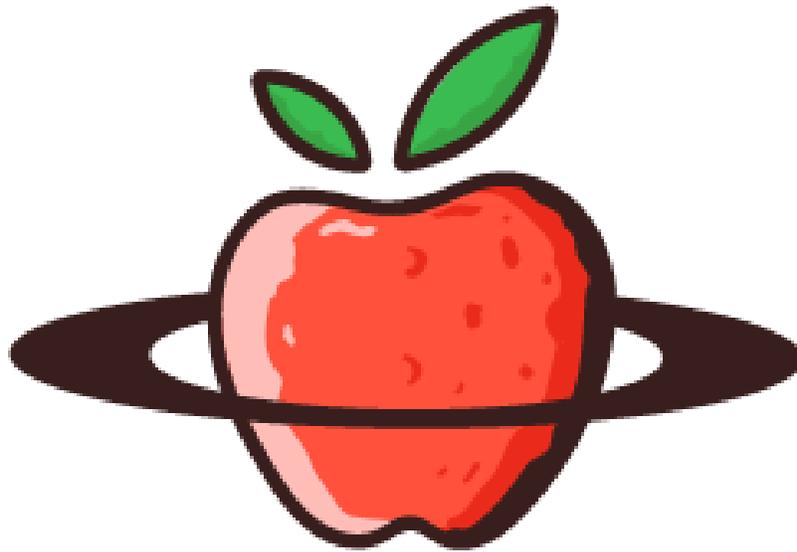


Whitevalley Community Resource Centre

In Partnership with United Way of BC



LUMBY

S C H O O L ' S O U T

PROCEDURES

October 2022

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Program Overviews

The Lumby School's Out program for children ages K to Grade 6. It is a non-profit program coordinated through Whitevalley Community Resource Centre in partnership with the United Way of BC and partially funded by BC Gaming. The programs are designed to create an atmosphere where parents can feel confident that their children are having fun in a safe, caring environment that encourages social interaction with positive influences.

Lumby School's Out: Monday-Friday, from 2:30pm – 5:30pm, and on Pro-D Days from 8:00am – 5:30pm (requires a minimum registration of 10 kids).

It is located at Lumby Christian Church. In accordance to *Schedule E of the Child Care Licensing Regulation*, there are two (2) groups; K's and grade 1's and grades 2-6.

There are monthly activity calendars and notices given to parents, and kept for staff at the program.

Payment

The operation of the program is funded by the United Way of BC – School's Out Program and BC Gaming Grant. The program is being offered to participants free of charge but is subject to change depending on funding.

Pre-registration is the *only* guarantee of a spot for your child(ren) at children five years and older programs.

- Parents/guardians must indicate the dates their children are to attend the program the month before they are to attend. I.e) On October 1 "Joe Smith will be attending, November 7,8,9,10,11, etc). Failure to confirm dates could result in the participant not being able to attend all dates needed due to space constraints.

NO REFUNDS will be provided as the program is free of charge.

SUBSIDY PAYMENT is no longer needed as the program is free of charge.

CANCELLATIONS:

In the event that you need to cancel a day(s) that has already been registered for, phone Whitevalley Community Resource Centre (WCRC) at 250-547-8866 or the program phone at 250-540-4714 with **at least 24 hours notice** to notify the program. If an absence is not communicated and your child is registered to be attending the program the following will actions will occur:

- First time: A warning about no notification
- Second time: \$20 fine, needs to be paid before attending program again
- Third time: \$50 fine, your child will be moved to the bottom of the priority list and fine will need to be paid before attending program again.
- Fourth time: Continued participation in the program will be reviewed.

The programs accept cash, cheques and payment via Paypal (for a small additional fee).
Cheques are made out to *Whitevalley Community Resource Centre (WCRC)*.

Late Charges:

Our Program closes at 5:30 PM daily. Parents/Guardians picking up their child will be charged \$10.00 for every 15 mins late. Repeat offenders may be asked to withdraw their child from the program.

