



POWER

PLAY

Early Learning

Table of Contents

Welcome
Family Resource Guide
Programs
Philosophy
Enrollment
Policies and Procedures
Code of Conduct
Forms and Records Policy
Gradual Entry
Fees and Dues Policy
Withdraw Policy
Repayment Policy
Active Play Policy
Behaviour Guidance Policy
Child Abuse and Neglect
Policy Care and Supervision
Policy Student Release
Attendance Policy
Accidents, Parental Communication, and Incident Reports
Public Health Policy
Emergency Preparedness and Evacuation Plan
Inclement weather and Outages Policy
Permission to Photograph Policy
Field Trip Policy
Screen Time Policy
Illness Policy
Administration of Medication and Ointment
Policy Meals and Nutrition Policy
Student Hygiene Policy
Student Supplies Policy
Transportation Policy
Termination Policy

Welcome

Welcome to Power Play Early Learning Center. We are excited to start this journey with you in fostering your child's early learning experience. Our main focus is to provide top-notch care for your child in a lively environment that prioritizes your child's learning journey and developmental progress. We are committed to creating an interactive, inquiry and play-based environment that is customized to your child's interests, encourages active exploration, and nurtures a sense of discovery.

We encourage you to take the time to thoroughly peruse this information booklet, wherein you will gain insight into our educational philosophy, program highlights, as well as our comprehensive policies and procedures. Familiarize yourself with our devoted staff and our program to better understand the enriching experiences we offer.

If you have any questions, concerns, or valuable suggestions, please do not hesitate to contact us. You are warmly welcomed to call for more information or, even better, to visit the Center and arrange a meeting with me.

V. Hunt

Victoria Hunt
Project Manager and Director

Family Resource & Policy Guide

This document contains all essential information for our Families. This manual should be available to all student families/legal guardians and team members. This manual is specifically directed towards the parents and caregivers of our students.

A printed copy of this manual is on premises at all times. PPEL reserves the right to amend the contents of this manual. Families will receive 60 days prior notice to any amendment made within this manual. Updates will be presented to families and staff upon amendment.

The Family Resource & Policy Guide includes the material and knowledge parents and legal guardians require.

Policy and Procedures in this guide include and are not limited to:

1. Programs and Hours of Operation
2. Philosophy and Values
3. Program Fees, Dues and Terms of Service
4. Code of Conduct
5. Policies
6. Procedures

Please take the time to read and familiarize yourself with the contents of this resource. We ask all parents/guardians who enroll their child(ren) with Power Play Early Learning review the contents within this guide and indicate that they have done so with understanding prior to enrolment into our programs.

If there is information you require that cannot be found within the contents of this manual, please contact the center and/or book and appointment with the Director to review any questions you may have.

Programs Offered:

Programs currently offered at PPEL:

Infants and Toddlers 6mos-36mos:

- Full Day Care Year Round: 7am-6pm
- Half Day Care Year Round: 9am-2:00pm

Children 30mos-School Age (2 ½ - 5years)

- Half Day School Year Program (Jr. Kindergarten) 9am-2:00pm (follows school district calendar)
 - Optional Elective: Power Ice Learn to Skate
 - This program follows the School District Calendar
- Full Day Year Round Care 9am-5:45pm
 - Optional Elective: Power Ice Learn to Skate
 - Year Round Program

School Age Care (5-day, 3-day, 2-day)

- Before and After School Care
- After School Care Only
- Pro-D Care
- Summer Care / Winter Break Care

Power Ice Learn to Skate Programs

We offer Power Ice Learn to Skate programs at our facility in collaboration with our partners at Excellent Ice for families who are interested in specialized sports. This program is optional and available in cohorts during the daily program and offers parents both convenience and quality of a small group skating lesson with certified and experienced staff.

This program is designed to help our early learners ages 3-5 develop confidence, coordination, and a love of skating in a safe, fun, and supportive environment. At PowerPlay Early Learning (PPEL), we're excited to offer the Power Ice Learn to Skate program, a special sports initiative just for families in our community. We run this program at our on-site ice rinks, thanks to our partnership with Excellent Ice, ensuring a top-notch learning experience for everyone.

The Power Ice program fits right into our daily schedule, with groups available during regular program hours. This means ultimate convenience for parents, as kids can get specialized athletic development without messing with family routines. We're really big on quality, so all skating lessons happen in small groups. This way, every child gets personalized attention and effective instruction from our certified and experienced team.

Power Ice is crafted specifically for our early learners, children aged 3-5 years old. Our main goal is to help them develop important skills and a lifelong passion for skating. Through fun and age-appropriate activities, we aim to help children:

Build Confidence: By mastering new skills in a supportive setting, children gain self-assurance and belief in what they can do.

Boost Coordination: Skating naturally improves balance, agility, and gross motor skills, setting a strong foundation for physical development.

Spark a Love of Skating: We work hard to make learning fun and exciting, igniting a passion for ice sports that can last a lifetime.

All activities take place in a safe, fun, and supportive environment, with every child's well-being and enjoyment as our top priority. We truly believe that by offering these specialized programs, we're not only providing an exceptional early learning experience with the child's interest in mind, but also enriching the lives of our families through accessible and high-quality sports instruction.

Due to participant safety reasons, families choosing to enroll their children in Power Ice must provide their own skates and helmet **with a cage**. For our Power Ice program, we require families to provide their child's skates and a helmet with a cage. This policy is in place to meet our liability insurance requirements, ensuring each child has a proper fit, full protection, and the highest standards of cleanliness. We're confident this approach helps us provide a safe and enjoyable experience for all participants!

Power Ice Program Options:

Preliminary Learn to Skate (Beginners) – perfect for children stepping onto the ice for the first time.
Learn to Skate Levels 1–6 – progressive lessons that build skills step by step for those ready to advance.

*****COMING SOON***** Boots to Blades (for our youngest learners - no skates required, only helmet)
Available for under 3's based on instructor assessment.

Learn to Skate Policies:

Policy Guidelines

1. Parental Notification & Consent

- Parents must inform PPEL in writing if their child is enrolled in skating lessons at Excellent Ice.
- A completed and signed consent form is required before a child can be escorted to lessons.

2. Supervision & Transition Procedure

- PPEL staff will
- Escort children from the classroom to the skating area.
- Assist with putting on skates and gear.
- Remain with the child until the lesson begins.
- Transfer of care occurs when the child steps onto the ice, at which point Excellent Ice assumes supervision.
- Children will be signed out of PPEL during the lesson.
- After the lesson, the child is returned to their classroom and signed back into PPEL care.

3. Transportation

- As skating takes place within the same facility, no transportation is needed or Provided.

4. Liability

- PPEL is not liable for incidents that occur while the child is under the supervision of Excellent Ice staff.
- During the skating lesson, Excellent Ice is the primary caregiver.

5. Scheduling Conflicts

- Participation in skating may result in missed PPEL programming.
- No make-up sessions or schedule accommodations will be provided by PPEL for missed activities.

6. Communication

- Parents must promptly communicate changes or cancellations to skating schedules.
- Delays or confusion in transitions due to lack of communication may impact care.

Our Educational Philosophy

Power Play Early Learning (PPEL) is dedicated to realizing the potential of every child through the power of play, creativity, and physical activity within an emergent learning environment. Our program encourages children to engage in hands-on activities that spark curiosity, improve problem-solving skills, promote social interaction, and develop self-confidence.

PPEL is dedicated to nurturing the "Whole Child" by creating an inspiring early learning environment that empowers each child's social/emotional, physical, and cognitive development through the celebration of play, it's beautiful compliment to the Inquiry- Based learning model and all within an Emergent Environment.

What is Play?

'Play is often talked about as if it was a relief from serious learning, but for children, play is serious learning. Play is really the work of childhood.' Fred Rogers

The play of childhood is voluntary and spontaneous, driven by the child's inherent motivation. Play is not just a natural way of learning but also a crucial factor in a child's development. In play, children are empowered with the experience of wonder that ignites a natural drive to explore, discover and learn. Essentially, play represents the meaningful and constructive work of childhood, shaping their cognitive, emotional, and social development in significant ways.

What is Inquiry Based Learning?

Inquiry-based learning is an effective educational approach that leverages the surrounding environment, promotes active teacher involvement, and requires thoughtful classroom organization and planning to empower children in developing their critical thinking and problem-solving skills. One of the main goals is for children to absorb and apply knowledge related to their individual interests and to independently and collaboratively seek solutions to their own thought-provoking questions. It's no surprise that play and inquiry go hand in hand so beautifully. Play sparks curiosity, laying the groundwork for inquiry, where children take the lead in

questioning and exploring their interests and the information around them. From the child's perspective, this type of learning encourages them to go beyond their natural curiosity and think outside the box, making learning more enjoyable.

