if we must close earlier than the scheduled closing time.

Schedule Change

From time to time, our daily schedule may change due to extreme weather or unforeseen circumstances (ie. cougar sighting, heat wave, forest fires, extreme cold)

Unforeseen circumstances – Where there are alerts (such as forest fire smoke, cougar sighting etc.), we will follow the provincial and local alerts so we know when to take extra precautions and care.

Extreme cold – Where weather reaches -15°C or colder, with or without windchill, children will be kept inside or have reduced outdoor time.

Extreme heat - Extreme heat events, or heat waves, are extended periods of time (at least two days) with hotter than average temperatures for a region. These events usually occur during the summer months between May and September. In B.C., they are expected to become more severe, frequent, and longer. To keep the children safe, staff will be proactive in planning the day by checking weather alerts and looking for symptoms of heat-related illness symptoms to plan accordingly.

Action plan:

- No exposure outside as per emergency alert by staying inside
- Limited exposure by moving activities inside
- Change activities to be less intense
- Maintaining hydration even when children are not thirsty
- Ensuring working air conditioning units and back-up plan to have a cool room
- Keep children body cool (ie. lower activity level, water/ice play, misting station/spray)

Where programs are not able to meet the minimum 60min each day for outside time, alternative activities will be offered and active play will be planned indoors.

Arrival and Departure

Staff members are responsible for ensuring children are signed-in (either by the parent/guardian or manually by staff), and out of the center. When dropping off and picking-up your child, take a moment to say hello and goodbye and ensure the day is starting and ending well. We ask that parents use the following main doors:

- Obed Infants – Located on Obed street through the gated playground to the left side of the facility
- Obed 3-5 program – Located on Obed street, up the outside stairs main doors
- Earl Grey (all programs) – Located on Earl Grey Street on the right hand side of the facility, through the gate

Please ensure that when entering/exiting our gates, you close all gates behind you, as many of our programs and families use the same gates, we want to ensure children do not inadvertently leave without their parent. You'll also notice that we have fencing and railing by the entrance to separate the garden and walk way. Our staff take great care to ensure the children do not climb the railing as they can fall into the garden. Please take care as well when you enter/exit the center and encourage the children to "keep their feet on the ground".

Parking

We have 15min drop off zones in front of both Centers for pick-up and drop-off. As it can get quite busy, we ask that families minimize the time to no more than 15 mins to allow other families to use the space. Families may not leave their cars parked throughout the day in these spaces.

Check-in

Parents must have contact with a staff person on arrival and departure. Staff may record the time of arrival if the parent/guardian is not able to log in on our online platform. This will prevent unnecessary confusion (i.e. missing child etc.). Parents should ensure the child's belongings are placed in their appropriate cubby before checking in at their classroom.

During drop-off, take a minute to tell the teacher of any new pertinent information about your child that might affect his/her day. As a licensed facility, we adhere to staff/children ratios at a minimum 1:8 in our 3-5 Year Old Program and 1:4 for our Infant/Toddler Center. Where able, we may combine programs for the first half hour of the day. If a parent arrives and the maximum number of children have already been reached, parents must stay until the next staff starts their shift.

Our doors close promptly at 9:30am and there will be absolutely no drop offs after 9:30am unless it has been pre-arranged with us (ie. Drs. Appointment). If your child has a pre-arranged drop-off they may require a snack before arriving. We will not be accepting any children, no matter the reason after 11:00am.

We ask parents to notify the center before 9:30am if their child is going to be late or absent.

Pick-Up and Safe Release

In accordance with child care regulations, a child in our care will only be released to the enrolled parent/ legal guardian or alternate authorized persons listed on the child's registration form. Parents are responsible for keeping this information updated and can do so through email or adding authorized persons on our online platform. If the person picking up the child is not known to staff, information about the person must be provided, including name, phone number, description, and they will be asked to show government issued photo identification. The person picking up the child must be 19 years of age.

It is the staff's legal responsibility to the extent that is possible, not to release a child to an authorized person who is unable to adequately care for a child. If a staff member believes that a child will be at risk, they will follow the procedure below:

PROCEDURE

While educators cannot stop a guardian from picking up a child, they will encourage alternatives if necessary to ensure child safety and proper release of children, educators ensure:

- Families are signed out each day
- A note is made if a family has an alternative person picking up the child
 - Alternative pick-up person will be asked to produce ID (Driver's License)
- A family can add alternative pick-up person by letting families know they can add authorized pickup person on our online platform, or call/email the centre with this information.
- Only release children to authorized persons
- If an unauthorized person arrives to pick up a child:

- The staff will explain to the unauthorized person that no child shall be released without written authorization from the enrolled parent/ guardian
- The staff will contact the parent via phone/online platform to confirm the release of the child. The staff will ask the parent/guardian to:
 - Add the authorized person to the online platform; or
 - Send an email with:
 - Pick up persons full name (matches driver's license)
 - Pick up persons phone number
- Once staff gets authorization to release the child, the person at pick-up will be asked for photo ID

If a parent/ guardian cannot be contacted the child will NOT be released. The child will remain under the supervision of the child care staff until an authorized person is confirmed.

If a parent/guardian or emergency contact appears to be intoxicated, arrives to pick up the child, they will:

- Offer to call another contact to pick up the child (relative, friend, etc.):
 - Educator will call each emergency contact person in the child's file if parent/guardian accepts this alternative
- Inform the parent that if they choose to drive with or without the child, they are obligated to call the police
- If the presumed impaired person chooses to get in the car with the child, staff will immediately call 911 and notify the police.
 - During the contact with police, the manager/educator will as if they call the Ministry for Children & Family Development IF they believe the child is in need of protection, or if the police will follow up.
 - Ensure the incident is properly documented and reported to the centre Manager/Director immediately

All reasonable efforts will be made to ensure the health and safety of all persons involved, including the child, other children in care and the staff members.

Custody Order

The Center strives to maintain neutrality in parent separation, divorce and custody proceedings. If parents have a custody order in place, both parties must abide by the custody order and the terms and conditions outlined in the order (i.e., percentage or payment for each party) and must abide by the court order specifying each party's custodial days. It is the parents' responsibility to ensure the custody order is given to the Center and the staff are then responsible for keeping the order in the child's file. The Centre will strictly adhere to the explicit wording of any court order and will not permit any circumvention of the order, including drop-ins by parents in non-custody periods. Parents must report any changes to the centre. All files are to be kept confidential.

Respect for the Centre's neutrality in the above circumstances is crucial to the Centre's operations and is a key tenet of the Parent Code of Conduct. A breach of this tenet will not be tolerated and may result in the Centre terminating a child's care.

Late Policy/ Failure to Pick-up

All families and authorized pick-up persons must pick up their child(ren) by closing. If an emergency arises, the pick-up person is expected to notify the centre as soon as possible and make alternate arrangements for pick up.

If a child is not picked up by closing, our staff will call the parent/guardian and other authorized pick-up and emergency person. After half an hour after closing, and the authorized pick-up person or enrolled family has not called and we have not been able to reach an authorized pick-up person, the staff person in charge will call the Ministry of Children and Family Development. The staff person in charge will also try to leave a message for the family and/or with an authorized person.

At the discretion of the staff, a fee of \$2/minute will be charged on the following invoice.

If late pick up is a repeated problem, the senior staff person and the enrolled parent/ guardian will meet to try to address the problem. All efforts will be made to successfully address the problem. If un-resolvable, notice will be given and termination of services required

Entry & Transitioning

Gradual Entry

It is important for you and your child to feel comfortable at our Center. To make transitioning to our center easier for children, we recommend the following schedule for transitioning:

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Arrive during our free play time, usually around 10:30am. This is a great opportunity to meet the teachers, ask any questions you might have and to allow your child to have a fun, easy day with friends. |
| Day 2 | Drop off at 8:30am and return for pick up around 12:30pm. Bring a morning snack and lunch. |
| Day 3 | Arrive at 8:30am and return after 3:30pm. Bring enough for two snacks and lunch. If your child naps, please bring a small blanket and stuff if they need it. |

Transition days typically start on your start date. You may extend your transition by doing multiple half days if needed. Every child is different and transition may take 0-6 weeks for a child to feel comfortable, particularly during drop off and nap time.

Attendance for Supported Children/Support Staff

If your child is supported with a one-on-one worker, it is key to communicate with that worker and daycare management staff regarding days, hours and absences. In the unfortunate situation where the support staff falls ill and is not able to support your child in daycare, we will look at all options we can to provide care within our center. Unfortunately, you may be required to find alternative care for your child that day.

Trial period

Each new child is accepted on a two calendar month trial period. During the trial period, the Center or parent/guardian may withdraw the child without the one-month withdrawal notice. The Centers reserve the right to refuse care if a child is not able to participate in the regular daily program, the parent/guardian will be asked to meet with management and alternative care will be discussed. It is up to the parents/guardian to arrange alternate care for their child. Should the trial period need to exceed the regular time frame, the parent/guardian will be notified in writing.

During the trial period, to ensure a good fit and positive transition period, staff will determine which classroom best suits your child. We will look at the class complement, class size and program.

