Encompass Early Learning Centre

Parent Handbook



Looking out at the duck pond at Oliver Woods Forest

Welcome to Encompass Learning Centre – 3 to 5 Program!

This **handbook** will provide families with our policies and procedures in greater detail.

It is written in a way that aims to educate about our policies and procedures so they make sense to all of our clients, and for parents to have extra tools in their toolbox as well.

Please be sure to **read each section carefully** and **sign** for each policy on the designated form.

Tip: Look for the words that are in **bold** to quickly search for specific information.

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Table of Contents

Section 1.0
Introduction

Section		Page
1.1	Contact Information	**6**
1.2	Hours of Operation	**6**
1.3	Centre Closures	**6**
1.4	Fee Amounts	**7**
1.5	Staff to Child Ratios	**8**
1.6	Teacher Schedules	**8**
1.7	Diversity & Inclusion	**9**
1.8	New Family Intake	**10**
	(a) Intake Forms	**10**
	(b) Tours	**10**
1.9	Enrollment & Orientation	**11**
	(a) Registration	**11**
	(b) Gradual Integration	**11**
	(c) Orientation	**11**
1.10	Communication with Families	**12**

Section 2.0
Administration Policies

Section		Page
2.1	Payment Policy	**13**
2.2	Late Pick-up Fee	**13**
2.3	Change of Information	**13**
2.4	Custody Arrangements	**14**
2.5	Withdrawal from Program	**14**
2.6	Termination of Child Care	**14**

Section 3.0
Daily Operations

Section		Page
3.1	Daily Program Schedule	**15**
3.2	Required Belongings	**15**
	(a) Daily Belongings	**15**
	(b) Seasonal Belongings	**16**
3.3	Drop-off & Pick-up Procedure	**16**
	(a) Drop-off	**16**
	(b) Difficulty Separating	**17**
	(c) Pick-up	**17**
	(d) Early Pick-up	**18**
3.4	Reporting an Absence	**18**
3.5	Meal & Snack Procedure	**18**
3.6	Nap & Quiet Time	**20**
3.7	Toileting, Toilet Training, & Diapering	**20**
3.8	Birthdays & Celebrations	**21**
3.9	Outings & Field Trips	**22**
3.10	Active Play	**22**
3.11	Gun Play	**23**
3.12	Screen Time	**23**
3.13	Parent Involvement	**24**

Section 4.0
Health & Safety

Section		Page
4.1	Care & Supervision	**25**
4.2	Child Behavioural Guidance	**26**
	(a) Modeling Strategies	**26**
	(b) Reinforcement Strategies	**27**
	(c) External vs. Internal Control	**27**
	(d) Language and Boundary Setting Strategies	**29**
	(e) Natural and Logical Consequences	**30**
	(f) Emotional Regulation Strategies	**30**
	(g) Social-Emotional Skill Building Strategies	**31**
	(h) Large Group Management Strategies	**33**

Section 4.0 - Continued

Health & Safety

Section		Page
4.3	Emotional Abuse Prevention	**33**
	(a) Definition	**34**
	(b) Prevention	**34**
	(c) Responding	**35**
4.4	Suspected Child Abuse	**35**
	(a) Recognizing Signs of Abuse	**35**
	(b) Protection of the Reporter	**37**
	(c) Ongoing Support and Follow Up	**37**
4.5	Communicable Disease Prevention	**37**
	(a) Fever	**37**
	(b) Illnesses & Ailments	**38**
	(c) When to Return	**40**
	(d) Procedure for Separation	**41**
4.6	Staff Illness	**41**
4.7	Sunscreen	**41**
4.8	Administering Medication	**41**
	(a) Accepted Medical Situations	**41**
	(b) Accepted Medications	**42**
	(c) Standards & Storage	**42**
	(d) Procedure for Administering Medication	**42**
4.9	Handwashing Practices	**43**
4.10	Nutrition	**43**
	(a) Dietary Guidelines	**44**
	(b) Water & Hydration Practices	**45**
	(c) Prohibited Food Items	**45**
	(d) Accepted Food Items	**46**
	(e) Tips for Packing a Pre-Schooler's Lunch	**47**
4.11	Injuries & Incident Reports	**47**
	(a) Minor	**47**
	(b) Major	**47**

Section 4.0 - Continued

Health & Safety

Section		Page
4.12	Emergency & Inclement Weather	**48**
4.13	Power Outage	**48**
4.14	Fire Drills & Toxic Spills	**49**
4.15	Earthquake Drills	**50**
4.16	Shelter in Place Procedure	**50**
4.17	Extreme Circumstances Evacuation	**50**
4.18	Missing Child Procedure	**51**
4.19	Safe Release of a Child	**52**

Appendices

Appendix		Page
(A)	New Family Intake Form	**53**
(B)	Preschool Transition Form	**57**
(C)	Overdue Fees – Payment Agreement Form	**62**
(D)	Late Pick-up Fee Notice Form	**64**
(E)	Child Pick-up Authorization Form	**66**
(F)	Sunscreen Consent Form	**68**
(G)	Medication Administration Form	**70**
(H)	Offsite Safety Plan	**73**
(I)	Emergency Information Card	**79**
(J)	Child Care Licensing Regulation – Schedule H: Reportable Incidents	**80**
(K)	Beacon House – The Three R's: Reaching the Learning Brain	**83**
(L)	FamilyAlbum App – Information	**84**
(M)	Diversity & Inclusion Policy	**85**

Section 1.0
Introduction

◇ 1.1 Contact Information

243/259 – 4750 Rutherford Road
Nanaimo, BC
V9T 4K6

250.585.8868
Extension 1 – Willow Room
Extension 2 – Arbutus Room
Extension 3 – Manager's Desk
Messages can be left on all extension numbers.

Manager: Mica McKee
mica.ece@gmail.com
Assistant Manager: Varenka Shwarz
varenka.ece@gmail.com
Director/Assistant Director: Maria Han & Michelle Xiao
encompasslearn@gmail.com

◇ 1.2 Hours of Operation

Monday to Friday
8:00 AM – 5:00 PM

◇ 1.3 Centre Closures

Closed all statutory holidays.

One week summer, spring & winter closures.
The dates will be announced with ample notice.

School District 68 Pro-D Days – Reduced Hours
Encompass will close at 1:00 PM for maintenance and prep.

Please note that **fees are due in full for all closures.**

◇ 1.4 Fees

Encompass Learning Centre is a part of the **Childcare Fee Reduction Initiative** (CCFRI) which provides a discount in fees to all families, regardless of income.

Some families may qualify for the **Affordable Childcare Benefit** (ACCB) depending on their income. Encompass will prepare the required document by request.

Fees vary based on age and enrollment schedule.
Please find applicable fees below which **include the CCFRI** government discount:

30 – 36 months		**3 – 5 years**	
Full Time	$450 / month	Full Time	$603 / month
Part Time	$22.50 / day	Part Time	$30.15 / day
Fees are paid by e-transfer to encompasslearn@gmail.com			

◇ 1.5 Staff to Child Ratios

Encompass Learning Centre abides by the **ratio standards** set out in the Community Care and Assisted Living Act – Child Care Licensing Regulation. In addition, we also abide by **unique licensing regulations** for our outdoor excursions which are applied to us based on our location and its risks. Please see **Appendix H** for our **Offsite Safety Plan**. This section pertains to our indoor ratios, only.

In the **Arbutus Room**, there is a capacity of 16 students. In the Willow Room, there is a capacity of 8 students. During outside time, the **classes combine** and play as a group, but are always considered separate facilities in regards to staffing certifications and ratio planning.

Our current minimum staff-to-child ratios for <u>inside</u> the classrooms are as follows:

Arbutus Room		Willow Room	
1 – 8 children	1 ECE	1 – 8 children	1 ECE
9 – 16 children	1 ECE & 1 ECE *or* ECEA		

***Certifications Legend:** ECE = Early Childhood Educator, ECEA = Early Childhood Educator Assistant.

Encompass Learning Centre operates **above minimum standards** on any given day, providing all staff are present and not absent. Please note that Encompass Learning Centre **is subject to close either one or all classrooms** if we cannot meet the minimum staffing requirements set out by the Child Care Licensing Regulation.

◇ 1.6 Teacher Schedules

At Encompass Learning Centre, Lead Early Childhood Educators (ECE's) operate on a **four-day work week** schedule. Once per week, the manager (or our assistant) will replace the Lead Teacher for the day.

There are several benefits to this system, including a lower burn out rate in our ECE's. Additionally, families are benefitted by usually having the same teacher at drop-off and pick-up, making important messages and communication more streamlined. As well, the manager will be able to maintain a strong connection with children and families and keep up to date on the general operations of the room.

The following staffing roles and schedules are applicable to our typical operations:

Office & Administration Hours		
Michelle Xiao Ast. Director	Inquiries about fees and funding. Sometimes handles Intake Forms.	Monday to Friday.
Mica McKee Manager	Inquiries about policies, enrollment, philosophy, licensing, questions, concerns, anything else.	Tuesdays, Thursdays, and some Fridays.

Arbutus Room Schedule				
M	Tu	W	Th	F
Varenka	Varenka	Mica	Varenka	Varenka
Jacqui	Lissa	Lissa	Lissa	Lissa

Arbutus Room Teacher Certification		
Lead:	Varenka Shwarz	Assistant Manager Early Childhood Educator
Lead:	Lissa Beaupre	Early Childhood Educator
Casual:	Mica McKee	Manager Early Childhood Educator Special Needs Educator Infant/Toddler Educator
Support:	Michelle Xiao	Early Childhood Educator
Support:	Jacqueline Wellsman	Early Childhood Educator Assistant
Support:	Clodagh O'Grady	Early Childhood Educator Assistant

Willow Room Schedule				
M	Tu	W	Th	F
Mica	Tia	Tia	Tia	Tia

Willow Room Teacher Certification		
Lead:	Tia Krogstad	Early Childhood Educator
Casual:	Mica McKee	Manager Early Childhood Educator Special Needs Educator Infant/Toddler Educator
Support:	Michelle Xiao	Early Childhood Educator
Support:	Jacqueline Wellsman	Early Childhood Educator Assistant
Support:	Clodagh O'Grady	Early Childhood Educator Assistant

◇ 1.7 Diversity & Inclusion

At Encompass Learning Centre, it is our commitment to provide equitable and accessible services to children regardless of their abilities, physical or health needs, gender, race, ethnic origin, nationality, religion or beliefs. We strive to promote belongingness, cultural safety, and to build community among families, teachers and partners in the field.

Refer to **Appendix M** to see our full Diversity & Inclusion policy, describing how our program provides inclusive childcare and the steps we take to prevent/reduce exclusion and/or termination.

◇ 1.8 New Family Intake

Once inquiring with us for care, families will be directed to complete our **intake process**. This includes providing some insight into their child(ren)'s care needs as well as the family's structure and

culture, via two intake forms. Once the intake forms have been completed and sent back to us, families are added to our waitlist and contacted for a tour of the centre when space becomes available.

◇ 1.8 (a) Intake Forms

Encompass has **two intake documents:** the New Family Intake Form (**Appendix A**) and the Preschool Transition & Progress Form (**Appendix B**).

The **New Family Intake Form** will give us more insight about your child's interests, how they learn, their strengths, and their challenges. This form will also ask questions about family and household structure, culture, and traditions, as well as the expectations of the family regarding their relationship with the teachers and centre in general.

The **Preschool Transition Form** is a detailed breakdown of where children are at developmentally in various areas, allowing us to understand how we can best support what they're currently learning. Both forms are available electronically and can be accessed via our website.

Upon submission of these completed forms, children will be added to our **waitlist**.

◇ 1.8 (b) Tours

When a space becomes available, waitlisted families will be contacted and invited for a tour of the centre. Please note that tours are not a guarantee of enrollment.

Tours are most often **scheduled** on Tuesdays, Thursdays, and some Fridays and will commence from 8:45 AM until 9:45 AM. We invite parent(s) to bring their child into the playroom and join in Free Play to start. During this time, the manager will provide some basic information and be available to answer any questions.

Circle Time will start at 9:15 AM and we encourage our visitors to join in on the fun. At 9:45 AM we move into Morning Snack, and families are invited to stay for this portion if they wish. We do ask that **all tours conclude by 10:00 AM**, as shortly after this we move into our biggest transition of the day – getting ready to go outside!

◇ 1.9 Enrollment & Orientation

If both the family and the centre feel it is a good fit, a spot in our program may be offered. The following subsections describe what is to follow considering acceptance to our program.

◇ 1.9 (a) Registration

If accepted, families will then receive our **Registration Package** as well as our **Parent Handbook** – a detailed account of our policies and procedures. Families are encouraged to send a $100 **registration fee** as soon as possible, which confirms and saves their child's spot.

◇ 1.9 (b) Gradual Integration

Once a date of enrollment is decided, families and teachers will collaborate on a plan to **integrate the new child into the program**. Every child is different and therefore we do not enforce a set routine in this regard. Instead, we look at the child's history (if they have been in care before), temperament, and ability to separate with ease from the family, to decide on an entry plan.

Gradual entry is most common with children who are younger or experiencing childcare for the first time. A gradual entry process would start with attending for a shorter block of time, increasing daily until the full day has been achieved. If gradual entry is going to be implemented, a plan will be developed in collaboration between the Lead Teacher and the family.

Many children, especially ones new to care or those who experience separation anxiety, may experience **difficulty separating** from their parent at drop-off. This is not just unique to newly integrated children, but can ebb and flow throughout care as *all* children are growing older and experiencing changes. In either case, there is an effective strategy to helping children cope with separation anxiety. Please read section **3.3(b) Difficulty Separating** for details on our procedure regarding challenging drop-offs.

If families are feeling worried about their little one, they can **request a text or call** from the teacher once their child begins to relax and gets engaged.

◇ 1.9 (c) Orientation

During the **first days**, the Lead Teacher will help assist and advise in the drop-off routine, which is described in **Section 3.3(a)**, and answer any questions.

There is a number of **items** that need to be at the centre, described in **Section 3.2(a)**. We do expect that families take responsibility to ensure these items are present. There is a small form that staff may pack into children's things to send home, describing any supplies needing to be restocked.

◇ 1.10 Communication with Families

Day-to-day matters such as progress check-ins, absences, vacations, nap times, minor injuries, supplies refills, medication administering requests, or general questions can be communicated daily between the Lead ECE and the family.

Anything pertaining to **health and safety** concerns, **administration**, **referral** to community supports, **scheduling** questions, or anything the Lead ECE cannot answer, please direct to the Manager or Assistant Manager via email or in person.

Photographs of daily activities can be seen on Family Album, an app that we post photos to daily for the families to see and enjoy! There is a permission form that can be found in the registration package to authorize staff to post to the app. An information document with a description of the app and how to use it can be found in **Appendix L.**

Monthly, Encompass releases a Parent Calendar that will show any closures for the month, field trips, and special events. On the backside, families will find each classroom's current inquiries, as well as details about the calendar events.