What is an Emergent Classroom?

An emergent learning environment is created on the idea that children learn best when their educational experiences align with their individual interests, strengths, and real-life experiences. This philosophy emphasizes active participation, relationship building, flexibility, inquiry, and play-based learning. In the emergent classroom, educators carefully observe children and use these observations to strengthen developmental milestones, spark discussions and collaboration, and promote inquiry and discovery. At PPEL, our classrooms provide meaningful learning opportunities that meet the specific developmental needs, interests, and inquiries of the children.

Physical Activity and Sports and the Inquiry-Based Learning Model

Physical Activity naturally integrates with the inquiry-based learning model by offering opportunities for exploration and questioning. Participating in sports encourages learners to investigate concepts like physics (force, motion), biology (anatomy, physiology), mathematics (scoring, statistics), and social studies (teamwork, cooperation, social interaction).

Power Play Early Learning embraces physical activity and sports and recognizes the valuable opportunities that they provide for children of all ages.

Partnering with professionals in our community, children will have opportunities to enjoy activities such as basic strength training, karate, dance and more.

Additionally, we offer a unique experience with our on-site ice rink, where children can explore how their bodies move on ice in a safe environment. An optional "Learn to Skate" program is provided in the spring and fall, allowing children to develop ice skating skills led by experienced instructors.

The Enrolment Process

The Steps to Enrolment for a family is:

1. Registration (via online portal registration or paper copy on request)
2. Tour and Interview
3. Terms of Service Agreement, Security Deposit and Yearly Non-refundable Registration Fee (Infant/Toddler, 3-5, Jr K and School Age Care)
 - Yearly Security Deposit equal to 1 months fees, applied to the last month of the enrolled PPEL program as per the terms of service
 - \$100 per child (max \$300 per family) – Extended Jr. K 9am-2pm
 - \$150 (max \$300 per family) - Infant Toddler Care
 - \$150 (max \$300 per family) - Full Day Childcare *when offered*
 - \$75 per child (max \$300 per family) – Before and After School Care
4. Other Fees:
 - \$30 yearly Field Trip Fee (Childcare and Jr. K programs) payable upon registration and each subsequent September while in program.
 - \$17 Earthquake Kit Fee

*Note: Summer/Spring and Winter Break Care are separate programs. Please , inquire for registration information.
5. Confirmation of Start Date
6. Parent Teacher Meeting and Gradual Entry Plan
7. Commencement - a student's first day in the program

Re-Enrolment

Every year enrolled students are invited to Re-Enrol for the following program year.

Program years are defined as a specific 10-12-month period (dependant on program). New terms of service agreement have a start date and end date. Generally, Re-Enrolment periods run between February and April of every year for program years that begin in September.

Re-Enrolment periods provide currently enrolled families an opportunity to enrol in a new school year and select their preferred schedule prior to waitlisted families. Once the period is closed, waitlisted families are invited to register.

Re-Enrolment periods are routinely when the following information is shared with families:

1. Tuition and fee updates, updated Terms of Service Agreements, updated Family Resource & Policy Guide and new and Updated Programs

Policies and Procedures

Within this Guide you will find a number of Policies and Procedures. This Guide endeavours to contain all the information parents and guardians of our students require. A copy can be located at the front desk for review.

Please note: In the event of an unprecedented event, pandemic, public health and environmental emergency; PPEL retains the right to update and share temporary or permanent updates to our procedures and policies to ensure the health and safety of our community.

These updates will be shared in partnership and with the guidance of Public Health and or the Ministry of Children and Families, and or any other regulatory body.

Code of Conduct Policy

Our Partnership and Commitment

The following is our basic code of conduct for Parents and Team members.

1. Respect and adhere to the Terms, Policies and Procedures within this Guide and all Enrolment Agreements.
2. Communicate respectfully.
3. Keep all contact information current with the administration and send an email with any updates to your school location.
4. Read all communication and information provided by PPEL.
5. Support your child in attending school regularly and on time.
6. Respect everyone.
7. Be kind.
8. Model good behaviour. Foul language (swearing, name-calling, shouting, yelling, throwing items, intimidation, violence) is inappropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.
9. Inappropriate behaviour or harassment of any kind towards anyone in our Learning Community will result in immediate intervention up to and including expulsion from the school and/or police intervention. Inappropriate communication includes, but is not limited to harassment, threats or intimidation by written note, email, words, gestures, and/or body language.
10. No weapons are allowed on PPEL property or at PPEL event
11. Alcohol and illicit drugs are not allowed on PPEL property or at PPEL sponsored events.
12. Any pictures or videos taken at the facility or during PPEL events are for the private use of the family only. Photos that are of people, not of

- your family or child, may not be posted online without consent.
13. The privacy and confidentiality of our parents, guardians, team members, volunteers, and students are important to us. All concerns and comments should be addressed directly with teachers or the management team.
 14. This code of conduct agreement is enforced upon enrollment and executed Terms of Service agreement. Failure to comply may include, but is not limited to, the family's expulsion from the school.

Mandatory Forms and Records Policy

All students are required to have the following documentation current and up to date:

1. Release Authorization Form
2. Current Head Shot Digital Photo of Child
3. Immunization Records
4. Food Allergy & Food Preference Form
5. Other Allergy Information
6. Anaphylactic Form & EpiPen (if applicable)
7. Medication Administration Form
8. Current Doctor/Dentist Information and contact
9. Care Plan (if applicable)
10. Custody and related Court Orders
11. Complete Emergency Card (to be provided)
12. Emergency Contact Information
13. Parent and Guardian Contact Information
14. Authorization to communicate digitally via email/phone/digital device
15. Health Card Number
16. Government Issued ID (Birth Certificate)
17. Payment Agreement

Please note this information is required and until received, entrance into the program may be delayed. Most information can be uploaded online using CRAFTS during registration. Other information not uploaded during registration will be collected during parent meeting.

Gradual Entry Policy

Gradual Entry Program

In order to support a child's integration into the program and the environment, every student's first week of school is a gradual entry process.

Before a student's first day of school, parents/guardians attend a Parent Teacher Meeting where registration forms are reviewed alongside the Gradual Entry Forms, The Initial Student Report.

This purpose of this meeting is to share your concerns, fears, suggestions, recommendations, and habits to better equip the school to support your child's first week at school.

Be prepared for short days over the course of the first 5 days of attendance. The team will support you through separation anxiety and the transition.

We recommend that families refrain from staying in the classroom during this transition. Families are welcome stay onsite outside of the classroom areas or to leave the school property, prepared to return on short notice should your child's teacher need to ask you to return.

Some students successfully transition over a couple of days, others require a longer gradual

Fees & Dues Policy

Tuition can be expected to increase every year to support wage increases, new programs and inflation. Parents will receive 90 days notice of changes to monthly fees. These changes typically occur when a new Terms of Service Agreement is presented upon re-enrollment.

PPEL takes part in the Child Care Fee Reduction Initiative (CCFRI) which reduces the cost of care for families. Our rates posted on our fee guide are reflective of CCFRI. PPEL also accepts subsidy for families who qualify.

This is a list of the types of fees and dues a family may be charged during their enrolment that are outside of your tuition agreement:

1. Registration Fee - non-refundable upon Registration, per the Terms of Service (see Enrollment Process for program fee)
2. Security Deposit - Sum equal to 1 months' fees, required upon registration and applied to your child's last month of the program as per the terms of service.
3. Elective Programs if opting in (i.e.: Power Ice Learn to Skate)
4. One time Earthquake Kit fee - \$17 per child
5. Yearly Field Trip Fee \$30 per child (3-5 and Jr. K Programs only)
6. NSF Fee of \$50 for bounced payments
7. Late Payment Fee of 4% of the total outstanding amount if Tuition is not paid by the 4th of the month.
8. Late Pick-Up Fee of \$20 for pick up after the program pick up time. An additional \$50 past 15 minutes and every 15 min thereafter up to a maximum of \$250.
9. Verification of Enrolment Letter - \$25
10. Tax Receipt Replacement - \$25

Payment Policy

Parents/guardians must complete a Payment Checklist and Pre-Authorized (PAD) payment plan upon registration. This agreement holds them financially responsible for all monthly program and applicable fees for the months their child is registered. Monthly tuition and fees are processed on the first of each month.

