

CMCS Daycare Policies

March 2022 – September 2023

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Welcome Letter

Coast Mountain Children Society serves several First Nations in Northwest British Columbia and we acknowledge the traditional territory our centres operate in

Coast Mountain Children Society gratefully acknowledge and thank the Kitselas Nation and Kitsumkalum Nation in Terrace and the Haisla Nation in Kitamaat Village for allowing CMCS to operate in their respective Traditional Territory.

We would like to welcome your family to Coast Mountain Children Society (CMCS) childcare center. We hope that you will feel like our centre is a home away from home for your child. In the following pages you will learn more about the daily operations of our centre and how we handle situations. Our policies and procedures are created utilizing BC Child Care Licensing Regulations, BC Early Learning Framework, and our internal vision, mission, and strategic priorities.

At CMCS we collaborate closely with our families through open communication to provide supportive, nurturing, and encouraging environment for children and their families to discover new relationships, discover new opportunities, and construct knowledge through play. We place our highest priorities on your children's safety while supporting emotional and social learning. We believe that children spending time outdoors and engaging in risky play is an opportunity for your child to learn and grow.

The operations at CMCS is overseen by an executive director and a human resource team. Your classroom educators will be able to assist you with your day to day needs. Please see our management team if you require assistance beyond your classroom educators for issues concerning scheduling, financial matters, and unresolved concerns.

We value our advisory board and board members who support our center. With monthly meetings we gather to utilize the education, experiences, and interest of our parents to build a better childcare center. If you are interested in joining please see one of the managers for more details.

Again, we would like to welcome your family to our childcare family. We are happy to have you and look forward to connecting with you.

Sonia Hunt,
Executive Director

Introduction

These policies and procedures are intended to govern the personnel and the administration of Coast Mountain Children Society (CMCS). From time to time, these policies and procedures will be reviewed for amendments and further development. Only the executive director of CMCS has the authority to make additions, deletions or amendments to these policies and procedures, which can be done without notice. These policies and procedures apply to all personnel, parents/guardians and children involved with CMCS.

Mission

Leading the childcare industry within Northern BC through community collaboration, child education, employee engagement and staff appreciation.

Vision

Providing a safe and caring environment that meets the developmental needs of all children and their families.

Strategic Priorities 2020-2023

Programming that exceeds expectations

Quality childcare through communication
Flexibility meeting individual care needs
Linking home, community & center
Integrating cultural heritage into childcare

Clear procedures for transparent operations

Standardized and consistent approach human resource management
Written operational processes for training
Operational standards for childcare in all facilities

Build an employee culture that celebrates our achievements

Training available to all staff.
Consistent communication with staff
Mentorship program
Personal commitment to staff development & training

Forward planning that meets financial sustainability

Monitor financial performance
Industrious expense management
Contact evaluation for efficiencies
Sourcing partnership funding

Philosophy

Our programs at Coast Mountain Children's Society share a philosophy that is supportive of the right of every child and family to expect and receive the highest quality of childcare. We are committed to providing early learning programs that are multicultural, inclusive and nurturing environments that are respectful of each individual child's needs.

We are committed to providing a stimulating, educational, play-based, emergent curriculum to guide children's learning, enhance their knowledge and meet their individual developmental needs. Our curriculum is intentional to allow flexible, spontaneous activities based on the children's interests. We want our programs to teach children to think creatively so they may succeed in a complex and ever-changing world.

Play is integral to children's learning; it is a child's primary way of understanding the world. Children are capable and competent and have absorbent minds. They are curious, full of wonder and need to explore to discover and learn. Children are creative, imaginative and unique. They need endless opportunities to explore and experiment. Our educators initiate, participate, guide, encourage and observe during implementation of activities.

We know that it is most important for children to develop self-awareness, self-management and relationship skills for them to be successful as they move forward in life. This is a gradual, integrative process which children acquire the ability to understand, experience, express and manage their emotions and to develop meaningful relationships with others. We help children achieve these skills firstly by having a predictable and nurturing environment. Modelling, reinforcement, being responsive to each child's emotions and behaviors, helping develop problem solving skills, offering choices, teaching empathy and cooperation and by recognizing and talking about emotions will all support this development.

Our center has a commitment to foster the values of cooperation, kindness, empathy, respect and responsibility to each other and to the world around us. We value community which involves teachers, parents, children, and the world as a whole.

We want children to leave CMCS feeling both empowered and responsible to care for our world and those with whom we share it. To that end, during their time at CMCS, children will be regularly exposed to two facets of global awareness: environmental and humanitarian concerns. At CMCS we value that "Reconciliation acknowledges that there is a value for all students when Indigenous content and worldview are shared in early learning settings and classrooms in a meaningful and authentic way." (BC Early Learning Framework, 2019 p.13).

Principles

The goals at CMCS are inspired from BC Early Learning framework with a focus on implementing First Peoples Principles of Learning and Early Learning Framework Principles. The care and curriculum at CMCS are directed by these principals.

First Peoples Principles

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of Indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

(First Nations Education Steering Committee, 2012)

Early Learning Framework Principles

Children are strong, capable in their uniqueness, and full of potential.

Families have the most important role in contributing to children's well-being and learning.

Educators are researchers and collaborators.

Early years spaces are inclusive.

People build connection and reconnection to land, culture, community and place.

Environments are integral to well-being and learning.

Play is integral to well-being and learning.

Relationships are the context for well-being and learning.

Learning is holistic.

(Early Learning Framework, 2020)

Days and Hours of Operation

CMCS operates Monday to Friday. We are closed for all statutory holidays as well as a list of scheduled days that is provided to you upon registration. These days are set every April and all families are notified of these days for the upcoming year.

Group Childcare Under 36 months	8:00 am-5:00pm
Group Childcare Over 30 month	8:00 am-5:00pm
School Age Care	7:30 am-5:00pm full days 7:00-9:00am, 2:45-5:00pm school days

Childcare for full day care is considered NO MORE THAN 9 hours of care per day.

Childcare for half days is for up to 4 hours beginning at 8:00am. No afternoon half days are offered.

Fees and Payment Information

Childcare fees are due on the first of the month through pre-authorized debit (PAD) agreement. Full fees are charged during any period of absence (i.e., sickness or vacation) as well as for months with scheduled closures. (This includes five professional staff days, one week at the end of August for Meet the Teachers Week, two weeks at the end of December for Christmas break or in the event of closure due to extreme circumstances (for example: gas leak) or extreme weather conditions.

Upon registration you will owe the following fees before your child can start:

1. One time registration fee of \$50 per
2. Annual Insurance Fee of \$50 per family (this fee is charged every April thereafter)
3. Annual Parent Fundraising Deposit of \$150 per family (this fee is charged every April thereafter) Parents can participate in daycare fundraisers if they wish in order to get their deposit refunded.

PAD Agreement

All pre-authorized debit agreements must be in place before your child starts.

Fee amounts may alter due to changes in enrolment or fee schedule updates. After notification of any changes in fees it is your responsibility to alert our enrolment coordinator if you do not agree to the changes. Your signature on the PAD agreement waives any requirements for additional changes to the debit amount so long as you've been notified of the changes. The PAD agreement is part of your registration package.

Change of Enrolment/Withdrawal

One full calendar month's written notice on or before the 1st of the month is required to reduce days or withdraw from the centre. An email to admin@cmcsorg.ca will also serve as written notice. The date of withdrawal from any class will always be set for 30 days from which the form was submitted. Payment of month's fees will be charged in lieu of notice.

Curriculum and Programming Policy

BC Child Care Licensing Regulations: Part 4: Division 1 – Section 44 inform our policy and procedure.

According to BC Child Care Licensing Regulations:

- (1) A licensee must provide to children a comprehensive and coordinated program of indoor and outdoor activities that
 - (a) is designed for the development and care of children,*
 - (b) is appropriate for the age and development of children in each group in the community care facility, and*
 - (c) complies with the program standards set out in Schedule G.**

- (2) If a child who requires extra support is attending the community care facility, the licensee must
 - (a) ensure that the program of activities is modified to address the needs of the child, with reference to the child's care plan, and*
 - (b) record in the child's care plan the manner in which the program of activities was modified.**

Curriculum

At CMCS we believe that each child is an individual who will learn and develop in a unique way. With support from caring educators and a rich learning environment, children will learn, play, explore, create and develop relationships. Children are eager to learn and experience new things. We know children learn when all the developmental domains are supported, the physical, cognitive, social/emotional and language/communication. It is the responsibility of the educators to make sure the daily programming is based on early learning standards and addresses the individual needs of each child.

Trusting, nurturing and respectful relationships between children and educators are essential. These caring bonds build the foundation for a classroom environment where children can take risks, learn from their mistakes and be joyful in their learning. The educator's role is as a facilitator and a guide. Educators intentionally plan and provide a variety of experiences and opportunities that are accessed through different delivery systems such as child directed, free play, group activities and learning centers.

While it may look like your child is simply playing while at CMCS, that is not the case.

Play is essential for early learning and is our primary focus at CMCS. Through play, various language, social, physical, and cognitive goals are being taught. Purposeful and meaningful play that is developmentally appropriate is a significant element of our early childhood program. Play encourages curiosity, discovery and problem solving which allows individual growth and development of a positive self-image. A play based, hands on active learning environment is most appropriate for young learners. We believe that this approach which includes the whole child prepares children well for future success both in school and in their lives. In their exploratory play, children manipulate materials, hypothesize, test theories, repeat activities and draw conclusions. In their social play, children learn how to be a member of a larger community.

Connections to the natural world are intrinsic to healthy growth and development. In addition to spending time outdoors, nature-based materials and experiences are provided both indoors and out. Our curriculum emerges from children's interests, educators' observations, and events in the lives of the children and their families. Our curriculum also reflects, values and extends the richness of the diversity of the children, staff and families we serve. A respect for individual differences underlies all that we do.

Our Programs

Group Childcare Program – Nursery (Infant) Program (3-18 months)

Our infant program is a wonderful environment to introduce young children to daycare. Our program and physical environment will provide safe opportunities for your child to explore and have fun while seeing, touching, listening and moving. Planning is based upon careful observations of the children using their interests, newly acquired skills, and reactions to materials. As the children grow and change, so will the curriculum. The room and materials will look very different from time to time as we constantly strive to engage, enhance, and encourage infant development.

Group Childcare Program – Toddler Program (18- 35 months)

Our toddler program is based on the philosophy that children learn best through hands-on experiences. This is an incredibly important time in your child's development. It is a time when language, social, cognitive and physical skills are growing at an exponential rate. Toddlers are constantly learning, and they use all of their senses to explore the world around them. Our educators help to encourage their curiosity by providing a safe, loving and active learning environment. We teach through what children do best: Play! By combining planned activities and open-ended experiences, toddlers are encouraged to move at their own pace and learn through discovery.

Community Preschool & Pre-K 3-5 Programs (30 months -5 years)

Our preschool program continues on the foundational toddler learning program. Every day, we incorporate all facets of your child's development. Social, cognitive, language and motor skills are all a part of daily life. Skill development is enriched with plenty of socialization with purposeful play-based learning from the core of each day. We don't follow a set curriculum as all children are different and unique and learn at their own pace. Through observation, educators offer hands on learning through play, following the lead of the children. It is our belief that children are capable of making choices and they are supported and encouraged in this process.

School Age Program

Our school age program offers a play-based program. It includes a mix of exploration, guided and independent activities, quiet times and outdoor play. The educators provide many opportunities for children to plan their own activities, participate in group decision-making and project development. They also emphasize home-like activities allowing unstructured time and privacy for reading, homework or small social groups. Outdoor play and gross motor activities are emphasized since they are indoors for the most part of the day in school. Our program also provides increased levels of responsibility and independence.

Indigenous Development Support Worker (IDSW)

CMCS has on staff a full time IDSW worker. Their role is to meet each child in our centres to ensure they are continuing to meet their developmental needs as they grow. The IDSW conducts regular Ages and Stages screening for every child throughout the year, connecting with outside agencies and coming together for the betterment of all the children individually. This position is inclusive, and the support is available to each child at our centres.

