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## PARENT MANUAL February 2026

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# 1. INTRODUCTION

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## Welcome to DYNAMIC kids in Motion

Dear Parents and Guardians,

We are delighted to extend a warm welcome to you and your child to the **DYNAMIC kids in MOTION childcare centre!** Your child's well-being, growth, and enrichment are our top priorities, and we are honored that you have chosen us to be part of their educational and developmental journey.

Our centre is more than just a place for your child to spend their time. It's a nurturing, stimulating environment where they can learn, play, grow, and build lasting friendships. As a faith-based centre, our program integrates Christian values and teachings into daily activities, fostering a strong moral foundation alongside academic and personal growth.

This Parent Manual is there to provide you with all the information you need about our program's policies, procedures, and commitment to ensuring your child's safety, happiness, and development.

At **DYNAMIC kids in MOTION**, we are passionate about creating an atmosphere of respect, curiosity, and creativity. We value open communication with parents and families and encourage you to engage with us, ask questions, and share feedback. Your involvement is a vital part of the program's success.

As you explore this manual, you will find details about our faith-based program, daily routines, educational activities, safety protocols, and more. Our goal is to make your child's time with us not only enriching but also enjoyable, providing you with peace of mind while you focus on your daily responsibilities.

Thank you for entrusting us with the care and development of your child. Together, we look forward to creating a positive environment where your child can thrive.

Warm regards,

Katharina Kroecker, Heinrich Sawatzky (Owner)

**DYNAMIC kids in MOTION**

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## Contact Information

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## 2. DYNAMIC Philosophy

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Every child is unique and precious, and it is our privilege and responsibility to nurture their physical, emotional, social, and spiritual growth.

We believe in fostering a genuine and personal relationship with our creator from the earliest stages of childhood. The curriculum is designed to integrate biblical values into learning, cultivating a foundation for a life guided by the teachings of Jesus where children can thrive and build a strong foundation for a dynamic future.

We embrace the philosophy that centres on nurturing the holistic development of each child in a loving environment and accepts each child unconditionally, regardless of their background, abilities, or circumstances. We create an inclusive community where every child feels valued and respected. Our commitment to dynamic growth encompasses several key points:

### **Character Development**

We emphasize the importance of character development based on Christian virtues such as kindness, honesty, compassion, and forgiveness for a strong and healthy self esteem. These values serve as the foundation for children's growth into responsible and caring individuals.

### **Safe and Nurturing Environment**

We prioritize the physical and emotional safety of every child in our care. We are committed to creating a nurturing atmosphere where children can feel secure, allowing them to explore, learn, and develop with confidence.

### **Service and Compassion**

We encourage children to practice service and compassion by engaging in community outreach and acts of kindness. By doing so, we imprint a sense of responsibility for making the world a better place.

### **Academic and Creative Excellence**

We provide support for children's academic growth while encouraging creativity and critical thinking. The goal is to help them discover and develop their God-given talents to become strong and remarkable adults and leaders.

### **Family and Community Involvement**

We believe in the importance of strong partnerships with parents, families, and the broader community. Together, we can provide a holistic support system for each child's development.

### **Dynamic Life Journey**

We see the program as a stepping stone on each child's life journey. Our hope is that the values and principles they learn here will guide them through their lives.

### 3. Detailed Description of Care Program

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DYNAMIC Kids in MOTION is a licensed child care facility providing **Group Child Care – 30 Months to 5 Years and Group Child Care-School Age Program**. We provide a safe, nurturing, inclusive, and developmentally appropriate environment that supports children’s emotional, social, physical, intellectual, and spiritual development. Our program philosophy is rooted in Christian values, including kindness, respect, compassion, forgiveness, and love, which are modeled and encouraged throughout play, daily routines and activities.

#### Program Types and Group Sizes

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##### Program Type: Group Child Care - School Age

The school-age program supports children’s growing independence and responsibility while providing a balance of active play, creative opportunities, and quiet time before and after the school day.

- **Group 1** Maximum capacity: **24 children**  
Children attending elementary school (Kindergarten and elementary)

Staffing ratios for the school-age program are maintained in accordance with the BC Child Care Licensing Regulation Schedule (E) and the program’s Employee Plan, with a minimum of one responsible adult for every 12 children, if any preschool child or child in grade 1 is present.

##### Program Type: Group Child Care - 30 Months to School Age

Our program uses a model where children are divided into smaller groups for more personalized attention and social interaction. The groups ensure that each child can engage in collaborative play, building lasting friendships and social skills.

We care for preschool children aged 30 months to 5 years in 3 groups:

- **Group 2:** max capacity up to **20 children**
- **Group 3:** max capacity up to **16 children**

Staffing ratios for Group Child Care (30 Months to School Age) are maintained in accordance with the BC Child Care Licensing Regulation Schedule (E) and the program’s Employee Plan, with a minimum of one ECE for every 8 children, one ECE and one ECEA up to 16 children and one ECE and two ECEA up to 25 children, with not more than 2 children younger than 36 months old in a single group.

## Description of Programs

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### Group child care 30 month to 5 years

#### Developmental goals:

- **Cognitive Development:** Activities like story sequencing (e.g., re-telling a story), problem-solving games, and puzzles help children develop critical thinking skills.
- **Social Development:** Group activities, such as cooperative building projects and sharing games, foster social skills and teach the value of teamwork and empathy. Also providing experiences that facilitate a child's feeling of belonging to family, community and the world at large.
- **Emotional Development:** Through role-playing and discussions, we help children develop a positive self-concept and an accurate perception of self, express positive and negative feelings in appropriate ways. We help children to understand their emotions and develop coping strategies, teaching them that they can turn to God for comfort. We provide a comfortable atmosphere in which children can feel proud of their cultural heritage and share about their culture.
- **Physical Development:** Indoor and outdoor activities that encourage the development of large and small muscle skills appropriate to each child's level of development, activities that promote the development of self-help skills, and activities that encourage good health and safety habits.
- **Language Development:** Through storytelling, singing, and group conversations, children develop their vocabulary and communication skills in both structured and spontaneous settings.
- **Intellectual Development:** We provide a flexible, child-centered program that nurtures curiosity, reasoning, and problem-solving skills. Our daily schedule adapts to children's interests, ensuring they remain engaged in meaningful exploration. Activities include sorting and classifying games, building with blocks, and spatial-awareness activities like obstacle courses. Children engage in creative expression through art, music, movement, storytelling, and imaginative play, fostering cognitive growth in a fun and supportive environment. Outdoor experiences and hands-on nature activities help develop an understanding of the environment while encouraging curiosity and discovery.

#### Curriculum Approach:

- **Play-Based Group Child Care:** Our program nurtures children's social, emotional, and spiritual growth through hands-on exploration and meaningful interactions.
- **Christian Values in Daily Life:** We integrate kindness, forgiveness, and love into experiences, helping children understand God's love through play, storytelling, and songs.
- **Learning Through Play:** Children engage in nature exploration, creative arts, and group activities that promote friendship, confidence, and problem-solving skills.
- **Thematic Exploration:** Each month features a new theme, such as "God's Creation" or "Helping Hands", or guiding activities. We talk about nature and environment and explore seasons, weather, and animals through outdoor play. In our cultures and community themes we learn about friendship, kindness, and homes around the world through music, role-playing, and shared traditions.
- **Warm, Supportive Environment:** We create a space where children feel safe, valued, and excited to explore, learn, and build lasting relationships.

## Sample of a Daily Schedule

Our days are structured to include a balance of free play and creative activities. The schedule will vary from group to group, ensuring activities are age-appropriate and responsive to children's interests.

### Group Child Care – 30 Months to 5 Years

- **7:30 AM - 8:30 AM | Arrival and Free Play**  
Check in with parents/guardians and conduct a quick health check.
- **8:30 AM | Circle Time**  
Age appropriate group activity with circle time and devotionals.
- **9 AM | Snack Time**  
A nutritious and balanced snack provided by parents. Food is stored safely according to health guidelines. Allergies and dietary restrictions are documented, and hand hygiene is practiced before and after meals.
- **9:30 AM | Indoor Play & Learning Centers**  
Engage in indoor play and age appropriate learning activities.
- **10:30 AM | Outdoor Play (Weather Permitting)**  
Children enjoy free outdoor play, exploring nature, observing God's creation, and participating in games that develop their physical skills like running or jumping
- **11:30 AM | Bible Story & Songs**  
Age appropriate group activity with a Bible story and singing.
- **12:00 PM | Lunch**  
Lunch time provides an opportunity for children to interact socially, practicing manners and conversation skills. Lunch provided by parents
- **12:30 PM | Quiet Time**  
Children can rest, nap, or engage in quiet activities like storytelling. Children who require sleep are provided with individual cots or mats in a quiet space and are supervised in accordance with licensing requirements.
- **2:00 PM | Educational & Enrichment Activities**  
Children engage in learning stations focused on early literacy, math, and social skills. For example, they may play alphabet puzzles, or work on counting in different games.
- **3:00 PM - 4:00 PM | Snack & Free Play**  
Healthy snacks and time for free play and socialization.
- **4:00 PM - 5:00 PM | Quiet Activities & Pick-up**  
Engage in quiet activities until pick-up time.