Under the PPEL payment policy agreement, parents/guardians acknowledge that any overdue, declined, or NSF payments must be submitted by the 4th of the month or incur a 4% late payment fee of the total amount owing. PPEL reserves the right to refuse or revoke a child's registration (including attendance) from any program at any time for unpaid/outstanding balances not paid by the requested deadline.

The required yearly Registration Fee for all programs is non-refundable. The 1 month prepaid security deposit is applied as payment towards the final month's fee of the registered program. If a child withdraws mid-program, the deposit will be applied as payment based on the terms of the program's withdrawal policy.

Monthly fees will not be prorated due to a child's illness or absence for any length. nor for months with Statutory Holidays, ProD days, scheduled holiday closures (if applicable) or extreme weather condition or due to disasters (gas leak, fire earthquake etc..)

Withdrawal Policy

Withdrawal notice must be given two calendar months in advance of the desired withdrawal date, and only in writing using PPEL's Withdraw Form. There are no exceptions to the notice of withdraw policy..

The withdrawal policy of each PPEL program is listed below:

Withdrawal Policy Extended Jr. Kindergarten

- **Withdrawal Prior to start of program:** The non-refundable security deposit equivalent to one month's full program fee is non-refundable after June 30th prior to the start of the school year. For example, deposits paid for classes starting in September become non-refundable should a withdrawal request be submitted after June 30th.
- **Withdrawal from program after the start of classes:** A minimum of two months' written notice is required before the last day of the desired withdrawal month. One month's fees will be charged in lieu of notice with the security deposit being applied to the final month. For example, to withdraw by January 31st, the withdrawal form must be submitted by November 30th. Withdrawal requests made on December 1st will make your child's last day February 28th and families will still be responsible for tuition payments for January and February. The security deposit will be applied to the final month's payment.
- **Withdrawal Process and Deadlines:**
 - All withdrawal requests must be submitted to the Director using the official Withdrawal form.
 - The withdrawal date will always be the last day of the month, with no prorated fees for mid-month withdrawals.
 - Withdrawal requests for current year classes will not be accepted after April 1st of any given school year.
- **Withdrawal After April 1st:** Families withdrawing after April 1st will still be responsible for tuition payments for May and June. The security deposit will be applied to the final month's payment.
- **Withdrawal and Priority:** Withdrawing from Jr. Kindergarten at any time will result in forfeiting priority placement and registration for the following year in all programs at PPEL

Withdrawal Policy School Age Care

- **Withdrawal Prior to start of program:** The non-refundable security deposit equivalent to one month's full program fee is non-refundable after June 30th prior to the start of the school year. For example, deposits paid for classes starting in September become non-refundable should a withdrawal request be submitted after June 30th.
- **Withdrawal from program after the start of care:** A minimum of two months' written notice is required before the last day of the desired withdrawal month. One month's fees will be charged in lieu of notice with the security deposit being applied to the final month. For example, to withdraw by January 31st, the withdrawal form must be submitted by November 30th. Withdrawal requests made on December 1st will make your child's last day February 28th and families will still be responsible for tuition payments for January and February. The security deposit will be applied to the final month's payment.
- **Withdrawal Process and Deadlines:**
 - All withdrawal requests must be submitted to the Director using the official Withdrawal form.
 - The withdrawal date will always be the last day of the month, with no prorated fees for mid-month withdrawals.
 - Withdrawal requests for current year School Age Care will not be accepted after April 1st of any given school year.
- **Withdrawal After April 1st:** Families withdrawing after April 1st will still be responsible for tuition payments for May and June. The security deposit will be applied to the final month's payment.
- **Withdrawal and Priority:** Withdrawing from School Age Care at any time will result in forfeiting priority placement and registration for the following year the School Age Care program

Withdrawal Policy Infant/Toddler Care and 3-5 Care (if provided)

- **Withdrawal Prior to start of program:** The prepaid deposit for any Childcare program (Infant/Toddler or 3-5 Care) will be forfeited should parents/guardians give less than 60 days notice that they would like to withdraw their registration prior to the agreed upon start date..
- **Withdrawal from program after the start of care:** A minimum of two months' written notice is required before the last day of the desired withdrawal month. One month's fees will be charged in lieu of notice with the security deposit being applied to the final month. For example,

to withdraw by January 31st, the withdrawal form must be submitted by November 30th. Withdrawal requests made on December 1st will make your child's last day February 28th and families will still be responsible for tuition payments for January and February. The security deposit will be applied to the final month's payment.

- **Withdrawal Process and Deadlines:**
 - All withdrawal requests must be submitted to the Director using the official Withdrawal form.
 - The withdrawal date will always be the last day of the month, with no prorated fees for mid-month withdrawals.

Additional Terms & Conditions

- A minimum of 60 days' written notice is required to reduce registered days in any PPEL Childcare program.
- Requests to temporarily swap registered days cannot be accommodated.
- Drop-In days may be available, based on Centre capacity. Contact the Director to request additional Drop-In days. A \$50.00/day Drop-In fee applies for any additional day

Active Play Policy

What is ACTIVE PLAY?

Active play involves physical activities that include moderate to vigorous bursts of high energy, raising children's heart rate and making them 'huff and puff'. This can include activities such as running or jumping. For younger children, active play may include an attempt to stand independently, rolling over, balancing, crawling or the first steps of walking or running.

Why is ACTIVE PLAY Important?

Active play promotes healthy growth and development, supporting body control and movement. It aids in building strong bones and muscles, improving balance, coordination, and developing gross motor and fine motor skills. Additionally, active play promotes children's confidence, concentration, and thinking and learning skills while providing opportunities to develop social skills and make friends.

Active Play Policy

At PPEL, we prioritize children's physical activity by organizing active play sessions twice a day, with a minimum duration of 60 minutes each. These sessions can be guided by a teacher or initiated by the child's own interests and engagement. Children will have the opportunity to participate in a diverse range of teacher-led activities and also explore their surroundings through self-guided, high-energy play.

For children to fully engage in active play, it's essential for parents to provide appropriate clothing, footwear, and any necessary supplies. Please consult the "Students Supplies" policy for a comprehensive list of required items. If there are any additional supplies needed on a case-by-case basis, we will communicate this to families promptly particularly in emotional and social contexts. Therefore, we have implemented a comprehensive guidance methodology to address and support students in managing such behavior when it arises. Our goal is to create a supportive and nurturing environment where every child can thrive in all areas of development.

Guidance and Discipline Policy

Purpose of Guiding Behaviour

Discipline is not about enforcing rules upon children, but rather a mutual agreement between Teachers and children to uphold respect for each other and the community. Our approach emphasizes the development of self-awareness and self-regulation tools, encompassing open dialogue, active listening, and empathy-building exercises. Through consistent mentorship and positive reinforcement, we aim to instill a deep understanding of social values and morals, nurturing self-discipline, self-respect, and a genuine regard for the environment and others. This supportive environment aims to guide children towards responsible decision-making and the cultivation of strong character.

Strategies

Our approach to guiding behavior at PPEL emphasizes the active participation of our children in the process. We encourage open discussions among the students and with their teachers to address any issues and concerns, fostering a collaborative effort to find solutions. By involving the children in this manner, we aim to empower them to take ownership of the rules and expectations that govern their behavior.

Our teachers play a crucial role in supporting the children as they work together to establish what constitutes appropriate and socially acceptable behavior. This collaborative approach instills a sense of responsibility and respect within the students, as they recognize the importance of adhering to the standards they have helped to create.

Moreover, we understand that each child is unique, and as such, we tailor our guidance strategies to suit individual needs, taking into account factors such as age and developmental abilities. While we invite the children to actively participate in shaping our classroom behavior expectations, we remain mindful that the methods for guiding behavior must be adapted to best accommodate each child.

Our emergent and inquiry-based environment encourages children to focus and become involved in productive learning experiences.

By establishing a warm, communicative and inclusive environment with clear and consistent expectations of behavior; children are aware of their behaviour expectations and can take an active part in correcting their inappropriate behaviour. Additionally, by establishing routines and structure in the daily schedule with enough time for transitions; children build trust, security and order.

Guidance Strategies Prevention

Limits: Limits are essential in guiding behavior and ensuring that children know what is expected of them. When explaining the reasons behind these limits, our teachers are providing valuable lessons that children can internalize and learn from. Instead of focusing on what not to do, we concentrate on we CAN do. Doing so, reinforces positive behavior, sets a great example for children to follow, and reduces the likelihood of defensive or resistant responses.

A teacher's guidance and positive approach can truly make a difference in shaping a child's understanding and behavior.