Seasonally, Encompass may release a Newsletter with any pertinent information to the upcoming seasonal changes, such as leading up to our winter break or to a new school year.

By request or as needed, families may receive a **progress form** on their child's development and are welcome to discuss goals for their child in collaboration with their Lead ECE.

– END OF SECTION 1.0 –

Section 2.0
Administration Policies

◇ 2.1 Payment Policy

Fees are **due** on the 1st of each month and are **paid by e-transfer** to **encompasslearn@gmail.com**. We will also accept post-dated cheques. Should these cheques not clear, a $50.00 NSF fee will be added to the account and the full balance must be paid within the same month.

If fees remain **overdue** longer than ten days, a written warning will be issued that will include a payment agreement for the overdue fees, created in collaboration with the family. If the family fails to accommodate the new payment agreement, families will be charged a $50.00 late fee to their next months fees. If payments continue to be late, Encompass Learning Centre reserves the right to terminate childcare without notice. An example of the **Overdue Fees – Payment Agreement** form can be found in **Appendix C**.

◇ 2.2 Late Pick-up

When parents and children are still in the school after 5:00 PM, it interferes with closing duties and staffs' personal lives. **Please ensure that children are picked up with enough time to depart by closing time.** This is going to look different for each child, as some children are quicker than others. Generally, if parents aim for a 4:45 PM arrival (at the latest), they will have enough time to depart by closing time.

Additionally, if **conversations with the lead teacher regarding child progress** or other details are needed, then parents must arrive with enough time to have these discussions *and* depart by 5:00 PM.

A late pick-up may occasionally be arranged in an emergency, however, if it occurs without notice, a **late pick-up fee** of **$1.00 per minute** will be applied to following month's fees. The Late Pick-up Fee Notice form can be found in **Appendix D.** If after **three notices**, late pick-up continues to occur (with or without payment), Encompass Learning Centre reserves the right to **terminate child care without notice.**

◇ 2.3 Change of Information

It is important that we have **updated and accurate information** pertaining to each child in order to maintain health and safety standards. If there is a change in address, phone number, email, emergency contacts, restricted contacts, medical information, or a change in family dynamics, please report this to management immediately so the child's file may be updated accordingly.

◇ 2.4 Custody Arrangements

If there is a legal document outlining **custody agreements** and/or **restraining orders,** please provide the centre with a copy for our records. Encompass Learning Centre will accommodate and abide by only what is outlined in these legal document(s). Families are kindly requested to notify management immediately if these legal circumstances change.

◇ 2.5 Withdrawal from Program

Withdrawals from the program must be **the last day of a calendar month**, with a **minimum of one month's written notice.** This means that the notice must be provided *before* the first of the month in which withdrawal is requested.

For example, if a family wants to withdrawal their child on May 31st, written notice must be provided on April 30th or sooner. This means that if notice to withdraw from the program is submitted on April 10, childcare fees remain payable through May 31. This is because we are generally unable to fill spaces mid-month as well as this allows the centre enough time to interview, tour and orientate a new family into the program.

Any **outstanding childcare fees** remaining after withdrawal may be referred to a collections service or pursued through the Civil Resolution Tribunal (CRT) or other appropriate recovery process when necessary.

◇ 2.6 Termination of Childcare

Encompass Learning Centre reserves the right to **terminate childcare** for any reason. If this occurs, families will be given two weeks written notice. Termination of services may result from the following:

- Consistent violation of program policies and procedures
- Failure to meet fee payment deadlines or agreements
- Failure to pay fees due resulting from changed subsidy status
- Failure to meet attendance requirements
- Uncontrolled aggressive behaviour that is a danger to the self and/or others and remains unaddressed *or* is outside of the scope of our teachers' abilities and skills.

  Regarding aggressive behaviour: Encompass Learning Centre will make every attempt to accommodate the needs of every child. This includes referring to community services such as the Child Development Centre, Aboriginal Child Development Centre, and Pacific Care. More details can be found in **Appendix M** – Diversity & Inclusion Policy.

Section 3.0
Daily Operations

◇ 3.1 Daily Program Schedule

8:00 AM – 9:15 AM
Drop off & Freeplay

9:15 AM – 9:45 AM
Circle Time

9:45 AM – 10:15 AM
Morning Snack

10:15 AM – 12:15 PM
Outside Time

12:15 PM – 12:45 PM
Lunch

12:45 PM – 1:00 PM
Story Time

1:00 PM – 3:00 PM
Nap & Quiet Time

3:00 PM – 3:30 PM
Afternoon Snack

3:30 PM – 5:00 PM
Freeplay, Outside Time or Group Activity

◇ 3.2 Required Belongings

Every day, we require children to have a number of **belongings** at the centre which are essential for them have a smooth day. Each child will have their own **designated spots** for their coat and shoes, as well as a cubby where they can store their lunch and spare clothing.

◇ 3.2 (a) – Daily Belongings

We ask that every child have the following belongings **daily:**

- appropriate weather-related gear
- a pair of inside shoes
- two full changes of clothes
- a lunch kit with enough food for the day
- a water bottle
- a blanket and comfort item (if desired) for Nap/Quiet Time

◇ 3.2 (b) – Seasonal Belongings

As the seasons change, so does the weather. Encompass Learning Centre schedules **outdoor time daily, rain or shine.** We ask that every child come prepared for unpredictable changes in weather and provide the following weather appropriate gear:

Fall

- Muddy Buddy or rain pants
- Water-proof jacket
- Rain boots
- Toque
- Gloves

Winter

- Snow suit or snow pants
- Winter coat
- Snow boots
- Toque
- Gloves (water proof)

Spring & Summer

- Muddy Buddy or rain pants
- Water-proof jacket
- Rain boots
- Running shoes
- Sandals
- Water shoes
- Sun hat
- Sunscreen

Note about sandals: Any sandals must be fully strapped to the feet, including the heel. Additionally, always keep running shoes as an option to keep children's feet safe when we go to the Forest.

◇ 3.3 Drop-Off & Pick-Up Procedure

At Encompass Learning Centre, we ask that parents **participate** in the **drop-off** and **pick-up** routines.

◇ 3.3 (a) Drop-off

At least one parent must be present while their child completes the following: changes their shoes, hangs up their coat/backpack, stores their lunch in their cubby, and their water bottle in the water bottle basket. Also, parents – don't forget to **sign-in**!

Our **sign-in sheet** includes a space for a **'predicted pick-up time'** which helps us to better organize our day. Families are not required to come at their declared pick-up time, but are asked to please call us and let us know if there will be a significant change.

Please note that all children must be dropped off by 9:00 AM.

At this time, Teachers take their numbers for the day and depending how many children are attending, we may have sent staff to do extra work outside the classroom or gave them the day-off, if they wish. Additionally, children succeed best with having some time to settle into the classroom and engage in unstructured free play before tidy up time.

If you are going to be arriving after 9:00 AM (even within 5 minutes) you need to call your respective classroom and let them know.
If you do not, there is a chance you will be turned away upon arrival.

◇ 3.3 (b) Difficulty Separating

Children can experience **difficulties separating** from their parents, not only when they're beginning care, but at any time, depending what is going on for them internally. It is not uncommon for children to have phases where they go back to previous behaviours as they get older and are processing changes both within them, and in the world. All of this can be scary, whether the child understands why or not, and they may seek old, comforting behaviours to soothe themselves.

If this occurs, it is essential to keep the **separation short and sweet,** and that families bring more attention to the *pick-up*, versus the drop-off. We want to keep nervous system stress to a minimum and a long, drawn-out goodbye increases that stress. When we keep it short, this allows our teachers to more quickly help them calm down after their parent leaves.

We ask that **parents demonstrate** to the child that they trust their teachers by confidently saying goodbye and that they will be safe and good at school with their teachers. Additionally, **both parents and teachers** tell the child that their parent will *always* return to pick them up. If a child asks when they will get picked up, always use blocks in the schedule to describe when pick-up will happen (ex. after lunch, nap, when on the playground, etc.).

If parents are feeling worried about their little one, they can **request a text or call** from the teacher once their child begins to relax and gets engaged.

◇ 3.3 (c) Pick-up

At **pick-up** time, parents and families will retrieve their child from either their classroom or the local Mall Park. Parents and children will have to collect their own items from their cubbies and hooks (Willow Room may bring out things in a wagon if they have to lock their classroom, as it is out of view from the Mall Park). Please leave enough time to collect items, sign-out, and complete important discussions with the Lead ECE before closing time.

Pick-ups are **prohibited** between 1:00 and 2:00 PM, unless planned ahead under special circumstances. Staff are putting children down for a nap at this time and we must minimize disturbances until they have fully fallen asleep.

There is a section labeled **'comments'** on the sign in/out form where families will find information on their child's nap, or if there was an incident report. Any required items to be restocked will be shared with parents via a small note in the child's lunchbox.

◇ 3.3 (d) Early Pick-up

If your child needs to be **picked up early** or at an uncommon time, please let the Lead Teacher know the day before or the morning of. Common times to pick up are between 3:00PM and 5:00PM. We are outside between 10:30AM and 12:00PM – ask the Lead Teacher where the group will be if you need to pick-up during this time.

◇ 3.4 Reporting an Absence

If your child is going to be **away for the day**, either let the Lead Teacher know in person at pick-up the day before, or call your respective classroom before 9:00AM and let us know. Voicemails are able to be left on all phone extensions and will be checked when staff arrive.

Extended absences for vacations, illness, or other reasons can be communicated to the Lead ECE as well as in an email to management. Please note fees are still due in full.

We ask that absences are for **essential reasons** only, as it directly impacts the child's success in our program. Consistent attendance is crucial for young children to maintain familiarity with our routines and expectations, develop meaningful relationships, stay relevant to the centre's inquiries and activities, and continue building on their learning and skill developments. Additionally, consider that if a child is not attending regularly, their space would be better utilized by a family who truly requires care, as opposed to preferring it.

If irregular attendance occurs without notification, we will attempt to **contact the family** and discuss matters that are interrupting their child's attendance and explore ways in which we can be of assistance, so they can be present and keep their spot in the program.

Please note that Encompass Learning Centre reserves the right to **terminate** childcare in response to on-going, long-term absence without sufficient reasoning (such as illness or vacation) where the family failed to improve their attendance after the initial discussion with management.

◇ 3.5 Meal & Snack Procedure

We have **two snacks** and **one lunch** every day. Parents are expected to pack enough food for the day. Beforehand, children will take turns **washing their hands** and then go to their cubby to retrieve their lunch kits. They will bring it to the table where they will sit down to eat and engage with their peers and teachers. This is a great time of day for children and teachers to connect on their personal lives, what they did on the weekend, what they brought for lunch, and what we might do later that day.

During meal times, **safe eating habits** are very important. Children are expected to stay seated on their bums with their tummy to the table. They are encouraged to choose one item at a time, chewing and swallowing small amounts before moving onto the next bite. Conversations are welcomed in between bites of food. Staff will model safe eating habits as well as give reminders and encouragement in this area.

If children express that they are **not hungry**, we ask that they still wash up and bring their lunch kit to the table, but that they do not have eat it. Often, seeing their options ends up in them eating something in the end.

Allergies are posted in each classroom and we do not share food with each other unless it has been designated as a sharing snack.

There is a **microwave** available for warming up hot lunch items. We have some limited **dishes and cutlery** available as well, however it is best for children to pack their own.

We encourage children to be as independent as possible, and having **containers** that they can easily open and close are an important part of promoting this independence.

We strongly recommend a **bento-style lunch box** that can be easily opened and where all options can be seen at once.



This bento-style lunch box naturally encourages the packing of fresh foods, and therefore less packaging (which is often teacher dependent to open).

We do **not regulate** food choices for the most part, allowing children to have the freedom to choose what they will eat. Children at this age have so many things decided for them and we believe this is a reasonable sense of control in their day to offer.

Children may **pack up** when they are finished, but are asked to stay seated until teachers have dismissed the table for children who are all done. They will be invited into the next portion of the day – this could be getting ready in the cubby room to go outside, or may be as simple as jumping into free play, depending on the time of day. Any children still eating at the table when we are nearing a required transition will be given a five-minute warning before it is time to pack up.

For details on both prohibited and accepted food items, drink items, and tips for packing children's lunches, refer to our Nutrition Policy in **Section 4.9**.

◇ 3.6 Nap & Quiet Time

Each day between **1:00 and 3:00 PM**, the centre shifts to Nap/Quiet Time. Children who **require a nap** will rest on beds behind a curtain that separates the sleep area from the play area. A teacher will be designated to help napping children fall asleep.

Children **who do not nap** will also rest on beds, but they will be invited to engage in quiet activities on their mats. These activities may include, but are not limited to, books, felt stories, puzzles, and/or fidget toys.

We do not believe that children need to be forced into long-term rest if they are not napping, and therefore we **invite the children who are awake** to come to the tables *as soon as the nappers have fallen asleep.* It takes approximately 30 minutes for the nappers to fall asleep, and we will never try longer than 45 minutes. After this, children who are awake will engage in arts and crafts projects, table toys, building activities, etc. Children may receive more one-on-one care from their teacher at this time as well. This is a good opportunity in the day for older children to work on goals that may surpass the ones their younger peers are working on.

◇ 3.7 Toileting, Toilet Training, & Diapering

We conduct **mandatory bathroom breaks** three times per day before each meal time. If children declare they do not have to 'go', then we ask them to just sit and try, and that if nothing comes out that is okay. Teachers will also use the toilet before leaving for outings, helping to model the importance of using the toilet so that we can be present in our play without interruptions!

Any **children in diapers** are checked at these times as well, and throughout the day as needed. We have a changing mat for bowel movements, and most wet diapers are changed standing up, avoiding the need to fully undress.

We ask that in most cases, children who join our program are **already toilet trained**. If they are not, then it is mandatory that the process of toilet training begin at home before their first day of school, so that some familiarity with this has already developed.

In the event that we are helping to **toilet train** a child during school hours, we require that parents do not send pull-ups, as these do not feel any different than a diaper to a child. Additionally, these pull-ups often do not come with sides that can be opened, and therefore children must remove their inside shoes and pants and underwear before they can wear them. Our bathroom routines happen during transitions, one of which is right after we come in from outside. This means that the child ends up putting on their inside shoes, just to remove them seconds later. This can be a lot during a transition, where teachers must focus on many children at once.

The best way to effectively toilet train in a timely manner is to go from diapers straight to underwear. **Toilet training underwear** that has extra padding are a great help during this time. Please know that our teachers do not mind cleaning up accidents if it means we are helping children toilet train and reach success quicker than using pull-ups. We can assure families that we would much rather deal with frequent accidents over a two-to-four-week period, than to manage pull-ups for an undetermined amount of time. We understand that accidents involving bowel movements may continue after the child masters pee accidents – *and that is okay*.