Programming

To ensure that each classroom delivers consistent, quality programming CMCS educators complete comprehensive weekly lesson plans that incorporate indoor and outdoor activities that aligns with the weekly, sometimes monthly theme for their room. Themes will change weekly or monthly depending on the seasons as well as what cultural events may be happening depending on what time of year it is. Basing the weekly programming on a theme allows the CMCS educators to seamlessly incorporate the Early Learning Framework as well as cultural and Indigenous programming into the weekly planning for their rooms.

This plan is submitted to the Executive Director for review and approval to ensure it is meeting the programming criteria set out in our policies. Once approved it is posted outside of the classroom on the classroom bulletin board.

Weekly Planning Sheet

Week of:

Theme: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Art					
Circle					
Sensory/Science etc.					
Outside/Gym					
Other/Classroom additions/changes					

Indigenous Programming

Indigenous learning is incorporated throughout the year for the children and staff. This will include each educator being able to prepare different activities such as drums, felt stories, field trips etc. The IDSW has regular activities implemented in each classroom throughout the month. Activities include but are not limited to storytelling matched with art and circle time.

All classrooms have access to a diverse lending library for the entire centre that includes numerous children's books about Indigenous culture as well as children's books written by Indigenous authors.

We connect with Elder's groups around our community to have an Elder come to CMCS to story tell or teach the children different academics, such as songs, letters, or numbers etc. An elder or Community member will come in to CMCS and help the children explore traditional foods in a safe way.

Field trips will include land-based learnings, where we can go out and look for different plants to learn of their uses in our daily lives.

Participation in Community events such as National Indigenous Day is incorporated throughout the year.

Diversity Policy

Our programs are committed to celebrating and appreciating diversity by providing equality of opportunity for all children, families, and employees. CMCS seeks to include and value the contributions of all families to our understanding of equality and diversity.

Through multiculturally diverse materials and equipment as well as literature CMCS provides positive non-stereotyping information about gender roles, people with disabilities, and diverse ethnic and cultural groups.

We work in partnership with parents and guardians to ensure that all medical, cultural, and dietary needs of the children in our care are being met. All families are asked to fill out a small cultural questionnaire upon admission to ensure that we can celebrate all children's cultural celebrations throughout the year.

Inclusion of Children with Extra Support Needs

CMCS believes every child should be cherished and celebrated and every child is capable and deserving of rich learning experiences. Our goal is to meet the individual needs of every child within the structure of our program, while maintaining a healthy and safe environment for all children and staff. Where possible we will adapt resources in our programs and will move furniture to create a positive safe environment, ensuring all areas are accessible for all children. Care plans, observations and documentation will be used and reviewed monthly.

The Ministry of Children and Family Development provides Supported Child Development programs in each community that CMCS serves. These programs provide resources and funding for qualifying children with special needs.

Services may include

- Early intervention programs
- Curricular support
- Adaptations and modifications
- Developmentally appropriate programming
- Professional resources such as occupational therapy, speech language services, etc.
- Supportive childcare support worker
- Parental collaboration

The CMCS Indigenous Developmental Support Worker or IDSW, can provide information for families about these programs (and other community resources) and can aid as a liaison.

On occasion, a child may not fit well into our program, and we may not be able to adequately support the needs of the child while still meeting the needs of the rest of the children in the program. In this case, we will make every effort to support the family in finding suitable alternative care.

If the IDSW, along with the Executive Director, upon observation and after careful assessment, finds a child's needs exceed the capabilities of the classroom, the child's parent/guardian will be contacted, and the child could be asked to withdraw from the program. Families asked to withdraw will not be held to our withdrawal policy.

Definitions:

Inclusion

The principle that all students with special needs are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Integration

One of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations, determined on an individual basis, to enable them to be successful there. The principle of “placement in the most enabling environment” applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

Orientation

It is our wish for parents to be confident when entrusting their child to the care of CMCS educators. To accomplish this, we encourage families to call and set up a mutually convenient time to tour our centre. We also encourage parents to read through our parent handbook prior to visiting the centre so that any additional questions can be answered during the initial tour.

Once you have decided to register your child with CMCS, we recommend a gradual entry period. We understand that for many children and their families, starting childcare for the first time can be an emotional and anxious time. By transitioning slowly, we are confident that it won't take long for your child to feel at home in our engaging and nurturing environment.

Each child will require a different schedule depending on their needs and the time that the families have available. The first few weeks of a full-day program or childcare can be very tiring for a child. Please be advised that in the first few weeks of care some children can be inconsolable at times and if the centre deems it a prolonged period (20 minutes or more) we will call the parent/guardian to pick up child. On the first day, attending for an hour or two in the morning helps children adjust with minimal transitions. For the next few days, attending for the entire morning can assist in building confidence and comfort. When the child is ready, the lunch and nap time can be added in. We are happy to work with families to create a plan that best accommodates your needs through the orientation period.

Once your child is attending childcare regularly it is important to follow a routine which is familiar to your child when leaving them at the centre. Spend 5-10 relaxed minutes settling your child with a favourite experience. Always say goodbye to your child and give them a kiss, a hug or a wave and then leave quickly and smoothly. Rushing out, lingering too long, or sneaking away can add to the anxiety of separation.

It is also very important to maintain open two-way communication between educators and parents both verbal and written. You are welcome to phone the centre at any time to have a brief chat with your child's primary educator about how your child is. Please read all notices, newsletters, and other information. Take the time to have a brief chat with the educators every day, either at the beginning or the end.

Revoked Registration Policy

If there are concerns with a child's needs/behaviour or concerns with a parent or guardian's needs/behaviour, all efforts will be made to resolve these matters.

Resolution steps will include, but shall not be limited to, meetings between parent(s)/guardian(s) and teachers, discussions, and meetings with the Centre Director and, in some cases, seeking input from Supported Child Development agencies.

If all efforts are unsuccessful in obtaining a resolution, and should the class be deemed a poor fit for the child and/or their family, registration/enrollment may be revoked at the request of CMCS with no given notice. Such circumstances are uncommon but may be a last resort for cases involving support needs, aggressive or abusive behaviour (by either child or guardian), or custody disagreements. A revoked registration must be authorized by the Centre Director.

Please note that for families with joint custody/guardianship arrangements, CMCS must follow applicable mandates outlined in any provided court order(s) or prepared legal documentation, issued by the court, court counsellors and/or related mediators. In cases where parents (separated or divorced) cannot agree to authorization in matters relating to attendance, pick-up/drop-off and/or tuition payments (including division of tuition payments), registration may be revoked.

CMCS also reserves the right to refuse or revoke a child's registration (including attendance) from any program, at any time, due to any unpaid/outstanding balance on a family's account.

Reasons for Revoked Registration (Termination of Services):

- Continued lack of payment
- Non-compliance with CMCS policies
- Failure to work with the staff to meet the needs of one's child
- Inappropriate treatment (emotional, verbal, physical) of children within the Centre, or their parents, or CMCS staff
- Inappropriate placement of a child (whereby adequate supervision to guarantee the safety of both this child and the other children within the Centre is not reasonably attained)

Steps Required to Avoid Termination of Services:

- Carefully planned and monitored parent-teacher meetings clearly outlining concerns, possible solutions and required outcomes
- One-to-one aid provided by Supportive Child Development (requires both parent and Ministry consent)
- Reasonable flexibility with payment schedule provided both parent and Finance Manager have expressed mutual consent.

Joint Parent/Guardian Policy

Any required documentation (example: Court Order, Family Court Counselor/Mediation documents, or mutual agreement between legal guardians) must be submitted upon registration. The responsibility to provide completed documentation lies with both parents/guardians. Any requests to change any information initially provided upon registration, must be provided in writing, signed by both guardians, and submitted to CMCS's Administration office.

As per licensing regulations, any adult that is picking up/dropping off the child must be registered with CMCS through the child's registration form. Unless restricted by court documentation, all legal guardians will be authorized to pick-up or drop-off the child.

Any additional authorized persons can be permitted to pick-up and/or drop-off the child provided that both legal guardians have agreed (unless otherwise clearly specified by court documentation). In cases of dispute, legal guardians are solely responsible for seeking legal recourse that requires the other party to consent or seeking court documentation to support their request.

For any CMCS event, all legal guardians and their selected guests will be permitted to be present. If both guardians choose to attend, it is the sole responsibility of the guardians to ensure that no disruption of the event occurs due to their presence.

CMCS must follow applicable mandates outlined in any provided court order(s) or prepared legal documents, issued by the court, court counselors and/or related mediators for families with joint custody/ guardianship arrangements. In cases where parents/guardians cannot agree to authorization in matters relating to attendance, pick-up/drop-off and/or tuition payments (including division of tuition payments), registration may be revoked.

Parent/Guardian Communication Policy

Parents, guardians and family members all play an integral role in the learning and development of a child. At CMCS, we value our partnerships with families, and seek to walk alongside them in a supportive, respectful and informative way.

Prior to enrolling in CMCS or applying for the waitlist, we ask guardians to thoroughly review CMCS's Policy and Procedure Handbook, policies and program-related information. Parent/Guardians are encouraged to work productively with educators and administration by staying informed about their child's program, the curriculum and the routines. Thoughtful questions and suggestions are welcomed by CMCS. It is incumbent upon CMCS to provide parent/guardians with timely and pertinent information. It is equally important for parent/ guardians to share information regarding events and situations affecting children outside of CMCS, so teachers can approach issues with greater understanding and see behaviour in correct context. Note that during class time, drop-off, and dismissal times, the educator's number one priority is the safety and well-being of the children. While communication is important at this time, it may be necessary to schedule a meeting time to best address any questions or concerns.

Open, honest and respectful dialogue assists us to work together with families to provide children with the very best educational and care setting. The guidelines below are meant to support teachers and guardians in their interactions, as clearly communicated expectations result in a better understanding of the important role of each adult in a child's development. Issues and situations that deal with children can easily become emotionally charged. For this reason, it is suggested that parents/guardians allow 24 hours to pass prior to engaging in dialogue with the classroom teachers. Every effort should be taken to resolve issues through calm dialogue between those directly involved while respecting the dignity of each person.

- Be prepared to actively listen to another's point of view.
- Try to remain positive. Approach situations in a spirit of cooperation and genuine partnership.

Parents/guardians are required to confirm that they have read and understand CMCS's policies prior to beginning a CMCS program. While several key policies are listed in the document, all policies should be thoroughly reviewed and are accessible in the Administration Office.

Parent Appeal Policy

CMCS actively encourages effective communication between parents/guardians and teachers. Parent/guardian feedback and involvement assists in ensuring each child has the best experience possible at CMCS. Below are several strategies to assist in this communication:

- Daily two-way communication between parents/guardians and CMCS which is open and honest. Parents/guardians are encouraged to let teachers know if their child is upset for any reason.
- CMCS website and the Administration Office provides resources, calendar information, classroom information and policy information.
- Monthly newsletters are sent by email or placed in children's lunch boxes.
- Parents are encouraged to request a meeting (in person or by phone) to discuss any concerns or request additional feedback.
- We encourage families to take an active role in their child's learning. Look over any activity or art pieces that come home with your child, ask questions.
- Parents/guardians are encouraged to attend special events and/or volunteer in the classroom to see the program in action.
- Parents/guardians are encouraged to evaluate CMCS programs and provide feedback accordingly. Feedback can be provided to any of our management team or the Centre Director (contact information is available at the Administration office or via email admin@cmcsorg.ca).

CMCS recognizes that in any caregiving scenario, parents, children, teachers, and support staff all form an integral part of the community. From time to time, issues may arise where members of the community may differ in their perspectives.

At CMCS, we believe that communication between a child's home and educational environment is very important.

Parents/guardians are encouraged to bring any questions, comments or concerns to the attention of the classroom educator immediately, so they can be dealt with promptly. Discussions between parents and teachers regarding children should not occur in front of the children. CMCS staff will make reasonable efforts to create an immediate, appropriate location for discussion, or will arrange a meeting time that will better accommodate the discussion.

All complaints will be dealt with in a timely manner. Each member of the community is expected to follow the appropriate complaint procedure as described below. All parties involved must maintain confidentiality with respect to all aspects of this procedure.