Communication: When communicating with children about their behavior, it's important to center the conversation on the behavior itself rather than the child. This approach helps to prevent children from feeling shame and guilt and protects their self-esteem. Additionally, it's beneficial to clearly express expectations rather than asking when children don't have a choice. However, when possible, offering choices can be a powerful tool to prevent power struggles and empower children to make healthy decisions.

It's also important to give children enough time to respond to expectations, as they need time to process information and understand what is required of them. Moreover, it can be beneficial to ignore minor incidents related to noise, clutter, and attention-seeking behavior, as long as these activities pose no danger to others or the environment. Lastly, reinforcing appropriate behavior with positive words and gestures is essential, as positive reinforcement plays a crucial role in children's development.

Observation:

The primary objective is to uncover the underlying cause of any behavioral display rather than simply masking it temporarily. By carefully observing the child's behavioral patterns, teachers can gain valuable insights into the reasons behind the behavior. In many instances, this observational approach can provide the key to understanding and addressing the child's behavior effectively.

Intervention

When a teacher needs to intervene, it's important to approach the situation with empathy and understanding. Here are some strategies that can be used:

1. Capture the child's attention in a gentle and respectful manner: Approach the child by using their name and getting down to their level, making sure to communicate with a calming tone and open body language to avoid causing any distress.
2. Use Proximity and Touch: Providing comfort by moving closer to the child, standing between two children, or offering a reassuring touch can effectively calm the situation. This can be particularly helpful when dealing with behaviors like biting, hitting, pinching, or kicking. It's also a supportive approach to encourage shy children to express their feelings during problem-solving.
3. Offer Reminders: Consistently remind children of the set limits and expectations, using encouraging and positive language to reinforce these boundaries.
4. Acknowledge Feelings Before Establishing Limits: Validate the child's emotions before addressing any limits or expectations.

5. **Implement Redirection:** Redirecting children involves changing the situation contributing to inappropriate behavior. This approach is especially comforting for toddlers and younger children. As children mature, it's beneficial to focus more on problem-solving rather than redirection
6. **Provide Appropriate Choices:** Empower children by presenting them with options that encourage better behavior. Teachers can offer simple choices related to following expectations or reinforcing limits.
7. **Use Natural and Logical Consequences:** Clearly communicate the natural consequences of behaviors to help children understand the impact of their actions and how to make amends.
8. **Limit the Use of Toys/Equipment:** This strategy should be used sparingly and only after other methods have been tried. Redirection often accompanies setting firmer limits or removing specific play options.
9. **Model Problem-Solving Skills:** As children develop, it's important for teachers to provide verbal or physical guidance to demonstrate effective problem-solving approaches. This involves acknowledging the problem, asking guiding questions, proposing solutions, and summarizing the problem-solving approach upon resolution.
10. **Provide Opportunities for Children to Make Amends:** Teachers should offer children chances to repair relationships following instances of hurt and harm.
11. **Encourage children to reflect on their feelings and those of others, and provide support as they work to make things right, fostering an environment of understanding and empathy.**

Challenging Behaviours

In the case of a child exhibiting more acute behavioral problems, we will employ a range of techniques to address the situation. These techniques include reminding the child of appropriate behavior, diverting their attention, redirecting their focus, and, if necessary, allowing the child to take as much time as needed to regain control of their body through engaging in an activity at a table, reading a book, or having a "time IN" moment to connect with their teacher. These time-in moments are designed to help the child collect their thoughts and regulate their emotions.

Throughout this process, it is important to note that direct supervision will be maintained by ensuring a teacher is within 5 to 7 feet of the child while also providing the child with necessary personal space. If a child becomes upset, the teacher is required to provide comfort, sit with the child, and help them calm their body. Furthermore, the teacher will engage in open communication with the child to understand the issue, discuss feelings, and explore healthy ways to express emotions.

If disruptive, self-harming, or socially harmful behavior persists over a period of time, a thorough evaluation of the child's behavior will be conducted by the teachers and other qualified staff. This evaluation process will involve communicating with the child's parents or guardians to collaboratively develop a plan that meets the child's individual needs, as guidance techniques may prove ineffective in some cases.

It is important to note that holding and restraining a child as a strategy to manage behavior is strictly prohibited, except in cases where there is a risk to life, in which an emergency restraint may be considered as a last resort. In the event of using an emergency restraint, the Child Care Licensing Regulations require teachers to report this within 24 hours to the Medical Health Officer.

Children with care plans will have specific strategies and techniques developed specifically for their individual needs, which must be followed accordingly.

If a child's care plan includes instructions regarding the use of restraints as a behavior guidance strategy, the manager must ensure that the restraints are administered only by a trained individual, and the care plan will be re-evaluated if restraints are used to prevent recurrence.

Finally, to report non-typical behavior, we will directly speak to the parent at pick-up time. We believe that this approach is the best practice and much more effective than email or digital reporting forms of communication.

Documenting Behavioural Concerns

When it comes to monitoring changes or patterns in children's behavioral concerns in the classroom, it is crucial to keep thorough documentation. Any observations related to children's behavioral concerns should be meticulously recorded. This includes documenting each observation in the minor log book as well as in each child's individual student portfolio.

Each observation recorded should be anecdotal and must include the name of the teacher documenting, the date, time, place where the observation or incident occurred, the teachers and students involved, details of what happened, and any communication made to parents.

In the event that the observations or incidents involve those outlined in Schedule H of the Child Care Licensing Regulation, it is required that teachers adhere to the internal 'Incident Report and Records Communication Guidance' policy. Furthermore, immediate notification to the Director is necessary, and the Director is responsible for reporting the incident to the Licensing within 24 hours of its occurrence.

Prohibited Actions

In compliance with the Child Care Licensing Regulations, the following actions are strictly prohibited by the teachers while caring for children in the classroom:

- Physical restraint or confinement of child including but not limited to shoving, hitting or shaking, and following a Care Plan's provided instructions
- Physical, verbal or emotional humiliation or disrespectful treatment that undermine child's self-respect
- Any forms of punishment including but not limited to spanking, deprivation of meals, snacks, rest or use of toilet
- Separation of child from others without proper supervision by a responsible adult
- Any forms of abuse including but not limited to emotional, verbal, neglect, physical, and sexual abuses

Child Abuse and Neglect Policy

Citizens of British Columbia are legally required to report to the local Ministry for Children and Families office of any situations which cause us to suspect that a child has been abused, neglected, or that his/her safety or well-being is endangered.

This duty to report is outlined in the 1980 Family and Child Services Act of British Columbia, Section 7, as follows:

Duty to report:

We are required by law to report suspected or disclosed abuse. We are not permitted to contact the parent, unless specifically directed to do so by the Ministry for Children and Families or Police.

Reporting procedures are designed to protect the child. Our responsibility is to report suspicions, disclosures, not determine if abuse has occurred. It is the responsibility of the Ministry of Children and Families to investigate and decide if abuse has occurred. Our concern is the safety and well-being of the child.

Care & Supervision Policy

To ensure the safety, well-being, and development of the children in our program, staff must always provide effective supervision.

Effective supervision involves using intentional strategies to promote learning and create a safe environment for the children under our care. These strategies help in preventing injuries and accidents, promoting positive learning environments for children, and supporting child care providers.

This policy and the following procedures are communicated to parents upon registration and are included in the Family Resource Guide for further reference. It is worth noting that all staff at PPEL are to strictly adhere to these strategies and procedures.

Effective Supervision Strategies and Procedures:

All caregivers are required to:

1. Be aware of the physical environment:

- Conduct regular safety checks of the program premises and equipment to remove hazards. Daily checklists should be completed for the playrooms and the playground.
- Position equipment and arrange the environment to allow a clear view of the children's play and rest areas.
- Know who is authorized to pick up a child from the program in place of a parent.
- Ensure accurate recording of arrival and departure times for the children.
- Use a consistent system during head-counts or roll call to account for all children at all times.
- Have a current and up-to-date checklist of children in their care.
- Be aware of the location of emergency medications, first aid kits, and

- emergency contact numbers.
- Establish simple safety rules for children.
- Monitor children at all times.

2. Observe children's play and behavior by:

- Directing and closely monitoring children during activities that may involve some risk.
- Observing play and anticipating potential dangers to intervene when necessary.
- Listening closely to all children.
- Positioning staff to supervise the entire group of children.
- Monitoring children's health for signs of illness or unusual behavior.
- Ensuring that children are playing in a safe manner and intervening when necessary.

All staff should avoid activities that may draw their attention away from active supervision, such as administrative tasks, texting, reading, using their phone, or visiting with co-workers. If such activities are observed, the School Director will address the issue with the staff and provide a written warning. Three written notices regarding supervision-related issues will result in dismissal.