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## Description of School Age Program

We understand the demands of modern family life. The program aims to support parents by offering a structured, and enriching experience for their children. We are dedicated to fostering emotional, social, physical, intellectual, and language development while incorporating important principles rooted in our christian values.

- The program is designed for up to 24 children in kindergarten and elementary school with age-appropriate and dynamic activities and supervision.

- We are committed to providing a secure environment. The program maintains a healthy and nurturing environment, conducts regular safety drills, and follows written safety protocols.
- We are available to assist children with their homework, ensuring that they have a quiet and supportive space to complete their assignments.
- We offer a variety of activities that stimulate creativity, critical thinking, and learning. These may include art projects, musical activities, and interactive games.
- Physical activity is essential for a child's dynamic development. We provide a range of options, including outdoor play, and indoor games that encourage teamwork and physical fitness with supervision.
- We foster an inclusive and supportive community where children can build friendships, practice social skills, and learn to collaborate with their peers.

We are dedicated to enriching the lives of children by providing a balanced and engaging after-school experience.

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## Sample of a Daily Schedule

### Group Child Care – School Age - Before and After School Days

#### Before School (School Days)

- **7:00 AM – 8:00 AM | Arrival & Morning Activities**  
Arrival and visual health check. Quiet games, reading, or table activities
- **8:00 AM – School Departure | Transition to School**  
Washroom routines and preparation for school. Leave the facility to school. Transitions between school and the child care facility are supervised at all times in accordance with the program's written Transition and Transportation Policy.

#### After School Program

- **School Dismissal – 3:15 PM | Pick Up from School Ground**  
Greeting children and attendance at the school meeting point. Outdoor play on the school playground.
- **3:15 PM - Facility Departure | Transition to the care facility**
- **3:45 PM – 4:00 PM | Snack & Social Time**  
Nutritious snacks provided by parents. Group conversations and relaxation
- **4:00 PM – 4:45 PM | Learning & Enrichment Activities**  
Arts and crafts, building, games, or homework support
- **4:45 PM – 5:30 PM | Quiet Activities & Pick-Up**  
Cleaning up, reading, board games, or quiet play

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### Group Child Care – School Age - Full Days (Pro-D days, Vacation Time)

- **7:30 AM - 8:30 AM | Arrival and Free Play**  
Check in with parents/guardians and conduct a quick health check.
- **8:30 AM | Circle Time**

Age appropriate group activity with circle time and devotionals.

- **9 AM | Snack Time**  
A nutritious and balanced snack provided by parents.
- **9:30 AM | Indoor Play & Learning Centers**  
Engage in indoor play and age appropriate learning activities.
- **10:30 AM | Outdoor Play or field trips (Weather Permitting)**  
Children enjoy free outdoor play, and participating in games that develop their physical skills like running or jumping
- **12:00 PM | Lunch**  
Lunch time provides an opportunity for children to interact socially, practicing manners and conversation skills. Lunch provided by parents
- **12:30 PM | Quiet Time**  
Children can rest, or engage in quiet activities like storytelling.
- **1:30 PM | Educational & Enrichment Activities**  
Children engage in learning stations focused on early literacy, math, and social skills. For example, they may play alphabet puzzles, or work on counting in different games.
- **3:00 PM - 4:00 PM | Snack & Free Play**  
Healthy snacks and time for free play and socialization.
- **4:00 PM - 5:30 PM | Quiet Activities & Pick-up**  
Engage in quiet activities until pick-up time.

*(Schedule adjusted on non-instructional days, Pro-D days, and holidays to include full-day programming.)*

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## Hours of operation

Group Child Care – 30 Months to 5 Years:

- Monday to Friday- 7:30 AM to 5:00 PM

Group Child Care – School Age:

- Monday to Friday- 7:00 AM to 5:30 PM

## Statutory Days and holidays

- We follow a year-round schedule but are closed on all statutory holidays in British Columbia
- Families are provided with advance written notice of any planned closures, including the annual summer closure.

## 4. Faith Statement

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At DYNAMIC Kids in Motion, our program is built on a Christ-centered foundation. As a non-denominational and bible based daycare, we are committed to creating an environment where every child is valued, encouraged, and supported in learning about God and His love.

We believe that every child is uniquely created by God with purpose, identity, and great potential. Our mission is to help children understand:

- Who God is
- How deeply He loves them
- Their God-given purpose
- Their identity in Christ

We incorporate simple, age-appropriate faith concepts into daily routines through prayer, Bible-based stories, uplifting music, and positive character development.

Our staff strives to model Christ-like qualities such as kindness, patience, gentleness, and compassion while guiding children through play, learning, and social interactions. We rely on the Holy Spirit for wisdom in how we teach, care for, and support each child's growth.

We honor parents as the primary spiritual leaders of their children and aim to partner with families to cultivate strong values, confidence, and a sense of belonging rooted in God's truth.

At DYNAMIC Kids in Motion, our greatest desire is that every child experiences safety, joy, and the unconditional love of Jesus while discovering who they are created to be.

## 5. Program Policies

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### 5.1. ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are essential for maintaining the quality and safety of the program. It is essential that parents/guardians are aware of these hours and plan accordingly to ensure the timely drop-off and pick-up of their children.

It is recommended that children attend the program regularly. Consistent attendance ensures that children benefit from structured activities and maintain positive relationships with their peers and caregiver.

Parents/guardians must notify as soon as possible if their child will be absent due to illness, medical appointments, or other reasons. This notification helps to ensure the safety and accountability of each child.

### 5.2. DROP OFF AND PICK UP

This drop off and pick up procedure should provide a secure and organized environment for parents/ guardians and their children during drop-off and pick-up times.

Only authorized individuals listed on the child's registration form will be allowed to drop off or pick up the child. Notify the center in advance of any changes to the authorized list. The child will not be released to a non authorized individual.

<b>Arrival Time</b>	Parents/guardians should plan to arrive at the center <b>no earlier than 5 minutes before</b> the official start of the program.
<b>Sign-In</b>	Upon arrival, parents/guardians are required to sign in their child.
<b>Health Checks</b>	Children will undergo a brief health screening to ensure their well-being. <b>Children with fever or signs of illness will not be accepted into the program to prevent the spread of illness.</b>
<b>Brief Goodbye</b>	Parents/guardians should ensure a calm and reassuring goodbye to their child, helping them transition smoothly into the after-school program.
<b>Personal Belongings</b>	Label all personal belongings (backpacks, jackets, etc.) with the child's name. Ensure that your child has all necessary items, such as homework and any required supplies.
<b>Pick up</b>	Parents/guardians should arrive at the center promptly at the designated pick-up time.
<b>Sign-Out</b>	Sign out your child -out area.

### Late Pick-Up Policy

Parents/guardians are expected to pick up their children on time. Late pick-ups disrupt the childcare routine and can be distressing for the child. In the event of a late pick-up, the following actions will be taken:

- A fee of CAD20 per 15-minute increment will be charged
- If late pick-ups become a recurring issue, a meeting may be scheduled to discuss the matter further and explore potential solutions.

### 5.3. ACTIVE PLAY POLICY

Active play is defined as physical activity involving moderate to vigorous bursts of high energy that elevate children's heart rates and engage them in activities that make them 'huff and puff', such as running or jumping.

Active play plays a huge role in promoting healthy growth and development among children. Engaging in physical activities helps build strong bones and muscles, improves balance, coordination, and refines gross and fine motor skills. Moreover, active play contributes to boosting children's confidence levels, enhances concentration, and augments thinking and learning skills. Additionally, it provides invaluable opportunities for children to develop social skills, make friends, and cultivate positive relationships within a supportive environment.

We prioritize the development of fundamental movement skills, recognizing their importance as the building blocks for lifelong physical activity. Through a variety of activities, including balance exercises, coordination drills, and locomotor movements such as running and jumping, we aim to enhance children's motor skills and confidence in physical activities.

- Practical examples include incorporating bean bag tossing games to improve coordination skills and organizing relay races to promote locomotor skills.

Injury prevention is paramount in our active play policy. The children are taught how to be safe and act responsibly in the play space and how to correctly use toys and equipment, and to be aware of potential hazards. Injury prevention strategies will vary depending on the age of the children, their developmental levels, and the environment.

- For example, a particular area of a play space may be made inaccessible for younger children as the toys and equipment located in that area are specifically designed for older children. Another example is the use of protective ground surfacing such as pea gravel under climbing equipment, to reduce the risk of injury from falls. Other injury prevention examples include seat belts and infant car seats, bicycle helmets, personal flotation devices, and poison control.

We foster physical literacy by encouraging children to explore various forms of movement and engage in both facilitated and un-facilitated play. Facilitated play, led by adults, introduces structured games and sports to develop strategic thinking and teamwork skills. On the other hand, un-facilitated free play encourages children to unleash their creativity, imagination, and self-directed movement.