If a parent/guardian has a complaint that they would like to express, the following steps will be recommended:

1. The issue must be addressed first with the person(s) directly involved.
2. If the issue cannot be resolved, the matter must be brought to the attention of the Centre Director (by phone or email) who will follow up within two business days.
3. The Centre Director will clarify the issue of disagreement and document all matters pertaining to the issue and its resolution.
4. The Centre Director will determine and clarify what policy/policies can be applied to resolve the issue.
5. The Centre Director, having made a judgment to resolve the issue, shall promptly notify both parties of the resolution in writing. In this written notification, the parties must be informed of the available appeal procedures.

If necessary, advisors; including the North Health Licensing Officer, Child Development Centre, or Ministry of Children and Families will be consulted in efforts to provide a resolution to the issue.

Waitlist Policy

A waitlist will be formed when full enrollment has been reached in the center.

- The number of children in the daycare is governed by the Community Care Licensing Regulations.
- Children are accepted into CMCS on a priority basis. One of our mandates is to support young parents in our community so first priority is always given to young families and then:
 - a) Staff of CMCS
 - b) Siblings of registered children of CMCS
 - c) Staff of Coast Mountain Board of Education School District 82
 - d) Emergency Staff who work and reside in area (ie: Doctors, Nurses, RCMP)
- The child's name is entered on the waitlist according to the date of the application being received in our office. Our waitlist is not first come, first serve. Every three months, if we have spots coming available, we review the wait list and place children in those available spots that are the **BEST FIT**.
- A manager will contact the parents or guardians of the child we have a spot for on the waiting list by telephone.
- Children will be removed from the waitlist upon the following reasons:
 - Parents or guardians request
 - Family has moved away, or phone number is out of order (the client is then unreachable)

Attendance Policy

Regular attendance at CMCS is extremely important if your child is to settle in well. Routine becomes part of your child's day. We ask parents to please notify the daycare staff by 9:30 am if your child is not coming in. We must be able to reach you at ALL TIMES, in case of emergency. Please let us know of any changes in your address, phone number, class schedules, or place of employment, or if you are leaving town and your child(ren) are placed in the care of another responsible adult, we need information for that adult.

Parking lot policy

Please ensure you park in a designated parking spot. In front of the dumpster is not a designated parking spot. Adults are encouraged to be cautious in the parking lot and entry areas of CMCS, ensuring the children with them are safe and they are aware of other children around them (particularly when driving). Children should not be left unattended in vehicles. Vehicles should be locked when unattended, as CMCS cannot be responsible for any belongings taken from vehicles while on the property. When walking through the parking lot, it is our policy that children are holding hands with or within arm's reach of their parent or guardian.

Arrival Policy

This policy applies to **ALL** children at our centre whether they are enrolled in our preschool, group care or school age programs.

Children must be dropped off at their classroom by the parent/guardian/authorized adult bringing them to our centre. Under no circumstances are they to be left in the mudroom and told to get to their classroom by themselves. It is the responsibility of the person(s) dropping them off to ensure:

- Any items needed for the day are placed in the child's cubby, or coat hook (example: items for outdoor play, according to the weather)
- The child changes from their outdoor shoes to their indoor shoes
- Lunch kit (if applicable), or snack is placed in the appropriate bin
- The sign in sheet at the front desk completed with the child's name, arrival time and person who dropped them off
- The educator is informed of any concerns that might affect the child's day
- An educator **MUST** acknowledge the child's arrival before the person(s) dropping them off leaves.

For childcare programs, parents/guardians are encouraged to drop-off prior to 10:00AM.

Departure Policy

Prior to leaving, the parent/guardian/authorized adult is required to:

- Sign out the child on the parent sign in/out sheet at the front desk
- An educator **MUST** acknowledge the departure of the child you are picking up before you leave.

If there are any concerns from the day, the educator will either discuss them at this time, or make an appointment to discuss them at a more appropriate time.

CMCS educators will ensure the safety of children in care at all times. This includes that all children in care will only be released to a parent, guardian, or a person who has been authorized in writing by a parent or guardian as permitted to pick up a person in care at a childcare facility.

BC Child Care Licensing Regulations: Part 4: Division 1 – Section 49 & 50, and Division 4 – Section 56 & 57 inform our policy and procedure.

It is the responsibility of CMCS staff to ensure that a child is NOT released from care to anyone except:

1. The parent/guardian of the child (custody agreements recorded on the Child Information form, where applicable)

2. Persons pre-authorized by parent/guardian recorded on the Child Information form as either an authorized person, or emergency contact (Note that the emergency contact is automatically authorized to pick up the child).
3. A person who has written authorization by parent were consent is witnessed by CMCS staff
4. In the event of an emergency only, CMCS Executive Director or Manager may take verbal consent from parent/guardian if identification can be established.

CMCS staff will **NOT** permit a child to leave with an unauthorized adult.

Pick up by a person who appears unwell

If an authorized person comes to pick up a child, but the CMCS staff does not feel the adult is emotionally, physically or mentally stable, and that they cannot provide safe care for the child, they will not release the child.

In this instance CMCS educator will:

1. Ask the parent or guardian to wait a minute while floor manager is notified. CMCS staff must remain with the child at all times.
2. Floor manager will request to speak with authorized person in a private area. Manager will express concerns and request to have an alternate authorized person pick up child.
3. Call the child's guardians or emergency contacts and ask them to come and pick up the child.
4. Both Parents/Guardians must be notified of incident. If child is in care of MCFD they must be notified immediately.
5. Wait for the guardians/emergency contact to come and pick up the child. If the adult refuses to have another caregiver called, CMCS staff are responsible to notify 911(RCMP) and Ministry for Children and Families BEFORE releasing the child.

Unauthorized person picking up

If an unauthorized person comes to pick up a child, CMCS staff will inform the adult that permission is not in place to release the child to them and the child's parent/guardian will need to be notified.

If the adult appears satisfied with the procedure:

1. The child's guardians or emergency contact will be called, and they will be asked to come and pick up the child.
2. Staff will wait for the guardians/emergency contact to come and pick up the child.

If the unauthorized adult becomes upset/angry:

CMCS staff will use best efforts to keep the child in care. If the situation escalates to where CMCS staff are concerned for the safety of other children and/or staff, they may have to release the child. If this occurs, staff will take note of the physical appearance of the adult, the make & model of their vehicle and the license plate number and immediately call 911 (RCMP) upon their departure.

Failure to pick up

If a child's parent/guardian has not picked up, educators will:

1. Check the telephone line for any messages
2. Contact each listed parent/guardian at all contact numbers provided. If no guardian can be reached, staff will wait 15minutes and make a second attempt, using all telephone numbers provided.
3. Educator will notify manager. Manager will take over situation.
4. Manager will then telephone the emergency contact listed on the child's Student Information form. If no guardian or emergency contact can be reached, Manager will contact Executive Director to discuss a plan. If the child is not picked up by 30 minutes after the end of class time, Educators are required to call the Ministry of Children and Families. All details of the event will be record in minor incident located in child's classroom.

Fees of \$20 per child for every 15 minutes late will be charged.

Staffing Policy

BC Child Care Licensing Regulations: Part 3: Division 2- Section 24-31 and Schedule E, Part 3: Division 4- Section 37-39 inform our policy and procedure.

Staff

At CMCS we employ a variety of staff who hold different levels of certification. All rooms are staffed according to BCCCLR as a minimum. In the case, a staff is completing educational training CMCS may apply for an exemption for this staff member. All exemptions are posted outside the office.

Employee Qualifications

At CMCS we value the education and experiences of Early Childhood Educators. As a teaching facility we strive to be leaders in our field of expertise. We follow BCCCLA as a minimum requirement. Staff are required to complete internal training yearly.

Staff are required to:

1. Hold a valid first aid and CPR certificate
2. Have a clear criminal record check
3. Hold a valid certificate or training as required for position

4. Have Anaphylaxis/Epi-Pen Training (Yearly)
5. Complete Early Learning Framework Online Course

Staffing Ratios

At CMCS we are focused on ensuring that we exceed minimum required educator to child ratios. We strive to ensure extra staff are available to support staff and children.

Column 1 Care program	Column 2 Maximum group size	Column 3 Children per group	Column 4 Ratio of employees to children in each group
Group Child Care (Under 36 Months)	12, with a separate area designated for each group	≤ 4	One infant and toddler educator
		5 – 8	One infant and toddler educator and one other educator
		9 – 12	One infant and toddler educator, one other educator and one assistant
Group Child Care (30 Months to School Age)	25, with not more than 2 children younger than 36 months old in a single group	≤ 8	One educator
		9 – 16	One educator and one assistant
		17 – 25	One educator and 2 assistants
Preschool (30 Months to School Age)	20	≤ 10	One educator
		11 – 20	One educator and one assistant
Group Child Care (School Age), if any preschool child or child in grade 1 is present	24	≤ 12	One responsible adult
		13 – 24	2 responsible adults
Group Child Care (School Age), if no preschool child or child in grade 1 is present	30	≤ 15	One responsible adult
		16 – 30	2 responsible adults

Practicum Students

From time to time, CMCS will accept practicum students seeking work experience for Early Childhood Educators and nursing students. We will introduce them to you and your child within the classroom. They will have a cleared criminal record check prior to attending. Practicum students are not counted in staffing ratios.

Quiet Time and Napping Policy

Although nap routines vary greatly among children, they all benefit from a period of rest during the day to balance their active play. Children and their naptime needs vary and continue to change as they grow older. For this reason, ongoing conversations will occur between staff and families about the needs of each child. We will meet the needs of every child while taking into consideration consultation with parents regarding their child's sleeping arrangements. The classroom teachers will check in with the child's family throughout the year to see if any changes to the nap routine are required. This information will be recorded in the Centre's communication book so that all staff are aware of the napping/resting requests of the family.

All full day programs at CMCS will include a rest time in their programming each day from approximately 12:30PM to 1:00PM. Dim lighting and soft music will be used to help settle into rest time. At 1:00PM, children that have not fallen asleep may get up and play at some of the quiet play areas set up in the room.

Each child will have a crib or mat labelled with their name and a blanket will be provided. Bedding items for each child are kept separated throughout the week and washed at the end of the week. Cribs and mats will be sanitized weekly or more frequently if necessary. Children will be supervised at all times. There will be sufficient light to allow for visual monitoring. Visual monitoring will be conducted every 15 min on every child that falls asleep.

As a child is trying to fall asleep, or is resting at quiet time, a teacher may ask the child if he/she needs to have his/her hand, head or upper back (on top of clothing) rubbed. Classroom teachers will only rub a child when the child has requested it or has given permission.

Sleep Position Policy

According to Part 4 Division 1 of the BCCCLR: A licensee must ensure that each child is positioned for sleep only on his or her back, unless the child can roll over without assistance.

Diapering Policy

As the diapering of infants and toddlers involves close adult-child contact, the care providers will be responsible for changing diapers. This is a great opportunity for one-to-one time with the child and the teachers will involve the child as much as possible by explaining what is being done and encouraging the child to interact. CMCS does not accommodate cloth diapers. Families will be asked to bring disposable diapers for their children when they attend our centre.

CMCS staff will:

- Follow Ministry of Health recommendations for diapering and toileting procedures posted in the washrooms.
- Record diaper changes and toileting activities on the diapering chart
- Encourage independence for dressing and toileting. Assistance and support will be given to the children to encourage these new skills.
- Encourage the development of healthy personal habits by ensuring that children wash their hands after their diaper change.
- Decide with the family when a child is physically and emotionally ready to start to learn to use the toilet.
- Be patient, supportive and understanding during this learning process and be respectful of child's needs.
- Sanitize the changing station after each use.

Washroom Policy

Most preschool-aged children require some level of assistance when using the washroom. At CMCS, our educators will strive to ensure children are comfortable using the facility washroom, support them in gaining independence and confidence while maintaining their dignity.

Washroom Guidelines

When a child requires assistance in the washroom, CMCS staff will ensure:

- Staff actions in the washroom are visible to other adults.
- Regular staff members will assist in the washroom procedures when at all possible, however; there may be situations where a substitute teacher will need to assist children.
- Washroom routines are discussed with On-Call teachers before their shift begins.
- Volunteers, practicum students and other guests will not be assisting children in the washroom.
- Children and CMCS staff will wash hands after using the washroom.
- All children under 3 years old need assistance in the washroom. Staff are to physically go into the washroom and help if needed.
- If the child is over 3 years the staff member is required to stand at the door, ready to help if needed.
- Each room should have 3, 1 staff member to help with the washroom and the other 2 staff stay in the room. If only 2 staff are on at one time, then 1 staff member will stay in the room and the other will stand at the classroom door watching and listening for the children who are using the washroom.
- If a child is using the washroom by themselves and haven't returned within 3 minutes, the staff member who is supervising needs to physically walk into the washroom and check on the child.