Waitlist / Request for Care

Children currently enrolled at our center are placed on our internal waitlist and any vacant spaces are filled in the following priority:

1. Current staff, including staff on leave
2. Current children attending part-time waiting for full-time space
3. Applicants requesting care who are siblings of the children enrolled at our center
4. External applicants requesting care

The length of time is different for each age group and type of care. It is very difficult to predict when a space might be available for your child. Typically, the majority of spaces become available in June and September of each year as children are leaving for Kindergarten.

As noted above, there are a number of priorities for enrollment. Your place on our waitlist might change in some circumstances, so children may come onto the waitlist after you, but because they have “priority” they may be in fact move ahead of you. We attempt to give a minimum of one month’s notice when a space becomes available. You will have 48 hours to respond before we move to the next child on the waitlist. If you choose to turn down the space, you will still remain on the waitlist. If you accept a space, a non-refundable \$175 administration fee and deposit of \$500 is required. If you accept a space and decide you no longer want it, the registration fee and deposit is forfeited.

Once services start, we require one Calendar Month’s notice, regardless of whether your child attends the last month. The deposit will be refunded once services have ended, minus any outstanding balance. In instances where your child is not attending the last month, funding from ACCB (re. Subsidy and the Fee Reduction Initiative) may not be applicable as per ACCB regulations and you will be responsible for the full parent portion of the fee. .

Transitioning to the Next Program

As with new children, patience, planning and care need to be implemented for transitioning children into new classrooms. When preparing to transition children, we aim to:

- Talk to parents about their child to become familiar with their needs
- Allow children to have the opportunity to spend time in the environment and with their caregivers before starting in the new setting
- Support children through the transition
- Ensure lines of communication are open during the process so that concerns can be discussed confidentially
- Inform parents when children are ready for their transition to another classroom and provide the new caregiver/ teacher with information to support the child, alongside with parents, in as smooth a transition as possible.

During the transition, children will then get to visit the other classroom for short times to meet the teacher and other children in the classroom, and explore and become familiar with the environment. This also allows teachers to gauge when and if your child is emotionally ready to transition to the older classroom.

Please note that enrollment does not guarantee a space in the next program. We will make every attempt to move each child to the next age group, however, due to the limited number of child care spaces available, we cannot guarantee a space will come available when needed.

At 18 months – Children become eligible for the Toddler program any time after 18 months. The waiting times to enter the toddler program can last between 3 and 6 months, but can also be longer. Due to the toddler program having stairs, children need to be

developmentally able to move up and down the stairs safely. Our staff will make every effort to accommodate children who need extra support in meeting this milestone.

At 30 months - Children currently enrolled and meet the age requirement (minimum 30 months) are eligible for the preschool program. All children transition into the preschool program is based solely on date of birth. No exceptions will be made. Where children share the same birthdate, date of enrollment will be considered. Due to the fluctuating nature of enrollment, we are unable to predict how long waiting time to enter the preschool program will be. Wait times are typically between 3 and 6 months. Additionally, If a child turns 36 months and there are no vacancies in our preschool program, we will apply for an exemption for that child to stay in their current program and apply for an exemption until they are able to move the program. Exemption granted by Child Care Facilities Licensing, we cannot guarantee that the exemptions will be granted.

If at any point in time you would like to discuss your child's developmental progress, or have any questions about the transition process, please contact your Manager to discuss.

Transitioning to the Different Classrooms

The Center reserves the right to transition children to alternative same program classrooms at any point throughout the year, in order to fulfill spacing requirements (for example, a classroom is closed for the day). Any children who are transitioned permanently to a different classroom will do so over approximately a 5-day period.

What to Bring:

- For these still in diapers, please bring
 - Diapers/Pull ups and Wipes
 - Diapering Cream
- Two full sets of extra clothing (pants, shirt, underwear, socks). three sets for toilet training. All clothing should promote independence (easy to get on/off)
- Water bottle
- Indoor shoes are required in case of fire or other emergencies
- Bicycle helmet (children are not permitted on bike/trike without a helmet). Helmets are not permitted to be shared
- For children still requiring a nap, small blanket and stuff animal (if child uses ones)
- Appropriate seasonal clothing ***see below*** In terms of clothing, it is best to have children dressed appropriately in clothing that fits, are comfortable and that they are able to manage themselves. This encourages independence and a sense of accomplishment when they are able to manage themselves.

Always have spare clothing for your child in case of unexpected changes in weather (particularly during changes in seasons) and in case of unexpected events (e.g. accidents while potty-training). It is mandatory that children go outside everyday unless severe weather conditions prevent outdoor play. Therefore, it is important to have appropriate seasonal clothing. Here are a few suggestions for dressing your child in weather appropriate clothing:

<u>Seasons</u>	<u>Items Needed</u>
Winter	Winter/Rain boots Winter coat/snowsuit

	Mittens/gloves (extra is recommended) Winter hat Extra full set of clothes
Spring/Fall	Rain jacket or transitional jacket/sweater Rain boots Splash pants or muddy buddy Extra full set of clothes
Summer	Sunscreen Sun hat/ sun protective clothing Extra full set of clothes ***No flip flops or open toe shoes***

Sunscreen Protection & Lotion Application

It is important for children to be outside for their physical, social, cognitive and emotional developmental needs. It is also important that children (and staff) enjoy the sun safely when outdoors. Our Centers aim to reduce UV radiation exposure by practicing appropriate sun protection strategies. This policy will be implemented all year round, but with particular emphasis during the months of April to September, when the sun's UV radiation is strongest. Strategies include:

- Planning activities as much as possible around the peak UV periods (11am – 3pm April through September)
- Activities to be held in the shade where possible, and breaks from the sun will be built into outdoor activities
- Teaching children through educational sun safety activities the importance of sun protection and sun safety practices such as: seeking shade, covering up with clothing, wearing hats and sunglasses, and using sunscreen
- Providing shade through natural (trees/shrubs), build (sunshades/awning/umbrellas/tent), or portable forms of shade
- Ensuring hats, protective clothing and sunscreen are worn when outside
- Sunscreen application when UV above 3 (applicable all year round)

Sunscreen: When the UV rays reach 3 and above, licensing requires that we apply sunscreen to each child at least every 90 minutes (when exposed to outside), we will re-apply every 60-80 minutes when outside. Expired sunscreen will be returned to parents. Where a child runs out of sunscreen while in our care, parents will be made aware and we will apply the Center's sunscreen if none can be provided in a timely matter.

*** Parents are required to apply sunscreen to their child before drop-off during the summer months (around April to September)***

Other protection:

- Hat - Parents should provide a wide-brimmed hat (2-3 inches all around) or a legionnaire style hat to protect the face, neck and ears. Baseball hats are not recommended because they do not protect the neck and ears. Children without a sun-safe hat will be required to play in an area protected from the sun (e.g. under shade or indoors) or will be provided with a spare hat.
- Protective clothing - Tightly woven, loose clothing that covers as much of the skin as possible should be provided. Sunscreen will be applied to exposed areas such as hands, face and legs. We recommend UV shirts as it offers significantly more protection than regular shirts. They are designed to block out UV rays and are moisture wicking and quick-drying, ideal for water play during the summer months.
- Sunglasses – Parents may bring sunglasses that are shatter resistant UVA/UVB wraparound sunglasses

Non-medicated Lotions: For non-medicated lotions such as creams for dry skin or itchiness), we can apply that to your child if desired.

Sunscreen and non-medicated lotion must be in its original bottle/packaging, not expired, and properly labelled with your child's name.

Schedules & Fees

Registration & Deposits

To secure a space, there is a one-time non-refundable registration fee of \$175 and a deposit of \$500 per child. Although we do our best to ensure parents get the start date they want, securing a space does not guarantee the start date and this may change with little or no notice. This deposit is non-interest bearing.

Please note that if the registration fee & deposit is paid and you decide to withdraw without having started, the registration fee and deposit will be forfeited. We encourage parents to ensure they are committed to attending our Center before securing a space.

Admission of a child into our care requires a signed parent contract, completed registration form, immunization records and other required documents five (5 days) before their start date. This allows our team to work together to ensure a successful transition for your child.

Full & Part-Time Fees

All fees are determined on a monthly basis. Fees are due on the 1st of each month. Fees include daily activities and special treats. Discounts are not given to parents for children absent from the center, due to vacations, illness or unforeseen or planned closures.

Invoices are sent out 5 days before the end of the month with payments made through our Online Platform (Lillio) with Autopay (credit card or electronic transfer). The processing fees are as follows and may change with notice:

- Credit card – 2.9%
- Amex – 3.25%
- Electronic transfer – covered by the Center

If needing to pay by cash, cheque, money order or e-transfer outside of our online platform, please contact the Director or Managers to make arrangements.

Please note that all fees are assessed on an ongoing basis to ensure market rates and are subject to change. Regular fee increases normally occur in September 1st of each year.

Late and NSF Fees

Late fees are not an option. A space will not be maintained if fees are not current. Late Monthly fees are \$25, applied at 12:00am on the 2nd of the month. I understand that failure to pay the required fees within 7 days after the due date will result in a space not being maintained for the child, and resulting in the child's dismissal and a collection of the fees owed.

Any fees charged to our Center due to non-sufficient fund (NSF) will be passed forward on the next invoice.