- Practical examples include organized sports like soccer for facilitated play and unstructured activities such as building block towers and imaginative games for un-facilitated free play. I also emphasize the importance of breaking up prolonged sitting with short bursts of activity to promote healthy habits and mitigate the risks associated with sedentary behavior.

We will also emphasize the importance of inclusivity, ensuring that activities cater to different skill levels and abilities.

For full-day programs, at least 60 minutes of outdoor active play is mandatory. However, in cases where the weather prevents outdoor activities, indoor active play will be substituted. Active play may be accumulated through 15-minute portions of time for minimum 4 sessions throughout the day or continuously.

For a part-day program, at least 30 minutes of outdoor active play is mandatory. If weather conditions do not permit outdoor play, active play may be accumulated through 15-minute portions of time throughout the day or continuously

- Sample of Indoor Active Games: Tape Shape Games for Long jumping, Hop, Reach and Stretch/ Number Squares/ Balloon Games such as Don't Touch the Ground/ Penguin Waddle/ Color Toss

All active play sessions, whether indoor or outdoor, shall be supervised by trained staff to ensure the safety and well-being of the children.

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## 5.4. SCREEN TIME POLICY

To support the overall well-being and development of the children, we have established a Screen Policy that aligns with our commitment to fostering positive and enriching experiences and with regulatory guidelines.

The screen time guideline emphasizes the importance of promoting educational and age-appropriate content. Educational programs and interactive learning tools may be incorporated into the daily schedule to complement the children's academic pursuits.

However, for programs where children are in attendance for three hours or less, screen time activities are entirely excluded from the daily routine. This deliberate exclusion encourages alternative forms of engagement that foster creativity, social interaction, and physical activity, aligning with our commitment to providing enriching experiences

for young learners. Outdoor play, arts and crafts, and group activities are integral components of our Program, and the children are encouraged to explore these opportunities.

Parents and guardians are encouraged to communicate with the caregiver regarding their child's screen time habits at home to ensure consistency in their overall media consumption. Additionally, we will maintain an open line of communication with parents to discuss any concerns or questions related to our Screen Policy.

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## 5.5. SAFE RELEASE PROCEDURES

The caregiver will release the child only to individuals listed as **Authorized Pickup Persons**. Any individual not listed will not be permitted to pick up the child.

- Authorized Pickup Persons must provide a valid form of identification, such as a driver's license or state-issued ID, upon arrival for pickup.
  - The caregiver will maintain a record of each child's daily attendance, including the name of the Authorized Pickup Person who drops off or picks up the child.
- 

### Concerns about Safe Care

If concerns come up that an Authorized Pickup Person may be unable to provide safe care to the child the caregiver reserves the right to delay and contact the Parent(s)/Guardian(s) to discuss the situation and seek guidance. The child will stay in their care till concerns are cleared.

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### Actions in Case of Incapacity of Care by Authorized Person

If an authorized pick-up person is deemed incapable of providing proper care for the child (due to impairment, intoxication, or other concerns), the caregiver will take the following actions:

- Assess the situation to ensure the child's immediate safety.
  - If possible and appropriate, discuss alternate transportation arrangements with the parent or guardian.
  - Contact the emergency contact listed on the child's registration form.
  - If necessary, involve local authorities, such as the RCMP, to ensure the child's safety.
- 

### Actions in Case of Incapacity of Care by Parent

In cases where the parent is deemed incapable of providing proper care, I may:

- Assess the situation to ensure the child's immediate safety.
  - Discuss alternate transportation arrangements with the parent, if possible and appropriate.
  - Contact the emergency contact listed on the child's registration form.
  - If necessary, involve local authorities, such as the RCMP, to ensure the child's safety.
- 

### Late Pickup or Unauthorized Pickup

If the authorized pickup person is running late for pickup, the caregiver will make reasonable efforts to accommodate the delay, ensuring the child's safety and well-being during the wait. However, if the authorized

pickup person is excessively late and has not communicated with the centre, the caregiver will contact the Parent(s)/Legal Guardian(s) and, if necessary, local authorities to report the situation.

If a **non-authorized person** attempts to pick up a child, the caregiver will not release the child to that individual and will immediately contact the Parent(s)/Legal Guardian(s) to verify the person's identity and authorization.

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## Communication and Documentation

The centre will communicate openly and transparently with parents, emergency contacts, and authorities as needed. Detailed records of any incidents or concerns will be documented and shared with parents as soon as possible.

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## 5.6. CARE AND SUPERVISION POLICY

The purpose of this policy is to ensure the safety, well-being, and proper supervision of all children in our care at DYNAMIC kids in MOTION. This policy is in accordance with the Community Care and Assisted Living Act and Child Care Licensing Regulation of British Columbia. Each child is unique, and we tailor our supervision based on their developmental stage. Younger children require constant, close attention, while older children benefit from a balance between independence and guided oversight.

### Practices for Safe Supervision

To keep our supervision effective, we incorporate these daily habits:

- **Understanding each child's abilities:**  
We take the time to get to know every child's strengths and developmental needs.
- **Creating clear and simple safety guidelines:**  
Children are more secure when they understand what is expected of them.
- **Being proactive about potential hazards:**  
Regular safety checks and safety protocols help us maintain a secure environment.
- **Positioning ourselves thoughtfully:**  
We set up play areas, furniture, equipment, and activities strategically to assist with easy supervision. Our educators position themselves in rooms and outdoor spaces to see all children clearly and step in whenever needed.
- **Always Watching, Always Listening:**  
Our staff stay close to the children, ensuring they are within sight and/or earshot at all times—whether they are playing, learning, or resting. Our doors are always locked to ensure that no child can leave the facility unattended. All children stay on the same level of the facility to ensure effective monitoring.
- **Frequent Headcounts:**  
We do regular headcounts throughout the day, especially when moving between activities, to make sure every child is accounted for and safe. We count children during transitions, before and after outdoor play, and when moving between spaces.
- **Engaged and Involved:** Supervision isn't just about watching—it's about participating. Our staff actively play, talk, and interact with children to foster connections while ensuring their safety.

- **Outdoor Safety First:** During outside play, staff are carefully placed in different areas to monitor activities, encourage exploration, and prevent potential hazards. All children remain together unless staffing allows for safe indoor and outdoor supervision simultaneously.
  - **Smooth Transitions:** Moving between activities, whether indoors or outdoors, is done in an organized way with verbal reminders and visual checks, ensuring every child stays with the group.
- 

### Supervising Nap Routine

- Children who require longer naps will have a designated rest area with individual sleeping mats.
  - Educators will supervise rest times with a monitor and periodic visual and physical checks to ensure children's well-being.
  - The resting area is arranged for easy staff accessibility and visibility. Doors to resting are always slightly open.
  - For children who do not require naps, a quiet activity area will be provided where they can engage in low-energy activities such as reading, puzzles, or quiet play.
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### Supervising Bathroom Routines

- Bathroom routines are supervised while respecting children's privacy.
  - On outings, staff check public washrooms before children use them and provide constant supervision.
  - Older children may use washrooms independently, but staff remain nearby to assist if needed and to maintain a safe environment.
  - We ensure proper handwashing after every bathroom use and maintain cleanliness in all restroom areas.
- 

### Child-Staff Ratios

- Children aged 30 months to 5 years:
    - 1 qualified Early Childhood Educator (ECE) per maximum 8 children, in accordance with CCLR Schedule E.
  - Additional staff may assist with activities, supervision, or transitions; however, only qualified ECEs count toward the mandated ratio.
  - Non-qualified staff provide support under the guidance of a qualified educator and do not replace any ECE required in the ratio.
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### Handling Sick Children

- If a child becomes ill while at the facility, they will be separated from the group and cared for in a quiet, comfortable space.
- Parents/guardians will be contacted immediately to pick up the child.
- A staff member will stay with the child to monitor their condition and provide comfort while waiting for their parent/guardian.
- The sick child's area will be sanitized after use to prevent the spread of illness.

- If a child shows symptoms of a contagious illness, they will not be permitted to return until they have been symptom-free for 24 hours or provide a doctor's note, as required.
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### Absence and Missing Child Protocol

- If a child is absent without prior notice, staff will contact the parent/guardian to confirm the child's status.
  - If a child is missing during daycare hours, staff will immediately implement the **Missing Child Procedure**, including searching the premises and notifying authorities if necessary.
- 

### Staff Training and Responsibilities

- All educators and staff receive training on supervision strategies, emergency procedures, and CCLR-compliant practices.
  - Only qualified ECEs are responsible for child supervision in accordance with required ratios.
  - Support staff may assist in daily routines, outdoor play, meal times, bathroom supervision, and transitions, but cannot be counted in ratios unless they meet Schedule E qualifications.
  - Staff must have up-to-date First Aid and CPR certifications.
  - Regular staff meetings include reviews of care and supervision protocols, focusing on compliance and child safety.
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## 5.7. BEHAVIOURAL GUIDANCE POLICY

The behavior guidance policy is designed to promote a safe, respectful, and supportive atmosphere where children can learn and grow. The approach focuses on preventative strategies, effective interventions, and collaboration with parents to address challenging behaviors.