Our centre is equipped with washroom facilities that are located outside of the classroom, in the hallway. One educator will accompany the children to the washroom. Before an educator takes children to the washroom, the number of children leaving for the washroom must be communicated clearly to another educator. If a child has been coming regularly and the staff know the child can go to the bathroom independently, the educator can observe the washroom from the classroom location.

Toileting Accidents

Toileting accidents are inevitable. When these accidents occur, it is important that educators are discrete, comforting, and positive with both the child and their parents/guardians. Neither a child, nor their parent/guardian should ever feel undue embarrassment or shame regarding a child's toileting accident.

When a child has an accident (urine, bowel movement or vomit), one staff member will accompany the child to the washroom for cleanup. It is the responsibility of the other staff members to keep the remaining children occupied and away from the bathroom area. The staff member assisting the child will leave the bathroom and stall doors open for security.

Each washroom is equipped with rubber gloves, wipes, plastic bags and an extra change of clothes on hand.

Soiled clothing is placed in a plastic bag and discretely hung on the child's hook (under their coat). The child's parent/guardian will be discretely informed of the toileting accident at pick-up time, including information on whether the child appeared upset. If classroom clothing was required, parents are asked to wash and return them promptly.

Toilet Training

If your child is showing signs of readiness and is able to control their bladder and bowel movements, they may be ready to potty train. We ask that you begin teaching at home during the weekend or during vacation. We will follow through and encourage your child while in care. Please keep in mind that the activity level at the Centre may distract your child from responding to the urge to use the potty.

It is in the best interest of the child if the parents and the Childcare Centre can follow the same guidelines/techniques throughout the training process.

When discussing a toilet training plan, the following guidelines are maintained:

- Children and families must be ready for toilet training. It is ok if a child is attending in a diaper or pull-up if that is the request of the parent/guardian. No toilet training practice shall begin at a CMCS Centre without consent/permission of the parent/guardian.
- Staff will NEVER put a child on the potty unless the child is willing. A child may be willing at home but resistant to it at daycare, especially if under 30 months of age.
- Children should be sent in loose fitting clothes they can manage independently.
- Parents are required to supply diapers/pullups as well as several changes of clothing including underwear.
- Child will be put in a diaper or pullup at nap time until they have had a minimum of two consecutive dry weeks AT DAYCARE.
- Staff cannot wash out soiled clothing as per BCCDC regulations. They are required to put soiled clothing in a plastic bag for you to take home and wash.
- After three peeing accidents the child will be put in a pullup or diaper for the rest of the day at the Centre.
- Children will not be left sitting in dirty pull-ups or underpants.

Nutrition Policy

Our Center has been carefully designed to ensure it is a safe, comfortable environment that will accommodate the abilities and needs of all children. Our staff are committed to supporting your child's nutrition program with 2 regular snack times and lunch time during a full day program. Our goal is to promote good health, safety, and nutrition.

For certain special occasions, staff and/or families may provide a snack for the children. In these cases, staff will be respectful to food restrictions, food preferences and cultural food preferences. Parents will be informed of the snacks provided with a notice on the classroom parent board or a letter sent home in advance.

The staff will model healthy eating by eating snacks and meals with the children. The staff will not force a child to eat but will provide encouragements and sufficient time. The staff will not at any time withhold food from a child, nor will they reward a child with food. The staff will also not leave children unattended while eating or drinking.

CMCS encourages "litter less lunches". This means that lunches should come in reusable containers.



Parents/guardians need to provide healthy lunches/snacks for their child. Lunch should consist of a serving from each of the four food groups –

- Fruits and Vegetables
- Carbohydrates i.e. bread, pasta, pizza, burritos, bannock
- Protein: i.e. fish, beans, meat
- Dairy i.e. cheese, yogurt, cottage cheese

We are happy to heat food in glass containers. Packaged soups/noodles should be precooked.

Please do not send any hard candies or pop.

Bottle Feeding Policy

If infant/toddlers require bottles, please bring all bottles needed for the day filled with milk. Milk will be stored in the classroom refrigerator. Please label all bottles clearly and ensure that lids are on nipples. Toddlers are required to lie down or sit on the couch when they have a bottle. Staff will discard any unused liquid in bottles or cups to prevent the spread of germs. Staff will allow children time to eat and drink at their own pace. Bottle feeding is an enjoyable interaction between child and care provider.

Active Play Policy

Outdoor and active play is integral to healthy growth and development. Active play, which consists of physical activity with moderate to vigorous bursts of high energy supports body control, develops spatial awareness, improves balance and coordination as well as concentration and learning skills. Children experience physical and mental health benefits from daily fresh air. For an infant or toddler, active play may include reaching out for a toy, rolling over, balancing in a sitting position and crawling/walking. Active play helps to promote healthy growth and development and supports body control and movement. Active play can help build strong bones and muscles, improve balance, coordination and assists with the development of gross motor and fine motor skills. Active play also helps to promote children’s confidence, improves concentration, thinking and learning skills and provides opportunities to develop social skills and make friends.

In accordance to licensing, CMCS requires a certain amount of active play and outdoor play every day, as detailed below:

PROGRAM	MINIMUM ACTIVE PLAY TIME *	DETAILS
Preschool (3 hours)	30 minutes	Minimum of 30 minutes outdoor play time. Can split up into 15 min indoor and 15 min outdoor play times.
Group Childcare (all day programs)	60 minutes	Minimum of two 30-minute outdoor play times
Before/After School Care	30 minutes	All outdoors, with minimum time extended when weather is appropriate and/or to meet students’ needs.

*In programs that are four hours or less in length, there is some flexibility with the structure of active play time.

Children will go outside regardless of the weather and families are required to provide weather appropriate clothing for their children each day. If a child is too ill to be outside, they should not be attending a CMCS program.

When weather is pleasant, classes will ideally spend all active time outdoors. When incorporating active play indoors, teachers will implement a combination of facilitated and un-facilitated activities such as:

- Music and movement circle time
- Gross motor circle time activities, games and/or transitions
- Obstacle courses
- Free-play activities that encourage gross motor movement

Full day programs will spend the full minimum active time outdoors but will also include additional active play time in the classroom, as per the examples listed above. It is the goal of every full day program to achieve 120 minutes daily of active play.

Teachers in all programs will make an intentional effort to provide opportunities beyond the minimums for active play and will limit prolonged sitting activities, utilizing frequent short bursts of activity.

Sunscreen Policy

CMCS aims to promote a positive attitude towards skin protection and take effective measures to ensure the children's safety from the sun.

In childcare programs, teachers will apply sunscreen before going outside and reapply sunscreen every two hours. Sunscreen must be supplied by the parent/guardian in the original bottle, labelled with each child's full name. Parents/guardians are asked to provide a hat for their child for use during outdoor play.

Outdoor and Spare Clothing Policy

Outdoor play occurs daily, and children should have proper outdoor clothing for the weather (coat, boots, mittens, etc.). Parents/guardians are asked to bring a full set of spare clothes for their child in case of accidents. Spare clothing, outdoor clothing, and any other items that might be removed should be labeled. Additional spare clothing is available in the classroom, and in the event that a child uses them, CMCS requests that they be returned promptly.

CMCS encourages play and exploration. When selecting clothing, parents/guardians are encouraged to consider:

- clothing that moves freely and is comfortable
- clothing that is easily washable - art smocks are available, but clothing may still become stained
- clothing that encourages independence (easy to put on and take off).

To assist in keeping the floors clean and comfortable, children are required to have a pair of indoor shoes (or slippers with a rubber sole) for the classroom. Children change into their indoor shoes upon arrival, or when

returning from outdoor play. These shoes must remain on, to ensure the child's safety in case of emergency evacuation.

Playground Policy

All CMCS outdoor play areas are inspected before being used EACH day by the Facility Manager. Staff must record if any dangerous materials were found or if repairs are required. The staff on duty must forward any repair requests to the Facility Manager. Children are always carefully supervised by CMCS staff when they are using playgrounds. Staffing ratios will always be maintained (in accordance, or exceeding licensing requirements).

Organization of Play Area

CMCS outdoor play spaces are carefully designed to ensure they safely meet a variety of needs, including opportunity for exploration and supported risk. The following guidelines are observed:

The play area is well defined. Where health and safety are a concern, a fence that cannot be easily climbed shall be constructed to a minimum height of four feet and a maximum of six feet from ground level. Gate latches will be out of reach to children.

- There will be clear pathways and enough space between areas, so equipment does not obstruct the movement of children.
- Open space should be available for active play.
- A quiet area should be available, such as a grassy area near trees.
- All play areas should be well drained.
- If at all possible, a portion of play area is covered to provide protection from weather conditions.
- Storage of maintenance equipment, tools and garden supplies will be inaccessible to children.
- Walkways should have non-slip surfacing.

Similarly, equipment and play materials are carefully selected to ensure:

- The equipment provides appropriate and stimulating levels of activity and challenge for all age groups.
- A variety of equipment and materials are provided to stimulate physical activity and cooperative play.
- All equipment is safely constructed.
- If climbing structures are present:
 - Climbing structures and swing frames are to be anchored.
 - Resilient surfacing should be provided under climbing equipment, slides and swings.
 - Surfacing should be properly maintained at a minimum of nine inches for a 4-6 ft. structure.
 - Resilient surfacing should extend a minimum of 1.8m beyond structure.
 - If solid barriers are used to contain resilient surfacing, the barriers should be placed a minimum of three meters beyond the structure and buried to ground level.
- Equipment shall be well maintained with no rotting boards, protruding nails or bolts, splinters, broken parts or frayed ropes or cables.
- The play area itself is to be well maintained, free of debris, grass mowed, hard surfaces swept, and animal feces removed.

- All ground surfaces should be free of hazards. Changes in grade should be obvious, at regular intervals or gently sloped.

Large motor play will not be confined to structures, but rather materials provided to encourage creative large motor play, such as:

- Balls & hula hoops
- balance beams
- cones, beanbags, tossing rings
- balance boards
- jumping sacks
- parachutes
- tunnel climbers
- bubbles

Ride-on Equipment

When using small ride-on toys children will not be required to wear a helmet, provided the area in which they are using the toy is well-confined and on a flat surface (to ensure they are unable to accumulate speed). Similarly, for use of some smaller tricycles, helmets may not be required. Parents will always be welcome to send in a helmet for their child's use if they prefer. Safety will be assessed regularly, based on the child and equipment, and if there is any concern a child may be required to wear a helmet. In these instances, the parent/guardian will be informed. The parent/guardian may choose to send in a helmet, or a shared helmet will be provided for them.

Shared Playground Policy

Often, we will have more than one classroom/group accessing the playground at one time. When this occurs, the educators involved decide on a rotation schedule at the beginning of the school year. If the playground size is sufficient, groups of similar ages may share the playground space provided the staff to child ratios are maintained and there is no increased risk to health and safety. Additional care will be used in these scenarios to ensure that supervision is sufficient for the number of children and any playground equipment is only used by a safe number of children at one time.

The number of children in a playground area shall never exceed the licensable capacity of the space (based on six square meters per child). Alternative options are available to Childcare programs, and other full-day programs, such that outdoor play is available in another location if the playground is being used by another class.

Splash/Wading Pools Policy

A splash or wading pool is defined as a small pool with a depth of 23 inches or less of water. These pools are completely portable and temporary; they are plastic and can be lifted and drained easily by one person.

These pools are filled with water only when in use and will be drained after each use and left empty each night.

Supervision

- Direct and constant supervision is required when pool is in use.
- An educator with current first aid certification must supervise in the pool or at pool side during any pool use.
- Supervision is considered to be visual contact and within an arm's length of the children.
- The staff to child ratio as determined in the child Care Licensing Regulation must be maintained at all times when a pool is in use. If there is only one staff person present, all children must be removed from the pool and pool area if the staff is required to be more than an arms lengths distance from the children.