Fee Reduction Initiative

On March 2018, the government announced the Child Care Fee Reduction Initiative aimed at reducing child care costs for parents for children attending Family and Group Licensed daycare facilities. Parents do not have to enroll or apply to receive the reduction. For up-to-date information, please visit: <https://mychildcareservices.gov.bc.ca/ccfri-estimator>

Fee reduction amounts are pro-rated for part-time attendance. This amount will change in accordance with the initiative. Our center is in participation of the program. If the Fee Reduction Initiative ends or there is delay in funding, parents will be responsible for the full-cost of fees until funding is received.

Subsidy Policy

The Child Care Subsidy program is administered by the Ministry of Children and Family Development BC Provincial Government. It is a monthly payment that helps eligible families meet the cost of childcare. Families must fill out an application with supporting documentation and once it is approved and authorization established, the provider receives an authorization number and billing forms. Parents interested in inquiring about Child Care Subsidy should contact the Child Care Subsidy Program. Please maintain communication with our staff during the subsidy application or renewal process. Child care can not start until authorization and billing forms are received unless the parent agrees to pay the regular fee. In instances where the Center has not received the proper forms to bill, parents will be responsible for fees at the first of the month.

All daycare subsidy benefit plans must be received 7 days before the first day of the month or the parent will have to pay the fees and then be credited/reimbursed when the subsidy is received. It is the parent/guardian's responsibility to ensure their eligibility in the ACCB (subsidy) program is maintained and timely. Where payment is received after the month's invoicing, it will be applied to the next month. If a credit occurs, it will be carried forward to the next month, unless requested from the parent/guardian to refund.

Providers can only bill for the maximum number of the days that the family is qualified for, if the child actually attends. If the child is booked to attend but does not, the provider can only bill subsidy for that day if the parent informs the provider that the child or their parent was ill or on holidays. It is up to the parent to ensure that the provider is informed if the child is away because of illness or vacation. If the provider is not informed, the parent will be responsible for the regular fee. The fee for missed days that are not covered by subsidy is to be paid before the end of the month.

The parent is responsible for any fees over and above what subsidy pays on behalf of the family with the parent portion due on the first of the month.

Schedule Changes

We understand that from time-to-time, a child's schedule may need to be changed. We are happy to accommodate changes to your schedule; However, the scheduling of our daycare is based strictly on the availability for that day. For this reason, once your child's schedule is determined, changes are not permitted unless there is room in the schedule. If you would like to increase your days, we are happy to work with you based on the availability we have. If you would like to decrease the number of days, we will require a minimum of one month's notice. All part-time fees are monthly and there are no make-up days due to illnesses, vacations, or other absences.

Withdrawals

A **minimum of one calendar months' notice** is required when you are intending to withdraw your child from the center, regardless of the reason. If a deposit has been paid, the deposit will be returned 5 days after services have ended, minus any balance owing. Once notice is given:

1. Your child may continue to attend until their last day; or
2. You may choose not to have your child attend. If your child is not attending and is no longer registered at our center (ie. attending a different center), the fee reduction and any subsidy would not apply as the child would not be actively registered in our program. For example, A child in our 3-5 year old program pays a fee of \$300 because subsidy covers \$550 and the fee reduction covers \$100, for a total of \$950. If the family withdraws for November 31st, written notice must be received on or before October 31st. If the family is no longer registered at our center, the family would be responsible for the total \$950.

Please note that if a deposit is paid and your child has not started, the deposit will be forfeited.

We are committed to working with parents in a collaborative basis to deal with ongoing issues. However, if a child or parent cannot adjust to the center's policy and procedures, or if the child behaves in a disruptive manner towards staff, other children or parents at the facility, we may request immediate removal without notice.

Termination or Suspension of Services

There may be instances when the Center cannot accommodate the ongoing future needs of a current enrolled or waitlisted child or family. In the event it is determined that the program at the Centre does not meet the needs of the child, the Center reserves the right to require the removal of the child from the program or waitlist. Where possible, two weeks' written notice will be given (depending on the capacity of the program to support the child for these weeks).

Except where there is a breach of the Center's policies, termination may be immediate.

Please Note: The Centre reserves the right in its sole discretion to immediately discharge any family for breaches of any of the Centre's policies, by the child or by the parents/guardians, including but not limited to breach of any policy that is agreed upon at registration.

Repayment Policy

Fees that are non -refundable:

- \$175 registration fee
- Late payment fees
- Fees associated with credit card payment
- Late pickup fees
- NSF fees
- Monthly fees if a withdrawal notice has not been given with one calendar month notice.
- The first two months of care will be a Trial Period for both parties. The Center or parent/guardian may withdraw the child within the two months without the one calendar month withdrawal notice. The monthly fee remains non-refundable regardless of when within the two months the child is withdrawn.
- Monthly fees if a child is immediately withdrawn from the center regardless of withdrawal reason.

- Sick days, holidays, daycare closures (including but not limited to statutory holidays, emergency closures, yearly winter and summer breaks etc.)

Fees that are refundable:

- Deposit when withdrawal notice meets the minimum one calendar's month withdrawal notice.

Refunds are processed at the next billing cycle and sent via e-transfer, cheque or through the Online Platform

Tax Receipts

Tax receipts will be issued in February for the past calendar year. You may find your yearly tax receipts via our online platform.

Emergency Policy & Procedures

Emergency Policy

The Center's Emergency Policy is reviewed, practiced and recorded on a regular basis. In preparation of for emergencies, all staff are trained for fires, earthquakes and other major emergencies. Fire and Earthquake drills are carried out each month, and a full evacuation is performed once per year. Measures include:

- testing of smoke alarms
- regular equipment checks
- emergency preparation kit containing first aid kit, attendance record, pen/pencil and emergency information card for each child kept by the exit for easy access
- simple diagram of exit path and plan to the meeting place
- emergency supplies including water and food
- children education on what to do during an emergency

In the event of a real emergency, staff and children will evacuate and not re-enter the house until it is deemed safe by an authorized person. If it is unsafe to re-enter the center, staff and children will go to the other building. If both centers are unsafe, the staff and children will exit the buildings but stay on site, if safe to do so, and wait for further instructions from authorities. Parents will be notified immediately and arrangements will be made to reunite parents with their child(ren). As with normal pick-up, in an emergency situation, children will only be released to a parent, guardian or other authorized person as listed on their registration form.

Emergency Comfort Kit

In the event of a major emergency such as an earthquake, we want to ensure your child is cared for at all times. This specially designed kit contains items to help sooth your child in an emergency. These kits will be stored at a center and returned to you when your child no longer attends.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • In a large, clear re-sealable bag, labelled with your child's name, please pack the following items: • 2 or 3 individual sealed snacks (e.g. granola bars, fruit leathers, raisons, etc.) | <ul style="list-style-type: none"> • Emergency space blanket • One light stick • A small stuffed animal, toy or game • Small package of facial tissue |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 1-2 diapers/pull-ups if needed
- family photograph
- comfort note – handwritten by parent or guardian to reassure your child that you will pick them up as soon as you can, and/or other words of comfort

Accidents and Incidents

Your child may sustain minor injury at our center. If this happens, we will notify you via our online platform, or at the end of the day in person to explain to you what took place. Due to confidentiality, if another child was involved in the incident, we do not discuss who it was.

We will always call for any injury involving the head and anything deemed above and beyond what we would normally see for injuries, including any incidences where no injury can be visibly seen, but the child continue to show discomfort or pain.

Children having more than three incidences in one day, three incidences in a week, regression of a previous incident, or other behavioral issues may require additional support. In this case, we may meet with parents/guardian to discuss a support or care plan. Support and care plan are intended to provide a clear understanding of the approach and strategies used at home and daycare to support a child. Our aim is to provide consistency both at home and daycare.

Medical Emergency

In the event a child experiences serious injury or illness, a staff member will contact the parent or guardian immediately to arrange transportation and care. If necessary, a staff member will secure emergency medical care from paramedics. If a parent or guardian cannot be reached and the child is in need of a medical evaluation or immediate health care for life threatening injury or illness, 9-1-1 will be called and a staff member will accompany the child and will remain with the child until a parent or guardian can be with the child.

If the parent/guardian cannot be located, staff will take the following actions:

- Call the emergency contact persons listed on the Registration Form;
- Call 911 and accompany child;
- Continue to call parent/guardian and emergency contact persons

By attending our center, parents agree to release and indemnify the Centers and all staff members from any and all liabilities resulting from accidents, illnesses, other circumstances and/or medical treatment received by their child as a result of a medical emergency occurring while in our care.

General Information

Communication Policy

We encourage parents to discuss their child's progress with staff members and voice any concerns, suggestions or comments. Please feel free to communicate with the staff or manager any time during the day via our online platform, by email, or in person. You also want to arrange a scheduled conference. Please let us know of any change or crisis at home that might affect your child's well-being

or behavior while in our care. If we are kept informed of your child's adjustments and experiences, we can work together to ensure we are meeting your child's needs. Likewise, the Center will communicate with parents if issues arise. Both parties must make themselves available to meet when requested. Please be sure to inform us of any changes pertaining to:

- Any custody arrangements and to provide any documents necessary to ensure compliance. Such documents will be held on file (court orders for example). Without a custody or court order on file, the caregiver cannot deny access to a non-enrolling parent
- Any food allergies
- Change in the home which may affect my child's behavior in daycare
- Any changes to contact information, including emergency contacts and person(s) not authorized to have access
- Updated immunization records and other records pertaining to the child's care

On occasion, parent will be asked to meet regarding their child's progress, care plan or any other matters. Parents must make themselves available.