### Preventative Strategies in Childcare - Approach

#### Clear Expectations:

- We prioritize establishing clear and age-appropriate expectations for behavior.
- We regularly communicate these expectations to children and take proactive measures to ensure their understanding.
- Approach: "In our group, we share toys with our friends. Let's talk about how we can take turns playing with the building blocks."

#### Positive Reinforcement:

- We recognize the importance of positive reinforcement in promoting good behavior.
- We use various methods, such as verbal praise, or age-appropriate incentives, to encourage and reward positive behavior.
- Approach: "Great job sharing your toys today! "

#### Structured Routines:

- In implementing structured daily routines, we create an environment that provides stability and predictability. This helps reduce anxiety and fosters positive behavior among the children.

- An example would be having a consistent routine for transitioning from playtime to mealtime, ensuring a smooth and stress-free experience.
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#### **Teaching Conflict Resolution:**

- Take an active role in modeling and teaching healthy conflict resolution skills. During conflicts, we emphasize effective communication, empathy, and collaborative problem-solving.
- For instance, we might guide children in a group discussion about sharing toys, encouraging them to express their feelings and find solutions together.

#### **Classroom Environment:**

- We arrange the physical space in our classroom thoughtfully to minimize conflicts and enhance the overall learning environment. Designated areas for various activities help create a harmonious atmosphere. We provide a diverse range of engaging and age-appropriate activities to keep children occupied and stimulated.
  - For example, we may set up a cozy reading corner with pillows and books to encourage quiet and focused time.
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#### **Intervention Strategies**

We aim to respectfully engage with children to ensure effective communication. Except in situations of physical danger, we approach each child individually, state our name, and lower ourselves to the child's eye level. Being mindful of our tone of voice a soft, kind tone fosters feelings of safety and security, while a loud or harsh tone may cause discomfort. Facial expressions and body movements align with our verbal communication.

For instance, during a recent playtime session, two children engaged in a disagreement over a toy. Instead of intervening abruptly, we approached each child individually. Employing a soft and reassuring tone, we acknowledged their feelings and initiated a conversation about sharing. Through this approach, we aimed to resolve the conflict while promoting a sense of safety and understanding among the children.

#### **Using Proximity and Touch:**

To calm a child and guide their behavior effectively, we acknowledge the impact of physical proximity. Simply moving close to a child, positioning between two children, or offering a comforting touch, such as putting an arm around them, can serve as an intervention technique. This is particularly useful in situations involving biting, hitting, pinching, or kicking.

#### **Reminders:**

Given the short attention span of preschoolers, we utilize simple and positive reminders to clarify and reinforce limits. Frequent reminders are essential in keeping children focused on activities. For instance: "The bikes stay on the bike paths."

#### **Acknowledging Feelings Before Setting Limits:**

We prioritize recognizing and understanding a child's feelings before setting limits. This approach helps children perceive adult guidance as supportive. For example: "You look angry. We cannot let you hit Scott."

#### **Redirection:**

When dealing with inappropriate behavior, especially with preschoolers, we implement redirection strategies. Changing the situation or offering an alternative activity can swiftly resolve conflicts. For example: "I can see you have a lot of energy today. Let's get our coats and go outside."

**Offering Appropriate Choices:**

Adults present simple and positive choices when clarifying expectations or reinforcing limits. This is communicated in a supportive manner, such as: "Do you want to wait in line for your turn, or do you want to find something else to do?"

**Use of Natural and Logical Consequences:**

Explain the natural consequences of behavior to clarify the inevitable outcomes. Additionally, use logical consequences to help children understand the problem and its solution. For instance: "When you forget to put your art away, it's hard to find it when it's time to go home."

**Limiting the Use of Toys/Equipment:**

Redirection is often accompanied by setting firmer limits or removing play items. This strategy is employed sparingly and only after other approaches have proven unsuccessful. For example: "Since you are still having a hard time playing gently on the piano, I'm going to close it now."

**Modeling Problem-Solving Skills:**

Adults provide verbal and/or physical assistance to model effective problem-solving approaches and foster a positive environment. For instance: "Tim has the bike, and you want to use it." Or "Have you asked Tim to give you the bike when he's finished?"

**Providing Opportunities for Children to Make Amends:**

Instead of demanding superficial apologies, we offer genuine opportunities for children to restore relationships after incidents of hurt or harm. This strategy emphasizes the importance of time and goodwill over revenge. For example:

- "Can you help by getting Michael a tissue while I get a band-aid? Maybe you can sit quietly with Michael until he feels a little better."
- "Sharon doesn't feel ready to play yet because she's still upset. Let's give her a little time alone."

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**Challenging Behaviors:****Redirection Strategies:**

In managing challenging behaviors, priority is given to employing redirection strategies that promote a positive and nurturing environment for the children. Time away, within the context of redirection, serves as a valuable strategy where the child is guided away from an overly stimulating activity or environment towards a more calming area. It's noted that from this perspective, time away is not punitive; rather, it presents a constructive opportunity for the child to cultivate self-regulation and regain control of their emotional and physical state. This approach invites the child to return to the previous activity when they feel ready. Children learn self-regulation best when they feel encouraged, valued, and in control of their emotional and physical state.

- Redirection proves to be an effective technique across all age groups of children.
- As children mature, this strategy empowers them to recognize and manage their emotions and behaviors. They can learn to redirect themselves away from potential issues before inappropriate behaviors occur or escalate.
- Redirection and time away environments can be created anywhere that enables a child to "feel good, calm, and in control" while still being supervised. For instance:
- A designated area with pillows, blankets, books, soft stuffed toys, and squeezable stress balls.

- A space equipped with self-calming sensory items such as containers filled with foam chips and cotton balls, different fabric squares, or bubble wrap, glitter/liquid-filled bottles, kaleidoscopes, or an hourglass.
- A music area with soothing, gentle sounds of nature (e.g., wind, whale sounds, birds).

For example, one child became increasingly agitated, leading to potential disruptions in the group. In response, we implemented a redirection strategy by gently guiding the child to a designated area equipped with soft pillows, blankets, and engaging books. This intentional redirection allowed the child the time and space needed to regain composure independently. Eventually, the child will return to the art activity on their terms, demonstrating the effectiveness of redirection as a supportive and empowering tool.

As children mature, we recognize that this redirection strategy empowers them to develop the skills to recognize and manage their emotions and behaviors. It encourages them to redirect themselves away from potential issues before inappropriate behaviors escalate. The environments created for redirection and time away are thoughtfully designed to be anywhere that enables a child to "feel good, calm, and in control," while still under my supervision.

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## What Is Not Allowed

The following actions are strictly prohibited at DYNAMIC kids in MOTION:

- Inflicting or causing physical, emotional, or psychological harm, including spanking or any form of physical punishment.
- Confining or isolating a child in a locked room.
- Depriving a child of food, drink, shelter, or necessary care.
- Forcing a child to eat or drink.
- Humiliating, degrading, or using harsh, belittling language.
- Using physical restraint, except when necessary to protect the child or others from immediate harm.
- Using inappropriate discipline methods, including threats or intimidation.

All staff are trained in appropriate guidance techniques and must adhere to these standards at all times.

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## Parent Collaboration

Consistent engagement with parents is maintained to keep them informed about any challenging behaviors their child may have. We foster open communication and meetings are held with parents to collaboratively develop care plans when the need arises. When appropriate, parents are guided to external resources, such as counseling or behavior specialists, to provide additional support for addressing challenging behaviors effectively.

### Safety Concerns:

If during observation, where a child's behavior poses a risk to their safety or that of others, immediate action is taken. The severity of the situation may lead to considerations of terminating the child's registration or attendance, prioritizing the safety and well-being of everyone involved.

- Example: A child engaged in impulsive behavior, endangering both themselves and their peers during a group activity. Immediate intervention was necessary to prevent potential harm, demonstrating the importance of swift action in such safety concerns.

## Holding/Restraint

We recognize holding or restraining a child as a serious intervention, reserved as a last resort after exhausting all other available strategies. This intervention becomes necessary when a child has lost self-control, posing imminent serious physical harm to themselves or others. An emergency restraint, defined as crucial for protecting the child or others from immediate serious physical harm, not approved, or documented in the child's care plan, mandates caregivers to report its use to the Medical Health Officer within 24 hours.

- Example: In a recent incident, a child exhibited extreme emotional distress, putting themselves and others at risk. After attempting various de-escalation techniques without success, a brief and carefully executed emergency restraint was employed to ensure the safety of all involved.

## Termination Process:

Should the termination of a child's attendance be deemed necessary due to persistent challenging behaviors, we initiate a meeting with parents to discuss concerns and explore potential solutions. A written notice, outlining the reasons for termination and any applicable refund policies, is provided. In such cases, we refer to the repayment agreement, detailing financial responsibilities or arrangements that may need to be addressed.

- Example: Despite collaborative efforts and intervention strategies, a child's recurring aggressive behaviors posed ongoing risks to the safety and well-being of others, necessitating a termination discussion with parents to ensure a safe environment for all children in the care setting.

Through these protocols, we aim to create a safe and collaborative environment for all children, ensuring their well-being while actively involving parents in addressing challenging behaviors.