Sanitation

- Pool must be filled with potable water and drained at the end of each use.
- After each fecal accident, the pool must be drained, cleaned and sanitized with a disinfectant such as a solution of bleach and water.
- Pool must be cleaned, scrubbed and sanitized with a disinfectant such as a solution of bleach and water at least weekly.
- The pool must be kept free of obstructions which may be hazardous to children.
- The pool must be made of durable material and a texture which is non-slip but does not cause discomfort to bare feet.
- The walkway (within 4 feet surrounding the pool) shall be non-slip and kept clean.

Screen Use Policy

According to Licensing, all licensed childcare programs must limit screen time (TV, computer, electronic games) to 30 minutes or less per day. Children in programs less than 3 hours or children under the age of two should not include screen time in the program.

Because electronic media and devices can get in the way of exploring, playing and interacting with others, which encourages learning and healthy physical and social development, CMCS takes this policy a step further. Children are not permitted to bring electronic devices (cell phones, tablets, etc.) to any CMCS program. Only on special occasions, full-day programs may include a short video, no longer than 20 mins. This video selection must be age appropriate and educational, as approved by the Operations Manager. Families will be informed of the event.

****NOTE:** If a teacher would like to include an educational media resource that enhances learning objectives, it must be approved by the Operations Manager and be no longer than 5 minutes in length. Such resources will only be approved for occasional use.

For CMCS staff, cell phones and personal electronic devices must be turned off during work hours and remain in the staff member's purse or bag. Text messaging is not permitted during scheduled work hours. Messages may be checked only at approved break times during the work day. In case of emergency, staff are to be contacted through the school phone number only.

Where applicable, teachers are permitted the restricted use of a tablet or similar electronic device for the purposes of documentation and/or music storage and broadcasting. These devices are only to be used for the purpose noted above, with minimal frequency and only upon approval by the Operations Manager.

Toys from Home Policy

Settling into childcare programs can often be an emotional and distressing time for children and their families. Children may initially feel insecure in a new environment and new people and new routines that are unfamiliar to them. We understand that a child may have an emotional attachment to a personal belonging from home such as a stuffy or blanket so we support a child bringing the item to daycare to help the child's emotional wellbeing and sense of belonging while transitioning into the child care setting. Comfort items are always welcome at CMCS. Please always label blankets and stuffed animals.

Toys from home, however, we request those items stay home as they are often lost, broken or forgotten throughout the day and then pose problems for parent and educators at the end of the day searching for them. Also, in group environments, the introduction of children's own toys can cause complications with the process of learning to share. This is a major developmental goal for children, and they are able master it more successfully using the items at school.

Birthday Celebrations Policy

We celebrate each child's birthday with a song. If parents wish to bring in something to share with the class to celebrate their child's birthday, we kindly ask that you speak with the classroom teachers to ensure there are no allergies to be concerned about.

To ensure children's feelings do not get hurt, we ask that any birthday invitations going to children in the classroom go to the educator to hand out discreetly.

Photo and Video Policy

All parents are required to fill out a photo release form when registering their child in our center. All photos and videos are only to be used within the centre for learning purposes, for documentation, for pedagogical narration and for enjoyment in the program.

Supervision Policy

BC Child Care Licensing Regulations: Part 2: Division 2 – Section 13, Part 3: Division 4 – Section 34 & 39, Part 4: Division 2 – Section 52 and Division 3 – Section 55 inform our policy and procedure.

CMCS educators ensure that all environments are supervised in a positive way to ensure that children maintain their safety, while given the ability to participate in risky play and given space to learn and explore. We believe that direct supervision of children is the most important factor in the safe provision of childcare.

In an effort, to provide childcare that exceeds provincial regulations CMCS staff will supervise children with the following strategies. These strategies will be implemented on a daily basis during the supervision of all children. Staff will:

1. Know the number of children in their care at ANY time of the day.
2. Do a headcount before and after transitions, and minimum of every 15 minutes.
3. Ensure that the minimum staff to child ratio, as outlined in the Child Care Licensing Regulations, is maintained at all times.
4. Be in close proximity to children's play and continuously monitor, scan, and count all children.
5. Place themselves so they can see and hear all of the children in care. They will also be aware that they need to stay close to children who may require additional support.

- Account for all children in their care. They should continually scan the entire attendance environment to know where everyone is and what they are doing.
- Track enrollment and attendance on an on-going basis. Staff will change the number of children on the list as they go home for the day.
- Communicate to each other before changes in supervision occur.
Ensure families sign children in and out of the program on the designated sign in/out sheet.
- Be aware of unsafe play and stepping in to redirect play towards a safer, positive direction
- Know the capabilities and limits of each child in their care.
- Use direct supervision with those children that require extra support for safety.
- Use clear, consistent, and simple safety rules that the children can understand and follow.
- Eliminate any potential hazards and to create “off limit” zones for areas that is deemed unsafe.
- Position oneself strategically in order to be a presence and in close proximity to step in quickly if necessary. Staff will SPREAD OUT when playing outside and not be standing close to another staff member and “chatting”.
- Position oneself in a manner that allows one to be able to scan and move around the environment easily while being aware of the group as a whole and to anticipate potential trouble spots.
- Use positive guidance methods and redirection in order to make the environment successful and inclusive for each child.
- Arrange the environment so that one can see all areas of the environment.
- Be available to children to facilitate negotiation, problem solving, turn taking and other conflict resolution techniques.
- Be available to support children’s learning by answering questions, modeling, positively commenting and facilitating questions back about what the children are doing.
- Maintain scanning position when talking with children, families, and fellow educators.
- Never leave children unattended at any time, even in emergency situations.
- Plan and prepare activities and experiences at a time when children have appropriate supervision and will not be left unattended to do so.
- Ensure that First Aid Training, Criminal Record Check, and Educator License are up to date.
- Let manager know the groups destination, time left, approximate time of return, and number of children in attendance when leaving the facility.

Guidance Policy

BC Child Care Licensing Regulations: Part 4: Division 2 – Section 51-52 inform our policy and procedure.

Guiding young children is a continuous and ongoing process, occurring when children exhibit appropriate behaviour, as well as before, during, and after inappropriate behaviours. Our goal is to assist children in learning to regulate their own behaviors, developing respect, self-control, self-confidence and sensitivity in their interactions with others.

While this policy applies to all CMCS programs, care is taken by educators to focus on the most age-appropriate methods and strategies, according to the child and his/her maturity. This is done with consultation from the centers Operations Manager.

Guidance Strategies: Prevention

Educators will use the following prevention strategies to ensure the environment is positive and therefore maximizing opportunities for desired behaviors:

- establish clear, consistent and simple limits
- give straightforward explanations for limits
- state limits in a positive manner
- establish positive relationships with each child
- focus on the child's behavior rather than the child
- allow children time to respond to expectations
- model and encourage appropriate behavior
- observe children in order to anticipate potential difficulties

Guidance Strategies: Intervention

Inevitably, there will be occurrences of inappropriate behavior. We will use the following intervention strategies or a combination of the strategies to ensure that the guidance is supportive:

- empower children to use language and other forms of non-hurtful communication to communicate their emotions
- gain a child's attention in a respectful way
- implement a daily routine so that children feel secure about their day and expectations
- acknowledge feelings
- remind and redirect or divert when appropriate
- model problem solving skills
- use natural and logical consequences
- physical closeness and/or touch
- provide developmentally appropriate choices
- in extreme situations, educators may need to remove or limit materials or equipment

Prohibited Discipline Strategies

The goal of CMCS's Guidance & Discipline Policy is to insure all children receive excellent, nurturing, life-enhancing care while within CMCS programs and classrooms. It is expected that educators will learn and grow in their ability to provide optimum care. CMCS policies, programs, administration and staff are all committed to this end. It may seem obvious to state the following prohibitions, but we do so to remain fully clear and obvious in our declaration to care.

At CMCS, staff will NEVER use the following strategies:

- Shoving, hitting, shaking, spanking or any other form of corporal punishment.
- Harsh, belittling or degrading treatment, whether verbal, emotional or physical, that would humiliate the person in care or undermine the person in care's self-respect.
- Confinement, physical restraint or separation, without adult supervision, from other persons in care.
- Deprivation of meals, snacks, rest or necessary use of a toilet.

Parent-Teacher Communication Regarding Behaviour Policy

Teachers strive to "catch children being good!" to promote positive attitudes and social interactions. Educators will frequently share positive social interactions and behaviors with parent(s)/ guardian(s), involving them in the encouragement and learning process.

Educators will share behavioral observations with a child's parent/guardian(s) if there is an emerging pattern. This information then encourages increased dialogue regarding self-regulation strategies and allows teachers and guardians to work together to best meet the needs of the child. If a parent/guardian is particularly concerned about an observed behaviour, they are encouraged to speak to the classroom educators. If needed, they are also encouraged to speak with a CMCS Manager.

Child Development Reporting Policy

Having continuous observations and recordings of each child's actions, behaviors and skills increases the educator's knowledge of the children's strengths and abilities. This also helps for planning around the children's likes and interests which creates a program that fulfills the needs of each child.

It is the responsibility of all educators to:

- Monitor and record each child's progress.
- Record at least one observation weekly on each child in the program
- To plan and implement activities and experiences that enhances each child's skills and abilities.
- Ensure that all the children's records are kept strictly confidential.

Educators must create a developmental file for each child that consists of:

- Ongoing observations that reflect the progress of the child
- Observations of the child's behaviors, actions, activities and parent goals.
- Ages and Stages Questionnaire (ASQ) or milestone charts done once a year or as needed.
- Summary of all growth recorded.

The role and responsibility of the Operations Manager

- When an educator is concerned about a child's development this will be brought to the attention of the Operations Manager. The Operations Manager will then do observations as well and will discuss concerns with the parents and if necessary, look for outside support and/or create a care plan and ensure the Center obtains parent release statements to share any child's record prior to sharing.

Support Concerns and Care Plan Policy

It is not uncommon that support concerns first arise in an early childhood classroom. For many children, this is the first time they are in a social setting for an extended period of time. It is also not uncommon and is completely age appropriate for children to exhibit new behaviors in this unfamiliar setting, and thus care must be taken when assessing potential support concerns. If a CMCS educator makes note of any concerns that have not already been identified by the parent or guardian, they will:

- Observe any patterns of behaviour, or unusual behaviors, and document them confidentially in the observations book located in each classroom.

- If behaviors and/or patterns continue, contact the Childcare Operations Manager to observe the class. This process helps provide an additional perspective on the classroom dynamic and expectations, as well as identify possible triggers.
- After deliberation between educators and managers, the Childcare Operations Manager will arrange a meeting with the parent(s)/guardian(s) to discuss the concerns.
- Educators will complete an “Ages and Stages” assessment. It is often helpful for this assessment to be completed by parents as well.

Depending on the specific concerns and needs of the child, additional meetings will take place to develop the best possible learning and care environment for the child. This may lead to the development of a care plan so that all staff involved in the care of the child is on the same page regarding the best possible care we can provide.

Care Plans

Care plans are written plans between educators, parents and professionals to ensure everyone is working together for the success of the child. It is a document that identifies specific goals around social, emotional, physical and/or intellectual growth. Care plans are reviewed every three months and adjustments made with collaboration from the parents, educators and support team.

Incident Reports Policy

Coast Mountain Children’s Society personnel will adhere to Community Care Licensing Regulations Section 29, 30, 31(a) and 31(b). The Child Care Licensing Regulation includes this information in Schedule H. Child Care licensees must report when a child is involved or may have been involved in a reportable incident while in care; this is found in Section 55(1)(b) and 55(2)(a) of the Child Care Licensing Regulation.

Reportable Incidents:

- Aggressive or unusual behaviour
- Choking (that requires first aid practices to be administered)
- Disease/Illness outbreak or occurrence (including any reportable disease, or any illness/symptoms affecting three or more students within a three-day period)
- Emergency restraint
- Allegations of abuse
- Significant injury or illness (defined as any that requires emergency care by a physician, or transfer to a hospital)
- Medication error – an error in giving medication to a person in care and requires emergency intervention or transfer to hospital
- Missing or wandering person – a person in care who is missing
- Poisoning – ingestion of a poison or toxic substance by a person in care
- Service delivery problem – any condition or event which could reasonably be expected to impair the ability of the licensee or the employees of the licensee, to provide care or which affects the health, safety or well-being of persons in care, excluding closers outlined in the licensee’s policies (ex: weather closures).