Video Surveillance Policy

To ensure the safety and security of our daycare facility, the Earl Grey center is equipped with a 24-hour video surveillance system. Our video/security cameras have been positioned in appropriate places within and around our preschool and/or daycare center facility in order to help promote the safety and security of property. No cameras are positioned within the daycare as the purpose of our video surveillance is to prevent unauthorized access to the center before and after operational hours and strictly to ensure the security of the facility.

We may conduct video surveillance of any portion of our premises at any time where:

- There is prior property damage
- There is suspicious activity around our daycare.
- There is a threat to the safety of the children or staff from extraordinary circumstances that would not be routinely monitored

Our video surveillances shall not:

- Be used for any form of supervision that would routinely be carried out by our staff
- Be used for active monitoring
- Be operational in the facility during normal business hours except under extraordinary circumstances
- Be used for disciplinary or investigative purposes in relation to the children's care

Please note that by attending our Center, you consent and understand that your child may be inadvertently recorded at times.

Only Directors are allowed to view the security cameras. Recordings may be viewed only when there has been apparent damage to property or a reported incident of criminal/suspicious activity. Recordings will never be sold, publicly be viewed or distributed in any way except when required by law enforcement. All recordings are erased after 5 days, except where it is required by law to be kept or where an incident raises the prospect of a legal claim.

Online Platform

Our Centers currently uses Lillio as our online platform for most communication throughout the day. Some examples of things we utilize on the online platform:

- Report incident reports or message about sensitive information
- Allow Illness/wellness checks
- Report the children diapering and napping schedule
- Fun activities and special moments
- Check/in out using your phone
- Update your child's information in a timely manner, including adding and deleting authorized pick-ups
- Completing forms electronically

While we do our best to keep you up-to-date on your child's progress throughout the day, our first priority will be the safety and well-being of the children. Most of our updates will occur when safe-to-do so, such as during quiet or nap time.

Parent Conduct

Parents and employees are to be respectful in communication to ensure the centre remains a safe place for all involved. Comments and questions are encouraged, and concerns must be relayed to employees in a way that respects our setting. Harassment towards employees, other parents or the children in our care will not be tolerated.

Harassment is defined as belittling or threatening behaviour directed at an individual (staff, other individual or children), whether it be intentional or unintentional, that creates an uncomfortable, negative, and/or intimidating atmosphere.

We know that differences will arise from time to time. We understand that every parent wants the best for their child, and we want the best for them as well. While we do our best to meet every family's need, we are responsible for ALL the children in our care and when there are requests, they will be dealt with on a case-by-case basis. This means we have to reflect on our current class complement, staffing levels, program, policies, procedures, regulations and our philosophy. We may also have to consult with outside organizations. Most requests are absolutely doable, some are just not possible, while others may be to some degree, or temporarily solutions may be found. It is important that families work together with us to find solutions.

Examples of harassment may include, but are not limited to:

- Written or verbal abuse or threats
- Unwelcome remarks, slurs, jokes or suggestions that are related to any characteristic identified in the definition of discrimination
- Unwelcome physical contact such as patting, touching, pinching or hitting
- Unwelcome remarks, contact or invitations
- Abuse of authority that undermines someone's performance or threatens their career
- Bullying
- Negative comments and gestures
- Aggressive or passive aggressive conduct
- Spreading malicious rumours, gossip or innuendo
- Physical or sexual assault
- Humiliating or embarrassing an individual in front of co-workers, children or parents
- Displays of sexually explicit, sexist, racist or other offensive material
- Practical jokes that embarrass or insult someone or could result in bodily harm or injury
- Slander on social media sites

If any type of harassment occurs, we will always do the following with the individual:

- They will be reminded of our policy
- They will be notified how their behaviour constitutes harassment
- The event will be documented and copied to the child's file for record keeping

If the event of harassment is highly egregious or violates childcare Licensing regulation:

- The incident will be documented and reported to Licensing
- The parent's child may be suspended from the program until further notice
- Parent may be escorted off the premises by staff
- The parent's children may be automatically withdrawn from the program: All personal effects of the parent's children will be collected
- Any fees or deposits paid to the day care are forfeited

The Centers retains the right to terminate without notice if violation is highly egregious, no solution can be found, individuals are unwilling or unable to follow our policy, or trust is irrevocably broken that creates a negative impact.

Behavioral Guidance Policy

We believe each child is a unique individual who develops at his or her own rate. We use positive guidance to help children develop self-confidence, self-control, self-discipline and sensitivity in their interactions with others. Clear, consistent and simple limits are used to help children learn what behavior is appropriate. Acceptable discipline implies age appropriate expectations, praise and encouragement, modeling and effective communication, and natural consequences. Guidance and discipline will be based on a positive, non-punitive approach. We do not practice punishment (e.g. clapping, shaking, spanking etc.) at our centers. We do not humiliate, confine or deprive children from meals, snacks or toilet use as a form of discipline.

When communicating with the children, our staff will always do so in a positive, respectful manner. Our staff will model appropriate behavior at all times and encourage the children to use their words to express themselves. Limits are clear, simple and consistent, and children are encouraged to come to a teacher if they need assistance with problem solving. If intervention is necessary, the child's attention is gained in a respectful way, using a calm voice and eye contact.

Sometimes, it may be necessary to redirect a child to a different activity or to close an area of play. "Thinking time" is only implemented if a child is persistently refusing to abide by the rules of safety for self, others and the environment. They will be removed from general activity but will remain within the play space and be given opportunities to make amends. Ultimately all staff will strive to create an environment in which they are committed to nurturing and guiding children in a positive manner which promotes trust, security and comfort for every child.

Guidance Strategies: Prevention

Our Centers will use prevention oriented strategies to "set the stage" for a positive atmosphere and maximize opportunities for desired behaviors. The strategy includes:

Establishing Clear, Consistent, and Simple limits - Limits are the statements of what behavior is appropriate. These are stated clearly and are related to the safety and protection of self, others, and the environment. For example, "Inside we walk."

Stating Limits in a Positive Way, Rather than a Negative Way – Phrasing limits in a positive way focuses on what to do, rather than what not to do. For example, "It is time to put the blocks away". Rather than, "Don't leave the blocks on the floor."

Focusing on the Behavior, Rather than on the Child – We focus on a child’s behavior, rather than on a child’s character, which preserves the child’s integrity and offers positive guidance for learning. For example, “when you grab the truck, it makes Sam angry.” Rather than, “You should be ashamed of yourself for grabbing the truck.”

Stating what is Expected, Rather Than Posing Questions – In matters of routines, limits and expected behavior, it is important to state, rather than to ask. While there are many opportunities for children to make choices, we will offer these options only when they are appropriate. When there is not a choice, make a clear statement of what is expected. For example, “it is time to tidy up now.” Rather than, “Do you want to tidy up now?”

Providing Choices – Providing choices is also a valid prevention strategy for young children, which often avoids power struggles. For example, “Do you want to put your pants on first?” Rather than, “Get dressed now.”

Allowing time for Children to Respond to Expectations – Children react more favorably when they are offered cues and warnings. This helps and anticipate or prepare for change. For example, “In five minutes it will be time to clean up.” Rather then, “get that cleaned up now.”

Reinforce Appropriate Behavior, with Both Words and Gestures - When children are doing well, it is important to acknowledge this through words or gestures. Positive reinforcement helps children build self-confidence and encourages them to repeat desired behaviors. For example, “Thank you for taking turns with Kathy. That’s called being kind.” Rather then, “You’re a good girl.”

Ignore Minor Incidents - Adults that work with young children need to develop tolerance for certain amount of noise, clutter and attention-seeking behavior. As long as children’s activities are not infringing on the rights of others, it is often best to take a breath rather than to speak.

Encouraging Children to Use Teachers as a Resource - Children feel a greater sense of comfort and trust and when they know that the caregiver or parent is there to protect, guide, and help them. For example, “If you are not sure what to do, ask and I’ll help.” Rather than, “That’s hard for you, I’ll do it.”

Guidance Strategies: Intervention

Inevitably, there will be occurrences of inappropriate behavior. It is at these time adults need to intervene. Our daycare will follow the following intervention strategies, or combination of the strategies, to ensure that guidance is supportive rather than punitive:

Gain a Child’s Attention in a Respectful Way - Apart from situations where physical danger is imminent, we will approach a child individually, state their name, get down to the child’s eye level, and use a calm, controlled voice. In situations where children may be losing self-control, the closeness of an adult can often calm them.

Remind – To clarify and reinforce limits, simple reminders are helpful to young children. For example, “The bikes stay on the bike paths.”

Acknowledge Feelings Before Setting Limits - In order that children perceive adult guidance as supportive, it is important for them to know that your feelings are recognized and understood. When limits are preceded by an acknowledgment of feelings, children will be less likely to respond in a negative way. For example, “You look really angry. I cannot let you hurt Scott.”

Redirect or Divert When Appropriate - When adult redirect children's activity, they assume responsibility for solving a problem children have been unable to resolve through other guidance strategies. As much as possible, children will be redirected towards activities that are in line with their needs. For example, "I can see you really need to be outside. Let's get our coats."