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## 5.8. FOOD AND DRINK PROVISION POLICY

Parents are responsible for providing all food and drinks for their children. At DYNAMIC kids in Motion we support a safe and inclusive mealtime environment that encourages healthy eating habits, aligns with Canada's Food Guide to foster positive eating experiences. The Guide will be displayed in group rooms visible for parents.

### Parent Responsibilities

- Parents must pack one nutritious lunch and snacks that align with Canada's Food Guide.
- Meals should be ready to eat, as we do not provide food preparation or heating services.
- All food containers and water bottles must be labeled with the child's name.
- Parents must inform staff of any allergies, dietary restrictions, or cultural food preferences.

### Ensuring Adequate Food & Drink

We ensure that all food and drink given to a child is sufficient in quantity and quality to support their developmental needs, considering:

- The child's age (e.g., younger children may need smaller, more frequent snacks).
- The number of hours the child is in our care (e.g., a child staying for a full day needs more food than one attending for a half-day).
- The child's food preferences and cultural background (e.g., if a child does not eat pork for religious reasons, we ensure alternatives are available during special events).

If a child arrives with insufficient or inappropriate food, we follow these steps:

- Supplemental Food: We provide a nutritious, simple snack such as fruit, whole-grain crackers, or yogurt.
  - Parent Notification: We inform parents through the daycare app and discuss what appropriate meals should include.
  - Follow-up and Documentation: If a child consistently lacks adequate food, we address concerns with parents and offer guidance on meal planning.
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## 1. Healthy Food and Drink

We ensure children receive nutritious meals and snacks that support growth and development, based on Canada's Food Guide.

**Example:** If a child has only cookies and chips for lunch, we will supplement with a nutritious snack and communicate with the parent about providing a more balanced meal.

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## 2. Special Dietary Instructions

- If a child has a care plan with specific dietary needs (e.g., a doctor's note for a lactose-free diet), we follow those instructions.
- Parents must provide written documentation for any special diets.

**Example:** A child with a severe nut allergy will require a nut-free meal, and all staff will be informed of this dietary restriction.

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## 3. Safe Feeding Practices

- Children are never left unsupervised while eating to prevent choking.
- Bottles must not be propped while feeding infants (we do not serve bottle-fed children).
- Children are never forced to eat or finish meals.

**Example:** If a child refuses to eat their lunch, we respect their decision but encourage them to try new foods in a positive way.

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## 4. Safe Drinking Water

- Clean drinking water is always available to children throughout the day.
- Children must bring a refillable water bottle to stay hydrated.

**Example:** If a child forgets their water bottle, we provide them with a cup of water as needed.

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## 5. Parent Communication

- Parents will receive notifications through the daycare app if food is provided for a special event.
- A bulletin board in the care room will display any food-related notices.
- We provide parents with information on the food and drink offered and general nutrition guidelines.

**Example:** If we serve a special treat for a birthday celebration, parents will be informed in advance through the app and bulletin board.

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## 6. No Use of Food as a Reward or Punishment

- Food is never used to reward good behavior or withheld as a punishment.

**Example:** If a child refuses to participate in an activity, we do not take away their snack as a consequence.

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## Mealtime Practices & Nutritional Habits

We believe that mealtime is a learning opportunity that helps children develop positive attitudes toward food and nutrition.

### Creating a Positive Mealtime Environment

- Meals take place in a designated eating area to create routine.
- Children eat together, encouraging social interaction and conversation.

**Example:** During lunch, staff sit with children and ask engaging questions about their meals, making it an enjoyable experience.

### Encouraging Self-Regulation & Independence

- Children are encouraged to serve themselves when appropriate.
- We help them recognize hunger and fullness cues.

**Example:** If a child says they are full, we respect their decision rather than insisting they finish their food.

### Modeling Healthy Eating Habits

- Staff demonstrate positive attitudes toward food by eating alongside children when possible.
- We use educational activities like discussing where food comes from, reading books about nutrition, and engaging in pretend play with food.

**Example:** A teacher might say, "These carrots help our eyes stay strong," instead of labeling food as "good" or "bad."

### Encouraging Variety & Cultural Awareness

- We introduce children to different foods and respect cultural diversity in meals.

**Example:** If a child brings sushi, we encourage them to share about their meal while teaching others about different cultural foods.

### Parent Communication on Food & Drink

- Parents will receive regular updates through the daycare app about food and drink offered for special events.
  - A bulletin board in the care room will display notices regarding any planned/provided food.
  - Information about healthy eating, nutrition, and Feeding Relationship principles will be available to parents to support healthy habits at home.
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## 5.9. LOST CHILD POLICY

The care of your child is of utmost importance, and we will always do the very best to ensure that they remain with the group and are safe. Unfortunately, there is always a small chance of a child wandering away from the group, or of a non-custodial parent attempting to take the child from care.

The program will follow the preventing and emergency plan in situation as:

- Ensuring the children hold the caregiver's hand or each other's hands while we are out.
- Making all children aware of the physical boundaries at each place we visit.
- Teach the children that it is not safe or okay to wander off, talk to strangers, approach strange animals, or leave (with a familiar person) without telling me.
- Teach the children the "No, Go, Tell" method so that they are prepared in situations that may arise.

The procedure if, in a rare circumstance, a child was to go missing:

- Immediately raise the alarm to all around that a child is lost and enlist the help of everyone to look for them in the immediate area.
  - Provide everyone involved in the search with a description of the child.
  - Alert the police and provide a full description.
  - Alert the parents of the situation.
  - Reassure the other children with the group, as they may be distressed.
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## 5.10. CHILD ABUSE POLICY

Under the CFCSA, child abuse includes **physical abuse, emotional abuse, sexual abuse, and neglect.**

- **Physical Abuse:** Deliberate physical harm or injury to a child.
- **Emotional Abuse:** Ongoing behaviour that damages a child's emotional development or self-esteem (e.g., threats, humiliation, rejection).
- **Sexual Abuse:** Any sexual activity between an adult (or older child) and a child.
- **Neglect:** Failure to provide adequate care, supervision, food, shelter, medical attention, or emotional nurturing necessary for a child's wellbeing.

## Duty to Report

All staff members, and volunteers at Dynamic Kids in Motion are legally required to report any suspected or disclosed abuse or neglect of a child directly to a Child Protection Social Worker at the Ministry of Children and Family Development (MCFD), or to the after-hours Helpline for Children (1-800-663-9122).

- Reports must be made immediately when there is reason to believe a child may be in need of protection.
- Staff must not investigate or attempt to verify the concern before reporting.
- Reports can be made without proof—reasonable suspicion is sufficient.
- It is not the responsibility of the staff to determine whether abuse has occurred, but to ensure that concerns are reported to the proper authorities.

## Reporting Procedure

1. **Ensure the child's immediate safety.**
  - If the child is in immediate danger, call **911**.
2. **Report the concern.**
  - Contact the **MCFD intake office** (Kamloops: 250-371-3600) or the **Helpline for Children** (1-800-663-9122).
3. **Inform the Manager and the Licensee- Heinrich Sawatzky and Katharina Kroecker-** after making the report (unless the Manager is suspected of involvement).
4. **Document** the incident and report details, including:
  - Date, time, and nature of concern
  - Child's name and age
  - What was observed or disclosed
  - Actions taken and person(s) contacted
  - Your name and signature

Documentation will be kept confidential and stored securely.

## Confidentiality

All information related to a suspected or confirmed case of abuse will be kept strictly confidential and shared **only with those directly involved** in the reporting and investigation process. No information will be disclosed to anyone else, including parents or guardians, without authorization from MCFD or the RCMP.

## Staff Training and Awareness

- All employees, students, and volunteers will receive **orientation and annual training** on recognizing and reporting child abuse and neglect.
- Staff will review this policy and related procedures upon hiring and annually thereafter.
- Records of training completion will be maintained in each staff file.

## Preventive Measures - Dynamic Kids in Motion will:

- Ensure all staff, and volunteers complete a **criminal record check** before working with children.
- Maintain appropriate **staff-to-child ratios** and ensure proper supervision at all times.
- Promote an environment of **respect, trust, and open communication** where children feel safe to share concerns.
- Implement and follow **behaviour guidance policies** that promote positive child development and prohibit any form of physical punishment, emotional abuse, or humiliation.

## Supervision of Temporary Contractors and Visitors

All temporary contractors (e.g., plumbers, electricians, inspectors) and visitors must be supervised at all times while on the premises.

- **Sign-In:** All visitors must sign in/out and state their purpose of visit.
- **Identification:** Contractors must show photo ID and be approved by the Centre Director or designate.
- **Supervision:** Contractors are **never left alone with children** and are **escorted by staff** while in the building.
- **Restricted Access:** They may enter only areas necessary for their work.
- **Conduct:** Professional behaviour is expected at all times; unsafe or inappropriate conduct will result in immediate removal.
- **After-Hours Work:** The Director or designate will oversee any after-hours access.
- Contractors, Volunteers and Visitors are wearing a name tag.

All visits are documented and kept on file for licensing review.