◇ 3.8 Birthdays and Celebrations

Celebrations are an important part of a child's social development. They are an exciting way to mark **special occasions** and honour **individual customs and culture**. We will include each child's birthday into our monthly Parent Calendars, as well as some relevant holidays.

Families are responsible to **communicate** with their Lead Teacher about **holidays** unique to their culture and how they would like to celebrate at school. For **birthday celebrations**, we will accept a special treat item to share with the class at snack time and sing happy birthday to them!

◇ 3.9 Outings & Field Trips

We tend to leave the mall property often, heading to one of our **three outdoor play locations**. Staff carry a backpack that contains a **First Aid Kit** and an **Emergency Contact Book** on all outings, which

includes the emergency information cards (**Appendix I**) of *all* children in care at Encompass. Our **Offsite Safety Plan** can be found in **Appendix H**, where distance, walking route, and hazards are clearly defined.

We frequent the following parks:

- Mall Park (on property)
- Oliver Woods Playground
- Oliver Woods Forest & Duck Pond

We visit these parks less often:

- Salal Park
- Long Lake (casual summer spot)

Our centre exists in a busy traffic filled area, so we have an extra teacher than usual to join us for outings (as described in **Appendix H** – **Offsite Safety Plan**). Children hold onto a **walking rope** and teachers are placed strategically at the front and back of the rope, as well as between the children and the traffic. Walks can range from 15 – 30 minutes one way.

Newer children will be placed next to adults on our walking rope and will be carefully monitored until we are confident that they can hold onto the rope without constant shadowing.

Younger children will also be closely monitored and accommodated in response to their stamina levels. We will ensure they are comfortable and will work them up to successful long walks at their pace. This might look like periods of holding a teacher's hand, engagement and encouragement, or taking short breaks with the group along the way.

We also go on **field trips** regularly and ride the city bus. From September to April we usually visit the library once a month. In the summer months, we will visit different water parks, beaches, and have picnics. We plan very unique field trips to relate to the children's interests and/or inquiries. Some examples of field trips we have taken are: the dentist office, the pet store, and CHLY radio station.

◇ 3.10 Active Play

Gross-motor activity is essential for the healthy development of children. We go **outside rain or shine** for 1 - 1.5 hours per day, including the walk to and from the location. Most days we will go outside to the Mall Park in the afternoon as well, except during winter or heavy rainfall days.

If we are **unable to go outside** due to extreme circumstances or weather, one hour of gross-motor will be achieved indoors through games, dancing, or by any means we can create!

◇ 3.11 Gun Play

Encompass does **allow supervised gun play** when regulated with strong boundaries and rules. This progressive approach to gun play allows children to learn social-emotional and problem-solving skills through an interest that excites them.

When children play in this way together, they learn to negotiate roles, share, cooperate, and resolve conflicts. Even in games involving "good guys" and "bad guys", they are practicing social skills and learning about empathy and different perspectives. These types of games promote imagination and storytelling and foster creativity. They emphasize the impact of effective communication and it becomes a motivation for children to practice their language as they describe situations, give instructions, and interact with others. Children also have opportunity to learn how to gain consent and set boundaries. Lastly, for young children who often feel powerless in a world controlled by adults, dramatic play involving pretend weapons can give them a sense of strength, bravery, and control.

Gun play is **only permitted** among children who also want to play this way. While we allow children to 'face each other' in gun play, teachers will also encourage children to 'team up' and shoot towards a common imaginary enemy or a real-life target. Additionally, the following set of rules will be implemented:

- Shooting games are for outside
- Only engage with children who are also playing the game
- Shooting games are imaginary and no one actually gets hurt
- A designated 'shooting area' may be created and children stay within it
- Emphasis on pretend guns and that in real life weapons are never to be touched

◇ 3.12 Screen Time

We implement a **zero-screen time** policy. Staff are encouraged to use electronic devices sparingly in front of children and only for educational purposes (such as looking up an answer to a curious question or searching up an image related to the current inquiry).

Phones, tablets, and video games should be left at home. In the event that a device is brought to school accidentally, we will put it away until the end of the day. Exempt from this are devices related to

communication or other specific care needs, providing there is a care plan is in place describing the purpose of its use.

◇ 3.13 Parent Involvement

Promoting **community and centre involvement** is important to us at Encompass. If a family would like to share a special talent, treat, or lesson with us, we welcome this happily! Assistance with special events, such as our end of summer party or planning a celebration, is also encouraged. Donations to the centre in various forms (clothing, toys, books, funding) are a great way to improve our programming and reduce expenses, allowing us the budget for even more fun materials in the classroom.

Parent volunteers during school hours are less encouraged, simply because of the change in dynamic in the room when a child's parent is present. Children may become possessive of their parent in the room, may shadow around them, or have more extreme emotional reactions to undesired encounters with their peers. When children run to their parents for comfort instead of their teachers, we are less able to intervene and stay consistent with our strategies. Other children may wonder why their parent is not present as well, creating senses of jealousy.

Additionally, the skills a parent uses at home to manage behaviour will differ from the strategies used in a classroom environment. It creates a confusion and a disrupt of the expectations when adults in the room are not consistent with each other, which increases the amount of behaviours the Lead ECE has to manage. Consider that it takes three or so months for a certified Early Childhood Educator to fully settle into their routines and strategies in a way that reflects those of their colleagues, and placing this expectation on a parent volunteer in a single day is not realistic.

All of this being said, there have been some cases when we've included a parent volunteer during operating hours, but please note that it is rare that we would allow it. Parents who volunteer must submit a criminal record check, resume, and two character references.

– END OF SECTION 3.0 –

◇ 4.1 Care & Supervision

Active and present supervision is essential to the safety of children in their environment. To ensure the **highest quality of supervision and care**, Encompass staff will implement the following:

- Children are accurately marked as arrived/departed on our daily attendance sheet. These are kept up-to-date when children are moved from one room to another.
- Staff confirm numbers verbally upon their arrival for a shift (including coming back from a break) and conduct headcounts regularly throughout the day, including during indoor playtime, transitions and outings. The numbers are cross-checked with our attendance board to ensure accuracy.
- Outdoor attendance boards are brought on outings to assure the class count is accurate.
- Staff ensure they are spread out for maximum coverage of all areas.
- On our outdoor Mall Park, staff are assigned to monitor different exits as this playground is not gated.
- Children are observed in their play, with staff listening closely in order to anticipate what may happen and to intervene in the event of potential danger.
- Staff are regularly monitoring children's health to identify early signs of fever, illness or unusual behaviour.
- Children are supervised according to their development and abilities (e.g. a two-year-old will have different supervision needs than a five-year-old).
- Furniture and equipment are arranged strategically to assist with supervision.
- Staff conduct regular safety checks of the program premises as well as the location of our outings before children are allowed to play.
- Staff have quick and easy access to a list of individuals who are authorized to pick up a child in place of a parent.
- All staff know where emergency medications, first aid kits and emergency contact phone numbers are located.
- Staff are not to engage in activities that may take away from the supervision of the children, such as texting, reading personal materials, visiting with co-workers, etc.

◇ 4.2 Child Behavioural Guidance

Encompass' Child Behavioural Guidance Policy is written in a way that aims to educate families about the **strategies we use** and why we use them. This is because when similar strategies are used at home as we use at school, children tend to create (and rely more consistently on) new and healthy methods of navigating their world.

We also want to share these tips and tricks because it truly does take a village to raise our greatly diverse children into the capable little humans they are. Therefore, in order to provide the highest quality of **child guidance and education**, we commit to implementing the following strategies in our work on the floor with children:

◇ 4.2 (a) Modeling Strategies

Modeling the **behaviours we wish to see** in children is key in building a foundation of effective guidance strategies. If we are making requests of children that we cannot or are not fulfilling ourselves, then these good behaviours are not going to stick over time. The child might succeed in singular moments, but if we want the new habit to become fully integrated, we must also reflect that same behaviour in their environment. If we are not, then child guidance is always going to feel like an uphill battle with slow success rates.

This takes **conscious effort and emotional intelligence** – something children are learning for the *first time*. Therefore, if a young child is expected to improve these skills consistently over time, their adults must hold themselves to the same expectations. If anything, it shows that we are all in it *together*.

Successful modeling will create feelings of predictability and safety in children, helping them to form a sense of security. Children begin to understand how to behave, what is expected, and how to participate in a group setting. This scaffolds self-regulation and executive functioning skills, which are critical foundations for later academic success. Additionally, when we model empathy, respect, and kindness, we communicate to children that we are reliable and safe.

Some major moments where modeling matters:

- **When you interact with others**
  Models social skills and empathy
- **When you handle frustration**
  Models emotional regulation
- **When you approach challenges**
  Models perseverance and a growth mindset
- **When you conduct yourself safely**
  Models safety in eating, walking, etc.

◇ 4.2 (b) Reinforcement Strategies

Children accomplish much more when teachers and adults utilize **positive child guidance** strategies, rather than punitive ones. Most of the time when children "act out", we assume these are **attention-seeking** behaviours. However, Encompass views these as **connection-seeking** behaviours. Consider that children learn how to connect with others through the ways that their adults choose to interact with them, repeatedly, over time.

When teachers and adults primarily engage with children only to give correction or discipline (putting out "fires"), children learn that this is a way to gain the connection they seek, and the **negative behaviours will increase**. Therefore, unintentionally, we are actually positively reinforcing *undesired* behaviours.

However, when children are consistently praised and engaged with during moments of success and desired behaviour (long-term, over time), they instead learn that *this* is a reliable method of gaining the connection they seek, and the **positive behaviours will increase**. Therefore, being conscious with our intention, we are actually positively reinforcing *desired* behaviours.

To think of this simply, we can remind ourselves that *energy flows where attention goes.*

Our teachers will use this strategy quite consistently, providing **praise during the harmonious moments** – helping to reinforce the positive behaviour, as well as **stating the cause and effect** of their positive choices – helping to foster an understanding of the intrinsic (i.e. natural) rewards of safe choices.

◇ 4.2 (c) External vs. Internal Control Strategies

Additionally, when adults try to **externally control** children using punishment, intimidation, or physical means, children are robbed of the opportunity to develop their own sense of **internal control** – *the inherent desire and ability to make safer choices on their own*.

External control can seem successful in individual moments, but is ineffective long-term. Most of the time when adults are using external control methods to guide children, it is because they are not sure what else to do. Consider that inevitably, all children grow stronger and will eventually become too big to physically control or easily frighten (for example, with shouting).

We want children to be able to enter into the world with a **strong sense of self-empowered decision making** and recognition for the **intrinsic rewards** that come with it. These formative years are *essential* for building long-lasting life skills that they can carry with them into their futures.

Therefore, Encompass staff uses guidance strategies that promote the development of children's internal control. This takes a lot of patience, firm boundaries, and intentional language.

One **magical sentence** to promote internal control sounds like this:

"Are you ready to _____?"

This simple sentence puts the power in the children's hands to decide when they are ready to behave in a safe way. It can be used in response to nearly any situation. An example of how this would play out is as follows:

A younger pre-schooler is smashing the markers hard on the table as they're learning to use different art materials. A teacher might say "use the markers gently" and observe if the child was able to comply. If not, a teacher may gently remove the marker from the child's hands, give a demonstration, and ask "are you ready to use the marker gently, like this?". When the child says "yes", the teacher will return the marker and observe once again. If the child still smashes the marker, the teacher repeats the process and gently removes it again, asking if they're ready. We repeat this process until the child has a desire for the intrinsic reward that comes from using the markers gently. In this case, it would be that they are allowed to use them. For older children, it might be that they last longer if used safely, and they won't have to use smushed markers!

The markers could be replaced by any behaviour. For example, if the child is being rough/hitting or using mean words, then in the same manner, a teacher will sit with the child and ask them if they're ready to play safe/speak kindly, repeatedly, until they succeed.

Another way to promote internal control is to **provide as many choices** as possible to the child. Nearly every aspect of children's lives is decided by the adults that care for them. This includes when to eat, how/when to dress, when to use the bathroom, when to tidy up, etc. The choices that we offer them are always within the greater limit of expectation. For example, it might be necessary to wear a coat, but the child may be offered whether they would like to keep the coat open or zipped up. Perhaps they are offered a choice of which teacher to help them or the colour of cup that they will choose. In any case, we look for moments to **offer children the control to impact their own lives** whenever possible.

◇ 4.2 (d) Language & Boundary Setting Strategies

The language we use to set limits is our biggest tool in **effectively communicating** firm boundaries and expectations with young children, as well as informing them of the consequences of their actions, good or bad.

Consider that if a toddler (aged 1 to 3) is shown an apple in one hand and an orange in the other, and then is asked to identify which one is *not* the apple, the toddler will almost always point to the apple. Something being 'canceled out' because there is a 'not' or a 'no' in front of it is a concept grasped a little later on. Most of our older pre-schoolers will be successful in understanding this, but many are still developing in this area, too. This is why our staff use **positively phrased instructions** in the classroom. Some examples of this are: *"walking feet"* and *"gentle hands"* in place of *"no running"* and *"no hitting".*

Some other phrases commonly heard in our classrooms to firmly, but gently, set limits or inform of (good or bad) consequences, are:

- **First, then.**
  "First wash hands, then we eat."
- **Cause and effect.**
  "When you lay on the floor, your hair might get stepped on."
  "When you let others play, everyone feels included."
- **Providing choices.**
  "You can eat or pack up."
  "You can ask for a turn and wait, or choose something else."
- **Hand in hand language.**
  "We sit when we eat."
- **Intervention language.**
  "It's okay to feel angry, but I will not let you hit people/break things."
- **Instructional language.**
  "We are going to go check on them now to see if they're okay."
  (being careful to phrase requirements as a statement, rather than a question)
- **Modeling language.**
  A teacher may demonstrate using a kind voice and ask the child to repeat their words in this way, or may help them re-phrase their demand into a question, before they answer to the child's request. Teachers also constantly model respectful and effective communication when speaking amongst each other as well as with the children.

◇ 4.2 (e) Natural and Logical Consequences

It's important that the **consequences of children's actions** make sense and are applicable to the scenario. For example, if a child is refusing to wear their hat, rather than trying to force the hat on or take something away later that has nothing to do with the current moment, the child would, logically, have to sit in the shade until they're *ready to wear their hat* – again, using language to set boundaries and place the control and choice in *their* hands. First-then language, as well as hand-in-hand and cause and effect language, are all helpful in this guidance strategy.

If, ultimately, a child **continues to struggle** to comply with a simple request, staff will **wait it out** and apply the logical consequence, or point out the natural consequence, when the opportunity inevitably approaches. The child will then *feel* the impact of their choice and therefore remember that feeling more deeply for the next time.