Student Release Policy

Your child will only be released to you or the parties specified on your list. When asked, the person responsible for picking up and dropping off your child must present identification to the front desk and Teachers in order to enter the facilities and show them to the Teacher in order to drop off or pick up the child.

Your child will only be accepted and released in the presence of your child's Teachers. You must notify to the Teacher, Director or Administrator in advance in writing if your child is to be picked up by anyone other than you (the parent) or the alternate person you have authorized on your form.

Please ensure that the Agreement and Registration forms you fill out contain this very important information. In the event that neither you nor one of your authorized persons is able to pick up your child, and you therefore need someone else to pick up your child, please notify us of the situation in writing (email is acceptable).

Please note that your child will not be released to anyone other than the persons authorized on your forms without your prior written consent. The person authorized by you in writing to pick up your child will be asked for a

government issued photo ID and a photocopy will be taken and kept on file. If this person does not have an ID, your child will not be released in their care.

In the event that another person comes to the school to pick up or drop off your child and no information has been received from you to advise us of this change, you will be contacted immediately before we can release your child.

If you are not available, your child will not be released. For your own and your child's security, please ensure that you notify in-advance in writing if anyone else will be picking up your child.

The safety and welfare of your child are of paramount importance to us. In the event that an individual arrives to pick up your child and exhibits signs of being unfit for transport, we will undertake the following actions:

1. We will immediately contact the child's parents, guardians, or emergency contacts to facilitate a safe pickup.
2. We will await the arrival of an authorized individual before releasing the child.

Should the adult express reluctance to permit another authorized person to assume responsibility for the child, it is our obligation to notify the police and inform the Ministry of Children and Families to ensure the child's safety.

Attendance Policy

Attendance Reporting

All students who are being dropped off at PPEL must be reported by the guardian dropping the child in our care as checked in.

Children can be checked in upon arrival at the front desk kiosk or when they enter their classrooms. All children must be accompanied by their parent/guardian to their classroom.

Children must be checked out as they exiting the premises, not when a guardian arrives for pick up and the student is not yet in their care.

Absence

If your child is going to be absent for one or more days, or is unable to attend due to illness, we ask that you inform PPEL. If your child is away due to illness, information is appreciated so we may ensure that it does not spread.

With regards to tardiness, we find that children do best with a regular daily schedule, especially for drop off. We appreciate that a family's daily schedule may sometimes need to change to accommodate an appointment or family event, and so a child may on occasion arrive later than is typical for that child.

If you do arrive late, please check in with the front office to arrange drop off to your child's classroom. Please be mindful of outdoor play times and that if you are arriving after program start time, your child's class may be out for a walk and your child may need to wait in an unfamiliar class until their return.

If your child is registered for Power Ice Learn to Skate and you arrive late for the scheduled time, guardians are to check in their child at the PPEL Office, dress their child for skate lessons, and accompany your child to their Learn to Skate class for drop off, checking in with your child's PPEL teacher who is supervising the on-ice lesson. Please be advised that our Power Ice Learn to Skate program instructors may deny late entrance to the ice should a child arrive well into a lesson.

Please also inform the school of any planned vacations or time away. Please be advised that classes or days missed for any reason (including but not limited to illness, appointments, vacation, and stay-at-home days) cannot be made up

Public Health Policies

Public health shares the same overall goals as the rest of the health system: reducing premature death and minimizing the effects of disease, disability, and injury. However, public health achieves these goals by focusing "upstream" through preventing illness and protecting and promoting health and well-being.

It is Public Health's role and responsibility to inform The Health Authority and direct our course in regard to matters such as pandemic, infectious diseases and other matters of health and wellbeing. It is important that all team members and facilities respect the guidance and information provided by both The Health Authority and Public Health.

In cases of infectious diseases, pandemic, environment concerns; policies, procedures and guidance provided by Public Health will be upheld.

Accidents, Parental Communication, and Incident Reports

Parental Communications

Accidents and injuries may occur even within the safest environments. To ensure proper documentation, PowerPlay Early Learning records any accidents, injuries, or other unusual occurrences in a designated Communication Book and on our CRAFTS portal. Parents will be promptly notified in the event that their child sustains an injury to the head or any injury that may necessitate immediate medical attention. In such cases, timely pick-up by the guardian may be required. Should the guardian be unreachable, staff will take appropriate actions to secure necessary medical care.

Common accidents and injuries among children may include:

- Falls (occurring either indoors or outdoors)
- Bruises (resulting from bumps, physical interactions with other children, etc.)
- Biting incidents
- Nosebleeds

If a child is involved in an accident or injury of a non serious nature, the incident will be recorded in our Communication Log Book, in our Incident Binder and on CRAFTS. Parents/Guardians will be notified through CRAFTS as soon as an incident is recorded, yet will also be alerted at the time of pick-up for the Incident Report to be signed and added to a child's file.

Additional incidents that may be documented by PPEL include:

- Uncharacteristic behavior exhibited by a child (e.g., temper tantrums from a typically composed child)
- Unusual comments or behaviors displayed by a child
- Significant emotional changes (e.g., a generally calm child who appears unsettled)
- Other unforeseen events

Communication Log Book Protocol

The Log Book is a specified, bound volume stored in a location familiar to all staff members as well as the Licensing Officer. Staff members adhere to the following protocols:

- Entries are consistently formatted throughout the Log Book.
- No large blank spaces should be left between entries. If only one side of the page is utilized, staff will draw a line through the unused portion.
- Each entry must include the date, time, and names of witnesses.
- Witnesses are required to provide a detailed account of the events, including specific quotes and observed actions.
- If deemed necessary, the Director of the centre will follow up with the child's parent(s)/guardian(s) by the end of the day. Discussions concerning any suspected abuse will only proceed in accordance with directives from Child Protection Services.
- Any interactions with parent(s)/guardian(s) regarding the Communication Log Book entry will be documented, and parents/guardians will be requested to initial the entry.

CRAFTS Incident Reporting Protocol

Power Play Early Learning uses the CRAFTS portal for communication with families including minor non-serious incidents. All families receive their own log in account upon registration.

Concerning Incidents, staff will:

- Accurately describe the incident, noting time of day, what led up to the incident, treatment if necessary and any comments. Parents/Guardians will receive a notification on the CRAFTS Portal when an incident is documented.

Reportable Incident Reports

In British Columbia, certain incidents in child care settings are categorized as "reportable" by Child Care Licensing. These incidents include:

- Instances of aggressive or unusual behavior exhibited by children.
- Choking incidents that require first aid intervention.
- Outbreaks of diseases or illnesses that affect three or more children within a three-day timeframe.
- Situations involving emergency restraint of a child.
- Allegations or observations of abuse within the facility, which may involve interactions between children or between adults and children.

- Significant injuries or health issues that necessitate emergency medical attention or hospitalization.
- Medication errors that result in emergency intervention or the need for hospital transfer.
- Cases of children going missing or wandering away from designated areas.
- Incidents of poisoning due to the ingestion of harmful substances.
- Service delivery challenges that could compromise the quality of care provided, not including routine closures as detailed in the licensee's policies.

Understanding these categories is crucial for maintaining the safety and well-being of children in care.

Action Steps Following a Reportable Incident

In the event of a reportable incident, PPEL shall execute the following steps:

1. Ensure the immediate safety of all children in care.
2. Follow up with a phone call to the parents of any child involved in the incident.
3. Report the incident to the local Licensing Office by telephone, email, or fax within 24 hours. If the incident is classified as high-risk, the office must be contacted immediately.
4. Complete the online Incident Report Document detailing the incident, which includes the date, time, individuals involved, and a comprehensive explanation of the event. Relevant witness accounts (including supervisors, assistants, and third-party observations) will also be documented.
5. Inform the Program Director within 24 hours of the incident.
6. Forward a copy of the Incident Report to the Administration Office.
7. Engage in discussions regarding necessary procedural changes with the Licensing Officer.

Emergency Preparedness and Evacuation Plan Policy

During a potential emergency that necessitates the evacuation of the building, all PPEL staff must be well prepared, properly trained, and fully understand their roles and responsibilities. This includes ensuring that all children in our care are also adequately prepared for an evacuation and understand the procedures to follow in such an event.

It is essential that staff and children are familiar with the designated evacuation routes, assembly points, and any specific actions to be taken during an emergency. Regular drills and training should be conducted to ensure that everyone is well-practiced and has a clear understanding of what is expected of them during an evacuation.