## Support for Children and Families

Dynamic Kids in Motion will provide children and families with support, understanding, and information on available community resources when concerns arise. The Centre works collaboratively with child protection authorities and community agencies to ensure each child's wellbeing.

## Review and Revision

This policy will be reviewed **annually** or as required by changes in legislation or best practices. All updates will be communicated to staff and families promptly.

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### 5.11. Safety Plan for Regular/Daily Transportation of Children - outside of property boundaries

**Licensed Facility Address:** 1099 Fraser Street, Kamloops, BC

This plan ensures the safe supervision, transportation, and accountability of children enrolled in DYNAMIC Kids in MOTION programs, including:

- **Group Child Care** (30 months – 5 years)  
Off-site excursions:
  - Prince Charles Park, 1145 Nicola Street, Kamloops, BC V2C 2S3
  
- **Before & After School Program** (school-age)  
Schools Served
  - Lloyd George Elementary School
  - Kamloops School of the Arts

Transportation is exclusively on foot, whether on property, between schools, or off-site. Walking routes are pre-planned and reviewed regularly.

Routes are selected to minimize traffic exposure and use sidewalks and controlled crossings whenever possible.

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## Group Child Care (30 months – 5 years)

**Destination:** Prince Charles Park, 1145 Nicola St, Kamloops, BC V2C 2S3

Sometimes children will walk to the proposed off-site playground at Prince Charles Park. A safe and secure route has been carefully planned to ensure the children's safety.

### Transportation Method

Walking: Children will walk to and from Prince Charles Park under the supervision of staff.

Strollers Available: Strollers will be brought along to accommodate younger children or those who become too tired to continue walking.

### Walking Safety

- 1 educator per 6 children for increased safety beyond property boundaries.
- Parents may be invited as volunteers (not counted in ratio).
- Children walk in pairs or small groups with an educator at the front, and end.
- A buddy system is used, and children wear bright vests or identifying tags.
- A headcount will be taken to ensure all children are accounted

### Route Planning

A safe route from the facility to Prince Charles Park has been established, prioritizing sidewalks, pedestrian crossings, and low-traffic streets.

- Head north toward Fraser St - 52 m
- Turn right onto Fraser St - 52 m
- Continue onto 11 Ave - 500 m
- Turn right onto Nicola St
- Destination will be on the right - 84 m

## Crossing Streets

- A headcount will be taken to ensure all children are accounted before crossing streets
- Children will cross streets only at designated crosswalks.
- Staff will ensure children follow pedestrian signals and remain in a group while crossing.

## Walking Safety Rules

- Children will walk in pairs or small groups, holding hands or using a “walking rope” if necessary.
  - Reflective vests or bright clothing will be worn to ensure visibility.
  - Children will be instructed on the importance of staying together, listening to staff, and not running ahead.
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## Before & After School Program (school-age)

Schools Served:

- Lloyd George Elementary School
- Kamloops School of the Arts

## Transportation Method

Walking

School Pickup/Drop-off: Children walk to/from schools and the facility (1099 Fraser Street). Staff lead groups at the front.

## Walking Safety

- Each school is assigned **one designated staff member** responsible for school drop off and pick-up and transitions.
- The designated staff member will be **one Early Childhood Educator (ECE), or one Early Childhood Educator Assistant (ECEA), or one Responsible Adult (RA)**, in accordance with licensing requirements.
- Each walking group has a **maximum group size of 12 children**.
- Licensed child care ratios are maintained at all times, including during walking transitions and outdoor play.
- The designated staff member remains with their assigned group at all times. Children are instructed to stay together, walk safely, and follow staff directions.

Staff conduct frequent headcounts:

- Before leaving the facility or the school grounds
- During transitions
- Upon arrival at the school grounds or the facility

## Route Planning

A safe route from the facility to serviced schools has been established, prioritizing sidewalks, pedestrian crossings, and low-traffic streets.

### **Kamloops School of the Arts, 1390 9 Ave, Kamloops, 8 min (500 m) via McMurdo Dr**

- Head toward McMurdo Dr - 240 m
- Turn right onto McMurdo Dr - 99 m
- Turn left onto 9 Ave - Destination will be on the left - 160 m
  - Kamloops School of the Arts, 1390 9 Ave, Kamloops, BC V2C 3X5

### **Lloyd George Elementary, 830 Pine St, 10 min (750 m) via 11 Ave and Pine St**

- Head toward Fraser St - 52 m
- Turn right onto Fraser St - 52 m
- Continue onto 11 Ave - 210 m
- Turn left onto Pine St - Destination will be on the right - 450 m
  - Lloyd George Elementary School, 830 Pine St, Kamloops, BC V2C 3A1

### **Crossing Streets**

- A headcount will be taken to ensure all children are accounted before crossing streets
- Children will cross streets only at designated crosswalks.
- Staff will ensure children follow pedestrian signals and remain in a group while crossing.

### **Walking Safety Rules**

- Children will walk in pairs or small groups
- Children will be instructed on the importance of staying together, listening to staff, and not running ahead.

### **Identification of Children in School Age Care**

- Only children who are **registered and scheduled** for the program are picked up.
- Staff verify each child using daily attendance records and school dismissal information.
- Children are visually and verbally identified before leaving school grounds.
- During all walking transitions, staff carry the Daily attendance list

### **Attendance Tracking and Accountability**

- Attendance is taken:
  - At the school before departure
  - Upon arrival at the child care facility
- Written attendance records are maintained at all times.
- Headcounts are completed at every transition point.

### **Procedure if a Child Does Not Arrive as Expected**

If a child does not appear at the designated pick-up location:

1. The designated staff member immediately checks with the classroom teacher or school office.
2. Attendance records and schedules are reviewed.
3. Parents or guardians are contacted immediately if the child's location cannot be confirmed.
4. School administration and appropriate authorities are notified if required.
5. The incident is documented.

6. Children are **never assumed absent** without confirmation.

### Use of School Grounds and Outdoor Play Areas

- The program may remain on school property immediately after dismissal as part of the transition to child care, with permission from the school.
  - Children may use designated on-site playgrounds at Lloyd George Elementary School and Kamloops School of the Arts.
  - Outdoor play areas used are appropriate for **school-age children**.
  - Equipment is visually inspected by staff before use.
  - Active supervision is provided at all times.
  - Children are supported in engaging in safe, age-appropriate physical activity.
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### Emergency Preparedness

- **Emergency Cards** - All staff will carry an emergency card containing each child's contact information, medical information, and any parental consent for medical treatment.
- **First Aid Kit** - A portable first aid kit, including child-specific medication (e.g., EpiPen if needed), will be carried by staff. All staff members will have up-to-date First Aid & CPR training.
- **Communication** - A fully charged cell phone will be available at all times to contact the facility or emergency services in case of any incidents.
- **Contingency Plan** - In the event of an emergency (such as inclement weather or an unexpected situation on the route), children will be immediately escorted back to the facility or to a nearby safe location.
- **Incident Response Plan:** In case of injury or emergency, one staff member will provide immediate first aid while another contacts emergency services and the child's parent/guardian.
- **Missing Child Prevention:** Children will always stay in supervised groups, and a buddy system will be used to ensure no child is left unattended.
- **Name Tags:** All children will wear name tags with the daycare's name, contact number, and emergency information.
- Before any off-site activity, children will be given clear safety instructions (e.g., staying with the group, listening to staff, and recognizing a meeting point in case of separation).

### Risk Assessments

- **Site Inspections:** Locations such as parks, pools, and recreation centers will be assessed beforehand to ensure they are safe, clean, and age-appropriate.
- **Hazard Identification:** Staff will check for potential hazards (e.g., broken playground equipment, unsafe water areas, dangerous plants) and remove the object before children begin activities.
- **Behavior Expectations:** Children will be reminded of behavioral guidelines to minimize risk and ensure a safe and enjoyable experience.

### Hazard Management Procedures

If any hazards are identified during an off-site activity, the following actions will be taken:

#### Immediate Action:

- If the hazard poses an immediate risk to children's safety (e.g., broken equipment, sharp objects, hazardous materials), children will be quickly moved away from the area to a safer location.
- A headcount will be taken to ensure all children are accounted for and safely relocated.

- The staff member responsible for the outing will contact the daycare supervisor or emergency services if necessary.
- If possible, staff will remove the hazard or will secure the hazard area by blocking access to the dangerous area (e.g., using cones or other barriers, if possible) until it can be resolved.

#### **Reporting and Documentation:**

- The staff member will document the hazard, describing the nature of the risk, the actions taken, and any injuries (if applicable).
- The daycare supervisor will be informed of the hazard and any actions taken during the outing.
- A hazard report will be completed and reviewed, and any necessary follow-up actions will be taken to prevent future incidents.

### **Suspicious Person or Security Threat Protocol**

If a suspicious person is identified during an off-site activity, the following procedures will be followed to ensure the safety and security of the children:

#### **Assessment of Situation:**

Staff will remain calm and observe the person discreetly, assessing whether their behavior is suspicious or concerning.

If the person is not engaging in any direct harm but is still considered suspicious (e.g., loitering near children or behaving oddly), staff will maintain a safe distance and continue to supervise children closely.