For example, a child who took a very long time in the cubby room, even after multiple reminders from teachers, misses out on their opportunity to play with the fidget toys because the group is leaving for their outing. Similarly, a child who refused to wear their rain pants arrives to the park but then is not allowed to go down the slide as to not get soaking wet clothes. Or perhaps a child who is being chaotic at the table eventually spills their lunch and feels the disappoint when they have to throw out a food they would have rather enjoyed.

◇ 4.2 (f) Emotional Regulation Strategies

In order for **adults** to teach emotional regulation skills, they must first be emotionally regulated themselves. Children need adults who do not collapse under pressure, lash out, disappear, are passive, or overly permissive. This is especially true for children who have experienced instability and trauma. The teachers' role in the room is to be the emotional anchor – *the pillar holding the classroom's emotional structure intact.*

To be an 'emotional pillar', teachers must be present and attuned. They hold clear and consistent boundaries and provide a safe structure without rigidity. Teachers are aware of their abilities to absorb chaos and slowly transform it into calm – this is what it means to "hold space."

Once the adults in the room have regulated *themselves*, they can then assist **children** in emotional regulation.

Attached in **Appendix K** is the Beacon House's document about The Three R's – regulate, relate, reason. Inspired by this concept, Encompass staff will approach **challenging behaviours** and **big emotions** using the following method:

1. **Regulate:** first, we must help the child to regulate and calm their fight/flight/freeze response.

Examples	
	Deep breathing, hugs, taking space, comfort item etc.
	Few words are used, maybe just *"are you okay?"* at first.
	Wait for signs of the child's nervous system regulating.

2. **Relate:** second, we must relate and connect with the child through an attuned and sensitive relationship.

Examples	
	"It must be hard to share a toy that you really love so much."
	"I see that when ____ happened, you felt really ____."
	"I would feel the same way if that happened to me!"

3. **Reason:** third, we can support the child to reflect, remember, articulate, and become self-assured.

Examples	
	Now we can start exploring options to describe/resolve the issue.
	"Do you want space from them, or them to check on you?"
	"Would you like me to go with you to ask for a turn?"

◇ 4.2 (g) Social-Emotional Skill Building Strategies

The first goal in promoting **social and emotional literacy** in young children is to work on **identifying** emotions. Teachers use language like that in step two of The Three R's to label children's emotions and help build their understanding of the different feelings that exist within all people.

When **a child is hurt**, physically or emotionally, teachers will accompany children to 'check on' the other. Depending on the children's ages, they may be *told* what another is feeling or may be *asked* to identify what they believe the other child might be feeling and why. Teachers encourage children to make amends with each other, rather than demand them to say sorry. If an apology is volunteered, it will not be discouraged, but the child will still need to 'check on' the other. This is because when we skip identifying feelings and their causes, children learn that saying sorry is a quick way to surpass a deeper, more meaningful (and logical) consequence – one that without, will inhibit their ability to develop true empathy.

When conflict inevitably arises in the classroom, teachers are close and ready to help assist in the **problem-solving and compromising** process. This will again look different depending on children's ages and development. A younger child may be offered different ideas for solutions, that hopefully they will begin to draw on by themselves in future moments. An older child may be asked if *they* have any ideas that could help everyone feel included.

In the event that a group of children is **excluding** another due to their chaotic behaviour, or for any other reason, children are encouraged to allow them to join as long as they are being *safe* and *following the rules* of the game that is already established (for the child wanting to join this is another example of a logical consequence). If the child wanting to join is not being destructive and there is not good reason for them to be excluded, then teachers remind children of the appropriate expectation that is relatable to the real-world: *"we don't have to be friends with everyone, but we do need to be kind to everyone" (being sure here to point out that we mean to other children who are also being kind to us).* In a moment like this, a teacher might ask the group what options there are for the excluded child to do/be/use in the game so that they have an appropriate role that works for everyone.

We are strict to **not use timers for turn-taking** of toys. This is an unrealistic, teacher-managed (externally controlled) strategy that is not developmentally appropriate (children's concept of time is still developing at this age), nor does it reflect the real-world. We want to prepare children with useful strategies that make sense and can be used evolvingly over time in their lives.

Consider that when a child with a toy is being followed around the room by another who is awaiting a timer to go off so they can take it, the child with the toy is robbed of the option to play with relief and engage in deep, meaningful play. Just as an adult would likely not tell another that they have five more minutes with their laptop then their time is up, neither do the children in our classroom regarding their toys. Instead, children are instructed to ask *"can I have a turn when you're all done?"* and if needed, can be assured by a teacher that they will keep an eye on it and make sure that it goes to them next, before anyone else. In the majority of cases, children self-manage their turn taking and end up passing it to the next child in under five minutes – the usual length timers are set in traditional classroom settings for turn-taking.

If a child is **inconsolable** and cannot cope with waiting, they might be re-directed and assisted in engaging and settling into a new activity. If a child is **continuously destructive or aggressive** in their play, even after multiple reminders and teacher attempts to assist, then the child

will be re-directed to sit at the table and engage in a puzzle, book, art, sensory activity, or something else, before they are asked if they're ready to 'try again' to play safely with others (making use of the intrinsic reward – to play with others – as a way to foster an internal desire to make safe choices).

◇ 4.2 (h) Large Group Management Strategies

We must get creative in our attempts to **gain the attention of the room** – and we will always do so in a respectful manner. Some methods we use that we are not limited to:

- **Waterfall**
  Everyone in the room makes a "ssshhhhhh" sound.
- **Freeze and squeeze**
  Children stop where they are and give themselves a big hug.
- **Catch a bubble in your mouth**
  All the children "catch" the air in their mouth and make a 'blowfish' face.

Transitions from one activity to another with a large group can be tricky to orchestrate harmoniously. We try to **reduce wait times** as much as possible and provide activities. For our outdoor transition, children who are ready to go before others have to wait the longest and are invited to play with fidget toys, specially saved for these waiting periods. Other times of day, like waiting to wash hands, are shorter but still need teachers to help pass the time in a fun way, such as with singing songs or playing games like "eye spy".

When **collecting or dismissing** children (such as to get on the walking-rope or to leave circle), we use a systematic approach, usually calling children's names one by one.

◇ 4.3 Emotional Abuse Prevention

Having an effective and detailed policy on the **prevention of emotional abuse** in the school setting is very important, as all children deserve to be treated with respect and care regardless of the amount of stress their caregivers carry. The following policy will define and describe how we commit to the prevention of emotional abuse within the learning environment, and in teacher-student relationships.

◇ 4.3 (a) Definition of Emotional Abuse

Emotional abuse happens when a person's words and voice are used in a way that intimidates, isolates, humiliates, and/or diminishes a child's sense of self-respect and self-worth. Emotional abuse also happens to children when the adults around them are behaving in a manner that is disrespectful, loud, heated or aggressive.

Some examples of behaviour that are emotionally abusive:

- Threatening a child
- Putting a child down
- Constantly criticizing a child
- Constantly yelling at a child
- Singling a child out/shaming
- Using fear/intimidation to get a child to comply
- Arguing/conflict with staff members in front of the children

◇ 4.3 (b) Prevention of Emotional Abuse

- Proper stress management – time off, self-care
- Learn and practice appropriate communication strategies
- Sharing the workload among staff – give each other breaks with challenging situations
- Strong, clear written policies about Emotional Abuse, what it looks like, and what to do if it is witnessed in the workplace
- Regular / as-needed professional training on Emotional Abuse Prevention from Licensing and/or other professional sources (workshops)

◇ 4.3 (c) Responding to Emotional Abuse

If witnessed in the workplace, Encompass staff are instructed to:

- Take note of the situation and observe for details that can later be documented
- Not try to address the situation in the moment. Report it to the manager at the next appropriate time

If a parent or family member witnesses any emotional abuse in the classroom, report this to management. Families can also report to ***licensing*** *any time at* ***250-739-5800.***

◇ 4.4 Suspected Child Abuse

In British Columbia, under the Child, Family and Community Service Act, any person who has reason to believe that a child may be in need of protection is **legally required to report** it to the Ministry of Child and Family Development (MCFD). This duty is personal and non-delegable – a person must report directly and cannot rely on someone else to do it. Failure to report can result in legal consequences.

This policy describes the **signs of abuse** that our staff are instructed to watch for, how we will work with the legal child protection agency (MCFD), as well as confidentiality matters.

◇ 4.4 (a) Recognizing Signs of Abuse

Staff are trained to recognize signs of different types of abuse:

↳ **Physical abuse** is defined as the intentional use of force against a child that results in risk or injury. Some signs of physical abuse are:

- Unexplained bruises, welts, burns, or fractures
- Injuries in various stages of healing
- Marks that resemble handprints, belts, or other objects
- Flinching or fearfulness around adults or certain people
- Long sleeve clothing or layers in warm weather (to hide injuries)
- The child verbally discloses physical abuse to an adult

↳ **Emotional and/or psychological abuse** is defined as a pattern of behaviour that harms a child's emotional development or self-worth, such as constant criticism, threats, rejection, or isolation. Some signs of emotional and/or psychological abuse are:

- Low self-esteem, withdrawal, or extreme anxiety
- Delays in emotional or social development
- Excessive attention-seeking or clinginess
- Frequent outbursts or overly compliant behaviour
- Child describes themselves negatively (ex. "I'm bad", "Nobody likes me")
- Witnessing a caregiver constantly belittle or ridicule a child

↳ **Sexual abuse** is defined as any sexual activity or exploitation involving a child, including both touching/penetration or exposing a child to sexual content or behaviour. Some signs of sexual abuse are:

- Knowledge or use of sexual language or behaviour that is inappropriate for their age
  Please note that this does not include the labeling of body parts,
  which is important for children to learn to prevent sexual abuse from occurring.
- Difficulty walking or sitting
- Pain or itching in genital areas
- Reluctance to be alone with certain people
- Regression (ex. bedwetting, thumb sucking)
- Sudden withdrawal or fearfulness
- Child discloses or hints at sexual activity

↳ **Neglect** is defined as the failure to provide for a child's basic physical, emotional, or medical needs, including supervision and safe shelter. Some signs of neglect are:

- Persistent hunger, poor hygiene, or clothing that is inappropriate for the weather
- Untreated illnesses, injuries, or frequent medical issues
- Fatigue, restlessness, or falling asleep at inappropriate times
- Poor attendance or chronic lateness
- Lack of adult supervision
- Developmental delays that go unaddressed

↳ **Exposure to Intimate Partner Violence (IPV)** occurs when a child sees, hears, or is otherwise aware of violence between caregivers or in the home. Some signs of Exposure to IPV are:

- Anxiety, sleep problems, or nightmares
- Aggressive or withdrawn behaviour
- Fear of conflict or loud voices
- Protective of siblings or parent
- Talks about fight or "scary stuff" that happened at home

◇ 4.4 (b) Protection of the Reporter

Staff will not be penalized or disciplined for making a report in good faith. The **identity** of the reporter will be kept confidential by both Encompass staff and child protection services.

◇ 4.4 (c) Ongoing Support & Follow-Up

Encompass staff will cooperate fully with child protection authorities. Staff will also ensure that the child and family are treated with respect and sensitivity. If needed, staff involved will be offered emotional support or counseling. Staff will review the Suspected Abuse Policy at the next monthly staff meeting.

◇ 4.5 Communicable Disease Prevention

Children with certain **symptoms, conditions, illnesses and infections** must stay at home to ensure they can receive appropriate care. This will also help prevent the infection from spreading to other children and staff at the centre.

When young children become ill, it is essential that they have quick access to comfortable care in a home environment. Please plan ahead by having arrangements for **alternative care** for your child, and ensure your **emergency contact information** is up to date at the centre, in the case we need to contact you should your child become ill while in care. If parents are unable to be reached, staff will then begin to call those listed as an emergency contact.

◇ 4.4 (a) Fever

Children are not permitted to attend school if they have a fever higher than the normal temperature range as described in the **following chart**, without the aid of medication. If the fever becomes apparent during school hours, then a call home with a **request to pick up** will be made as soon as possible.

Fever Chart

METHOD	NORMAL TEMPERATURE RANGE
Ear	35.8°C to 38°C (96.4°F to 100.4°F)
Mouth	35.5°C to 37.5°C (95.9°F to 99.5°F)
Armpit	34.7°C to 37.3°C (94.5°F to 99.1°F)
Forehead	36.0°C to 37.9°C (96.8°F to 100.3°F)

◇ 4.5 (b) Illnesses & Ailments

A **communicable disease** is any illness that can be transmitted from one person or animal to another, directly or indirectly. The goal of a communicable disease prevention policy is to prevent the spread of these illnesses to protect the health and safety of all children and staff.