Emergency Procedures in Case of an Earthquake

- Children and staff will crouch under tables until the shaking stops
- If we need to evacuate, we will follow the Emergency Evacuation Procedures for Earthquake (see below)
- Staff from Excellent Ice and/or other Emergency personnel will evaluate the facility as soon as possible to assess whether to re-enter the building

Power Play Early Learning Emergency Evacuation Procedure for Earthquake:

When it is safe to do so, the staff in each classroom will promptly evacuate the children from the building using the designated exits (doors with illuminated exit signs). They will follow the evacuation routes posted by each classroom, Flex Room, eating area and playground.

Senior Staff will:

- Stay behind and scan all areas of the room to ensure that all children have been taken out of the building.
- Get roll book and emergency pack located behind each classroom door (First Aid Kit, EpiPen, emergency medication, Emergency Consent Cards, sanitary supplies, rolling bin key and cellphone).
- Tape day care cellphone number notice on front door.
- Join the others.

All groups will meet at the designated meeting spot -- the front parking lot (54th Avenue), far left adjacent to the Playground..

Once outside and clear of the building, we will proceed to the designated meeting spot for roll call.

If we are unable to re-enter the building for an extended period, we will walk to our alternative Emergency Meeting area – Tong Louie YMCA – 14988 57 Avenue.

In the event that we are not at the daycare or the alternate meeting area, parents can easily reach the staff by calling the cellphone number posted on the front door and found in this emergency policy. If possible, a staff member will promptly return to the daycare area to assist parents in reuniting with their children.

Emergency Earthquake Drills

- Conduct monthly emergency drills with the children, alternating fire drills and earthquake drills
- Practice Emergency Evacuation Procedure during monthly drills
- A designated person will record monthly emergency drills (around the 15th of every month) in bound logbook.
- Call Excellent Ice Staff to escort us across the parking lot during monthly drills

Emergency Supplies for Earthquake

The following emergency supplies are required if we need to remain at for up to 72 hours PPEL or travel off-site to our alternative emergency meeting area in case of an earthquake. These supplies are stored in a rolling garbage bins located inside our gated playground.

Upon enrollment, PPEL will collect a \$17 Earthquake Kit fee to purchase a kit with all the requirements. This takes the burden off a parent purchasing and supplying all needed items and gives families a peace of mind that their child has all the necessities available to them should an earthquake emergency happen while in our care.

For your child's comfort, we ask that families to supply the following additional items:

- Required Medication if applicable (must have completed instructions for medication forms)
- Package of Diapers/Pull ups or 4 underwear
- Clothing – 1 change of clothing for cold seasons and 1 change of clothing for warmer seasons.
- Comfort Items (picture of family, letter from home, stuffed animal etc.)

General Supplies for emergencies

These individual packages will be stored in the rolling bins. If we cannot re-enter the building. Each group will have its own airtight storage container within the bin, which will also include Attendance Books, Emergency Consent Cards a copy of the Emergency Evacuation Plan, radio with alkaline batteries, a flashlight with alkaline batteries, candles in deep can, waterproof matches, rope, string, duct tape, masking tape, paper/pens/markers, books/toys/games, battery- operated lantern and spare batteries and extra food, water, blankets, and medical and hygienic provisions for staff

When the fire alarm goes off, we will follow the Emergency Evacuation Procedures for Fire (see below).

Power Play Ealy Learning Emergency Evacuation Procedure for Fire:

When the alarm sounds, staff in each centre will quickly yet safely move children out of the building through safe designated exits (doors with illuminated exit signs)

The senior staff in each room will:

- Stay behind and scan all areas of the room to ensure that all children have been taken out of the building.
- Get roll book and emergency pack located on the top of the fridge (First Aid Kit, EpiPen, emergency medication, Emergency Consent Cards, sanitary supplies, rolling bin key and cell phone).
- Tape day care cell phone number and other emergency contact numbers notice on front door.
- Join the others.

All groups will meet at the designated meeting spot -- the front parking lot (54th Avenue), far left adjacent to Playground.

Once outside and clear of the building, we will proceed to the designated meeting spot for roll call.

We will return to the day care when the all-clear signal is given.

If we are unable to re-enter the building for an extended period, we will walk to our alternative Emergency Meeting area – Tong Louie YMCA – 14988 57 Avenue.

In the event that we are not at the daycare or the alternate meeting area, parents can easily reach the staff by calling the cellphone number posted on the front door and found in this emergency policy. If possible, a staff member will promptly return to the daycare area to assist parents in reuniting with their children.

Emergency Fire Drills

- Conduct monthly emergency drills with the children, alternating fire drills and earthquake drills
 - Practice Emergency Evacuation Procedure during monthly drills
- A designated person will record monthly emergency drills (around the 15th of every month) in bound logbook. Include date, time and any comments
- Excellent Ice staff to assist in crossing the parking lot during monthly drills

Classroom Management in Evacuation

3-5 Classrooms

3-5 Classrooms will follow the above noted Evacuation procedures ensuring guidance and supervision by each classroom teacher assigned to the supervision of the class.

School Age Classrooms

OOSC Classrooms will follow the above noted Evacuation procedures ensuring guidance and supervision by each classroom teacher assigned to the supervision of the class.

Infant/Toddler Classrooms

During a building evacuation, we have plans in place to ensure the safe and efficient exit of our youngest learners. Recognizing that children who are unable to walk effectively without assistance will require additional personnel to assist with their safe evacuation, we are prepared to provide the necessary support for the safe evacuation of infants and toddlers in our classrooms.

All emergency evacuation steps noted in the above policies apply with the following additions:

- In addition to the Infant/Toddler teachers in the room, the centre Director and 2 pre-designated PPEL staff on-site will assist in the evacuation,
- Excellent Ice staff will send 3-4 additional onsite personnel to the Infant Toddler classroom to assist in safe evacuation.
- Walking toddlers will be guided by teachers/Excellent Ice personnel down the stairs and out through the exit.
- Infants and/or those children unable to walk will be carried by staff – no more than 2 children per staff will be carried.

For IT classrooms where 4 children are present. 1 classroom teacher and site Director will evacuate the classroom

For IT classrooms where 5-8 children are present: 2 classroom teachers, Site Director and 1-2 Excellent Ice staff to evacuate the classroom.

Emergency phone numbers

In the event our program number is not operational, emergency contact numbers are:

Power Play Early Learning Cell Phone: (604) 273-2517

Site Director, Victoria Hunt: (778) 235-0391

Inclement Weather Closures and Power Outages Policy

In the event of heavy snowfall or inclement weather, our first priority is the safety of our families and team.

We expect to be open every day throughout the winter. However, if the public schools in our area are deemed unsafe for travel, Schools will also be closed.

If we have a power outage at our school for longer than two hours, we will contact you and ask you to pick up your child.

Emergency Text Alerts will be sent to parent/guardian contacts on file. Every effort is taken to send a morning alert message one hour before opening of closure or operational time changes due to inclement weather or other emergency conditions. In general, if the public schools in the area are closed, PPEL may be closed as well.

Permission to Photograph Policy

PPEL uses documentation as a way to share with parents and other educators the development of a child. Additionally, photos may be taken throughout the day to share a child's daily interactions and learning. Occasionally, photos taken may be used in crafts, wall documentation and class photos as well as for marketing purposes for PPEL.

Parents have the right to request their child's photo not be shared outside of the classroom or with other families at PPEL in class documentation such as CRAFTS Software, marketing and media and the like.

Parents have the ability to review this policy upon registration and request their child's photo not be used outside of regular classroom and family documentation.

Field Trip Policy

Field trips offer valuable learning experiences that contribute to the intellectual, social, emotional, and physical development of our students at PPEL. These experiences can range from community walks and park visits to carefully planned excursions beyond our immediate surroundings.

When selecting field trips outside our community, we consider various factors to ensure that all students can participate. This includes evaluating the suitability of the activity for students based on their age, fitness level, and skill level. We also emphasize the voluntary nature of participation, strive to provide equal opportunities for all students, consider the cost per student, and ensure that meaningful alternative activities are available for non-participating students.

To streamline the field trip process, parents or guardians are asked to sign a field trip consent form upon registration. If drivers are needed, parents or guardians have the opportunity to volunteer and specify the number of seat belts available in their vehicle as well as the number of children they can accommodate.

It is important to note that each child must be secured in a car seat with a seat belt, and no child is allowed to occupy the front seats. Additionally, any parent driving additional children must complete a Volunteer Driver Form. Finally, if a child will be transported by an adult who is not the guardian or an authorized person listed on the child's Student Information form, the parent or guardian must sign a Transportation Agreement Form

Screen Use Policy

PPEL's Screen Use Policy emphasizes the importance of limiting electronic media and device usage to promote exploration, play, and social interaction, which are essential for children's learning and healthy development.