Model Problem-Solving Skills – When children face discouraging or frustrating situations, it is natural for them to lose control. As we anticipate this, we will offer verbal and/or physical assistance which models problem solving.

Offer Appropriate Choices – When clarifying expectations or reinforcing limits, caregivers can offer a simple choice. The choices are posed in a non-threatening and non-punitive way. For example, "You can sit quietly at the circle, or you can choose a quiet activity like a puzzle. You decide."

Use Natural and Logical Consequences – A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behavior. For example, "When you forget to put your picture on the shelf, it's difficult to find it when it's time to go home." A statement of logical consequences clarifies an adult-arranged outcome of behavior. For example, "Yes, I can see that the paint has spilled. Here is the sponge for wiping it up."

Provide Opportunities for Children to Make Amends – Rather than demand a superficial apology, we will offer genuine opportunities for children to restore relationships after an incident of hurt or harm.

The Traffic Light System

The traffic light system is an emotional regulation tool to help kids deal with their emotions before we focus on addressing the behavior and help them problem-solve the situation. The main goal of the traffic light system is to help kids get through those emotional moments by creating a safe space for calming their bodies. Children are allowed to enter the space on their own (only one child in a space at any given time), and exit that space when they are ready (ie. calm and ready to follow direction, like checking on their friend).

Although children can identify basic emotions, managing them properly is a skill that takes time and practice. We use a traffic light because most children understand perfectly how a traffic light works. Red means stop, yellow means wait/slow down and green means go. Equating traffic light to emotions allows us to help children recognize their emotions, find space and time to deal with those emotions and how to carry out and solve the problem:

Red - Stop, I am angry, I no longer have control of my emotions and body

Yellow – Slow down, think, something doesn't feel good/right in my body and I need space

Green – Act, I am now ready to listen

As part of our behavioral guidance system, we use the traffic light system to:

- Reinforce appropriate behavior
- Acknowledge feelings before setting limits
- Allow time for children to respond by giving them a calming space
- Provide opportunities for children to make amends

There is no allocated space for children when they are feeling in the red zone. When a child is in the red zone, it usually means they are not being safe and they may have lost control of their body and emotions (ie. loud screaming, throwing, yelling). Our first priority when children are in the red zone is safety for everyone. If a child is in the red zone, our educators will ensure their safety and the

safety of other children by giving space and time. Other children will be asked to move away to other activities and an educator will stay close by to ensure their safety. We NEVER move children's body, especially if they are in the red zone. Some children may need an educator to help them calm down through breathing, talking or hugging; others may need to cry or scream it out while we wait. Once we see that they are starting to calm down, educators may offer the yellow zone to help them calm down completely and when they choose to come out of that space, we are there to talk and teach them.

At our center, we have space allocated to the yellow zone. The yellow zone is a space that children can go to if they are feeling frustrated, sad, angry, unsure and they just want some space. The space can also be created if the child is wanting to stay where they are. Where the space is located is not as important as them recognizing that they need or want to use that space. It is also a space that teachers offer to the child to go if their body is needing that space to calm down or if they need time to make amends with their friend. For example, "I see that your body is in yellow, you're feeling very sad, would you like to go to the yellow zone to calm down?". The child may not want to go to yellow and may want something else (ie. a hug, breathing etc). These options are always available as well, the goal is to help them calm down and the yellow zone is another tool for them to use. In that space, there are special tactile toys to engage the child to help them calm down and also so that it creates a positive space and experience for the child. The children are allowed to come out of the space at any time when they are ready.

Biting Policy

Even in the best child care center, periodic outbreaks of biting occur among infants, toddlers and sometimes preschoolers and occasionally older children. This is an unavoidable consequence of grouping young children together. When it happens, it can be scary and very frustrating for children, parents and teachers. Understanding the reason for biting is the first step to changing a child's behavior. Children bite for a variety of reasons: teething, simple sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Childcare group situations are difficult: dealing with others constantly around, sharing attention and toys, and too much or too little stimulation are all very difficult for children. Biting is not something to blame on children, their parents or their teachers. When biting breaks out, a high quality childcare program immediately takes action, not to blame the biters but to change the environment and help children change their behavior.

However, biting can be harmful to other children and to staff. This biting policy has been developed with both of these ideas in mind. Our goal is to help identify what is causing the biting and resolve these issues. If the issue cannot be resolved, this policy serves to protect the children that are bitten.

When Biting Does Occurs

Caregivers will remain calm and in control of their emotions when biting occurs. The caregivers will calmly respond to the child, letting them know that biting is not ok. In addition, the following steps will be taken:

For the Child that was bitten:

1. The teacher will remove the child from the situation and focus caring attention on the child who was bitten.
2. First aid is given to the bite, with ice provided and the area cleaned with soap and water and covered with a bandage if needed
3. The incident will be logged and communicated to parents during pick-up. Parents may be called if the bite is serious
4. Parents may request a conference with the Manager to discuss any concerns

For the Child that bit:

1. The teacher will firmly tell the child, "No thank you, biting hurts" and show the child how they have hurt their friend
2. Encourage the biter to help take care of the child that was bitten if capable (hold ice pack, comfort the child). The child may be redirected to another activity
3. The care giver will talk to the child who bit (if able to communicate) and talk about different strategies that the child can use next time (give them appropriate words, if able) instead of biting. This should be done in a short simple way.
4. The incident will be logged and communicated to parents at pick-up

When Biting Continues

It is important to explore the reasons for biting when it occurs. We will work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of some triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, we can work on prevention strategies and start teaching replacement skills.:

1. The teacher will begin with an assessment/observation. The teacher will examine the context in which the biting is occurring and look for patterns. This includes observations of the child, to get an idea of why and when they are likely to bite. We will pay close attention and ask the following questions:
 - Was the space too crowded
 - Were there too few toys
 - Was there too little to do or too much waiting
 - Was the child who bit getting the attention and care he/she deserved at other times, other than when he/she was biting
 - When is the biting happening
 - Are they hungry? Sleepy? Frustrated?
2. The teacher will change the environment, routines or activities if necessary
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate manners, including using words, if they are capable of them. The child will be given positive attention and approval for positive behavior
4. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
5. If possible, the child will be shadowed to help prevent any biting incidences

When Biting Becomes Excessive:

The Manager will schedule a conference with the child who is biting to develop a support/care plan for home and the center to stop the biting. This may include:

- After all preventative steps have been tried by the staff members, if the child continues to bite routinely, the Manager will call the parent to pick up the child for the remainder of the day;
- Chronic biting may require that a child be suspended from enrollment for a period of time. If a child is suspended, the parent will be informed that the child may return to the center as soon as the biting is abated;
- If the child returns to the center, continues to bite, and is endangering the other children, the child may be terminated from the program.

When children bite, their parents are informed personally and privately the same day. All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented.

When biting occurs, here's what you can expect from us:

- We will put the child's safety first and provide first aid as well as comfort, support and advice to any child who is bitten.
- We will provide appropriate programming for children to help prevent biting.
- We will make current information and resources on biting available to you.
- We will provide teachers with adequate knowledge and training to deal properly and effectively with biting.
- We will take your concerns seriously and treat them with understanding and respect.
- We will tell you what specific steps we are taking to address biting and explain the reasoning behind those steps.
- We will respond to your questions, concerns and suggestions—even when our response to some suggestions is no.
- We will keep your child's identity confidential if he or she bites. This helps avoid labeling or confrontations that may prolong the behavior.

We wish we could guarantee that biting will never happen in our program, but we know there is no such guarantee. You can count on us to deal appropriately with biting so it will end as quickly as possible as we want the best for all the children in our program. If you want more information on biting or have questions or concerns, please let us know, we are here to help you and your child on their journey to independence!

Aggressive Behaviours

Our number one priority is the welfare, safety and security of all children and staff within our program. Any aggressive, violent or intentional behavior that endangers the child, other children, staff, equipment or building cannot be tolerated. In these extreme cases the Center has the right to:

- Send a child home immediately
- Impose a suspension
- Limit the child's hours of attendance

- Terminate services immediately without notice. All effects will be returned and deposit will be returned.

Child Abuse

The Child, Family and Community Service Act (CFCSA) requires that anyone who has reason to believe that a child or youth has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child or youth, must report the suspected abuse or neglect to a child welfare worker. Daycare staff have a role to be aware of and alert to signs and symptoms of possible child abuse or neglect – and to respond appropriately. The legal duty to report overrides any duty to protect the privacy of clients, patients, students or staff.

If abuse is suspected, if a child discloses abuse or a third party discloses abuse, it will be reported. It is not the responsibility of staff to investigate or question the circumstances of the suspected abuse. We will not inform the parent or anyone of the abuse disclosure. The Ministry has the responsibility to investigate the report and to inform all those involved of their investigation. The protection of the children is our top priority.

Outings

About 1-2 times per week, we leave site and go for walks around the neighborhood and the many parks situated within walking distance. During these days, we ask parents to arrive by 9am.

By attending our daycare, you are permitting your child to take part in planned or spontaneous activities such as field trips, walks or on the bus, without prior approval. The educator will exercise appropriate levels of supervision and ensure adequate safety conditions will be met on all field trips. In the event the educator and children are absent from the center, our location will be posted on the entrance door. If parents do not want their child participating in the field trip, please keep them home for the day.