#### **Contacting Authorities:**

If the suspicious individual's behavior escalates or seems threatening, the staff will immediately contact local authorities (e.g., police or park security).

Staff will provide a clear description of the individual, their location, and the nature of the threat to help law enforcement respond appropriately.

#### **Ensuring Child Safety:**

Staff will immediately gather the children into a group in a safe and secure area, such as a building, vehicle, or enclosed space if possible.

Headcounts will be performed to ensure all children are accounted for.

The staff will use emergency contact numbers to notify the daycare supervisor and any parents if the situation requires.

#### **Parent Notification:**

If an incident with a suspicious person occurs, parents will be notified as soon as it is safe to do so. Detailed information regarding the situation, including the actions taken to ensure the children's safety, will be communicated.

#### **Post-Incident Review:**

After the event, the daycare will conduct a debriefing with staff to review the incident, evaluate the responses, and ensure that appropriate steps were taken.

A report will be filed, and the daycare will assess if any further actions or training are needed to prevent future occurrences.

**Training:**

Staff will undergo regular training on how to identify suspicious behavior, respond to security threats, and maintain the safety of children in potentially unsafe situations.

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**Weather & Environmental Considerations**

- Children will be dressed appropriately for the weather (e.g., jackets, rain boots, sunscreen, hats).
  - Staff will monitor weather forecasts before each outing. If conditions become unsafe (e.g., severe rain, extreme heat), the walk will be postponed or canceled.
  - Water bottles will be provided to ensure children stay hydrated.
  - Sunscreen will be applied before leaving and reapplied as necessary.
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**Staff Training and Transportation Plan Review**

All staff receive training on walking transportation, supervision, attendance tracking, and safety procedures before working independently.

This policy is reviewed annually and updated as required to meet licensing standards.

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**5.12. EMERGENCY PLAN****Ensuring Children's Safety During Extended Care in the Facility**

- In situations where it is unsafe to leave the facility or parents are delayed in picking up their children, the facility will remain secure.
- Doors will be locked to prevent unauthorized entry, and windows will remain closed unless needed for ventilation.
- Staff will maintain a calm and reassuring atmosphere to minimize stress for children.
- Emergency kits containing food, water, blankets, and first aid supplies will be readily accessible to sustain everyone with adequate supplies.
- Designated child care zones will be established, ensuring a safe and engaging environment.

**Sheltering in Place Provisions**

If instructed to shelter in place due to an environmental hazard, extreme weather, or external threat:

- Children and staff will remain indoors with all windows and doors closed and locked.
- HVAC systems may be adjusted or shut off if necessary (e.g., during air quality emergencies).
- Emergency food, water, blankets, and hygiene supplies will be used as needed.
- Age-appropriate activities, such as storytelling, crafts, and quiet games, will help children remain calm.
- Communication will be maintained with emergency services and parents.

## Staff Training in Emergency Procedures

- All staff will receive annual training in emergency procedures, including evacuation, lockdowns, and shelter-in-place protocols.
- Regular updates and monthly drills will reinforce knowledge and ensure readiness.
- Training will also include first aid, CPR, and managing children's emotional responses during emergencies.

## Communication During an Emergency

- Communication with parents will be prioritized via text alerts.
  - A designated staff member will act as the communication liaison.
  - A battery-powered radio and backup phone chargers will be part of the emergency supplies for external updates.
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## Supplies and Equipment for Emergencies

The following emergency supplies are required in case of an emergency that would require children to stay at the facility, or for the daycare to be evacuated. The supplies are stored in a wheeled suitcase and will be picked up on our way off the property. Emergency cards including medical/allergy information for each child.

### Emergency supply list:

- Adequate supplies of non-perishable food and snack items
- Full first aid kit and manual, Emergency Supplies and Inventory List
- Wipes, Soap or cleansing wipes
- Paper towel and toilet paper
- Variety of change of clothes for children
- Activities to occupy children: colouring books and pencil crayons, books, cards
- General supplies: emergency evacuation plan, flashlights, two space blankets
- Facility keys

### Emergency backpack supplies:

- Emergency/medical consent cards
- copy of emergency evacuation plan
- first aid kit
- a small supply of snacks and water
- Wipes
- Flashlights
- change of clothing, and activities for the children (colouring pages, crayons, books, cards)
- If a child has any medication requirements (inhaler, Epi-pen, etc), the medication will be put into this bag
- Attendance book. Communication directory

## Safe Meeting Place

- The **safe meeting place** will be the **Upper Parking Lot** (up the outside stairs). This location is accessible and suitable for all ages and developmental levels.

- **Prince Charles Park** is the dedicated **evacuation meeting place** during service months. When the park is out of service, we will meet at one of the Alternate Evacuation Meeting Points.

### Alternate Evacuation Meeting Points:

- **Lloyd George Elementary School, 830 Pine Street** (when Prince Charles Park is unavailable; provides washrooms, shelter, and communication access).
- **Kamloops Library (Downtown Branch), 465 Victoria Street, Kamloops, BC** (when school break or school closure) The facility is open during regular operational hours (extending to 5:00 p.m.), provides public washroom access, and offers a safe, accessible indoor environment for evacuees.
- The emergency meeting point may be changed at any time if a more suitable, safer, or more accessible location is identified. Parents will be notified in writing and/or by text message of any changes. Locations are selected based on safety, accessibility, and access to necessary facilities (e.g., washrooms).

### Transportation to Safe Meeting Place

In case of emergency evacuation, the caregiver will walk with the children from the facility to the Designated Relocation Place **Upper Parking Lot** (up the outside stairs).

In case of an Emergency Evacuation, the staff will:

- Remain calm. Assemble the children at the circle time mat.
- Head count.
- Lead the class through the Fire Exit Doors at the closest end of the Hallway, down the stairway and out the B-Wing EXIT Doors.
- Leave a Relocation Notice on the facility door.
- Lead the class up to the far Right of the first Upper Parking Lot (up the outside stairs)
- Limit non-emergency calls.
- Make calls brief or text messages instead.

### Practicing the Emergency Plan

#### Evacuation Procedure

In the event of an emergency or evacuation alert, should the need arise for evacuation, the children and the caregiver will assemble at the circle time mat and proceed together to the front exit. They will get the attendance book and emergency backpack, bring on our emergency evacuation sign with location details and cell number to the front door. Our designated safe meeting place is the **Upper Parking Lot (up the outside stairs)**. This location is accessible and suitable for all ages and developmental levels.

At this is the meeting point, where attendance will be checked, emergency services will be contacted if necessary, and parents notified via group chat or direct calls for child pickup.

In the case of immediate parental pickup during an emergency, parents are expected to pick up their children promptly. In the rare circumstance where parents cannot pick up immediately, the caregiver has emergency supplies to sustain the children. During this period, they will be under constant supervision, receiving comfort, reassurance, and engagement until their parents arrive.

If re-entering the building becomes impossible, the group will relocate to the designated meeting area. Here, we will have access to facilities such as washrooms.

## Evacuation Order

Upon receiving an **Evacuation Order**, posing imminent risk, an immediate departure is mandatory. The group will meet at the circle time mat, then proceed to the front exit. The attendance book and emergency backpack will be secured, and our evacuation sign put on. Using designated routes the group will walk to the evacuation location - **Prince Charles Park** if it is the service period. If the park is in the season of out of service, we will walk or drive to **Lloyd George Elementary School, 830 Pine Street**, which provides essential services such as washrooms. Staff member's vehicle will be available for transportation. In such cases, staff will transport as many children as safely possible to the school, while the remaining group will walk. Parents must sign a Permission Form for vehicle transport.

Parents will be informed via group chat or direct calls about picking up their children from this Designated Relocation Place outside the neighborhood.

All emergency incidents, including evacuation procedures, injuries, and methods employed to ensure children's safety and calmness, will be thoroughly documented.

## Lock Down Procedure

- Call 911 as soon as possible.
- Gather children inside, preferably in an interior room away from the intruder with access to telephone and other communications (turn phones on quiet or vibrate).
- Keep everyone away from windows and doors. Choose an inner wall.
- Close, lock and cover all windows and doors. Barricade doors if possible. Speak as calmly as possible around the children. Provide quiet activities to help keep children focused and quiet. Remain indoors until you receive further instruction from emergency personnel/the police.
- Keep parents informed.

## Shelter in Place Procedure

In the event that it is unsafe to leave the facility due to severe weather, hazardous materials, or an external threat, we will implement a shelter-in-place procedure to ensure the safety of all children and staff.

- Doors and windows will be locked immediately, and window coverings may be closed if needed.
- If required, HVAC systems will be adjusted or turned off to prevent exposure to hazardous air conditions (e.g., wildfire smoke, gas leaks).
- Staff will move children to a designated safe area within the facility, away from doors and windows if necessary.
- The facility will maintain emergency supplies to support sheltering in place
  - Non-perishable food, bottled water, and disposable cups.
  - Blankets, diapers, and hygiene supplies.
  - First aid kits, necessary medications, and medical contact information.
  - Flashlights, extra batteries, and backup phone chargers.
  - Comfort items such as books, coloring materials, and small toys.
- Parents will be notified as soon as possible via phone or text message
- A battery-powered radio will be used to receive emergency updates.
- Staff will keep children engaged in quiet activities to reduce anxiety.
- Food, water, and bathroom breaks will be provided as needed.
- Any children requiring medication will be monitored and cared for accordingly.