In the case of a reportable incident, staff will:

1. Address the immediate safety of children in care.
2. Let CMCS manager know of incident.
3. CMCS manager will follow up with a phone call to any parent(s) of child(ren) that was/were involved in the incident.
4. CMCS manager will report the incident to the local Licensing Office by telephone, email or fax within 24 hours of the incident. If the incident is a high-risk incident the Licensing Office must be contacted immediately.
5. CMCS staff involved in incident will complete the required Incident Report Document:
 - All details of the incident will be recorded, including the date, time, people involved, and thorough explanation of the incident. If applicable, records will be made of witness accounts (supervisors, assistants and third party accounts)
 - Staff will also include an explanation of any changes in procedure(s) that will be adopted to prevent the incident from reoccurring.
6. CMCS manager will send a copy of the Incident Report to the Licensing Officer and discuss any required changes necessary.
7. CMCS manager will inform the Executive Director

Non-reportable incidents:

Any incidents that are not reportable according to licensing standards, will be logged in our Incident book (found in each classroom) under our Incident Log and on a separate form a detailed account of the incident will be documented and both will be signed off by CMCS management.

If any incident involves the head, a parent will be informed via phone call by CMCS management. Any other type of incident, parents will be informed when they pick up their child.

Missing Child Policy

In a Child Care Facility, if a person in care goes missing or has wandered away from the care and supervision of the Licensee, this meets the definition of a reportable incident as set out in the provincial legislation and must be reported to Licensing.

Child Care Licensing Regulation Section 55 states:

(2) A licensee must notify the medical health officer within 24 hours after

(a) a child is involved in, or may have been involved in, a reportable incident described in Schedule H while under the care or supervision of the licensee.

Schedule H states: **“missing or wandering person”** which means a child who is missing.

Safely locating a missing or wandering person in care should be given immediate attention and the highest priority for staff, while still ensuring the health and safety of the other children in care.

Before Incident all staff will adhere to our active supervision policy.

During Incident staff will:

- Remain calm and reassure the other children in care
- Ensure remaining children are together and supervised
- Alert manager
- Begin search by calling the child's name repeatedly in:
 - Bathrooms
 - Every classroom
 - Mudrooms
 - Hallways
 - Exterior of building
- If child is **not found after 15min of searching**, RCMP will be notified
- Parents will be notified

After the incident staff will

- Notify the licensing officer and complete incident report and send to licensing within 24hrs of incident
- Assess the situation to ensure safety measures are in place to prevent recurrence
- Assist managers with information in helping to deal with parents
- Notify the Executive Director

Child Abuse Policy

As caring and concerned educators, we take our responsibilities very seriously. Abuse and neglect, whether physical or emotional, can happen in all types of families, from all walks of life, and in varying degrees. When abuse occurs, both children and parents/guardians are victims and need support, understanding and help. By law, our staff are required to report any suspected cases of abuse or neglect. Parents/guardians are encouraged to contact the CMCS management for confidential referrals for outside intervention and suggested resources for prevention and assistance in dealing with this sensitive matter.

Abuse may be suspected based on disclosure, observation or allegation. If a CMCS staff member suspects that child abuse could be occurring or has occurred, they must:

1. Start a confidential entry in the observation book recording their observations, the disclosure (if applicable) and/or allegation. This entry must contain the child's name, date and time of entry, as well as any other applicable details or names.
2. Consult the manager, who will assist with the appropriate action. Depending on the scenario and concerns, the manager may advise any combination of the following:
 - Continued observation for further concerns and thorough documentation.
 - Contact the Ministry of Child and Family Development for a consultation outlining concerns and recommendations (these must be recorded in the classroom Logbook)

- Contact the Ministry of Child and Family Development and file a report.
 - This report will require the following information:
 - Full name, age, birthday, sex and address of the child concerned
 - Full name(s) and address(es) of the guardian(s) of the child
 - Name, address and telephone number of the person reporting
 - Full details of the incident or situation which has given rise to the report
3. Within 24 hours of any report to MCFD, the applicable Licensing Officer must be contacted, and a Reportable Incident form must be submitted.
4. Report to Executive director

The health and safety of each and every child is of the highest importance to us. Where signs are blatant and obvious filing a report with MCFD should be done swiftly. At the same time, filing a report in haste can have many consequences and care must be taken to ensure that steps are being taken to gather all the important information first. The above process ensures thoughtful swiftness in every scenario.

MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT (MCFD)
Child Protection Services:
Call 1-800-663-9122 24 hours / 7 days per week

Field Trip and Excursion Policy

CMCS recognizes that off-site experiences outside the school community are effective learning experiences that enrich the intellectual, social, emotional and physical development of children. All parents/guardians must sign a field trip consent form upon registration of their child into our program.

Educators will:

- Let parents/guardians know about the field trip in advance, whenever possible.
- Bring first aid kit and child information forms
- Bring emergency change of clothes in first aid backpack
- Bring attendance sheet
- Bring a cell phone or walkie talkie (if within 2km radius of facility)
- Maintain licensing ratios at all times
- Inform managers where the group is going, when they will return and how many children they have in attendance (and route planned if able)
- Ensure washroom and water is available at the field trip destination
- Only plan trips that the group can walk to, take public transportation or use the CMCS bus
- Inform children of the upcoming trip to discuss expectations and to warn children about change in schedule
- Be hypervigilant in counting children (more often than in the classroom)
- Stay within the horseshoe if on a walk

Transportation Policy

CMCS provides transportation for school aged children to and from designated elementary schools. This will be either by using our designated, marked and certified van, personally owned white bus and a big yellow school bus to safely accompany children to and from school.

This transportation policy also applies to any Childcare or Preschool program that is using the CMCS vehicles.

School Age and Field Trip Transportation

Upon registration in a School Age Care program that includes transportation, families will receive a blank 4-month schedule that they are required to fill out in advance. This schedule will allow us to plan for how many children we will need to transport to and from school. It is crucial that this schedule is filled out AND RETURNED to the administration office BEFORE care is given. A new calendar schedule will be provided EVERY 4 months.

If the planned school schedule requires a change in pick-up times (example: early dismissal), parents will be informed of the change by emailed newsletter, notified in person, or a note sent home in their child's lunch kit, as well as posted information on the Centre's Parent Information Board. Parents will need to register for early dismissal care and pick-up.

In case of unexpected midday school closure, staff will make every effort to pick students up promptly. In the event that staff are not available for such an unexpected event, guardians may be required to pick up their child(ren).

If a serviced school is within reasonable walking distance to/from a CMCS Centre (approximately 1km – Suwilaawks Elementary), children will be walked to/from school. This includes inclement weather, and children should come to the Centre with appropriate clothing for the weather. Staff will take attendance prior to walking to or from school, and upon arrival at the destination. Staff will carry all contact information (guardian and emergency), medical information and a first aid kit. Children will be required to carry their school backpack.

Drop-off and Pick-up Procedure for School Age Children Policy

Prior to leaving the Centre (in the morning), staff will take attendance for each vehicle leaving the centre, and ensure they have all emergency contact information, first aid kit, and any other required medical equipment (example: EpiPen's). Staff will ensure the safe arrival of children to the designated meeting location at the applicable school. Attendance will be taken prior to the staff departing.

After school, children are required to meet at the designated meeting area at their school within 10 minutes after the bell rings. Staff will ensure they have all required information from the Centre (contact information, medical information, etc.) and will meet children at the designated meeting place. Attendance will be taken prior to proceeding to the vehicle. If any child is not present, staff will contact the school to determine whether the child was absent for the day. If the whereabouts of the child are still unknown, staff will contact the guardian(s) or emergency contacts prior to departing the school. Upon arrival at the Centre, attendance will be confirmed.

CMCS must always comply with each school's regulations and policies. This may mean that the group must wait outside, or meeting locations must be amended if school policies are changed.

Transportation Orientation & Behaviour Policy

The following are rules and guidelines that all students must follow when vehicular transportation is provided:

1. Children are to remain seated at all times when the vehicle is running.
2. Seat belts are to be worn at all times while the vehicle is running and until the driver instructs children to unbuckle/or assist to unbuckle. Seat belts will be checked each trip to ensure they are secure and properly adjusted.
3. Children must sit in designated seats, depending on their height/weight/age. They will be designated a booster seat, child seat, or other according to British Columbia Motor Vehicle Act and Transportation Canada Motor Vehicle Safety Guidelines. Note that some vehicles may be exempt from child seats and/or booster seats if they have been deemed to be safer without.
4. Children are encouraged to talk amongst themselves, as this is a social part of the day, however loud/screaming voices are prohibited for the safety of the driver.
5. No food or drinks will be permitted during travel to ensure safety.
6. If there is a behavior concern, or safety concern, the driver will pull over safely to remind children of the behavior requirements. This information will be recorded upon return to the Centre and relayed to parents as necessary.
7. If a child continues to ignore behavioral expectations during travel, a formal notice will be sent to the child's guardian(s) that an additional occurrence will result in transportation refusal to ensure the safety of all passengers in the vehicle.
8. CMCS has the right to refuse transportation of a child after formal notice has been given.

Safety orientation is given to all children (returning and new registrations) who will be transported by CMCS to and from school, prior to the first date of transportation. Safety orientation is mandatory regardless of when the child starts attending the CMCS program. Safety Orientation will include specifics regarding:

1. Introduction to the CMCS staff member driving the vehicle
2. Safe behaviour and expectations when riding in the vehicle
3. Designated meeting places at each school where they will meet CMCS staff, or the vehicle will be parked
4. Discussion of a "buddy" (if needed) to accompany the child to/from the designated meeting place
5. Emergency procedures for children in the event the vehicle does not come as scheduled. In this scenario, children will be instructed to:
 - Wait ten minutes at the designated meeting spot
 - Go together as a group to the school office, and wait for the CMCS staff member

- CMCS will call the school to advise of the delayed pick up; and
- The children will be made aware of the names and vehicles of the emergency pick-up staff (if necessary).

For field trip purposes, a simple safety orientation will be given to children prior to entering the vehicle. This orientation will include specifics regarding:

- Introduction to the CMCS staff member driving the vehicle
- Safe behaviour and expectations when riding in the vehicle

Vehicle and Driver Safety and Maintenance Policy

CMCS meets or exceeds strict government regulations concerning vehicle safety, driver qualifications, insurance and emergency equipment.

Only CMCS with a valid Class 4 (unrestricted) British Columbia driver's license will be permitted to drive any CMCS van or bus. Driver's history (ICBC Driver's abstract, including NSC Driver Record Searches) will be reviewed as part of the staff reference checks, and reviewed on an annual basis. Upon time of hire, a copy of the staff's driver's license will be taken and kept as part of their staff files, along with a signed copy of the CMCS Transportation Policy. Staff are required to report, in writing, any driving incident records.

Children will be transported in CMCS vehicles that have been serviced and approved through the Ministry of Transportation, as required by law, on a six-month basis. Daily safety inspections (as per NSC requirements) will be performed on each vehicle prior to leaving the Centre and upon final return for the day. Weekly checklists and cleaning will be completed by authorized CMCS staff, as well as monthly maintenance reviews. In case of emergency, cell phones are able to be used if the vehicle has been parked safely.

All inspection reports, maintenance records, repair documentation, receipts and inspection reports will be kept for one year with the logbook, then submitted to the Administration Office and filed. These will be reviewed monthly by the Transportation Manager.

Emergency Protocol

In the event that a CMCS vehicle is involved in an accident, or exhibits any sign that it is unsafe to continue driving, the CMCS staff member will:

1. Make sure all children are uninjured and/or assess any injuries in the event of an accident
2. Advise the Operations Manager by cell phone when it is safe to do so
3. Work with the Operations Manager to provide an alternative transportation plan, utilizing additional CMCS vehicles, authorized cars, and additional CMCS staff as required. If children need to be transported in smaller groups, priority shall be given to children based first on ascending grades order (example: Kindergarten, first grade, and so on) and then based on clothing unsuitable to current weather conditions

4. In the event of an injury, an ambulance will be called to attend to any injured children. Guardian(s) will be alerted immediately after the ambulance. Staff will accompany any children that required medical attention to the hospital and remain with the child(ren) until guardian(s) have arrived
5. Parents will be informed of any incident as soon as it is safe and the staff member is able to do so
6. The children's respective schools (if applicable) will be alerted to any absence or delay.