Missing Child Policy

Entrances to and from the center are always supervised during drop off and pick up. We have door sensors that chime when opened and our playground area is secured by fencing and gates that children are not able to open. Staff are strategically positioned on premise and on outings to make sure they have a full view of the children. In addition, head counts are completed on a regular basis and during natural change over times (e.g. during drop off and pick up, transitioning to other activities, change of shift/staff etc). On field trips, children use the buddy system and are assigned to specific staff members. Our staff follow strict protocols when entering and exiting the bus, including head counts and strategically positioning themselves to ensure they have a full view of the children at all times.

We do not anticipate any missing child incidences, but as a precaution, the Centers will use the following procedures:

1. Staff ask the children to stand with their designated person and carry out a headcount to ensure no other child has gone astray.
2. An immediate search of the vicinity begins once the other children are secured with a responsible adult.
3. The Licensee/Manager or Delegate is informed and they then make their way to the site to aid the search, to be the point of contact for police, and to support staff. In an indoor venue, staff contact the venue's security who will handle the search and contact the police if the child is not found.
4. After 10 mins, staff will contact the police and report the child as missing.

5. The person in charge of the program contacts the child's parent to inform them of what is happening, what has been done and to update them on the progress.
6. The Licensee/Manager or Delegate contacts Licensing.
7. When the child is found, we will contact all the parties involved and hold a debrief as soon as possible.

As a follow-up, we will assess the problem and make changes as necessary to avoid similar incidences.

Personal Belonging Policy

Our center have a variety of toys to play with. We take opportunities to encourage children to share toys and for this reason, we advise parents to not bring toys from home. However, we understand that there are toys that provide comfort and security in some situations. If your child has a special toy which helps them transition into our program or if it helps them sleep, we will keep the toy in their bag or cubby until nap time. We will not be responsible for broken or lost toys. We do not allow toy weapons of any type at our facilities.

Active Play Policy

Active play is physical activity which includes moderate to vigorous bursts of high energy, raises children's heart rate and may make them 'huff and puff' such as running or jumping. For an infant or toddler, active play may include reaching out for a toy, rolling over, balancing in a sitting position and crawling/walking.

It is recommended that active play and physical movement should be incorporated in the child care environment throughout daily routines and activities. Group Child Care Licensed child care programs must ensure a minimum of 60 minutes per day of outdoor active play. Indoor activity is acceptable when weather is poor or outdoor space is limited. Active play may be accumulated through 15 minute portions of time throughout the day or continuously and consisting of un-facilitated (free-play) and facilitated games and activities.

The purpose of this policy is to ensure the children in our care is supported and encouraged to engage in active play, develop fundamental movement skills. Our center encourages all children to participate in a variety of daily physical activity opportunities that are appropriate for their age, that are fun and that offer variety. In order to promote physical activity and provide children with numerous opportunities for physical activity throughout the day, we are committed to the concept of active play each and every day. Our program incorporates active play throughout the day during circle time, and inside and outside facilitated and un-facilitated play:

Daily Active Play

- Provide a designated safe outdoor area for infants, toddlers and preschoolers for daily outdoor play
- Provide a variety of play material (both indoors and outdoors) that promote physical activity
- Increase indoor active play time so the total amount of active play time remains the same if weather limits outdoor time

Role of Staff for Physical Activity

- Staff will encourage children to be physically active indoors and outdoors at appropriate time. This includes modelling active play activities
- Staff will limit prolonged sitting activities (i.e. stroller, board games etc.)

- Staff will never withhold the opportunity for physical activity
- Staff will never use physical activity or exercise as punishment

Screen Time Policy

Screen time is any time that is spent in front of a TV, computer, video game, tablet or phone. The latest Canadian data indicates that children who watch more than one hour of screen time per day have double the incidence of being overweight or obese when compared to children who watch less than one hour per day.

All licensed child care programs must limit screen time to 30 minutes or less a day. Programs where children are in attendance for 3 hours or less should not include screen time activities into the daily routine. Screen time is not offered to children under two years of age.

Our Centers we do not have screen time incorporated in our regular program.

Photo taking

During the year, staff members are often seen snapping photos of the children. We provide parents with the opportunity to have images of their children shared by displaying them around the room or using them for art/crafts and other projects. We may share photos via email or update with families who are attending or center via or online platform. We never post pictures online in a public forum or any kind. Each year, we update pictures of the children for their emergency cards as per Licensing Regulations.

Please contact the center if you do not wish for your child's photo to be taken for crafts or other projects. No private cameras, cell phones or other devices shall be used to photograph children on the premises at the Center.

Absences & Health

Absences

If you know your child will be absent due to illness or injury, please inform the center immediately as to the reason. If we do not hear from parents before 9:30am, we will call to check in. If your child has a communicable disease, staff and families can then take precautions. No credit or refunds will be given for any absenteeism.

Health / Illness Policy

It is inevitable that children in group care will occasionally get sick. They play very intimately, sharing toys and joys. Additional factors include: children at younger ages have lower immunity to illnesses, and children in group care have an increased exposure to illnesses because of the expanded numbers of people with whom they are in daily contact.

Our daycare policy regarding health is based on the following criteria:

- Preventative public health practices;
- The comfort and safety of the child who is sick;
- The staff's ability to accommodate or look after a sick child
- The protection of the other children, staff, students, parents from communicable diseases and conditions

A child needs to be well enough to take part in all aspects of the regular program (including outdoor play), in order to be at the center.

If your child should become ill at our center, we will make him/her as comfortable as possible. We will notify you immediately and you must agree to make arrangements for pick up within the hour. If your child is seriously ill and we cannot reach you, we will call the emergency contact listed on the registration form. We may call the child's doctor depending on the seriousness of the illness.

Please ensure that your correct contact information is in our files and current.

There are three issues you must consider before bringing a child to the center:

1. Your responsibility towards your child's health and comfort
2. Your responsibility towards the other children and staff, who will be exposed to illness through contact with your child
3. The center's ability to accommodate or look after a sick child.

Your child may return to the center when they are able to participate in the day's activity and only when **symptoms have been absent for 24 hours** or they are no longer contagious:

- *Cold* – A common cold with listlessness, runny nose and eyes, coughing and sore throat. Once the child's temperature, well-being and energy have returned to normal, the child may no longer be contagious, and may be able to return to the child care even though coughing and runny nose may persist. If the symptoms (runny nose and eyes, coughing) are caused by a known allergy (e.g. hay fever, asthma) the child is not contagious and does not have to be excluded;
- *Coughing* – Persistent coughing or wheezing, especially if choking and/or vomiting accompanies the cough. Child may return when coughing subsides;
- *Sore Throat* – Trouble swallowing – may return when able to eat normally
- *Fever* (100 degrees F/38.3 degrees C or more) - may return when fever has remained at 37 degrees C (98.6F) for 24 hours without the aid of medication;
- *Vomiting* – child can return after 24 hours after the last bout of sickness;
- *Diarrhea* - (may or may not be combined with nausea, vomiting or stomach cramps). These symptoms may indicate a bacterial or viral gastrointestinal infection which is very easily passed from one child to another via fecal-oral route. The child should be kept home until all symptoms have stopped for 24 hours and they have had one solid bowel movement;
- *Infected skin or eyes, or an undiagnosed rash* - A doctor must examine undiagnosed skin irritations, and provide written medical clearance prior to a child's return to program. Conjunctivitis (pink eye) is very contagious and must be treated and the eyes clear before the child may return;
- *Ear ache and infections* - Because VIHA states that untreated ear infections can lead to hearing loss and are potentially infectious, we require children to see a Doctor for direction and that children stay home for a minimum of 24 hours with or without antibiotic medication. This allows for the child to be monitored and assessed. Children may return when symptoms such as fever and ear tugging have subsided;
- *Pain* - any complaints of unexplained or undiagnosed pain;
- Children with known or suspected communicable diseases. A doctor's note may be required before the child can return.

OUR CENTRES DO NOT HAVE EXTRA STAFF TO CARE FOR SICK CHILDREN. Parents may choose to give their children over the counter medications at home in order to alleviate their symptoms, however; children need to be symptom free without the aid of over the counter medications in order to be well enough to be at preschool/childcare and to avoid spreading illness to others.

If antibiotics are required, the child can return after 24 hours after receiving the first dose of medication as long as other symptoms have subsided and the child is able to participate in the days' activities. This ensures the medication has time to work and that there are no adverse side effects to the medication.

Please notify the manager/owner immediately if your child has contracted an infectious illness as we keep track, contact/report to VIHA if needed and increase our washing and sanitization at the center.

Communicable Disease Policy

The purpose of the Communicable Disease Policy is to provide guidance and direction to the staff, employees and families in addressing health and wellness during times of a communicable disease outbreak.

In BC, the monitoring and licensing of regulated childcare centres is the responsibility of the Ministry of Health, which has the authority to close any childcare facility for health and safety reasons. Accordingly, during a communicable disease outbreak, the Center must follow the Ministry of Health's guidelines at all times.