Guidelines for Children

Children are prohibited from bringing electronic devices, such as cell phones and tablets to our programs.

- If a child in the School Age Care program needs a device for homework,

accommodations can be made, but usage will be restricted to a maximum of 30 minutes.

- There is no screen allowance for children under the age of 2.
- Devices should be stored in the student's cubby when not in use. PPEL is not liable for any lost, stolen, or damaged items.

Special Occasions

- On specific occasions, full-day programs may incorporate a short, age-appropriate, and educational video that supports a child's inquiry based learning, subject to approval by the Program Director. Families will be notified of these events.
- Videos may also be used for communicating parent announcements.

Guidelines For Educators

Teachers may use educational media resources that enhance learning objectives, but these must receive prior approval from the Program Director and should not exceed 5 minutes in length. Approval will be granted on an occasional basis.

- Staff members are required to turn off personal electronic devices, including cell phones, during work hours and keep them in their bags or purses.
- Text messaging is prohibited during scheduled work hours, with personal messages being checked only during approved break times. In case of an emergency, staff should be contacted at the school phone number only.
- Teachers have restricted access to tablets or similar devices for documentation, uploads to CRAFTS and PPEL learning stories.

This policy aims to foster an environment conducive to learning and development while ensuring the responsible use of technology.

Illness Policy

Children with certain illnesses and infections must stay at home to ensure they receive appropriate care. This will also help prevent the infection from spreading to other children and staff in the school.

Children may not attend PPEL Programming if they have:

- An illness that prevents them from taking part in all of the daily activities
- An illness that requires more care than teachers can provide without affecting the health and safety of other children and staff
- An infectious disease, such as:
 - Foodborne illness (all causes; e.g., Salmonella)
 - Waterborne illness (all causes)
 - Diphtheria
 - Giardiasis
 - Hepatitis A, B, or C
 - German measles (Rubella)
 - Bacterial or viral meningitis
- Hemolytic Uremic syndrome (the E Coli toxin of Hemorrhagic colitis or hamburger disease)
- Meningococcal disease (Bacteraemia or Meningitis)
- Mumps
- Chicken pox
- Whooping cough (Pertussis)
- Impetigo
- Scabies
- Lice

Notify the school immediately if your child develops or is exposed to any communicable disease, including any listed above. This allows us to warn other families about the potential spread of illness or disease. In the case of a communicable disease, please have a physician's approval prior to returning to school. When your child is able to participate in all class activities, they may return to school with a note from the doctor specifying that it is safe to return to class.

If your child has been prescribed antibiotics, they may not return to school until 24 hours have passed from the time they took the first dose. After that time, the antibiotics can be administered by a teacher, as long as it is a doctor- prescribed medication and the necessary forms have been completed and submitted to the school.

Over the counter medicines will not be administered by any staff unless we have written permission from your doctor and the necessary forms have been completed and submitted to the school. In these cases, please request the Administration of Medicine.

Form from the Front Desk. Please note that if your child requires medication, he/she may not be well enough to attend school.

Please plan ahead by making arrangements for alternative care for your child, as it is common for children to become ill and require care at home, especially younger children under 30 mos.

Please ensure that your emergency contact information is up to date at the school. Should your child become ill at school, we will need to contact you, and then your emergency contact if we cannot reach you.

If your child displays any of the following symptoms, we ask that you keep your child at home (if we notice these symptoms at school, we will call you and ask that you take your child home to care for him or her):

- Pain – any complaints of unexplained or undiagnosed pain
- Cold, cough, or sore throat
- Fever (see guidelines below)
- Infected skin or eyes, or an undiagnosed rash
- Diarrhea
- Vomiting
- Severe itching

Fever Guidelines for normal temperature range:

Measurement Method:

Normal Temperature Range

Mouth 35.5°C – 36.5°C (95.9°F – 99.5°F)

Armpit 34.7°C – 37.3°C (94.5°F – 99.1°F)

Ear 35.8°C – 38°C (96.4°F – 100.4°F)

Your child's teacher will call you to pick up your child if his or her temperature is higher than the normal temperature range in this chart, as this is considered a fever.

We require that you keep your child at home until 24 hours have passed from the last time he or she exhibits any of the previously listed symptoms. As a school, we must consider not only the health of your child, but the health of

the other children in our care, as well as our teachers' health.

In the case of a community pandemic and or state of emergency all guidelines and protocols from The Health Authority and Public Health will be shared and applied.

Managing Illness

Children who become sick while at PPEL must go home as soon as possible. Teachers will notify the Director upon in which parents will be contacted for an immediate pick-up. This is to ensure children are not kept out of our program for longer than necessary. Should parents be unable to be contacted, emergency pick-up individuals will be contacted.

Teachers will minimize children with symptoms of illness interacting with other children in order to prevent further spread of illness. Should isolation be needed, children will be supervised by one of the teachers with appropriate certification and within its ratio.

Please note that any illness or symptoms occurred will be recorded in the minor incident/illness log book as well as on the child's record.

For any communicable disease or illness, parents are responsible for notifying the school immediately upon which the Director will be responsible for notifying the Licensing within 24 hours of the incident should disease or illness be included under the Schedule H of the Child Care Licensing Regulations for their guidance.

Administration Of Medication & Ointment Policy

All prescribed medication, non-prescribed medication and remedies without a physician's note will not be administered to children by staff.

Please note for any parents or caregivers who request the use of diaper ointments and or creams. The Diaper Cream Consent Form must be filled out.

Parents are welcome to bring these items with:

1. Physician's note with details we require on the Administration of Medication Form.
2. A completed medication administration consent form.

Safe Administration & Record of Provided Medication

We will follow instructions provided in the Administration of Medication Form to administer the specified medication, non-prescribed medication and remedies. This includes amount, frequency and specific schedule for when the medication administration is needed.

Any new Administration of Medication Form received will be communicated and trained to the Teachers in the classroom who will require initial for their acknowledgement. The Administration of Medication Form will be stored in the student record.

All medications received will require storage in the original sealed container with clear name of the student, medication name and expiry date (if applicable). All medications will be stored where children have no direct access. Any medications that require refrigeration will be kept in the classroom refrigerator.

Teachers are responsible for recording date, time and amount of medication administered on the Administration of Medication Form.

Emergency Medication

Children with allergies or anaphylaxis that require immediate access to medication are required to submit an Anaphylaxis Emergency Care Plan as part of the registration process. It is the responsibility of parents to accurately share the severity of child's allergies and its protocols to follow. Parents/guardians of children with anaphylaxis are required to work together with the Director upon enrollment to create an Emergency Care Plan for our records and for protocols to follow in case of an emergency. In a situation where children require immediate access to emergency medication in case of allergies and anaphylaxis, teachers will follow instructions provided in the Anaphylaxis Emergency Care Plan.

If a child requires an EpiPen for allergies, the parents are responsible for providing one to the school. The EpiPen needs to be labelled and kept out of reach of children, but also easily accessible in the case of an allergic reaction. EpiPen children and expiry date must be on your child's CRAFTS Software and their Anaphylaxis Emergency Care Plan.

Diapering and Toileting Policy

Parent Provided Diapers Policy

PPEL provides diaper changes for children in our Infant and Toddler Programs. Children must have a minimum of 6 diapers onsite each day. Children without the minimum number of diapers provided will be sent home until diapers are provided.

Teachers will log diaper provisions given by parents in the child's portfolio to ensure that both parents and staff are aware of the number of diapers being stored for a student. Should a child's supply of diapers be running low, parents will receive a notification to provide diapers for the next attending day.

Diapering is an important part of childcare safety and hygiene. The centre must be able to provide all children new diapers when diapers are soiled. This is a PPEL Policy and a Licensing Regulation.

We will not be able provide emergency diapers to students who have run out of diapers; parents will be asked to pick up their child. Different diaper product formulas may cause rashes, hives or other allergic reactions. Parent provided diapers are mandatory unless there is a written agreement with the school.

Please note for any parents or caregivers who request the use of diaper ointments and or creams. The Diaper Cream Consent Form must be filled out.

Children in our 3-5 and Jr. Kindergarten programs are required to be in the process of being potty trained when they commence the program. These classrooms are not equipped with diaper changing facilities yet our staff will assist in positively assisting in potty training.

Training pants may be used during rest times for younger children who are still sleep training.