Health and Wellness Policy

Please note that for the purposes of this policy children must be fever free without the use of fever reducing medications for at least a full 24 hours before they can return to the centre. Children must also not have vomited or had diarrhea for a minimum of 24 hours from the end of day that they were sent home from the centre.

For example, if your child was sent home for vomiting or diarrhea at 10:30 AM on Tuesday and they don't have any more incidents after that they are welcome to attend at their normal time on Thursday. Please keep them home for a whole day in order to monitor their symptoms **OR** until they are 24 hours vomiting/diarrhea/fever free if they continue to exhibit these symptoms at home after they have been sent home from daycare.

For the well-being of each child, parents and guardians are asked to keep their child at home should he/she display any of the following symptoms:

- Complains of not feeling well, low energy level, tired
- Temperature above normal. Anything above 37.5 C or 99 F is considered abnormal for our policy.
- Excessive coughing
- Sinus or nasal infection (indicated by green discharge)
- Contagious disease (chicken pox, measles, etc.)
- Contagious skin disorder (ringworm, scabies, pink-eye, lice, etc.)
- Diarrhea (Must be symptom free within the previous 24 hours **OR** 48 hours***see below)
- Vomiting (Must be symptom free within the previous 24 hours **OR** 48 hours***see below)

*****During outbreaks of illnesses such as rotavirus, gastroenteritis, norovirus, etc., children will be required to be symptom free for 48 hours prior to returning to daycare. For more details visit www.northernhealth.ca.**

If the Operations Manager feels a child should not be in the classroom because of illness, the parent/guardian will be notified and expected to pick up the child as soon as possible. If a parent/guardian cannot be reached, the emergency contact (listed on the Child Information form) will be phoned.

While waiting for pick-up, the ill child will wait in a comfortable spot away from the other children in the Center. One educator will remain with the child and read a book or do some other quiet activity, until the parent/guardian arrives.

Educators will not disclose which child was infected, but just simply state that the infection has been reported. Families will also be informed by email or a note home that an illness has been reported.

Sanitation Policy

For the health and well-being of each child, strict hand washing procedures are implemented. Teachers ensure that all children wash their hands before eating, and after using the washroom. In addition to these measures

Our facilities are cleaned and disinfected as follows:

- General cleaning and disinfecting of the centre will be performed once a day.
- Frequently touched surfaces will be cleaned and disinfected at least twice a day. These include doorknobs, light switches, faucet handles, table counters, chairs, and toys.
- Clean and disinfect any surface that is visibly dirty.
- CMCS uses common household cleaners like Pine Sol and to disinfect we use a mixture of bleach in a 1:50 dilution of bleach to water.
- Garbage cans are emptied a minimum of once per day.
- Disposable gloves are worn while cleaning blood or bodily fluids and hands washed before wearing gloves and after removal of gloves.
- Cots/cribs/sleeping mats are disinfected after each use and crib linens are laundered in between children and/or weekly or if visibly dirty.
- Diapering stations are to be cleaned after each use.

In addition to our regular cleaning and disinfection we also spray classrooms on a weekly basis and/or after a vomit or diarrhea incident in a classroom, using our electrostatic sprayer which disinfects and sanitizes difficult to sanitize surfaces such as soft or plush surfaces.

Immunization Policy

At CMCS, we strongly recommended that all children are immunized. Parents can obtain information about the required immunizations by contacting the local Health Unit or family doctor. Upon registration, each child must have a record of immunizations for their file.

***If an illness is noted in our centre, children who are NOT immunized will be excluded from care for a time period based on incubation period for illness. Time period to be determined by Operations Manager.

Reportable Diseases Policy

If CMCS learns that a child has become infected with a Reportable Disease (listed on the Reportable Communicable Diseases in British Columbia website), the following steps must be followed:

1. A Reportable Incidents report will be completed and submitted by the operations manager to Licensing within 24 hours.
2. The Operations manager will inform Public Health unit within 24 hours.
3. The Operations Manager will email all of the parents in the class or send home a written note informing them of the illness.
4. A sign will be posted at the to inform parents and provide information and any additional directions from the Public Health unit and/or Licensing Officer.

The operations manager will contact the families to inform them that it is required by licensing to report the disease to licensing and to the local Public Health unit. We are also required to share the family's name and phone number upon reporting. Adding that we only give out the name of the child who has the disease to licensing and to the local Public Health unit. Families in the child's class will not be told who has the disease by CMCS.

For other communicable diseases, facilities are required to report if more than 20% of a class are affected by similar symptoms, within a four-day period. In these circumstances:

1. The Operations manager must file a Reportable Incidents report to Licensing within 24 hours.
2. The Operations manager must report the potential outbreak to the Executive Director
3. The Operations Manager will then email all of the parents in the program informing them of the illness and symptoms.
4. If the illness is known, a sign will be posted at the Centre to inform parents of the illness, epidemiology and symptoms.

Head Lice Policy

Head lice are an ongoing problem and even though they do not spread disease, CMCS has a ZERO TOLERANCE for head lice in the centre. If nits, or full-grown lice are found in a child's hair the parents will be called immediately and asked to pick up their child as soon as possible.

The following policy has been developed after consulting with Northern Health, Health-links BC and Public Health:

- The primary responsibility for control of head lice rests with the family and community.
- Public health nurses can answer questions about the management of head lice.
- If an educator discovers head lice on a child at school, they will alert the Operations Manager who will phone the child's parent/guardian, and let them know that they suspect their child has lice and that they should pick up their child as soon as possible as it is best if treatment can begin as soon as possible.
- All other families will be emailed or given via note in lunch kit, the "Head Lice Alert" letter when a case of head lice is noted in a classroom. The child with the lice is kept in confidence.
- Children with head lice are permitted to return to their registered program after the head lice has been treated and there are no longer any signs of lice and/or nits.

When a child returns, staff will perform a head louse check to ensure that all of the lice is gone. This check will be done with careful consideration of the child's privacy and well-being. If more lice are found, the staff will contact the parent/guardian and they will be asked to come pick up their child as soon as possible and continue treatment.

Treating Head Lice

The Head Lice Parent Letter contains information about treatment options for head lice. Treatment must be performed before returning to the classroom. Two treatment options are given:

Option A: Head Lice Shampoo (kill the head lice and remove the nits)

Special head lice shampoos or rinses are used because they have been tested and determined to be a safe and effective treatment. Note: Using the shampoo does not negate the need to comb through each hair, looking for and removing live lice and eggs.

Option B: Wet-combing (remove the lice)

A non-chemical way to find and eliminate head lice.

Head Lice Checks

Spring is a common time for head lice infestations. It is recommended that all Childcare Centres perform monthly lice checks with the children during the spring months (example: March, April, May & June). If an infestation occurs, staff should do lice checks daily for the duration of the infestation (approximately two (2) weeks after the first case of lice is reported).

Administration of Medication Policy

If a child requires the administration of medication, the following guidelines must be followed:

- An Administration of Medication Consent Form must be filled out by the child's guardian.
- Only medication prescribed by a doctor will be administered. The medication must:
 - Clearly state the child's name
 - List the date
 - Be in the original packaging from the pharmacy
 - Clearly list the dosage information
 - Physician's Name
 - Care of Medication (shake well, refrigerate)
 - Date to end administration of medication
 - Route given (oral, nasal, eye, ear, or injection)
- All medications will be stored in a locked box in a cupboard in the staff room.
- All allergy or asthma related medications (example: Epipens, Benadryl, inhalers) will be stored in a high bin, out of reach of children but easily accessible by educators in an emergency.

- Parents must inform staff of any side effects or reaction that medication may cause in a child. (ie: hives, drowsiness, diarrhea)
- Any baby bottles containing medicine will not be given to the child at the daycare.
- If the child comes in with a baby bottle containing medicine, it will be locked up and returned to the parent at the end of the day. The Operations Manager will be informed and she will call the parent to alert them that the medication will not be administered and why.

Allergies & Medical Care Plan Policy

Prior to registration, parents/guardians are required to complete the Child Information Form and list any serious medical condition, allergies or other support needs.

Before each child starts at CMCS, the Operations Manager will thoroughly review the Child Information Form and check for any listed concerns that require care plans. A care plan is required in any situation where a child needs specific support, accommodations and/or medical care. When the child begins, the Operations Manager discuss with the parent the listed concerns and decide if a care plan is necessary.

A medical care plan must contain the following information:

- Description of medical condition, allergy, or support needs
- Specific signs and symptoms (for allergy or medical condition)
- Action required - this should be specific, and in order of importance
- Any other notes/concerns, including any special equipment that needs to be provided to the child (example: medication) or changes that are required to meet the needs of the child.

Care plans must be based on the information provided by a Health Care Professional (doctor, nurse, occupational therapist, etc.) with respect to the specific child. The care plan must be signed and dated by the child's guardian(s).

Anaphylaxis Policy

In any CMCS program, there may be children who are at risk for potentially life-threatening allergies. Anaphylaxis (pronounced anna-fill-axis) is a severe allergic reaction that can be caused by foods, insect stings, medications, latex or other substances. The most common food allergens are peanuts, tree nuts, seafood, egg and milk products. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided. Education and awareness are key to keeping students with potentially life-threatening allergies safe.

Our anaphylaxis policy is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

- The Operations Manager will identify all children at risk of anaphylaxis or asthma to their classroom educators.
- Parents will complete the Administration of Medication Consent Form.
- Classroom educators will inform families that there is a life-threatening allergy in the class and post a list of children's allergies on the wall.

- Educators will check all food that is to be shared in class, to ensure it is safe for everyone to consume and keep an eye on food consumed by other children in class if the allergen is airborne
- All EpiPen's are kept out of reach of children. It is recommended that parents purchase an EpiPen that the child can leave at school at all times. For field trips, or other outings, the child's EpiPen will be brought along.
- Every CMCS staff member will receive anaphylaxis training, which includes an overview of anaphylaxis, signs and symptoms and a demonstration on the use of epinephrine.
- The parent/guardian will provide any additional training required for any medication or medication-delivery-device outlined on their child's care plan.

Emergency Protocol Policy

Staff are encouraged to listen to the concerns of the child at risk, who usually knows when a reaction is occurring even before signs appear. To respond effectively during an emergency, a routine has been established and practiced, similar to a Fire Drill.

During an emergency, one educator will stay with the child having the reaction. The other staff will stay with the remaining children.

Closures Policy

Scheduled Closures

All CMCS programs and the CMCS Administration office are closed on the following days:

- Statutory holidays
- Easter Monday
- September 30 – National Day for Truth and Reconciliation
- Four Professional Curriculum Implementation days per year.
- Last week of August
- Two weeks for Christmas break (as per the SD82 calendar)

Unscheduled Closures

In the event of extreme weather conditions, i.e. heavy snowfalls or heat warnings issued by Environment Canada, all CMCS childcare programs will be closed if the public-school district is closed. This information is readily available on local news broadcasts and the Coast Mountain School District webpage. Should there be any confusion, closures will be posted on CMCS's Facebook Page by 7:30 AM

Every effort will be made to continue Childcare programs. Whenever possible, families will also be notified by email as well as through Facebook posts. For the safety of our students and teachers, if weather conditions worsen while classes are in session, parents are encouraged to monitor the conditions and pick up their child(ren) early.

In such situations (particularly for any full-day programs), an email may be sent out to families to alert them of worsening conditions. Class closures may result from unexpected events, including (but not limited to) flooding, gas leaks, power outages, oppressive heat, massive snowfalls, or multiple staff illnesses. Every effort will be made to contact families by phone and/or email.

Tuition will not be prorated for those months with statutory holidays, CMCS Curriculum Implementation days, scheduled holiday closures (if applicable), or in the event of closure due to unexpected circumstances (example: gas leak) or extreme weather conditions.

Power Outage Policy

Extended power outages can present a safety and health hazard. As such, extended power outages may result in the closure of the affected centre.

If a power outage occurs prior to the centre opening:

- The Manager will phone BC Hydro to find out approximately when the power will be back on.
- If it is going to be an hour or less, the centre will open as per normal.
- If it is going to be more than an hour, children will be sent home with their guardians at drop-off time, an email will be sent out notifying families not to drop off and the centre will be closed for the day.