Closure orders from the Ministry of Health overrule any decision made by an individual childcare facility to stay open during a communicable disease outbreak. If, however, no closure order is made, the Center may choose to remain open during a communicable disease outbreak. In such cases, the Center will adhere to the procedures outlined in this policy. Any additional, interim changes to our usual policies or procedures resulting from a communicable disease outbreak, and any relevant information regarding the outbreak from authorized sources, will also be communicated to all families and staff in a timely manner.

Given that the nature and scale of each communicable disease outbreak is unique, the procedures below are intended to offer high level guidance on the measures that the Center may put in place during an outbreak, including during a pandemic.

Procedure:

1. If there is a severe outbreak of a communicable disease, we may be directed by government authorities to make changes to their usual policies and protocols. In such cases, regardless of what information may be available in the news or on social media, we will follow the recommendations and requirements for childcare settings provided by the following authorized sources:
 - a. Ministry of Children and Family Development;
 - b. Ministry of Health, including agencies responsible for childcare licensing, the Provincial Health Officer and the BC Centre for Disease Control; and
 - c. WorkSafe BC.
2. Legislated childcare ratios must be maintained during a communicable disease outbreak. In the event that employees are sick or otherwise unable to work and the required child to staff ratio cannot be met, we may be required to make any of the following changes to accommodate employee absence or additional cleaning responsibilities:

- a. reducing or staggering the hours of operation;
 - b. reducing the number of days of operation; and
 - c. reducing the number of children allowed to attend each program at any one time.
- 3. Access to the Center for both employees and families, may change during a communicable disease outbreak. New policies and processes will be put in place to reflect these changes and will be communicated to families and employees.
- 4. In the event that the Ministry of Health provides a regional or provincial quarantine recommendation or requirement linked to international travel, potential exposures or individual symptoms, we may develop new policies and processes that require both employees and children to remain at home for a period of time if:
 - a. the child or employee has particular symptoms, regardless of whether they are feeling ill;
 - b. if anyone in the child or employee's household has particular symptoms;
 - c. if the child or employee, or anyone in the child or employee's household, has been directed to self-isolate by a public health official; or
 - d. if the child or employee, or anyone in the child or employee's household, has travelled to an area that is subject to a provincial or regional quarantine recommendation or requirement issued by the Ministry of Health.

These policies and processes will apply equally to all children, families and employees. No exceptions will be made.

- 5. In the event of a communicable disease outbreak, we will implement measures that include, but are not limited to, the following:
 - a. introducing additional cleaning and handwashing protocols such as:
 - I. using a Ministry of Health-approved sanitizing solution within the program areas three times a day to sanitize high touch areas and equipment;
 - II. increasing handwashing and using social stories and instruction to promote healthy handwashing habits among children;
 - III. following additional cleaning protocols recommended by the Ministry of Health and WorkSafe BC
 - b. supporting children, employees, parents and caregivers in minimizing direct contact with one another, including:
 - I. avoiding close greetings (e.g., hugs, handshakes);
 - II. reminding children to keep "hands to yourself" and providing instruction on ways to have less contact (e.g. creating games that include basic physical distancing principles);
 - III. striving to minimize the number of different staff that interact with the same children throughout the day;
 - IV. encouraging employees to use face masks at drop off if a child is experiencing distress and needs to be handed from adult to adult; and
 - V. encouraging employees to use a shield or mask when changing diapers.
 - c. changing physical access to the Center and modifying programs in a manner that may include:
 - I. revising drop-off and pick procedures;

- II. moving programs to different spaces to optimize safety and environmental controls;
 - III. organizing children into smaller groups during activities and meal times;
 - IV. using different table configurations (e.g. separating tables, using plexiglass dividers)
 - v. incorporating more individual activities or activities that encourage more space between children and employees;
 - vi. removing toys that encourage group play in close proximity or increase the likelihood of physical contact;
 - vii. ensuring that only food sent by families is eaten and that food is not shared by children or employees;
 - viii. ensuring that beds in the nap rooms are six feet apart and are “toe to toe” rather than “head to head” or, if this is not possible, arranging beds “head to toe”; and
 - ix. staggering routines for lunchtime and bathroom use.
6. In the event of a closure due to a communicable disease outbreak that is less than 30 days in duration, fees may be payable as per usual operations. Fees payable during closures exceeding 30 days will be determined by the Ministry of Children and Family Development.
 7. During a closure resulting from a communicable disease outbreak, government fee reductions such as the Child Care Fee Reduction Initiative (CCFRI) and the Affordable Child Care benefit (ACCB), or their equivalents, may or may not be provided. Families should contact the Ministry of Children and Family Development directly to discuss the government policies in relation to these payments.
 8. Recognizing that fear-based responses may emerge during a communicable disease outbreak, we will continue to strictly adhere to its zero-tolerance policy on harassment and discrimination and promote an inclusive-based approach that provides a safe space for all families, children and employees. Harassment and discrimination, including that based on race, colour, ancestry, and place of origin, are not permitted and will be dealt with immediately in accordance with our Workplace Bullying and Harassment Policy.
 9. The Center is not responsible should an employee, enrolled child or enrolled child’s family member contract a communicable disease.

Immunizations

Children receiving their immunizations must be absent from daycare for the day to ensure no adverse effects and that the child is well enough to attend daycare. We recommend parents complete immunization on Fridays and weekends whenever possible. Please provide an updated immunization record as soon as possible.

Right of Refusal

If a child arrives at our center who appears ill, or has returned too soon from an illness, staff have the right to refuse admission. While we understand that this may cause an inconvenience, our center diligently follows our illness policy for the safety of all our children and staff at the center.

Medication

Medication will only be given if a "Permission to Administer Medications" form has been completed and signed by the parent/guardian. Information on the form includes the name of the medication, DIN#, date and time the medication is to be given, and the amount of the medication to be given.

Prescription Drugs: must be brought in the original container, is clearly labelled with the child's name, name of the medication, dosage, date of purchase and instructions for storage and administration.

Non-prescription Drugs: must be brought in the original container with a note from a doctor which includes the amount to be given and the duration of the treatment.

Medication that may need to be kept at our center for a longer period of time for health reasons, such as an Epipen or Puffer, requires a care plan.

All medications are stored where they are inaccessible to the children

Care Plans

Section 58 of the *Child Care Licensing Regulation* requires a licensee to have current care plans for each child that attends the facility who requires extra support. *Child Care Licensing Regulation* defines a child requiring extra support as a child who, for physical, intellectual, emotional, communicative or behavioural reasons, requires support or services that are additional to, or distinct from, those provided to other children. This includes (but is not limited to):

- When long term medications are needed due to an illness or injury
- Where an allergy is present
- Diagnosis of a physical, emotional or intellectual impairment requiring extra support
- Behavioural issues
- Undiagnosed disruptive behaviour

The center's ability to care for a child who needs extra support depends on the resources available, including staffing, current staff complement and nature of the support required. Having a care plan does not guarantee support at our center. Where extra support is not available and the center is not able to support the child, termination of care may be required. For example, a care plan may indicate that a child needs one-on-one support to ensure their safety. If our daycare is not able to provide one-on-one support, care may need to be terminated and alternative arrangements will need to be made by the parent.

Care plans are reviewed on an annual basis at a minimum. However, where circumstances change, the care plan will be revisited. During your child's care at our center, where it has been determined that extra support is required, parents are required to meet with the Owner/Operator to discuss next steps.

Toilet Training

When you feel your child is ready for toilet training, we ask that you begin teaching at home during a weekend or vacation. Our center will begin assisting once toilet training has been successful for two weeks prior at home.

We will follow through and encourage your child while in care. Toilet training will be done in a relaxed manner with the cooperation of the family. Your child **must show signs of readiness at the Center** before we will begin potty training (Please read the Toilet Training Readiness Checklist below). Positive reinforcements and consistency must be continued at home. Toilet training is kept positive and we know that they will have accidents and we will not shame them for not being able to hold their bladder/bowels for long periods.

Please keep in mind that the activity level here at the Centre can distract your child from responding to an urge to use the toilet, more so than at your home. Therefore, potty training always begin with pull-ups until your child can and will announce that he/she must use the bathroom and can control his/her bladder and bowels for a few minutes beyond that announcement to make it to the toilet. It is required that parents provide pull-ups and a few extra change of clothing. Once your child is successful for two (2) week, we will graduate to underwear. For naps and walks, we will use pull-ups until your child is able to successful stay dry for four (4) weeks.

Please note that due to practicality reasons, we are not able to accommodate other toilet training methods such as elimination communication, food used as rewards or the no pants/underwear method.

General Timeline:

- At home – parents to notify Center of readiness at home and starting potty training. Must have one week of success at home before beginning at daycare. Success means they are able to go unprompted, willing to go when asked, and able to go outside the home regularly (ie. park, mall etc).
- At daycare – Success for atleast two weeks in pull-ups and four weeks in pull-ups during naps
- Four weeks or more – Graduate to underwear!

Required Supplies

Three (3) changes of clothing including socks (an extra pair of shoes if available) and a bag of pull-ups. You will be notified when the supply is running low. Soiled clothing will be returned in a plastic bag in your child's cubby.

Toilet Learning Schedule at Daycare

For the first week, your child will be encouraged to use the toilet at consistent times of the day.

- Upon arrival at the centre
- Before and after snack
- Before and after lunch
- Before and after nap
- Before and after going outside
- Just before going home

Toilet Training Readiness Checklist:

Children **MUST** show the following signs of readiness at the Center before toilet training can begin, regardless of whether they are ready at home.