PAYMENT AT THE PROGRAM:

Payments are not accepted at the Program.

Care Program

REVISION DATE: June 2022

REASON FOR POLICY:

To ensure the program promotes physical, emotional, and social development for the children in care.

POLICY:

Children in care at Lumby School's Out Program are never to be left unattended by the adult staff for any reason. A youth staff will never be left alone with a group of children. A ratio of 1:12 will apply K-G1 group of children and 1:15 for G2-G6, only combining groups in the first half an hour or last half an hour of the program. Children will be supervised by monitoring and engaging in activities with children. Supervision will help protect children from injury or other harm. Supervision is an active process. It involves watching, listening, interacting, monitoring and preventing problems.

To Supervise, Staff will:

- Know each child's abilities
- Establish clear and simple safety rules
- Be aware of and scanning for potential safety hazards
- Stand in a strategic position
- Scan play activities and circulating around the area
- Focus on the positive rather than the negative to teach what is safe for the child and other children
- Teach children the appropriate and safe use of each piece of equipment (e.g., using a slide feet-first only and teaching why climbing up a slide can cause injury, possibly a head injury).

POLICY:

1. Staff must ensure that a program of activities is provided that encourages the physical, social and emotional development of children including, but not limited to, providing
 - (a) indoor and outdoor activities that encourage the development of large and small muscle skills appropriate to each child's level of development,
 - (b) activities that promote the development of self-help skills, and
 - (c) activities that encourage good health and safety habits.

2. Staff must ensure that a program of activities is provided that encourages the intellectual development of children, including providing
 - (a) a flexible daily program that responds to the needs and interests of the children,
 - (b) an environment that facilitates the development of curiosity, reasoning and problem-solving skills,
 - (c) age-appropriate activities that encourage development of concept-building skills such as classifying, ordering, determining direction and perceiving spatial relationships,
 - (d) activities and materials that encourage creative endeavours such as art, music, movement, imaginative play, story-telling and construction, and
 - (e) activities and materials that foster a greater understanding of the environment.
3. Staff must ensure that a program of activities is provided that encourages the language development of children, including
 - (a) modelling of good language and listening skills,
 - (b) providing opportunities for children to develop receptive and expressive language skills, and
 - (c) providing activities that encourage communication.
4. Staff must ensure that a program of activities is provided that encourages the emotional development of children, including
 - (a) helping children develop a positive self-concept and an accurate perception of self,
 - (b) helping children express positive and negative feelings in appropriate ways, and
 - (c) providing a comfortable atmosphere in which children feel proud of their cultural heritage and cultural sharing is encouraged.
5. Staff must ensure that a program of activities is provided that encourages the social development of children, including
 - (a) providing an environment for children to work independently and to share and work cooperatively in small groups,
 - (b) providing an environment that fosters positive behaviour in children,

- (c) helping children appreciate differences and respect the personal feelings and property of others,
- (d) providing opportunities for social interactions that help children develop appropriate skills for social relationships, and
- (e) providing experiences that facilitate a child's feeling of belonging to family, community and the world at large.

Supervision of Children

To ensure that children are adequately supervised by qualified employees in sufficient numbers to meet the needs of each child at the Program that effectively meet licensing regulations.

- Children in care at the Program will never to be left unattended by the adult staff for any reason. Youth staff, if applicable will never be left alone with a group of children.
- A ratio of 1:10 will apply and 2:11 or greater will apply.
- Children will be escorted to the washrooms by an adult staff member. The washrooms are to be checked after use.
- Children will not play outside or left inside the building unless they are supervised.

Staff must at all times provide effective supervision that ensures the safety, well-being, and development of the children in the programs. Effective supervision is more than just watching children; it is about using strategies that promote effective supervision practices and create safe environments for the children we care for. These strategies reduce the risk of harm to children by preventing injuries and accidents. They also promote positive, responsive, and intentional learning environments for children and child care providers.