Provided it is safe to do so, management will remain at the facility to alert any incoming families about the closure.

When a power outage occurs while the centre is already open:

- The manager will phone BC Hydro to find out approximately when the power will be back on.
- The centre will remain open unless the facility becomes very cold and/or dark. Parents will be called to pick up their child if this is the case.
- Weather permitting, the class will go outdoors for additional light.
- Flashlights from the emergency kit will be used for additional light in the washroom facilities.

If the centre is closed due to a power outage:

- The Manager will contact the Executive Director to inform of them of the closure due to a power outage.
- An incident report will be filled out and filed with the licensing officer

Lock Down Policy

In the event that there is imminent danger to the children and/or staff in the classroom (whether Staff suspects threat or upon notification from local Authorities), the following procedures will be in effect:

1. All doors and windows will be closed and locked.
2. All children will be moved to an area in the classroom away from windows and preferably behind furniture, where they can be involved in quiet activities on the floor.

3. Lights will be turned off.
4. Staff will call "9-1-1" to alert authorities.
5. Under no circumstances will the door be open to anyone during a lock-down.
6. If the threat is in the classroom, children will be evacuated to the alternate location (as per the Emergency Plan).
7. This will remain in effect until notification from RCMP or local police.

Note: If the class is outside, and the imminent danger is not within the classroom facility, children will be gathered and counted immediately. The group will then be led into the classroom, and the above procedures will occur. Children will be counted again once back in the facility.

Emergency & Evacuation Policy

Section 22 of the Child Care licensing regulations states:

- 1) A licensee must have all of the following:
 - (a) Emergency exits and a fire drill system approved by a local assistant within the meaning of the *Fire Services Act*;
 - (b) an emergency plan that sets out procedures to prepare for, mitigate. Respond to and recover from any emergency.

Preparedness- simply being ready for an emergency before it occurs. Important to not just plan but to prepare as well

Mitigation- sustained action that reduces or eliminates long-term risk to people and property from natural hazards and their effects

Response- The action of responding to an emergency. Trained and equipped personnel are necessary

Recovery- the process of returning to normal

- 2) A licensee must ensure that each employee:
 - (a) is trained in the implementation of the fire drill system and emergency plan described in subsection (1), including the use of any equipment noted in the fire drill system and emergency plan
 - (b) practices implementing the fire drill system at least once a month and
 - (c) practices implementing the emergency plan at least once a year

Emergency Preparedness Kit

Each classroom has an emergency preparedness kit in addition to their first aid backpack located on hooks outside of each classroom door. CMCS will provide the emergency supplies and each backpack must contain:

School Age and Group Childcare 30 months to school age classes

- flashlight with batteries
- 2 snacks per child (40 snacks)
- 1 small water bottle per child (20 small water bottles)
- 20 garbage bags (can be used as raincoats)

Group Childcare Under 36-month classes

- flashlight with batteries
- fruit snack pouches per child (24 total)
- 1 small water bottle per child (12 total)
- 12 garbage bags (can be used as raincoats)

Emergency Contact List

Communication is vital during times of crisis or emergency. Included in our emergency kits is an emergency contact list.

- 911
- Poison Centre 1-800-567-8911
- Ministry of Children and Family Development 1-800-663-9122
- Facility address and phone number
- Administration Office's phone number 250-635-1554
- Executive Director's phone number 250-641-3644
- Licensing Officer contact information 250-631-4297

Child's information is also carried in the first aid backpack in case of emergency.

Safety meeting place in case of fire and in case of full-scale emergency evacuation is Suwilaawks Community School Garden for the group care and school age programs. The infant/toddler rooms are to evacuate to the white school bus for transport to Suwilaawks Garden. Maps are posted throughout center and staff are orientated upon their hire.

It is the responsibility of the CMCS management to ensure that staff is familiar with:

- 1. Where the emergency supplies are stored**
- 2. What the emergency procedures are**

Designated Duties for staff members in case of emergency

- Educator will take the attendance sheet, registration forms and a walkie talkie
- Assistant will take the first aid kit, any necessary medications (example: Epipens) and the emergency preparedness backpack

- One educator will lead the children out of the building.
- One educator will follow the children making sure that doors and windows are closed.
- One educator will take attendance when they reach the meeting spot.
- If a child is missing, staff will follow the Missing Child Policy procedure

IN CASE OF AN EMERGENCY if it is safe to stay at the facility:

- Move or stay inside and go to your designated safe location in the facility.
- Close all windows, outside door and non-essential rooms
- Have emergency kit with you
- Fill large containers with additional water supply and if instructed turn off main water
- Turn on radio to local channel to listen for further instructions
- When all is clear open all doors and windows and go outside until facility is well ventilated

IN CASE OF AN EMERGENCY if evacuation is necessary:

- Stay tuned to emergency alert on the radio
- Follow the evacuation routes and procedures in your emergency plan or as instructed by emergency personnel
- Take records and emergency info for children and staff with you as well as any special equipment or medications
- Take both the emergency preparedness kit backpack AND first aid backpack with you
- Put sign on the door stating where families can meet you.

The first steps in recovery efforts are about making sure staff and children are alright and that the facility is safe to enter and re-open.

Licensing officer must be notified as soon as possible about the incident and a serious incident report must be filed with licensing within 24hrs of the incident.

Potential disasters that we must consider are, fire, flooding, severe/extreme weather, earthquake, disease outbreak.

Emergency Evacuation Procedure

1. Educator will take the attendance sheet, registration forms and/or emergency contact cards and a walkie talkie
2. Assistant will take the first aid kit, any necessary medications (example: Epipens) and the emergency preparedness backpack
3. CMCS staff will take all the children to our emergency meeting place of Suwilaawks Community School Garden. The infant/toddler rooms will be directed to the white school bus and board the bus for transport to this location
4. Upon arriving at designated meeting place attendance will be taken immediately by designated educator.

5. We will illicit the help from neighboring volunteers and neighboring staff with vehicles to drive the children to alternate location. Our priority is to get them away from the danger as safely as possible and as quickly as possible.
6. Each child will have an emergency contact card, with the child's name, medical number, emergency numbers and contact people. This will be taken, and parents will be contacted for pickup as soon as possible. We will leave notes on the doors of CMCS as to our location.

To best prepare for an emergency requiring evacuation, CMCS management will:

- Assess the classroom to ensure that all children and staff have a safe place to be.
- Ensure that staff members know how to shut off gas lines, hydro, water and furnace.
- Ensure children have rubber-soled shoes on at all times.
- Ensure the emergency provisions are on hand (see 'Emergency Supplies' section listed under emergency preparedness).

Fire Prevention Policy

Licensing requires fire drills to be conducted once a month in each class (i.e. morning and afternoon classes for preschool programs) and documented with the time of the drill, number of children in attendance and both the first aid kit and disaster supply kit are checked to ensure all supplies are full.

Drills are recorded on the Fire Drill Record Sheet each month, which is posted in the classroom. These record sheets must be kept on site for one full year after the final date on the Fire Drill Record Sheet.

Evacuation routes exit doors and windows are posted throughout the facility.

Fire extinguishers are mounted throughout the facility and are serviced annually by a certified maintenance technician.

Fire Drill Procedure

1. On the Fire Drill day, one educator will make a noise signaling to the children that it is time for the Fire Drill. We use a cow bell.
2. The school will have two fire exit routes posted in the classroom: a primary route and a secondary route.
3. The Manager will make sure that both routes are used throughout the year during drills.
4. Each classroom will have a predetermined meeting place outside, away from buildings. This will be marked on the Fire Safety Plan. The educator will make sure that all children are at the meeting spot during the drill by taking attendance when they reach the meeting spot.
5. All staff members will follow the designated duties for each staff member as outlined in the designated duties for each staff member.

6. Educator will time how long the Fire Drill takes and record this on the Safety Drill Record Sheet, along with the date of the Fire Drill, route taken and number of students in attendance.

Fire Evacuation Procedure

1. Children are instructed to go to the nearest educator and follow the fire drill procedure for exiting the building as demonstrated through monthly fire drills
2. Educator will take the attendance sheet, registration forms and a walkie talkie
3. Assistant will take the first aid kit, any necessary medications (example: Epipens) and the emergency preparedness backpack
4. CMCS staff will take all the children to our emergency meeting place of Suwilaawks Community School Garden for all the group care and school age rooms. The infant/toddler rooms will be directed to the white school bus and board the bus.
5. Upon arriving at designated meeting place attendance will be taken immediately by designated educator.
6. We will illicit the help from neighboring volunteers and neighboring staff with vehicles to drive the children to alternate location. Our priority is to get them away from the danger as safely as possible and as quickly as possible.
7. Each child will have an emergency contact card, with the child's name, medical number, emergency numbers and contact people. This will be taken, and parents will be contacted for pickup as soon as possible. We will leave notes on the doors of CMCS as to our location.

Earthquake Policy

CMCS has in place an Earthquake Procedure. Childcare facilities are not required to hold annual earthquake drills. We will only practice our annual full-scale emergency evacuation drill which may or may not need to be implemented following an earthquake in accordance with licensing requirements.

Earthquake Procedure

1. Children are instructed to move away from windows or shelving units.
2. Children are instructed to go to the nearest educator
3. Each educator is to choose the most appropriate safety measure for the area:
 - a. Under a table or chair
 - b. In a corner (if not near shelves)
 - c. "Drop and Cover," curl in a ball, hands over head and neck
4. Children are instructed to cover their head and face in crouch position and face away from windows.

5. Teachers must count aloud to 60
6. Staff must wait for ten minutes for aftershocks before assessing whether a building evacuation is necessary. During this time, staff will discuss aftershocks with the children to alleviate additional fears.
7. If an earthquake starts while the class is indoors, the building will not be evacuated unless there is immediate danger.

Following an Earthquake

After ten minutes (to account for aftershocks), the operations manager must assess whether it is necessary to evacuate the building. A mild earthquake may not necessitate evacuation. If Evacuation is deemed necessary, proceed to follow earthquake evacuation procedure

Earthquake Evacuation Procedure

1. Educator will take the attendance sheet, registration forms and/or emergency contact cards and a walkie talkie
2. Assistant will take the first aid kit, any necessary medications (example: Epipens) and the emergency preparedness backpack
3. CMCS staff will take all the children to our emergency meeting place of Suwilaawks Community School Garden. The infant/toddler rooms will be directed to the white school bus and board the bus for transport to the emergency meeting place.
4. Upon arriving at designated meeting place attendance will be taken immediately by designated educator.
5. We will illicit the help from neighboring volunteers and neighboring staff with vehicles to drive the children to alternate location. Our priority is to get them away from the danger as safely as possible and as quickly as possible.
6. Each child will have an emergency contact card, with the child's name, medical number, emergency numbers and contact people. This will be taken, and parents will be contacted for pickup as soon as possible. We will leave notes on the doors of CMCS as to our location.

Privacy Policy

CMCS's Commitment Safeguarding confidentiality and protecting personal information is a fundamental concern of CMCS Childcare Centre. CMCS is committed to meeting or exceeding the privacy standards established by the BC Personal Information Protection Act (PIPA).

This personal information privacy policy is intended to explain the current legislation which is designed to protect privacy, to regulate the use and collection of information, and to state the steps CMCS has taken to ensure personal and financial information is handled appropriately and securely.

According to BC Childcare Regulations:

The Act requires an organization to obtain informed consent from an individual before collecting personal information about that individual, with certain exemptions. The organization must state why it is collecting the information, and how it will use the information collected. The Act also requires the organization to keep the information it has collected in a secure and safe manner, protecting the individual's right to have his or her information protected. The Act also describes with whom the personal information may be shared.

NOTE: CMCS does not fall under the Freedom of Information and Protection of Privacy Act (FOIPPA), which applies only to provincial government and its bodies; neither does it fall under the Protection of Personal Information and Electronic Documents Act (PIPEDA), a federal statute.

Questions, Concerns and Complaints

CMCS may add, modify or remove portions of this policy when it is considered appropriate to do so. Questions, concerns, and complaints about privacy, confidentiality and information handling of the centre may be addressed to the Manager on Duty or Centre Director by calling the Administration office at 250-635-1554. If necessary CMCS's complaint procedure and appeals policies will be utilized.