In the case of a serious communicable disease, you may be requested to show a **doctor's approval note** prior to returning to school. The following chart is a list of communicable diseases that must be **reported to staff** immediately if symptoms show *or* they are diagnosed:

COMMUNICABLE DISEASE	DESCRIPTION/SYMPTOMS
Acute Cold	Contagious with obvious discharge or infected green or reddish-brown mucous, persistent cough
Bronchiolitis/Bronchitis	Common in infants and young children, causing inflammation of the small/large airways in the lungs
Chickenpox (Varicella)	Viral infection causing an itchy, blistering rash
COVID-19	Respiratory illness with various symptoms including fever, cough, sore throat, loss of taste/smell, headache, fatigue
Ear Infections	Inflammation of the ear canal, causing ear pain, pressure, fluid leakage, fever, and sometimes trouble hearing
Gastroenteritis – Bacterial	Caused by bacteria like E. Coli or Salmonella, leading to diarrhea (often bloody), vomiting, and abdominal cramps
Gastroenteritis – Viral (Stomach Flu)	Caused by viruses like Norovirus or Rotavirus, leading to vomiting, diarrhea, and sometimes fever
Hand, Foot and Mouth Disease	Viral infection causing blister-like sores most commonly found on the hands, feet, and mouth
Hepatitis A	Viral infection affecting the liver, spread through contaminated food/water or close contact

COMMUNICABLE DISEASE	DESCRIPTION/SYMPTOMS
Hepatitis B & C, HIV	A virus that affects the liver primarily, causing fatigue, fever, loss of appetite, nausea, vomiting, stomach pain, joint pain, muscle aches, dark urine, clay-coloured or pale stools, jaundice – low risk in group childcare settings
Impetigo	Highly contagious bacterial skin infection characterized by red sores or blisters that crust over
Influenza (Flu)	Viral infection with fever, body aches, cough, sore throat
Measles (Rubella)	Highly contagious viral infection with fever, cough, runny nose, red eyes, widespread rash
Meningitis (Bacterial or Viral)	Inflammation of the membranes surrounding the brain and spinal cord (while rare, bacterial meningitis is a medical emergency)
Mumps	Viral infection causing swollen salivary glands, usually below the ears
Parasites & Pinworms	Tiny worms that live in the large intestine, irritability, and intense anal itching, especially at night
Pink Eye (Conjunctivitis)	Infected, puffy eye with discharge
Ringworm (Tinea)	Fungal infection of the skin or scalp causing a circular, scaly rash
Scabies	Infestation by microscopic mites that burrow into the skin, causing intense itching and rash
Strep Throat (Streptococcal Pharyngitis)	Bacterial infection causing sore throat, fever, and sometimes a rash (Scarlet Fever)
Tuberculosis	Bacterial infection primarily affecting the lungs
Whooping Cough (Pertussis)	Severe bacterial respiratory infection characterized by a “barking” sound in uncontrolled coughing fits

◇ 4.5 (c) When to Return

Children are **permitted to return** to school if their condition meets the following guidelines:

CONDITION/SYMPTOM	CHILD MAY RETURN WHEN
Antibiotics Prescription medication	24 hours have passed since the first dose and symptoms have subsided
Cough Persistent or severe wet cough that brings up mucous **or** a wheezing cough	Coughing has subsided and child is not contagious
Diarrhea Loose, watery bowel movements	48 hours have passed symptom free and they have had one solid bowel movement
Earaches and Infections Pain in one or both ears	Child has been assessed by a doctor and stayed home for 24 hours **or** it has been 24 hours since the start of antibiotics
Fever See Fever Chart (pg. 93)	Child has been without a fever for 24 hours.
Lice Parasitic insects that live on the scalp and feed on human blood	They have been treated with an effective lice treatment, and all lice and nits have been combed out
Parasites & Pinworms Tiny worms that live in the large intestine, irritability and anal itching, especially at night	They have been treated for the respective parasite, and are completely egg and worm free
Pink Eye (Conjunctivitis) Infected, puffy eye with discharge	Child has been treated and symptoms have subsided completely (pink eye is very contagious)
Rash (Skin Infection) Change in skin's colour, texture, or appearance	A doctor has examined the undiagnosed skin irritation and provided either: clearance **or** a treatment plan and the child is no longer contagious
Runny Nose Contagious with obvious discharge or infected green or reddish-brown mucous	Discharge has subsided
Sore Throat Trouble swallowing, swollen tonsils	24 hours have passed without symptoms
Vomiting Forceful, involuntary expulsion of the contents of the stomach through the mouth	48 hours have passed since the last episode of vomiting

◇ 4.5 (d) Procedure for Separation

In the event that your **child becomes sick at the centre**, they will be asked to rest on a mat in a separate area from the group. They will always be supervised and will be given board books and calm activities to use while they wait to be picked up, which are then sanitized after use.

◇ 4.6 Staff Illness

Staff must not be at the centre if they have fever, vomiting, diarrhea, infected eye or skin rash. We also request that our staff stay home for at least one day and ask that they wear a mask upon returning to work if they are experiencing any lingering running nose or cough and cold symptoms.

Be advised that in the event that we are unable to meet licensing regulations standards for ratios due to staff sickness, we may have to **close the centre** on short notice.

◇ 4.7 Sunscreen

When the **UV Index is a 3 or higher**, Encompass staff will **apply sunscreen** to children before outings to all exposed skin, including but not limited to: the face, neck, ears, arms, shoulders, legs and feet. Sunscreen will be reapplied every two hours that children are outside. See **Appendix F** for our Sunscreen Consent Form.

◇ 4.8 Administering Medication

The following section describes how Encompass handles **medication** during school hours.

◇ 4.8 (a) Accepted Medical Situations

There are some medical circumstances where it is **appropriate to send your child** to our program, considering it does not violate our Communicable Disease Prevention Policy. The following circumstances are some examples of accepted situations:

- It has been 24 hours since beginning antibiotics and symptoms do not violate our Communicable Disease Prevention Policy
- An injury has been treated, and the child can participate fully in the program

◇ 4.8 (b) Accepted Medications

There is a small number of **medications that are accepted** in our childcare program. These are listed as follows:

- Antibiotics
- Epi-pens
- Vitamins (special circumstances)

◇ 4.8 (c) Standards & Storage

Licensing requires **specific standards** in regards to the container and labeling, the storage of medication, and documentation. The following list describes those requirements, and other measures that Encompass Learning Centre will follow:

- Medication must be in its original container with a prescription label that clearly states the child's name

- Medication must be stored in a lock box with the key stored in an area out of reach from the children

- Vitamins will only be administered if a parent explicitly requests it in writing and provides the vitamins themselves and a medication form is filled out. In some circumstances, we may require a written recommendation from a health care professional stating the need to administer the vitamins during childcare hours

- A medication form must be filled out in all cases that states: the name of the medication, the dosage of the medication, the time for the medication to be administered, as well as who administered the medication. If a child is required to take medication at school, this form will be provided and must be completed in full prior to us administering the medication

◇ 4.8 (d) Procedure for Administering Medication

One of the common recommendations for **administering medication** is to use the **"five rights"** – the right person, the right drug, the right dosage, the right route, and the right time. Our medication administration form will describe all of these details so that staff are prepared with the correct and complete information they need to administer medication safely.

1. **Review the medication form:** staff will check the medication form that the parent has filled out to verify they know the correct "five rights"

2. **Prepare the medication:** staff will prepare the correct dosage of medication, in the provided container or applicator, if applicable

3. **Administer the medication:** if appropriate, staff will give the medication to the child to administer to themselves under direct supervision

4. **Safely store the medication:** staff will return the medication to the lock box and store it in its designated place

5. **Return medication to parent at pick-up daily:** at pick-up time, medication will be handed directly to the parent and will not be placed in their backpack or lunch kit

◇ 4.9 Handwashing Practices

Effective **handwashing** is the number one prevention to spreading illness above all else. Children are supervised during handwashing and are taught and shown how to wash their hands step by step:

1. Roll up sleeves
2. Turn on tap
3. Wet hands
4. Get soap
5. Scrub for the length of ABC's
6. Rinse hands
7. Turn off tap
8. Dry hands with paper towel

◇ 4.10 Nutrition Policy

This section describes our suggestions regarding nutrition, including dietary guidelines, which foods/drinks are prohibited at Encompass, our hydration practices, how we manage dietary restrictions, and our food allergy protocol.

◇ 4.10 (a) Dietary Guidelines

Informed by the most up-to-date Canada Food Guide, Encompass encourages families to pack **snacks and lunches** that contain vegetables, fruits, whole grains, and protein foods. Among the protein foods, it is recommended to eat plant-based protein more often than meat protein.

Some facts from the Canada Food Guide website are shared next:

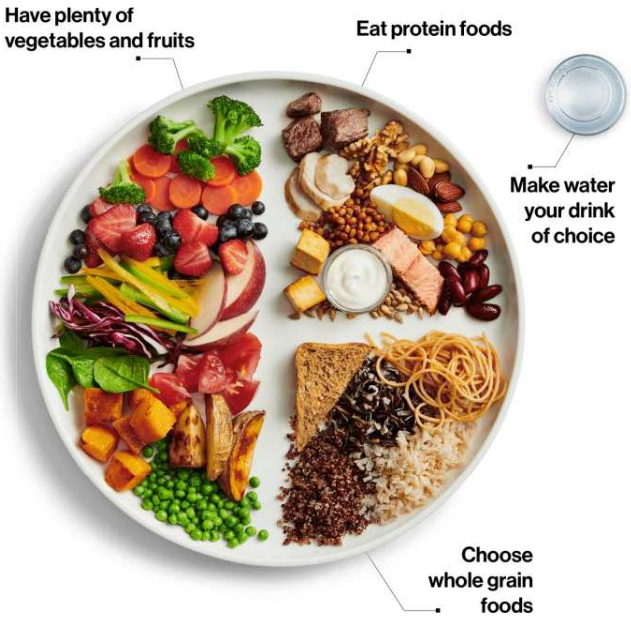
A diet that emphasizes plant-based foods will typically result in:

A higher intake of:

- Dietary fibre
  - Associated with lower risk of cardiovascular disease, cancer and type 2 diabetes
- Vegetables and fruits
  - Associated with lower risk of cardiovascular disease
- Nuts and soy proteins
  - Associated with decreased LDL-cholesterol

A lower Intake of:

- Processed meats (such as hot dogs, sausage, ham, etc.)
  - Associated with increased risk of colorectal cancer
- Foods containing mostly saturated fats
  - Associated with high levels of LDL-cholesterol



Canada's food guide states that **processed foods and beverages** that contribute to excess sodium, sugar or saturated fats should not be consumed regularly. These foods and beverages may undermine healthy eating habits and contribute to sudden energy spikes and crashes (which can lead to mood swings, irritability, and trouble concentrating).

"In 2015, sugary drinks were the main sources of total sugars in the diets of Canadians, with children and adolescents having the highest average daily intake."

"Confectionaries — which include sweets such as candies, candy bars, fruit leathers, chocolate, and chocolate coated treats — were also top contributors of total sugars in the diets of Canadians in 2015."

– Canada Food Guide Government Website

Updated: 2022-12-13

Some examples of highly-processed foods include:

- Highly-processed meat
- Deep-fried foods
- Sugary breakfast cereals
- Confectionaries
- Sugary drinks
- Biscuits and cake
- Many ready-to-heat meals

◇ 4.10 (b) Water & Hydration Practices

Encompass is strictly a **water-only centre** (unless for a special occasion), helping ensure that the children in our care are hydrated and ready to run and play outside!

Our decision is supported by Canada's Food Guide which states that **water** should be the beverage of choice. Water is vital for life – it is the largest single component of the human body, after all. Because there is so much opportunity for consuming excess sugars in drinks outside of the classroom, as well as milk – which is not hydrating like water is, **we do not accept drink items such as juice boxes, soda, or milk.** If juice, soda, or milk is sent to the centre, it will be set aside and returned at pick-up.

Adequate water intake is based on the total amount of water intake needed to prevent the effects of dehydration. Factors such as physical activity or exposure to hot climates will increase the total amount of water intake needed. Children and older adults are most at risk of becoming dehydrated. At Encompass, we call children for **water breaks** every day during outside time. Additionally, in the hotter months, we conduct multiple water breaks during outdoor play time.

◇ 4.10 (c) Prohibited Food Items

We understand that many foods marketed to children contain excess sugars and it can be tough to introduce new food items to children who are picky-eaters, as well as there may be barriers to affording healthier options. What we ask of caregivers is to consider their answer to the following, as a guideline when packing items for children's lunch boxes:

"Was this item from the junk food aisle? Would it be commonly considered as a treat/junk food item?"

This is a good guideline to follow so that we can model the differences between junk foods and snack foods and when is appropriate to indulge. We will talk about how junk foods and candy can be fine for after dinner as a dessert, and that they should be consumed seldomly.

The following food items are **strictly prohibited** at Encompass as lunch items:

- Cupcakes/cake
- Donuts
- Chocolate bars
- Candy
- Sugary cereal
- Deep-fried Potato Chips
- Jello
- Chocolate coated granola bars
- Fruit roll ups

Please note that if the items listed above are sent to school, they will be set aside and returned at pick-up time.

The following processed food items are **strongly discouraged** at Encompass:

- Cookies
- Fruit gummies
- Canned fruit in syrup
- Processed cheeses (string cheese)
- Sweetened fruit sauces
- Pre-packaged snack-cakes
- Sweetened crackers or biscuits (like animal crackers)

◇ 4.10 (d) Accepted Food Items

For some inspiration to make shopping for healthy lunch items easier, we have compiled a list of **encouraged food times** that include, but are not limited, to the following:

- Apples & Peanut Butter
- Unsweetened apple sauce
- Veggies & Dip
- Banana Bread
- Hummus and Crackers
- Sandwiches
- Pasta/Rice
- Soup
- Tortilla Pin Wheels
- Hard-boiled eggs
- Muffins
- Bagels
- Healthy cereal/oatmeal
- Plain Yogurt & Berries
- Cheese

Please note that Encompass **does not provide meals** but may provide some **back-up snacks** for the afternoon if a child has already eaten all their food.

In any case that children consume food that they were not sent from home with, parents will be **informed at pick-up**. Usually, it is because of a special occasion or birthday.

◇ 4.10 (e) Tips for Packing a Pre-Schooler's Lunch

1. Keep it simple: Don't overpack. Smaller portions and a few items are often better than a large, overwhelming lunch kit.

2. Don't stress if they eat less: Processed sugars affect the hormones such as Insulin, Leptin, and Ghrelin, all related to producing signals of hunger or satiety in our body that tell our brains whether we are hungry or full. Therefore, when children move to healthier options, *they will eat less*. It is better to consume a smaller amount of healthy food than it is to consume excessive amounts of junk foods.

↳ ***Trust** that children will eat from the options they have if they are truly hungry! They also go through natural phases of consuming more or less foods based on their physical growth development needs at the time.*

3. Finger foods: Pre-schoolers often prefer foods that they can easily pick up and eat with their hands.

4. Involve your child: Let children help choose from healthy options and help prepare their lunch. They're more likely to be excited to eat what they've had a hand in selecting.

4.11 Injuries & Incident Reports

Even with the many precautions we take towards safety, we must be prepared for any kind of **injury**. The following policy describes how we handle both minor and major incidents.

4.11 (a) – Minor

A **minor incident** is considered as an injury that leaves *any kind* of a mark or bump and/or requires first aid treatment, such as a bandage or an icepack. In the event a child hits their head, staff will always call parents and let them know, even if an early pick-up is not required.

If a child has a minor injury, a Minor Incident Report form will be filled out describing the time, place, cause and treatment of the incident. This form will then be signed by the parent when they pick-up their child.

4.11 (b) – Major

A **major incident** is reportable to licensing, and the centre must report the incident within 24 hours of it occurring. **Schedule 'H' in the Child Care Licensing Regulations** can be found in

Appendix J and lists what is considered a Reportable Incident. This is not limited to physical injuries, but also includes any kind of abuse, as well as disease outbreaks and more.

If an emergency arises and staff feel a child needs an **ambulance**, one will be called prior to calling parents or emergency contacts. It is important that we have a current phone number where parents and caregivers can be reached. Staff will attempt to call primary caregivers first before moving onto emergency contacts.

Please note that children will **not be transported in staff's personal vehicles**. Parents and guardians are responsible for any fees that are owed from an ambulance ride.

◇ 4.12 Emergency & Inclement Weather

We will always make every effort to stay open year-round, however, in the event of **extremely adverse circumstances** (including severe storms or snow fall that impact road conditions) we may close the centre on short notice. If staff are unable to get to the centre due to road conditions, we may be **short staffed** and unable to meet licensing ratio requirements. If this occurs, we would have to close the centre. Notification will be sent via e-mail or text from the manager and will be done as timely as possible.