Parents **MUST** complete our Readiness Checklist before we will begin potty training at the Center

Children MUST consent to potty training (ie. willing to go when asked or allow us to help them on the potty). Consent means respecting a child's bodily autonomy and recognizing their right to make choices about their body and elimination process.

Verbal Stages of Readiness

Basic verbal skills. The child is able to speak in three to four word sentences:

Stage 1	The child tells you he/she has a wet diaper, recognized when he/she is wet.
Stage 2	The child tells you he/she is wetting, recognizes the sensation of being wet.
Stage 3	The child tells you he/she will wet, can control himself and uses the toilet.

Physical and Psychological sign of readiness

1. Stays dry for a long period of time (the child is able to "hold" his/her urine and bowel movement).
2. Can recognize when diaper is wet or soiled.
3. Has bowel movement at regular times (child chooses when to move its bowels)
4. Adult can recognize when child is moving his/her bowels (child is deliberately moving bowels)
5. Can undress and pull up his/her own pants
6. Initiates interest in using the toilet and asks to wear underwear.
7. Wants to be independent which is very important for the learning process.
8. Child is emotionally ready and is open to learning (is child generally cooperative?)
9. Child has an awareness and knowledge of the world beyond himself. (This sign may seem unrelated to toilet training, but it is a behaviour that has been seen in children ready to use the toilet)
10. Can follow three and four step instructions (this is critical for learning to urinate or move bowels, wipe himself and wash hands)
11. Can use consistent words or gestures to communicate.
12. Is able to physically get to the toilet and sit on it without help.
13. Must show a willingness to want to sit on the toilet and understand its function.

Regression

Due to health, safety and sanitization requirements, if a child has an accident twice in a day, they will be placed in a pull-up for the remainder of the day. There may be a period of time where children may regress for longer periods of time and will require being back in a pull-up until the regression subsides. This may be during certain periods of the day or the whole day depending on when the accidents are occurring. Parents will be notified if their child must be put back in a pull-up.

Diapers & Wipes

The parent/caregiver is responsible for providing the center with enough diapers and wipes for their child. If a situation arises where we must "borrow" diapers or wipes, we will let you know to bring in more, including diapers and wipes that have been borrowed. We do allow cloth diapers. Caregivers must provide enough diapers for the day and ensure a wet bag to place the dirty diapers in each day.

Allergies

From time to time children that attend our program manage life threatening allergies. As we are inclusive of all children we will, if necessary, restrict items from entering the Centre. For example, if a child is allergic to peanuts, we will ask all staff and children attending the childcare centre to bring lunches free of peanut butter, peanuts, peanut oils or nuts and nut oils.

If your child is anaphylactic, you will be asked to complete a care plan. Care Plans describe procedures to be followed in the event of an incident.

Children who develop non-life threatening allergies may exhibit symptoms that resemble illness. We follow our illness policy diligently and parents should seek medical care and documentation to ensure their child receives the proper care while at our center and to prevent children from being sent home because allergies instead of illness. A care plan may be necessary to ensure our center can distinguish between allergy and illness.

Special Request Policy

From time to time, families can make requests for changes in their child's care that we may not typically do in our day to day routine. If you have a request to change something not typically in our routine of care and guidance for your child, this request will need to be approved by management BEFORE we make any changes.

As each request is as unique as each child, it will be reviewed and approved on a case by case basis by management. We may not be able to accommodate each and every request. Special request can be any of the following but not exclusive to:

- Changes to our nap routine
- Changes to our potty/diapering routine
- Food or eating requests that is out of our typical routine
- Dropping off later than our cut off of 9:30
- Changes or different guidance strategies that is out of our typical routine and policy

Guidelines for the consideration requests:

- The ability of our team to maintain proper VIHA staff ratios for all other children while attending to the request
- The ability to manage this request with our busy routine each day and the skill set of our team
- Requests must be made in writing and can be followed up with an in-person conversation if requested by our team/management or by the family.
- Request must meet VIHA guidelines and regulations
- If this is an ongoing request or a one-off? If this request requires the team to do this for more than one week we may need to look into creating a care plan to make sure our centre and the family has the same information and agrees to a consistent plan for this child.
- If this request requires one staff to be with your child exclusively, we may not be able to accommodate this request or an alternative suggestion may be made to ensure we have enough staff to accommodate the request.

Your child MUST consent to the request. We will try to guide your child in many different ways (ie. reminder, conversation, prompts etc), but if the child refuses, staff will stop and inform you either with our app, email or phone during the day when possible.

At any point, the Center reserves the right to end the request if we deem it not to be in the best interest of the child while in our care, policy/regulation change, or we are no longer able to accommodate due to operational reasons.

Food & Drink Policy

Families and caregivers in childcare play an important role in creating a positive eating environment. Our food and drink policy has been implemented in an effort to promote health eating and nutritional habits and ensure that each child has nutritious food and drink in accordance with Canada's Food Guide:

Canada's Food Guide is an excellent guide to food selection to ensure that the food and drink you supply is sufficient in quantity and quality to meet a child's developmental needs. Parents are asked to consider the following when planning their children's menu:

- Provide foods from at least two food groups for each snack (e.g. one medium sized fruit and $\frac{3}{4}$ cup yogurt)
- Provide foods from three or four food groups at each meal (e.g. grilled cheese sandwich on whole wheat toast and an apple)
- Try to choose healthy choices most of the time, limiting foods high in calories, fat, sugars, or salt (e.g. cakes, pastries, chocolate, candy, cookies etc.)
- Do not send pop or juice. Pop has little more than coloring and flavored water, sweetened with either sugar or aspartame. Vegetable or fruit "drinks" or "beverages" may contain only a small amount of real vegetable or fruit juice. Milk is okay to send.
- Send foods that are of low choking potential. No Gum.
- No chocolate bars
- Ensure fruits and other food items are of sufficient quantity and quality for the child's development needs

Children prefer small but frequent amounts of food throughout the day. Offer a variety of nutritious food chosen from the four food groups. Many children like simply prepared, mild tasting foods they can easily identify and manage, such as cut-up vegetables and dip, cheese and crackers, fresh fruit, muffins, etc. We serve the snack and lunches you send in on a regular schedule during the day and safe drinking water is available at all times.

Please bring a water bottle on a daily basis. We are a juice/soda free center. We also have a microwave and are able to heat up lunches. We may from time to time, do cooking or baking activities with the children. This may include making cookies, bread or soup, or sensory with food. We will inform parents of these activities in consideration of allergies or other preferences.

Please note that our policy also includes:

- No child is fed by means of a propped bottle.
- No child is forced to consume food.
- No child is left unsupervised while eating.
- Food is not used as a reward or punishment.
- Safe drinking water is available for all children.

Please inform staff of any allergies or religious observations in writing.

Meal Time

Supporting age appropriate learning experiences during food preparation during meal and snack times are vital for positive development. Staff sit with the children while they eat and encourage conversation about the concepts of color, quantity and temperature of food, eating behaviors and events of the day. Staff encourage children's acquisition of new skills by allowing them to try new things (e.g. pouring their own water, using fork etc.) Staff will assist children to learn skills such as hand washing and sitting down while eating.

Birthdays and Celebrations

Birthdays are a special part of most children's lives. At our daycare, we celebrate with the children and the child receives a small gift as well. Families are welcome to provide a special treat for the room to share. We ask that if a treat is provided, that the caregiver please let us know what they are thinking of bringing so that we can take into consideration any allergies and any special arrangements that need to be made. Holiday celebrations are an excellent way to celebrate diversity and learn about other cultures and religions. Some holidays are appropriately celebrated with a special snack. Others may be celebrated through special activities, such as food drives, charitable collections or visits from special guests. If your family celebrates a holiday that you would like the center to celebrate, please connect with the Manager to discuss appropriate ways in which to celebrate at the center.

Personal Information & Privacy Protocols

Privacy of your personal information is an important factor in providing you with quality child care. We understand the importance of protecting your personal information and are committed to collecting, using and disclosing this information in a responsible manner. All staff members who come in contact with your personal information are aware of its sensitive nature and are trained in the appropriate uses and protection of this information.

We will ensure that:

- Only necessary information is collected about you and your child
- We only share information about you with your consent
- Storage, retention and destruction of your personal information complies with existing legislation and privacy protection protocols
- Our privacy protocols comply with privacy legislation, the Provincial Child Care Regulations and the law

We will collect, use and disclose personal information about you and your child for the following purposes:

- To deliver safe and effective child care
- To assess your child's health needs
- To enable us to contact you
- To establish and maintain communication with you
- To communicate with other child care agencies including regulatory agencies
- To allow us to effectively follow up any concerns or questions
- To comply with legal and regulatory requirements including the Provincial Child Care Regulations

- To invoice for services
- To collect unpaid accounts
- To comply generally with the law

Policy & Procedural Changes

From time to time, we may be required to make policy and procedural changes due to changes in government initiatives, regulations, laws, funding or other regulatory bodies (ie. Licensing). We reserve the right to make any changes necessary. The information listed here does not represent an exhaustive list of the Center's policies . For the most up-to-date and comprehensive policies, parents are asked to contact the office. We will do our best to give one month's notice of these changes unless these changes are required immediately.