### Gas Leak Procedure

- Turn off the gas at the main shut off.
- Call Fortis BC Emergency Line, follow their instructions, and follow the evacuation procedure if needed. For a major neighbourhood leak, I will follow instructions from emergency personnel and or Fortis BC Emergency and follow the evacuation procedures.

### Power Outage Procedure

If the power is out in the facility's surrounding area:

- Turn down thermostats and disconnect all electrical heaters and appliances to reduce the initial demand when the power is reconnected.
  - Turn off all lights except one, which will alert you when the power has been restored.
  - Keep the doors of your refrigerator and freezer shut as much as possible to maintain the cold temperature.
  - Once the power is restored, turn on only the most essential appliances and wait 30 minutes before reconnecting others.
  - To report an outage or downed power lines call BC Hydro **1 (800) 224-9376**
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**Recovery and Returning to Normal Operations** - Post-emergency, the facility will:

- Conduct debriefing sessions with staff, children, and parents to address emotional and practical needs.
  - Restock emergency supplies and repair damages promptly.
  - Evaluate the effectiveness of the emergency plan and make necessary revisions.
  - Communicate openly with parents about recovery efforts and facility reopening.
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### Ensuring Reasonability and Safety

- The plan prioritizes children's safety and is designed to address various scenarios with a balance of practicality and preparedness.
- Staff will review and update the emergency plan annually to ensure it remains comprehensive and relevant.

## 6. COMMUNICATION DIRECTORY

<b>Facility Address:</b>	<b>DYNAMIC kids in MOTION</b> 1099 Fraser Street, Kamloops
<b>Contact-Manager:</b>	Heinrich Sawatzky, 250.682.8865, heinrichsawatzky@gmail.com
<b>Contact:</b>	Katharina Kroecker, 236.313.4746, <a href="mailto:kat.dynamic24@gmail.com">kat.dynamic24@gmail.com</a>
<b>Police / RCMP:</b>	9-1-1, non-emergency 250-828-3000
<b>Fire Department:</b>	9-1-1, 1-800-663-5555
<b>Ambulance:</b>	9-1-1
<b>Hospital:</b>	250-374-5111
<b>Online resources</b>	<a href="http://www.emergencyinfobc.gov.bc.ca">www.emergencyinfobc.gov.bc.ca</a> for alerts <a href="https://www2.gov.bc.ca/gov/content/safety/wildfire-status">https://www2.gov.bc.ca/gov/content/safety/wildfire-status</a> for wildfire updates <a href="https://drivebc.ca">https://drivebc.ca</a> for road conditions
<b>Emergency Meeting Place</b>	<b>Upper Parking Lot (up the outside stairs)</b>
<b>Evacuation Meeting Place</b>	<b>Prince Charles Park (while serviced)</b> Suitable for extended stays with washrooms, shelter, and other amenities <b>Lloyd George Elementary School, 830 Pine Street</b> <b>Kamloops Library (Downtown Branch), 465 Victoria Street, Kamloops, BC</b> (when school break or school closure)
<b>Church Facility Information</b>	MOTION CHURCH 1099 Fraser Street, Kamloops, V2C 3H8
<b>Utility Information:</b>	<b>Water</b> Utility Company & Phone – City of Kamloops Utility, <b>250-828-3461</b>
	<b>Electrical</b> Panel Location – Utility Company & Phone – BC Hydro, <b>1 (800) 224-9376</b>
	<b>Gas</b> Valve location – Utility room, near furnace Utility Company & Phone – Fortis BC, <b>1-800-663-9911</b>
<b>Communications Directory</b> -created in the beginning of school year	Create and maintain an emergency communications directory of contact information : <ul style="list-style-type: none"> <li>• Staff – home phone, email and cell phone, emergency contacts</li> <li>• Parents – alternates for pick up, home phone, email and cell phone</li> <li>• Emergency Contacts &amp; Resources – key contacts that support the operations of your facility, such as property management, building services, vendors and contractors</li> </ul>
<b>Emergency Kit</b>	Craft Room

## 7. FEES

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### Application Fee

The application fee of CAD 100 will be required at the time of submission. This fee helps cover administrative costs associated with processing the application and is non-refundable.

### Monthly Fees for child care ages 30 month - 5 years

\$1,066, due on the last Friday of each month for the upcoming month.

### Monthly Fees for Before and After School care

\$520, due on the last Friday of each month for the upcoming month.

### Weekly Fees for school closure period (child care is optional)

\$250, due on the last Friday of each week for the upcoming week.

### CCFR Reduction:

All families automatically receive the \$545 Child Care Fee Reduction (CCFR) for ages 30 months till 5 years. If the Centre has not yet received the CCFR payment, parents must pay the full \$1,066. The CCFR amount will be credited once received.

### Payment Method :

All payments must be made through **e-transfer** or **Electronic Funds Transfer (EFT)**. To set up EFT, submit a void cheque or bank form **before the 20th of the month**.

### Subsidy:

If you receive additional subsidy, you must pay any remaining balance not covered by subsidy or CCFR.

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## 8. REPAYMENT AGREEMENT

- Refunds for fees will be made under certain circumstances as outlined in this agreement.
- Refunds will be made via e-transfer within 5 business days.

### Non-refundable situations – ILLNESS

#### (a) Child's Illness

If the child is unable to attend the program due to illness, no refund of the fees for the days missed will be granted. The fees apply for the spot we hold for the child. If it is a long-term illness, the Leave of Absence Policy comes into force.

#### (b) Caregiver Illness:

If the caregiver is incapable of rendering care for three consecutive days, a reimbursement of 75% of the weekly fees will be issued for the subsequent two days missed. A full 100% fee refund for all subsequent sick days beyond the initial 5 paid sick days will be processed by the end of the respective month.

The repayment will be sent via e-transfer.

### **Non-refundable Situation - VACATION**

During the child's family's vacation, regular fees will apply to secure the child's spot.

### **Refundable Situations - Unexpected Facility Closure**

In the event of unexpected facility closure **no fees** will be charged for the days the facility is closed.

### **Refundable Situations - Sudden Closing**

(a) If the owner ever must initiate the closing of DYNAMIC kids in Motion with proper notice, fees will be refunded via e-transfer within 5 business days for any prepaid services that will not be rendered.

(b) If the family initiates to withdraw the child from the DYNAMIC kids in Motion with proper notice, fees will be refunded via e-transfer or cheque within 5 business days for the prepaid services

## **Affordable Childcare Benefit Policy**

The Affordable Childcare Benefit, administered by the Ministry of Children and Family Development BC Provincial Government, is a monthly payment that helps eligible British Columbia families with the costs of childcare. Families fill out an application online and provide supporting documentation to apply. Once the family is approved and authorization is established, the provider receives an authorization number and billing forms.

Childcare can not start until authorization and billing forms are received unless the parent agrees to pay the regular fee in advance. If the parent pays the regular fee while waiting for the childcare benefit, the daycare will:

- provide a refund for all eligible fees paid by the parent when the childcare benefit has been approved and payment has been received.

OR

- not provide a refund for any fees paid by the parent if the childcare benefit is not approved for any reason.

Providers can only bill for the maximum number of the days that the family is qualified for, if the child attends. If the child does not attend, the parent will be responsible for the cost of missed days that are not covered by the benefit. These fees are to be paid before the end of the month.

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

The parent is responsible for renewing their childcare benefit in order to prevent interruption of payment. If parents do not renew on time, or for any other reason become ineligible for the benefit, they will be responsible for the full childcare fees.

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## **9. LEAVE OF ABSENCE**

A leave of absence will be granted due to a work lay-off, loss of job or maternity leave. If a child is absent from the program, you can pay a minimum fee of \$100 per week for 30 month till 5years child care space and \$100 per month for the Before and After School Program to hold the position open for up to six weeks per year. After six weeks, the rate will return to the full amount, or I will need to fill the vacancy with another child.

## 10. CAREPROVIDER VACATION

At **DYNAMIC kids in MOTION**, we understand the importance of reliable childcare while also recognizing the need for our team to rest and recharge. Here is our policy regarding holiday closures and time off:

**Paid Vacation:** The centre will be closed for two weeks for vacation. Regular payment is required for this week.

**Advance Notice:** We provide families with two memos each year to notify you of planned closures—one at the start of the school year and another at the end of the school year.

We take the responsibility of providing dependable care very seriously and strive to minimize any disruptions to your schedule. Thank you for your trust and cooperation as we maintain a balance between offering exceptional care and supporting our staff.

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## 11. Notice of Termination

- DYNAMIC kids in Motion centre must give parents 3 weeks notice of termination in writing.
  - Parents must give DYNAMIC kids in Motion centre 3 weeks notice of termination in writing.
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