1. Be aware of the physical environment:

- Conduct regular safety checks of the program premises and equipment to remove hazards – daily checklists are to be completed for the playrooms and the playground.
- Position equipment and arranging the environment to allow a clear view of the children's play and rest areas.
- Know which individuals are authorized to pick-up a child from the program in place of a parent.
- Be aware when children arrive and leave the program, ensuring that both the arrival and departure times are accurately recorded.
- Staff must, at all times, have a current and up to date checklist of children in their care to ensure all children are present and accounted for.
- Know where emergency medications, first aid kits, and emergency contact numbers are kept.
- Establish simple rules for children (for example: "When we are indoors, we walk").
- Monitor children at all times.

2. Observe children's play and behavior by:

- Directing and closely monitoring children when carrying out activities that may involve some risk or transition times when children may gather in larger groups.
- Observing play and anticipating what may happen next in order to assist children and intervene in the event of potential danger.
- Staff will be positioned as to allow for the supervision of the entire group of children.
- Watching and participating in children's play to ensure that children are playing in a safe manner.

Effective supervision is one of the most important tasks staff must perform throughout the day. We are caring for the most precious treasures – children! With this in mind, All Staff must avoid carrying out activities that may draw their attention away from active supervision. Examples of such activities include: administrative tasks, texting, reading, using the phone, and visiting with co-workers. Should such activities be observed, the Program Manager will meet with staff to discuss the issue and a written warning will be documented in the staff's file. Three written notices regarding "supervision related issues" may result in dismissal.

Physical Development

Physical development is the process in which children's body grows and acquires movement, which includes gross motor skills, fine motor skills, and hand-eye coordination. Gross motor skills refer to controlling large parts of the body such as arms and legs. Fine motor skills refer to coordinating small body parts, hands and fingers.

This area of development provides children with the ability they need to explore and interact with the world around them. Thus, you need to reinforce your kids' development and foster further progress wherever necessary, for example, providing new opportunities to practice new skills.

Here's how to promote physical development in kids:

Healthy Food

A healthy and nutritious diet is one of the most important factors for ensuring that your kids reach optimal development. In general, a child needs adequate dietary intake to have enough nutrients and energy to grow. A healthy diet rich in calcium, protein and other essential vitamins and minerals, enables optimal skeletal and physical growth.

Physical Sports

Encouraging your kids to take up sports offers many opportunities for improving coordination, strengthening muscles, body speed and agility. Along with boosting health and fitness, sports will encourage your kids to utilize all their senses, locomotor system and brain capacities. By choosing sports in their lives, your children can not only become physically stronger but mentally tough as well.

Exercise

Exercise also helps build a strong cardiovascular system and optimum blood pressure level, stronger bone and muscle structure. Exercise is part of the daily routine

Social & Emotional Development

Create a loving environment

A loving environment is an essential factor for the emotional development of your children. A comfortable and supportive atmosphere helps boost their self-confidence. They learn how to express affection and successfully use body language as a means of communication.

Self-awareness

To promote self-awareness in your children, start responding positively to their queries. Children need attention, patience and a lot of face-to-face interaction. Encourage them to try new things, and help them do what they are capable of.

Social awareness

Social awareness is very important for behavioral development of your kids. Let them be with the company of other kids to play and interact. Tell them to show empathy and understanding towards others. Knowing how to positively engage with others and understanding their feelings will have lifelong benefits.

Intellectual Development

Intellectual development in children is usually characterized by how various mental processes—attention span, understanding information, reasoning, learning, remembering, problem solving and thinking—develop from birth until adulthood. Understanding this area of development gives you the insight about your kids' ability of logical reasoning at different age levels.

Here's how promote intellectual development in your kids:

Develop problem-solving skills

Building problem solving skills during the formative years of your kids can be extremely helpful for their lifetime. You can encourage them to play board games, brain games and puzzles. Encourage them to come up with original ideas, while waiting and listening to them patiently.