During **winter**, if School District 68 closes for a **snow day**, then Encompass will also close. Notification will be sent via e-mail or text once the announcement from the district has been made – usually at 6:00 AM.

During **summer**, if there are excessive forest fires this decreases **air quality** and we may decide to stay inside for the day. If this occurs, staff will plan gross-motor activities that meet our Active Play Policy standards that we can do indoors. During **extreme heat**, we will play in locations that provide more shade, such as Oliver Woods Forest or Long Lake Forest.

◇ 4.13 Power Outage

In most cases, we will only **close the centre** (both rooms) if a power outage lasts more than **two hours**. However, in the Willow Room, there are no windows and it would be pitch black. This means that in the event of a power outage, Willow Room would likely have to close a lot sooner than Arbutus Room.

Before calling Willow Room parents to pick up, we will first see If we are able to *go outside* or *combine* with Arbutus Room (we would have to have the appropriate number of children present that is within the Arbutus Room's capacity). If the weather is not feasible to be outside or have meal times in, or we cannot combine with Arbutus Room, then parents of Willow Room students will be called to pick-up their child.

◇ 4.14 Fire Drills & Toxic Spills

We practice **fire drills monthly** with all children, staff, volunteers, and/or practicum students that are present. If there is a **toxic spill**, we follow this same procedure. All staff are aware of the location of our **fire extinguishers**.

Fire drills are conducted at different times of day and without warning. However, when we have new children in the program, we will give a heads up to the group and explain what and why it is important to practice fire and emergency drills.

When **conducting a fire drill**, staff will implement the following procedure:

1. A teacher will play a fire alarm sound and start a stopwatch from a phone or electronic device to initiate the start of the drill.

2. Children will be encouraged to drop everything in their hands and find a partner to hold hands with.

3. Staff will collect our attendance board as well as our first aid backpack which has first aid supplies and all emergency contact information for all children.

4. Children will then walk with their partners and follow teachers to the muster point.

5. Staff will count and confirm the appropriate number of children are present. The stopwatch will be stopped acter a correct head count.

6. Attendance will be taken by name with children answering verbally to confirm their presence before walking back to the classroom together.

7. The date, time, attendance numbers, and time to evacuate will be documented.

◇ 4.15 Earthquake Drills

We practice **earthquake drills yearly** with all children, staff, volunteers, and/or practicum students that are present. Earthquake drills are conducted at different times of day and without warning. However, when we have new children in the program, we will give a heads up to the group and explain what and why it is important to practice fire and emergency drills.

When conducting an **earthquake drill**, staff will instruct children in the following **procedure**:

1. DROP down to your hands and knees
2. COVER your head and neck with your hands and arms or find shelter underneath a sturdy table or desk
3. HOLD onto your shelter or protection position until shaking stops (count to 30)
4. COUNT again to 30 for safety/aftershocks

◇ 4.16 Shelter in Place Procedure

In the event that there is a **security threat** in or near the centre, we will lockdown the location and follow the advice of local authorities.

During a **lockdown**, all doors and windows will be locked by a staff member. Children and staff will wait quietly in a safe location away from windows and entrances (back hallway or storage room).

Staff are instructed to speak calmly and give reassurance to children. No one will be permitted to enter or exit the classroom under any circumstance. Once the staff have been advised that the lockdown has been lifted, parents will then be contacted and are able to pick up their child(ren) if they desire.

◇ 4.17 Extreme Circumstances Evacuation (Alternate Location)

In **extreme circumstances** where it is not feasible to collect at our usual muster points, the centre will ensure children are relocated to an emergency off-site location. Staff will bring with them our first aid back pack containing a first aid kit and all children's emergency contact information. We will also bring our Evacuation Kit, which contains non-perishable food items that meet nutritional needs of the children, four 4-litre bottles of water, and children's food allergy list. Parents will be contacted as soon as possible via mass e-mail or text and given detailed information regarding the emergency, as well as our location.

The emergency off-site locations are: Driftwood Restaurant *or* Montana's Restaurant

If **re-location** from the off-site locations above is necessary, we will inform parents as soon as possible to inform them of the location of their child. If we are unable to reach primary caregivers, emergency contacts will be called.

◇ 4.18 Missing Child Procedure

Entrances to and from the centre or outdoor locations are monitored by staff regularly throughout the day, especially during drop-off and pick-up times. We also conduct **headcounts aloud** throughout the day and always before leaving and returning from an outdoor location, cross-referencing with other staff, to ensure we have the correct number of children present.

In the event that a **child goes missing** from the group, we will follow this procedure:

1. The Lead Teacher will conduct a thorough search of the building or outdoor area.

2. An assistant or secondary safe adult will wait with the rest of the group and conduct a headcount to ensure no other children have gone astray.

3. Doors and gates are checked for any breaches of security.

4. The Lead Teacher will talk to the staff to establish what happened.

5. If management is not present, the Lead Teacher will contact management to inform them of the situation ASAP. Management will travel to the location of the group to aid in the search.

6. If the child is not found, the parent will be contacted. Following, staff will contact the appropriate security authorities as listed below:

    - If we are on **mall property**, Security will be called to aid in the search. If the child is not found, Mall Security will phone local authorities and report the child as missing.
    - If we are on an **outing**, a call to local authorities will be made to report the child as missing.

◇ 4.19 Safe Release of a Child

Encompass staff are responsible for all children in care until they have been released and signed out by their **parent or approved pick-up person**. A **Child Pick-up Authorization** form (**Appendix E**) can be given upon request and once returned, the person will be added to the child's file and to our short-list of pick-up persons that is kept in our information binder in each classroom, as well as brought on outings.

If a parent requires an **unauthorized person** to pick-up their child, then written permission must be provided either in pen, text, or e-mail, stating the name of the person that will pick up, the current date, and their relationship to the child.

If staff members have not met the pick-up person beforehand, then they will request **government issued photo identification** from the pick-up person prior to releasing the child.

Please know that in any case staff believe that an individual picking up a child is **impaired or under the influence** of a substance, the child will not be released and we will call an alternate authorized pick-up person.

Note that if staff believe that any children are at risk of **abuse or endangerment**, we are obligated to contact local authorities and the Ministry of Children and Family Development.

– END OF SECTION 4.0 –

Appendix (A)

New Family Intake Form

Content on following page.

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New Family Intake Form

CHILD & PARENT INFORMATION			
Child's Name:	**Date of Birth:** M M / D D / Y Y Y Y	**Gender:**	**Spoken Language(s):**
Parent Name:	**Phone:**	**E-mail:**	
Requested Start Date: M M / D D / Y Y Y Y	**Days Per Week:** ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday		

◇ All About Your Child:

Has your child been in any early learning programs before? If so, please share some details.

_____

_____

_____

How would you describe your child's personality in a few sentences?

_____

_____

_____

How does your child learn about the world around them?

_____

_____

_____

ENCOMPASS LEARNING CENTRE
Address: 243/257/259 – 4750
Rutherford Rd Nanaimo, BC V9T 4K6
Ph: 250.585.8868

Email: encompasslearn@gmail.com
Website: www.encompasslearn.ca
Facebook: encompasslearn

What is most comforting to your child when they are upset?

_____
_____
_____

What are your child's favourite toys/games/books?

_____
_____
_____

◇ All About Your Family:

Tell us about your household. Who lives with you, what is their relationship to your child, and anything else you would like to share.

_____
_____
_____

Is there any information about your child's culture, religion or language that is important for us to know?

_____
_____
_____

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Rutherford Rd Nanaimo, BC V9T 4K6
Ph: 250.585.8868

Email: encompasslearn@gmail.com
Website: www.encompasslearn.ca
Facebook: encompasslearn

Do you or your family have any talents or interests you would like to share with our program?

_____
_____
_____

◇ How Else Can We Support You?

Please let us know what you value and look for most in your relationship with your child's preschool teacher and the centre in general.

_____
_____
_____

What are your greatest hopes for your child's early education experience? Do you have any concerns?

_____
_____
_____

Is there any other way our program can support your family? (Ex. referral to community services).

_____
_____
_____

Please either e-mail this completed form to encompasslearn@gmail.com
or hand it in in-person at our centre. Address listed below. Thank you!

ENCOMPASS LEARNING CENTRE
Address: 243/257/259 – 4750
Rutherford Rd Nanaimo, BC V9T 4K6
Ph: 250.585.8868

Email: encompasslearn@gmail.com
Website: www.encompasslearn.ca
Facebook: encompasslearn

Appendix (B)

Pre-School Transition & Progress Form

Content on following page.

Preschool Transition & Progress Form

CHILD INFORMATION		
Child's Name:	**Date of Birth:** M M / D D / Y Y Y Y	**Today's Date:** M M / D D / Y Y Y Y

Please check the box accordingly to the child's progress regarding each activity/skill:

1. Beginning progress
2. Reasonable progress
3. Achieved

PERSONAL, SOCIAL & EMOTIONAL

Description	1	2	3
Independent in hygiene and bathroom routines			
Independent with getting ready for outings			
Can cope with rules and routines			
Is confident with familiar adults			
Enjoys the company of other children			
Knows when to seek help			
Plays co-operatively and shares resources			
Takes turns and shares toys			
Concentrates for 5-10 minutes or more on an activity of interest			
Perseveres with a task			
Shows pride in completed work			

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Facebook: encompasslearn

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LANGUAGE DEVELOPMENT

Description	1	2	3
Understands and can follow simple instructions			
Enjoys listening to stories			
Takes part in conversation with adults/other children			
Sings, recites rhymes, poems, jingles			
Talks about experiences, stories, thoughts, feelings			
Re-tells stories in own words			
Understands and responds to questions			
Asks questions to gain information			
Enjoys browsing in the books area			
Knows how to hold books and turns pages appropriately			
Knows that printed word has meaning			
Recognizes own first name			
Can re-tell a story from pictures			
Draws and paints pictures that have recognizable shapes, figures, objects			
Makes marks on paper to “write” ideas			
Holds pencils and other implements in an appropriate way			
Prefers to use left/right hand			

PHYSICAL DEVELOPMENT & MOVEMENT

Description	1	2	3
Enjoys physical play			
Has developed an awareness of space			
Moves confidently with increasing control and coordination			
Has developed gross motor skills ex. can kick a ball, hop and jump			
Has developed fine motor skills ex. uses a thick pencil/crayon/paintbrush with confidence, forms pincer grip with small toys			
Uses small tools effectively ex. scissors			
Understands simple rules ex. taking turns, avoid bumping into other children			

LOGIC & COGNITIVE DEVELOPMENT

Description	1	2	3
Talks about daily routine/events in sequence			
Understands language associated with size and quantity ex. small, big, heavy, long, some, more			
Uses language of comparison ex. darkest vs lightest			
Understands some positional words ex. in, on, up, down			
Talks about everyday shapes ex. shape of blocks, bottles, containers, leaves			
Sorts and groups by size, pattern, shape, colour			
Can copy, create, continue a repeating pattern			
Enjoys and participates in number rhymes, jingles and stories			
Can count objects accurately in the course of play (up to 10)			

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THE ARTS & THE WORLD AROUND US

Description	1	2	3
Expresses own ideas through pictures and models			
Enjoys using a wide variety of media ex. pencils, paints, sponges, combs, clay, dough, scrap materials			
Plays imaginatively on own and/or in a group			
Enjoys making music by singing, clapping, playing instruments			
Enjoys listening to music			
Uses senses to investigate and describe everyday objects and events			
Shows care for living things and the environment			
Handles natural materials with curiosity ex. shells, leaves, stones			
Can talk about the weather and the seasons at appropriate times of year			

If applicable, please describe any unique routines or procedures specific to your child and/or family:

_____

_____

_____

Any other insight you would like to share:

_____

_____

_____

Please either e-mail this completed form to encompasslearn@gmail.com

or hand it in in-person at our centre. Address listed below. Thank you!

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Appendix (C)

Overdue Fees – Payment Agreement Form

Content on following page.

Overdue Fees – Payment Agreement

You are receiving this notice because your
Child Care Fees are overdue for ten days or longer.

Please use this form to outline an appropriate payment plan that you are able to accommodate. The payment date **must be within the same month** that this notice has been issued, unless otherwise discussed with management. Please return this form within 24 hours from the date it was issued.

CLIENT PAYMENT DECLARATION		
Parent's Name: FIRST LAST	**Child's Name:** FIRST LAST	**Today's Date:** M M / D D / Y Y Y Y
Amount Overdue: $ **For the month of:**	**Payment Date Declaration:** ☐ one payment ☐ two payments M M / D D / Y Y Y Y **Amount: $**	M M / D D / Y Y Y Y **Amount: $**

By signing below, you acknowledge the following:

1. If payment is not received within 24 hours of the declared date(s) above, Encompass Learning Centre will issue a **late fee** of $50.00, which will be applied to your next month's fees.
2. If payment is not received within the same month that the overdue fees apply, Encompass Learning Centre reserves the right to **terminate child care without notice.**

Parent/Guardian Name	**Parent/Guardian Signature**	**Date**
Management Name	**Management Signature**	**Date**

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Appendix (D)

Late Pick-up Fee Notice Form

Content on following page.

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Late Pick-up Notice

You are receiving this notice because you have been late to pick up your child(ren).

As per our policy in the Parent Handbook – (2.2) Late Pick-up Fee, a late pick-up fee of $1.00 per minute is being charged to your next month's fees.

CLIENT & FEE INFORMATION			
Parent's Name: FIRST LAST	**Child's Name:** FIRST LAST		**Today's Date:** M M / D D / Y Y Y Y
Incident Date: M M / D D / Y Y Y Y	**Minutes Late:**	**Late Pick-up Fee:** $	**Due:** M M / D D / Y Y Y Y

By signing below, you acknowledge the following:

1. If more than three Late Pick-up Notices are issued, Encompass Learning Centre reserves the right to **terminate child care without notice**.
2. If payment is not received within 24 hours of the declared date(s) above, Encompass Learning Centre reserves the right to **terminate child care without notice.**

Additionally, by signing below, you acknowledge understanding and agreement of Policy 2.2:

Parent Handbook (2.2) Late Pick-up Fee Policy

When parents and children are still in the school after 5:00 PM, it interferes with closing duties and staffs' personal lives. **Please ensure that children are picked up with enough time to depart by closing time.** This is going to look different for each child, as some children are quicker than others. Generally, if parents aim for a 4:45 PM arrival (at the latest), they will have enough time to depart by closing time.

Additionally, if **conversations with the lead teacher regarding child progress** or other details are needed, then parents must arrive with enough time to have these discussions *and* depart by 5:00 PM.