Understandably, accidents happen. With this in mind, parents/guardians are asked to provide a minimum of 4 training pants should their children begin to experience accidents while in the program. Should frequent accidents and/or toileting regression occur, a conversation between PPEL and the child's parents/guardians will take place to ensure the best course of action to assist the child in successful training.

Meals & Nutrition Policy

At this time, families are responsible for providing lunches and two snacks for their children. It is important that we are aware of all foods being served on site to ensure the safety of all our students and team members.

Due to allergies on site, PPEL is a 'No Nut' program and we ask that parents provide food that is free of nuts of all kinds. Within the Enrolment Process and Registration forms please indicate any specific dietary restrictions or food allergies.

Although we do not prohibit any other food choices provided by parents, please provide healthy choices for your child to select from during their meals and snacks. Children are offered water throughout the day in their own water bottles or cups.

Student Hygiene Policy

Overview

We prioritize health and safety of children by promoting routine practices involving hygiene. The following outlines the hygienic practices to be followed by the families and the teachers to be practiced with children on a daily basis.

Health & Temperature Check

Health and temperature checks are tools to prevent spread of communicable illness in the school community. Parents are asked to complete weekly and daily health checks on their child(ren) prior to sending them to school. Classroom teachers will continue to monitor children's health, temperature and any symptoms that may exhibit signs of illness.

Handwashing

Proper handwashing is an effective method to prevent spread of communicable illness amongst children in the classroom. Teachers will follow the Public Health Handwashing Guidelines for children to wash hands with soap and water for at least 20 seconds.

Children will practice handwashing frequently throughout a day including but not limited to:

- Before / After Meal, Snacks or Activities involving Food
- Before / After Outdoor Plays

- Before / After Sensory Plays
- After Toileting
- Hand contact with any mouthed toys prior to being sanitized
- Coughing, Sneezing or Wiping Their Noses

Please note that soap and water is the best method for washing hands. Unless access to soap or water is available, we will refrain from using hand sanitizer on children. Please refrain from packing hand sanitizer in your child's back packs.

Student Supplies Policy

Parents and guardians are responsible for and are asked to provide the following items for each student:

- Sippy Cup/Refillable Water Bottle/Baby Bottle (dependant on developmental milestone)
- A Full Change of Clothing
- A minimum supply of a dozen diapers on hand and wipes (for Infant toddler classes)
- Washing and supplying clean, light-weight bedding for nap times
- Supplying Infant Formula or Non-dairy milk substitute if required
- Warm dry outdoor clothing
- Mitts, hats when cold
- Sunscreen, hats and water bottles when warm
- Rain boots
- all necessary supplies listed in our Emergency Policy for an emergency kit for your child.
- **If participating in Power Ice Learn to Skate* Helmet with face guard, Ice Skates

PPEL and its employees, are not responsible for damaged, lost or stolen items. Please do not bring or leave any valuables on the premises.

Transportation Policy

Power Play Early Learning (PPEL) provides transportation services for field trips and school pickup and drop-off.

Our transportation services are conducted using designated, labeled, and certified vans/buses operated by drivers who have undergone safety training and meet specific driving history criteria.

The following guidelines are adhered to whenever children are being transported to/from a destination:

- Drivers must possess a valid driver's license appropriate for the vehicle type and undergo a Criminal Record Check.
- If more than 7 children are transported in a single vehicle in our Jr. Kindergarten (3-5) Program, PPEL will ensure that at least one responsible adult, not including the driver, is in the vehicle being used.
- For every 12 children being transported in our Before and After School Care program, at least one responsible adult, besides the driver, must be present in the vehicle.
- All children will be safely transported to and from school in approved vehicles. In emergencies or during field trips, an approved vehicle will be utilized.
- Prior to departure, a headcount of children will be conducted to ensure all children are accounted for.
- Safety checks of the vehicles will be carried out before every trip. Additionally, vehicles will be regularly inspected and maintained by a certified mechanic.
- Children will be seated in appropriate car seats/booster seats when necessary.

School Age Children Transportation

At Power Play Early Learning, the safety and timely transportation of children is our top priority. Below is an outline of our school pickup and drop-off procedures.

Schools Serviced (in order from nearest to furthest):

Sullivan Elementary
6016 152 St, Surrey, BC V3S 3K6

Cambridge Elementary
6115 150 St, Surrey, BC V3S 3H7

Snokomish Elementary
14778 58B Ave, Surrey, BC V3S 3B9

McLeod Road Elementary
6325 142 St, Surrey, BC V3X 1B9

Goldstone Park Elementary
6287 146 St, Surrey, BC V3S 3A3

Pickup and Drop-Off Procedure:

Pickup:

Children will be picked up in the order of the schools furthest from Power Play Early Learning to the closest. This means that our staff will start with the school farthest from the centre and move through each subsequent school, ensuring that all children are collected in a timely manner.

Drop-Off:

The drop-off procedure follows the same order. Children will be dropped off at their respective schools in the reverse order of the pickup sequence, starting with the school closest to Power Play Early Learning and progressing to the farthest school.

At each school, a designated Power Play Early Learning staff member will be responsible for ensuring all children are safely accounted for and escorted to the transportation vehicle. Similarly, during drop-off, staff will ensure each child is handed over safely to school personnel or an authorized individual.

We are committed to making sure your child's journey to and from school is as smooth and safe as possible. Should you have any questions or concerns about our pickup and drop-off procedures, please feel free to contact us.

For School Age children being transported to and from school, children in grades 2-7 will be dropped off at the school's main doors and expected to walk to class, while children in kindergarten to grade 1 will be accompanied to class by one of the responsible adults traveling with the children.

The following rules and guidelines apply to parents of School Age Children at PPEL:

- Parents/guardians will coordinate with schools and teachers to ensure that children are waiting safely in a designated area for pick up by the bus driver, teacher, or responsible adult assigned by the daycare.
- Kindergarten and grade 1 children will be picked dropped of and picked up from their classroom.
- Older children in Grades 2+ will meet at a designated location agreed on by the school and PPEL.
- Parents/guardians must communicate any transportation changes to the teaching staff of PPEL, providing ample time to accommodate these changes.

- All children requiring transportation to school are to arrive at PPEL no later than 7:50am. Transportation departs at 8:00am sharp. In the event of a child arriving late for transportation due to unforeseen circumstances, parents/guardians must understand that every effort will be made to wait for the child, but departure will occur to ensure the timely arrival of other children.
- It is important to note that the driver may not return to the school to collect belongings if a child forgets or leaves any items behind due to time constraints.
- A one-month advance notice of Pro D Days, early dismissals, and holidays will be provided to staff members and families at PPEL.
- Additionally, parents/guardians will be informed of any transportation cancellations due to adverse weather conditions, with alternate transportation arrangements needing to be made promptly by the parents/guardians.
- Parents/guardians are responsible for notifying the school if PPEL will be dropping off and/or picking up their child from school and should inform PPEL of non-usage of the daycare transportation service promptly.

The following are rules and guidelines that all children at PPEL must adhere to when transportation is provided:

- Children are to remain seated at all times and wear seatbelts if required until instructed by the driver.
- While socializing is encouraged, loud or disruptive behavior is discouraged during the journey for safety reasons.
- To ensure safety, children are reminded not to consume food or drinks during travel.
- The driver will adjust van/bus windows to ensure comfort in warm weather.
- Children are not allowed to leave their seats while the vehicle is in operation, except in emergency situations under the driver's guidance.
- Drivers will carry mobile phones for emergency calls, and in case of behavior or safety concerns, the driver will address them and report to the Director if necessary.
- In case of persistent behavior concerns, transportation for the concerned child will be refused to ensure the safety of all passengers aboard the vehicle.
- Notably, PPEL reserves the right to refuse transportation for children with limited notice.

Enrolment Termination

Power Play Early Learning retains the right to terminate enrolment.

The reasons for enrolment termination include but are not limited to:

1. Breach of Terms of Service Agreement
2. Breach of Code of Conduct
3. Abuse of any kind on premises
4. Closure of a program

If enrolment is terminated based on a breach of the terms of service agreement, all funds including deposits will be forfeited and will not be refunded.

You may receive an Enrolment Breach Notice during this process. This notice will outline any deadlines and next steps and asks that you rectify the breach immediately. Should you fail, a termination will follow.

In certain circumstances, no Enrolment Breach Notice will be provided and termination will be immediate.

Should termination of enrollment be due to the foreseen closure of the enrolled program, PPEL will provide notice within 30 days of program closure.

Note: Unforeseen immediate program closures are rare yet may happen for reasons that include but are not limited to states of emergency and/or loss of program location. PPEL will work with families requiring replacement care or direct them to agencies that will assist in childcare placement.