Improve attention spans

Increasing attention span can play a vital role in the cognitive development in your kids. How much attention your children pay on a task depends on whether they are enjoying it or not. Since kids entering school have to perform more structured, repetitive, and academic tasks such as writing and reading, you need to make their tasks interesting for them.

Improve memory skills

Since memory is a complex process, you can employ a range of strategies to help your kids recall information. You can teach them how to remember the sequence of letters of different words, names of animals using their unique attributes, and names of places with specific landmarks.

Special Notes:

This environment can be provided with open-ended activities based on the children's interest, positive communication, role modelling and allowing children to be a part of the decision making process.

Special Needs Children

The Lumby School's Out staff are to be made aware of any special needs and/or behavioural problems in order to ensure the safety of that child and others attending the program. In order to ensure adequate support is in place and safety standards have been met, a meeting *must* take place with the Program Coordinator and the child's parent(s) before they attend the program. Parents may be required to help manage and supervise their child's participation whenever necessary, or provide one to one qualified support for their child.

Missing Child

A missing child is defined as “a child whose name is on the sign in/out sheet, but is not present at the program.”

1. Notify the staff you are currently working with.
2. Check with the child’s teacher to see if they know where he/she is.
3. Check with the office if the child is away or went home sick.
4. Check outside with bus monitors to see if child is outside or went home on the bus.
5. Phone Whitevalley Community Resource Centre (250-547-8866) to see if cancellation was recently called in.
6. Call the child’s parents (try all phone numbers given). Leave a reassuring message if there is no answer.
7. Call the emergency contacts on the child’s registration form.
8. If the child’s whereabouts is still unknown, call the RCMP

Safe Release of Children

This procedure is to ensure each child in the care of Children Five + Programs leave the program in a safe and appropriate manner, within the guidelines provided.

All families and authorized pick-up persons *must* pick-up a child by 5:30pm. The person who picks up the child from the program *must* sign out the child before they leave. Parent(s) must also inform you if an *alternate* adult is taking their child home, in order for the child to be released. If you are unsure of the *alternate* person that will be picking the child up, you may ask for ID. If an unauthorized person tries to take a child from the program, ***phone the police immediately***. If the parent or alternate adult is picking up the child under the influence, demonstrating violent behaviour or emotional distress, we must ensure the safety and well-being of the child and the adult and ***call the RCMP or the Ministry of Children and Families*** if appropriate.

RCMP 250-547-2151

Ministry of Children and Families 250-558-2700

Late Pick-up

All families and authorized pick-up persons *must* pick-up a child by 5:30pm. If an emergency arises on a rare occasion, the pick-up person is expected to notify the Program Coordinator as soon as possible and make alternate arrangements for a pick-up no later than 5:30pm. If a parent does not pick up their child by 5:30pm and staff is unable to contact parent, staff will wait 15 minutes and then call the child's emergency contact(s).

PROCEDURE:

1. Offer to call a relative or a friend to pick up the person and child.
2. Contact Whitevalley Community Resource Centre (250-547-8866).
3. If the presumed impaired person chooses to get in the car-without the child, staff will immediately notify the police.
4. Program Coordinator will call the Ministry for Children and Families if they feel the child is in need of protection.

Parental Access

REASON FOR PROCEDURE:

To ensure each child in the care of Lumby School's Out Programs are safe while attending and to comply with licensing requirements.

Any child that has custody orders must have it documented on the registration form so that *all* staff is made aware of procedures pertaining to unauthorized parents. Lumby School's Out Program also requires a *copy* of the custody order(s). *All* staff *must* be mindful of any parent that is not to be in contact with their child.

PROCEDURE:

If an unauthorized parent or guardian tries to take the child from the Children Five + Programs, the staff will phone the police *immediately*. If any staff is unsure of someone picking up a child from Lumby School's Out Program, we will ask to see his or her identification.

Incident Report

Licensees are required to comply with the legal responsibility to report incidents. The purpose is to ensure that incidents are reported and reviewed in a timely manner both within a facility and by Community Care Licensing staff.