A late pick-up may occasionally be arranged in advance, however, if it occurs without notice, a **late pick-up fee** of **$1.00 per minute** will be applied to following month's fees. If after **three notices**, late pick-up continues to occur (with or without payment), Encompass Learning Centre reserves the right to **terminate child care without notice.**

Parent/Guardian Signature	Management Signature	Date

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Appendix (E)

Child Pick-up Authorization Form

Content on following page.

Child Pick Up Authorization

Use this form to designate additional persons, other than the parent(s)/guardian(s) listed in your child's registration package, to pick up your child from Encompass.

FAMILY INFORMATION	
Child's Name: FIRST LAST	**Parent/Guardian Name:** FIRST LAST

Additional persons who may pick up my child on a less frequent basis are listed below:

PICK UP PERSON (1)	
Name: FIRST LAST	**Relationship to Child:** FIRST LAST
Phone Number: ☐ cell ☐ work ☐ home (Primary)	**Phone Number:** ☐ cell ☐ work ☐ home (Secondary)

PICK UP PERSON (2)	
Name: FIRST LAST	**Relationship to Child:** FIRST LAST
Phone Number: ☐ cell ☐ work ☐ home (Primary)	**Phone Number:** ☐ cell ☐ work ☐ home (Secondary)

By signing below, you acknowledge that you have given permission for Encompass staff to release your child to the designated pick-up person(s) listed above. You also understand that a person must be 12 years of age or older to pick up your child.

Additionally, should a staff member not recognize the person picking up your child, you understand that they will be required to provide government issued identification that matches the name(s) you've provided on this form, before we will release your child.

_____	_____	_____
Parent Name (please print)	**Parent Signature**	**Date**

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Appendix (F)

Sunscreen Consent Form

Content on following page.

Sunscreen Consent

When the UV Index is a 3 or higher, Encompass staff will apply sunscreen to children before outings to all exposed skin, including but not limited to: the face, neck, ears, arms, shoulders, legs and feet. Sunscreen will be reapplied every two hours that children are outside.

I, _____PARENT NAME_____, give permission for Encompass staff

to apply ☐any ☐ specific brand (please indicate) _____SUNSCREEN BRAND_____

sunscreen on my child, _____CHILD NAME_____.

- ☐ To the best of my knowledge, my child does not have any allergies to the sunscreen indicated above.
- ☐ I understand it is my responsibility to provide the centre with the sunscreen. Centre staff will notify families when their child's sunscreen is getting low.
- ☐ I understand that if my child runs out of sunscreen before a new one has been provided, that Encompass staff will apply the spare sunscreen we have on-hand.

_____ _____

Parent/Guardian Signature **Date**

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Appendix (G)

Medication Administration – Consent & Record Log

Content on following page.

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Medication Administration – Consent & Record Log

CHILD & PARENT INFORMATION	
Child's Name: FIRST LAST	**Today's Date:** M M / D D / Y Y Y Y
Date of Birth: M M / D D / Y Y Y Y	**Parent's Name:** FIRST LAST

RELEASE

By signing this form, the parent listed above gives permission for Encompass Staff to administer the medication described below, to their child. The parent agrees to not hold the provider liable in the event of reactions or complications arising from their child receiving this medication.

Parent/Guardian Signature: _____

MEDICATION INFORMATION		
Name of Medication:	**Reason for Medication:**	
Start Date: M M / D D / Y Y Y Y	**End Date:** M M / D D / Y Y Y Y	
Dosage:	**Method:**	**Time of Day:**

MEDICATION LOG

DATE	TIME	DOSE	SIGNATURE	COMMENTS

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MEDICATION LOG				
DATE	TIME	DOSE	SIGNATURE	COMMENTS

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Appendix (H)

Offsite Safety Plan

Content on following page.

Offsite Safety Plan

Encompass Early Learning Centre goes outside every day, rain or shine! This Offsite Safety Plan describes our plans in regards to weather, transportation, emergencies, teacher to child ratios, routes, destinations, and more.

◇ The Basics

Families are required to send their children to school with the **appropriate gear** for the winter and summer months, respectively. A list of required belongings can be found in **Section 3.2** of the Parent Handbook.

In the event of **hazardous weather**, we may choose to stay inside or may go to a location that better protects us from the weather. For example, on a very windy day, we would choose **not** to visit the Forest, as there is a higher risk of big branches falling down. And on very hot days, we may choose a destination that provides more shade.

In the event that the weather does not permit us to go outside at all (typically a low air quality warning during forest fire season) then we will facilitate 1 hour of gross motor play indoors. This will be documented in our in our communication book and families will be informed at pick-up what our alternate plan for gross motor was.

Children are **transported** using a walking rope for any destinations that leave the mall property. We sometimes use handles attached to our wagon to walk to the mall park and other close destinations.

All staff are required to bring their cell phones on outings to be readily available to **call parents or emergency services**. There is an **emergency contact book** in all backpacks, which includes the emergency information cards of *all* children in care at Encompass.

As we do not have our own private play yard, we frequent public locations often. Because of this, we have established a plan in regards to **how we interact with members of the public:**

1. Children are taught to always ask before reaching to pet someone's dog.
2. Daily before play commences, we go over playground rules and what it means to share the playground with other children in the city.
3. We talk about stranger danger and to not accept any gifts from anyone in the community without talking to a teacher first.
4. Children are told daily to not pick up any garbage they see, including needles and any sharp objects, and to get a teacher to investigate.

Thorough **safety checks** of the outdoor play space are conducted daily before play begins. Children are asked to wait and discuss **playground safety rules** while another staff does the safety check. A list of what to look for during outdoor safety checks is laminated and stored in the back packs for reference.

A record of our destination and the completion of the outdoor safety check is written on the Outdoor Safety Check calendar posted on the bulletin board in both classrooms.

◇ Our Unique Licensing Standards

Because our centre is located in a busy parking lot and around busy roads, we abide by **unique licensing regulations** that have been assigned to us for **all** of our outings:

- Encompass staff place **flagging tape on the 5ft. mark** of the big rope climber. This side of the park is built for an older age group, so this mark shows us how far we will allow their feet to be.
- All children wear **high-visibility vests.**
- There are **stop signs** placed at all exits of the Mall Park. Staff communicate about who will be responsible to monitor different exits as this playground is not gated.
- Encompass has a **unique minimum ratio standard** for **all** outings:

Arbutus Room – Unit 243	Willow Room – Unit 259
1 – 4 children : 1 ECE	
5 – 8 children : 1 ECE and 1 RA	
9 – 16 children : 1 ECE, 1 ECEA and 1 RA	
CERTIFICATIONS LEGEND ECE = Early Childhood Educator | ECEA = Early Childhood Educator Assistant | RA = Responsible Adult	

◇ Our Destinations

The following **three locations** are frequently visited by Encompass during our outdoor play time from 10:15 AM until 12:15 AM. This block of time includes the travel time to and from each location, as well as getting dressed to go and undressing once we've returned.

1	Mall Park – 4750 Rutherford Road		
Distance	• 15 metres • 5 minute walk	**Route**	• Through mall hallway to the West exit doors. • Cross at the cross walk.
		Hazards	Minimal to none.
Supervision	One staff is required to stay positioned between the road exit and children near by this area. If no children are present in this area, the staff may move inwards towards the group, but must stay alert to stay positioned between them and the exit.		
Other	• Flagging tape must be tied at 5 ft. on the spiderweb climber. • Poles with stop signs are placed at all the exits. • Staff assigned to supervise separate exits.		

2	Oliver Woods Playground – 6000 Oliver Road		
Distance	• 850 metres • 15-20 minute walk	**Route**	• Through mall hallways and out the East exit doors. • Cross at Uplands X Primrose. • Head NW on Primrose St **OR** use walkway leading to Ralston Dr. • Turn right at Oliver Rd. • Arrive at Oliver Woods Community Centre.
		Hazards	Parking lot and Uplands Rd can a be a bit busy. Staff assure all vehicles have stopped before crossing Uplands.
Supervision	As Oliver Wood Playground is quite large, staff are required to spread out significantly. Walkie talkies are brought to this park in order for staff to easily communicate the number of children in their vicinity.		
Other	Depending on the current group's needs, we often bring our stop signs for the park exits.		

3	Oliver Woods Forest – 6000 Oliver Road		
Distance	• 900 metres • 15-20 minute walk	**Route**	• Through mall hallways and out the East exit doors. • Cross at Uplands X Primrose. • Head NW on Primrose St **OR** use walkway leading to Ralston Dr. • Take the next left after Oliver Woods Community Centre. • Access to the forest is at the trail at the end of the turnoff.
		Hazards	Parking lot and Uplands Road can a be a bit busy. Staff assure all vehicles have stopped before crossing Uplands.
Supervision	The area which we play in in the Forest has good visibility as it is quite open. Sometimes, we might open the "Big Hill". One staff is required to be at the top for adequate supervision.		
Other	Depending on the current group's needs, we often bring our stop signs for the trail exits.		

Appendix (I)

Emergency Contact Information Card

Photo	**EMERGENCY CONTACT INFO FOR:**		**Date of Birth:**
	Parent #1:		**Phone:**
	Parent #2:		**Phone:**
Emerg. Contact #1:		**Relationship:**	**Phone:**
Emerg. Contact #2:		**Relationship:**	**Phone:**
Primary Address:			
Doctor:	**Phone:**		**Health Number:**

This card gets put into our Emergency Contact Book, which we take with us every time we leave the classroom.

Appendix (J)

Child Care Licensing Regulations – Schedule H: Reportable Incidents

Content on following page.

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Child Care Licensing Regulations – Schedule H:

Reportable Incidents

SCHEDULE H

[am. B.C. Regs. 95/2009, s. 4; 205/2013, Sch. 1; 178/2016, Sch. 1, s. 9; 76/2022, s. 4.]

(Sections 52 and 55 [harmful actions not permitted; notification of illness or injury])

Reportable incidents

1 For the purpose of this regulation, any of the following is a reportable incident:

"aggressive or unusual behaviour", which means aggressive or unusual behaviour by a child towards other persons, including another child, which has not been appropriately assessed in the child's care plan;

"attempted suicide", which means an attempt by a child to take the child's own life;

"choking" means a choking incident involving a person in care that requires

(a) first aid,

(b) emergency care by a medical practitioner or nurse practitioner, or

(c) transfer to a hospital;

"death", which means any death of a child;

"disease outbreak or occurrence", which means an outbreak or the occurrence of a disease above the incident level that is normally expected;

"emergency restraint", which means a restraint that is necessary to protect the child or others from imminent serious physical harm that is not approved and documented in a child's care plan;

"emotional abuse", which means any act, or lack of action, which may diminish the sense of well-being of a child, such as verbal harassment, yelling or confinement, perpetrated by a person not in care;

"fall", which means a fall of such seriousness, experienced by a child, as to require emergency care by a medical practitioner or nurse practitioner, or transfer to a hospital;

"financial abuse", which means

(a) the misuse of the funds and assets of a child by a person not in care, or

(b) the obtaining of the property and funds of a child by a person not in care without the knowledge and full consent of the child or the child's parent;

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"**food poisoning**" means a food borne illness involving a person in care that requires emergency care by a medical practitioner or nurse practitioner, or transfer to a hospital;

"**medication error**", which means an error in the administration of a medication which adversely affects a child or requires emergency intervention or transfer to a hospital;

"**missing or wandering person**", which means a child who is missing;

"**motor vehicle injury**", which means an injury to a child that occurs during transit by motor vehicle while the child is under the care or supervision of the licensee;

"**neglect**", which means the failure of a care provider to meet the needs of a child, including food, shelter, care or supervision;

"**other injury**", which means an injury to a child that requires emergency care by a medical practitioner or transfer to a hospital;

"**physical abuse**", which means any physical force that is excessive for, or is inappropriate to, a situation involving a child and perpetrated by a person not in care;

"**poisoning**", which means the ingestion of a poison or toxic substance by a child;

"**service delivery problem**", which means any condition or event which could reasonably be expected to impair the ability of the licensee or the licensee's employees to provide care, or which affects the health, safety or well-being of children;

"**sexual abuse**", which means any sexual behaviour directed towards a child by an employee of the licensee, a volunteer or any other person in a position of trust, power or authority, and includes

(a) any sexual exploitation, whether consensual or not, and

(b) sexual activity between children if the difference in age or power between them is so significant that the older or more powerful child is clearly taking sexual advantage of the younger or less powerful child;

"**unexpected illness**", which means any unexpected illness of such seriousness that it requires a child to receive emergency care by a medical practitioner or transfer to a hospital.

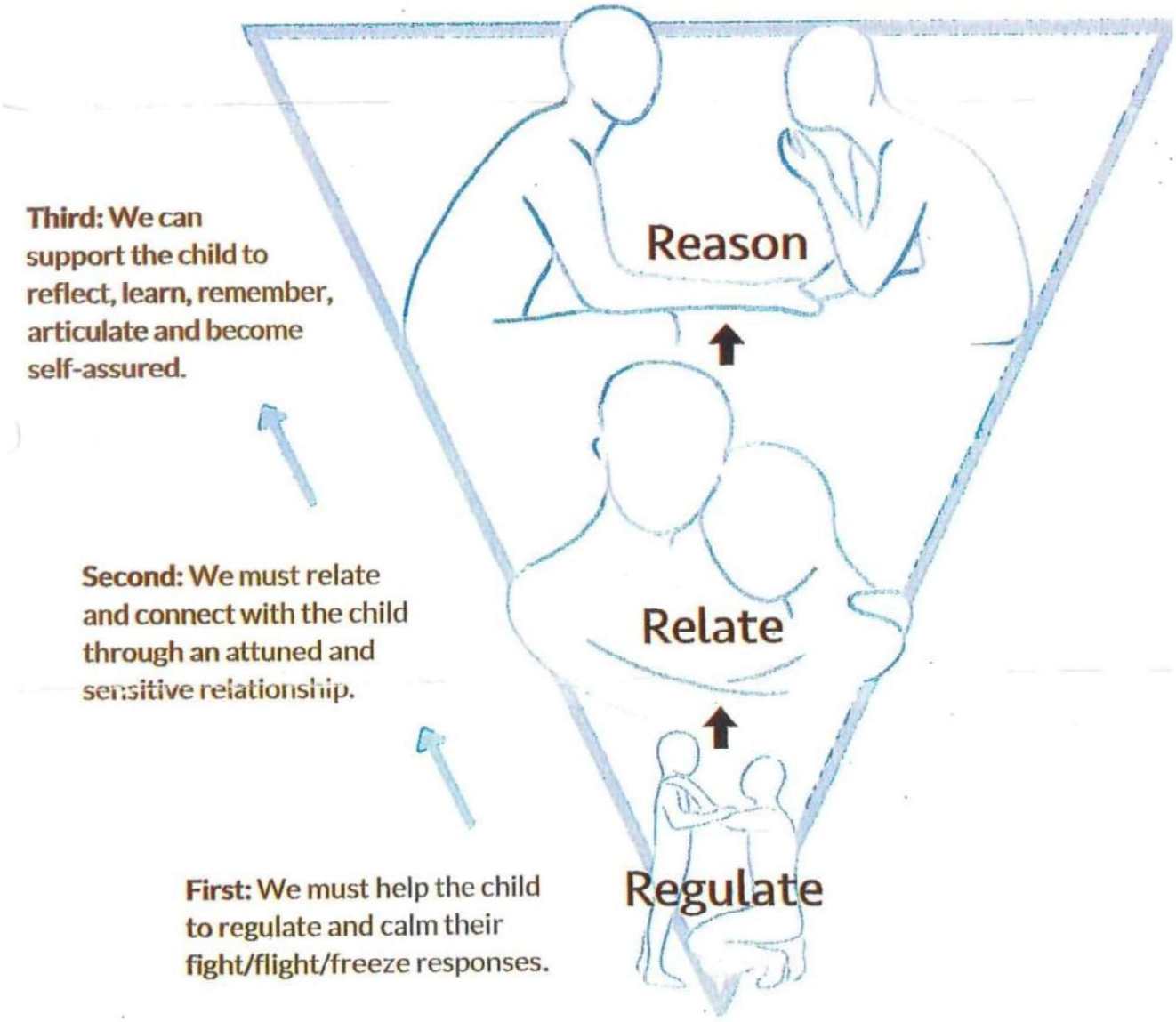
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Appendix (K)

Beacon House – The Three R's: Reaching the Learning Brain

Dr. Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think, and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learni will not work so well if the child is dysregulated and disconnected from others.

Appendix (L)

FamilyAlbum App – Information

We invite all families to **join us on FamilyAlbum – Photo Sharing**, which can be downloaded for both Android and Apple devices, as well as be accessed via desktop computer. The app is **completely free** and includes 8 printed photos every month for the cost of shipping. You can also download any of the photos shared to be stored on your device and you can print them at your own leisure.

How it works

1. Fill out the permission form in the registration package authorizing us to upload photos of your child to the FamilyAlbum app.

2. Download the FamilyAlbum – Photo Sharing app from your device's app store, completely free.

3. You can leave up to two phone numbers on the permission form and the manager will send a text inviting them to become an "album member".

4. Once accepted as an album member, you will be able to comment on photos and download as many of the photos as you wish.

Some things to know

- Our photo album is completely private. All content uploaded belongs to us and can only be viewed or downloaded by the people who have been invited.
- Only 10 children's name can be added, so we've only added one "child" which can be tagged. The name we used is Encompass, and the birthday is the date of when Encompass first opened.
- There is unlimited storage, so you don't have to worry about any photos being deleted before you were able to check them out.
- You can order photobooks/albums for an extra fee straight from the app.

Appendix (M)

Diversity & Inclusion Policy

Content on following page.

Diversity & Inclusion Policy

Encompass Learning Centre is committed to the inclusion of children with diverse abilities and cultural backgrounds. The following policy describes how our program provides inclusive childcare and outlines the steps we take to prevent/reduce exclusion and/or termination.

◇ Policy Statement

At Encompass Learning Centre, it is our commitment to provide equitable and accessible service to children regardless of their abilities, physical or health needs, gender, race, ethnic origin, nationality, religion or beliefs. We strive to promote belongingness, cultural safety, and to build community among families, teachers and partners in the field.

◇ Definition of Key Terms

Accessibility: quality services that are accessible within reasonable reach – especially for those of vulnerable or marginalized groups.

Care Plan: a document that outlines the steps to be taken by teachers, parents and caregivers in response to various behaviours/needs. This document is created in combination with the childcare provider, parent(s)/guardian(s), and in some cases, with a Supported Child Development consultant.

- ↳ *The Child Care Licensing Regulation (CCLR) outlines the legal requirements for a care plan, which include: any diagnoses relevant to the child's requirement for support, the procedures recommended to address the needs of the child, the resources to be made available to the child (including any facility modifications and/or program changes). Care plans are created with the mindfulness of the child's unique strengths and ideally include much more detail than required by the CCLR, including proactive strategies.*

Children with Diverse Abilities: a term that may be used in place of "disabilities", based on the personal preference of a child and their family.

- ↳ *'Diverse abilities' is inclusive of all children and positively focuses on children being different, but able.*

Children with Support Needs: includes children who are experiencing, or are at risk of, developmental delay or disability and require support beyond that of children in general.

- ↳ *The developmental delay or disability may be in one or more of the following areas: physical, cognitive, social, emotional, communicative, or behavioural. This could be a result of neurobiological factors (such as genetic, metabolic, or other biological factors) or, as a result of social/environmental factors.*

Cultural Safety: a theory and practice that considers power imbalances, institutional discrimination, colonization and colonial relationships as they apply to social policy and practice. The needs and voice of children, youth and their families take a central role.

- *Cultural safety involves actively exploring and challenging complex power relationships including the way that bias, stereotyping, discrimination and racism impacts how services are delivered and received.*

Developmental Delay: a significant delay in achieving age-expected "norms" or milestones within the domains of gross and fine motor skills, speech and language, social and personal skills, activities of daily living and/or cognition.

- *There are many factors that may contribute to a developmental delay (e.g., biological, environmental), and can sometimes help to identify children with an increased risk of disabilities. Children reach developmental milestones at their own pace, and delays may not be permanent for some.*

Equity/Equitable: a term that recognizes that individuals and groups have different circumstances which may require different treatment.

- *An equitable childcare system strives to reduce the unique barriers of each child in a program, so that everyone may access the resources, opportunities, power and responsibility they require in order to participate meaningfully in the program, in society, and to lead full and healthy lives.*

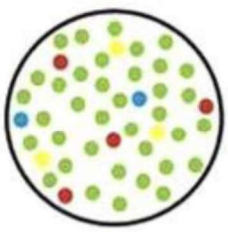
Family: is inclusive of diverse family structures including (but not limited to) single parents, adoptive parents, same-sex couples, step-families, married/common-law couples, intergenerational families and includes the variety of relationships bonded by genetic relations, marital/legal status, cultural identity, and kinship systems.

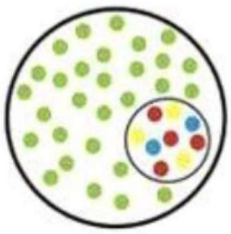
- *A family is broadly recognized to ensure the inclusion of all families and family experiences. This broad identification acknowledges different uses of terminology, diverse household membership, and diverse social ties to caring for a child.*

Family-centred: a set of values, attitudes and approaches to services for children, youth and their families. Family-centered service recognizes that each family is unique; that the family is the constant in the child's life; and that they are the experts on the child's abilities and needs.

- *The family works with service providers to make informed decisions about the services and supports the child and family receive. In family-centred service, the strengths and needs of all family members are considered.*

Inclusion VS. Integration: at times, inclusion can be confused with integration. It is important to understand the difference between these terms:





Inclusion **VS** **Integration**

Integration/Integrated childcare: occurs when programs have children of all abilities but do not adapt to meet the specific needs of children with support needs.

- *In integrated programs, children with support needs share physical space with their typically developing peers but may be unable to fully participate without direct one on-one support or activity modifications.*

Inclusion/Inclusive childcare: occurs when programs support the strengths and needs of each child that are unique to them individually. All children are welcomed, supported, and valued, which allows them to participate meaningfully in all aspects of the child care program.

- *In inclusive programs, children of all abilities have equitable access to quality child care and are provided supportive opportunities to learn through play with other children in the program. All childcare providers work together as a team to collectively meet the needs of all the children, including children with support needs in their care.*
- *Inclusive programs also provide connections to help families access early intervention and family services when needed. <u>Early intervention programs include:</u> Aboriginal Supported Child Development and Supported Child Development programs, and Early Intervention Therapies such as occupational therapy, physiotherapy, and speech-language pathology. These early intervention services may also be provided in the child care environment to assist child care providers in supporting children with support needs and their families.*

Inclusive Language: is free from words and tones that reflect prejudiced, stereotyped or discriminatory views of people. It ensures that people feel included and accepted by others. Preference of language may differ between people, so it is important to ask what a person/family prefers.

- Person-first language: puts the person first, not their traits or diagnoses. (Ex. “children with disabilities”)
- Identity-first language: puts the condition first and focuses on the core of the person’s identity. (Ex. “autistic child”)
  - *People who prefer identity-first language may feel that their condition is not something that happened to them, but is rather a strong part of who they are.*

Meaningful Participation: when the role of the child is valued by all those involved in an activity, including the child themselves.

- ↳ *Meaningful participation is more than being present in various environments and activities – children must be actively engaged, and their involvement must be more than an appearance of equity in activities and environments.*

◇ Guiding Principles & Procedures

At Encompass Learning Centre, we recognize that quality inclusive childcare stems from a program's capacity to provide equal **access**, **participation** and **support** to children of all abilities, so they may fully engage in their childcare program. The following section outlines the steps we will take at Encompass Learning Centre to achieve this.

– Access –

Services Offered

- Encompass Learning Centre commits to enrolling a number of children with diverse abilities, developmental delays and/or support needs that is reflective of the percentage of persons with diverse abilities in the community
  - ↳ *In BC, 14.8% of persons identify as having a disability. This is approximately two children out of our 16 spaces available.*
- Equal options are offered to all families regardless of support needs (Ex. hours, days, fees, etc)
  - ↳ *There may be some limitations of hours until a support worker is available, case by case dependant. (Ex. half days until a support worker is available)*
- Encompass Learning Centre will connect families with Supported Child Development and/or other services to make every effort to accommodate a child with diverse abilities or support needs
- There will be no imposed barriers to apply and/or enroll. Any barriers found will be met with every effort to move past them (Ex. if English is not a parent's first language, the manager might help to fill out the forms). This is described in our *Admission & Enrollment Policy*
- Termination is a last resort, and every effort will be made to avoid this outcome as described in our *Termination Policy*
  - ↳ *This might include staff training, care plans, and/or seeking community service supports.*
- Unique circumstances around medication and health requirements will be accommodated to the extent possible as described in our *Medication Policy*
- Encompass Learning Centre considers enrollment for those families that are a 'best fit' first
  - ↳ *Some factors that are considered: staff training/qualifications, staff skill & ability, physical facility requirements, family involvement/participation in SCD services.*

Physical Considerations

- Encompass Learning Centre is wheelchair accessible, with one bathroom that accommodates persons using wheelchairs
- Our classrooms meet sensory needs (Ex. low class sizes lessen the noise, ear protectors for sensitive hearing, softened lights, calming aesthetics, relaxing music, cozy/book area as well as an active area with opportunities for movement/gross-motor sensory)
- Adaptations are made to equipment and furniture as needed to reduce/remove barriers (Ex. adjusting table heights, widening pathways)

Learning Experiences

- Encompass staff are aware of and respond to the unique developmental and cultural needs of each child (Ex. scaffolding skill development, learning and sharing meaningful information about a child's culture)
- Encompass Learning Centre provides accessible communication to the children (Ex. using ASL, picture schedules, emotions/feelings images)
- All learning materials are visible at the children's level so that every child can access them independently
- Learning materials include various depictions of abilities and cultures (Ex. books and puzzles of various cultures and abilities, baby dolls of different nationalities)
- Learning materials reflect the children's interests, strengths and passions
- Adjustments are made to routines and transitions to make the learning experience positive for all children (Ex. activities/songs of interests provided during wait times, personal five minute warning after the 'five more minutes to play' song)

Social Learning Materials

- Accessories and equipment span the interests and skill sets of all children
- Play accessories represent diverse cultures and abilities
- Equipment placement and classroom materials encourage solitary, parallel and cooperative play and promote social interactions among children of all abilities (Ex. quiet area and busier play areas, puzzles that can be solitary or cooperative experiences, board games with teacher facilitation, solitary art project vs group art project)

Multi-Sensory Learning Materials

- Encompass LC provides materials that encourage the fine and gross motor sensory stimulation needs of all children (Ex. playdough, finger paint, textures, fidget toys, small blocks, heavy blocks, sand, etc.)

– Participation –

Programming & Practice

- Staff use inclusive language
- Staff model inclusion among coworkers, families, children and within the community
- Encompass LC promotes different social interactions by offering a range of freeplay and large/small group activities
- Encompass LC teaches valuable social skills and helps to foster strong relationships between all children by promoting and facilitating the inclusion of children with support needs regularly
- Encompass LC helps to increase opportunity for peer interaction by offering daily activities that involve making a choice (Ex. role playing games, art & crafts), providing options for children with diverse abilities/support needs to choose which activities, or which parts of an activity, to participate in
- Encompass LC uses the system of 'observation, documentation, modification' to assess whether our program is best meeting the needs of its students

Individual Planning & Goal Setting

- Encompass LC commits to working with children, families and consultants to develop child centred approaches
- Goal setting will be approached as a joint effort between families, Encompass staff and community supports
- Goals that are set will be guided by the family's concerns and priorities
- Families are involved in all decision making
- Care plans will be developed in consultation with families, Encompass staff and community supports

– Support –

Family Centered Approach

- Encompass LC ensures that all children and their families are supported with a family-centred approach
- Encompass LC staff view the family as key to children's safety and wellbeing
- Staff willingly engage and collaborate with families when making decisions
- Encompass LC strives to create strong connections between home and child care through the maintenance of positive relationships between staff and families

Collaboration with Community Service Providers

- Encompass LC staff are diligent to refer children who appear to have developmental delays and/or challenging behaviours and link families with community supports and resources
- Encompass LC commits to working with parents, community service providers and staff to ensure that the supports provided for children in our care are coordinated and complimentary
- Each partner in a collaboration is respected for their knowledge and expertise with open and positive communication
- Encompass LC staff conduct themselves in way which maintains strong relationships with service providers
- Community supports available for referral are: Supported Child Development, Aboriginal Supported Child Development, and Early Intervention Therapies such as occupational therapy, physiotherapy and speech-language pathology
    - ↳ *These early intervention services can also be provided in the child care environment to assist child care providers in supporting children with support needs and their families. Some intervention services can also be provided in the home.*

Training & Education

- Encompass LC operates with the understanding that Early Childhood Educators and our Assistant Teachers are central to the success of planning and delivering inclusive child care
- Encompass LC acknowledges that training and education regarding cultural competency and diverse abilities will help staff to facilitate and increase inclusion in the classroom
- Encompass LC aims to offer three or more Professional Development opportunities to its staff per year
- Encompass LC staff are committed to lifelong learning as well as the mentorship of their peers and co-workers and sharing of information from their own training or education, if separate

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The Inclusive Childcare Toolkit was used as a reference to guide the development of this policy.

Source: https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/info-partners-prov/inclusive-child-care/inclusive_child_care_toolkit.pdf