PROCEDURE

As soon as the child is being taken care of, the incident is to be reported immediately to the Program Coordinator – if not in attendance.

The Program Coordinator must report all incidents to Whitevalley Community Resource Centre within 24 hours.

An incident form must be filled out (both pages) for children that are injured at the program, for example, a broken limb (any physical injury), error in medication.

If an incident occurs at the program, the principal of the school must be informed immediately on the day of, or the next working day, the incident. The parent needs to be called if medical assistance is required, if not, they must be told when picking up their child.

All Incident reports are to be copied to Whitevalley Community Resource Centre and kept on site.

The Program Coordinator is responsible for determining if the incident is reportable.

A licensee must notify the medical health officer within 24 hours after:

- A child is involved in, or may have been involved in, a reportable incident identified in *Schedule H of the Child Care Licensing Regulation (copy at the end of this manual)*
- It comes to the attention of the licensee that a child enrolled in the facility has a reportable communicable disease

Behaviour Protocols

Behavioural Guidance involves a continuous process of guiding behaviours; this includes while acceptable behaviour is occurring, as well as during and after unacceptable behavior. This guidance creates an atmosphere that fosters trust, security and comfort by establishing a framework of schedules and routines.

Appropriate guidance of the children's behaviour works best in an environment where a trusting and caring relationship has been established between program staff and child. This can be achieved by showing genuine interest and warmth and by viewing the children and their feelings as important and worthy of respect.

To ensure a child's safety and well-being and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour.

Code of Conduct

We believe:

All participants have the right to feel safe and to be safe

All participants are responsible for their own actions and the consequences of those actions

All participants, staff and parents are to be treated with respect and to respect others

All participants need to respect individual differences

All participants have the ability to choose the kinds of things they say and do

All participants respect others right to privacy

All participants will in no way use physical aggression, verbal aggression, social alienation and/or intimidation

It is hoped that participants and parents will immediately report any inappropriate behavior

All program participants and families should feel comfortable reporting any behaviours that make them feel uncomfortable, including any serious, violent or threatening behaviour

Behavioural Guidance as required by Licensing includes:

Harmful actions not permitted

52 (1) A licensee must ensure that a child, while under the care or supervision of the licensee, is not subjected to any of the following:

- (a) Shoving, hitting or shaking by an employee or another child, or confinement or physical restraint by another child;
- (b) Confinement or physical restraint by an employee, except as authorized in a child care's plan if the care plan includes instructions respecting behavioural guidance;
- (c) Harsh, belittling or degrading treatment by an employee or another child, whether verbal, emotional or physical, that could humiliate the child or undermine the child's self-respect;
- (d) Spanking or any other form of corporal punishment;

- (e) Separation, without supervision by a responsible adult, from other children;
- (f) As a form of punishment, deprivation of meals, snacks, rest or necessary use of a toilet

(2) A licensee must ensure that a child is not, while under the care or supervision of the licensee, subjected to any of the following types of abuse or neglect, as described in section 1 of Schedule H:

- (a) emotional abuse;
- (b) financial abuse;
- (c) neglect;
- (d) physical abuse;
- (e) sexual abuse.

The role of the staff is to support a child's sense of being a worthwhile person while providing opportunities for the child to learn appropriate ways to interact with others.

Child guidance is maintained through careful, active supervision, setting clear limits and giving age appropriate explanations. Staff approach discipline in a positive manner, using praise and attention to encourage desirable behaviour. Staffs treat each child as a unique individual and are fair and consistent. They will encourage children to accept the consequences of their behavior and engage in problem solving alternatives where age appropriate.

Procedure:

- Establish clear, simple limits and be consistent, focus on positive behaviour.
- Offer straightforward explanations for limits and allow time for the child to respond to expectations.
- State limits in a positive way, rather than negative, by stating what is expected, rather than focusing on what the child did wrong.
- Acknowledge feelings before setting limits. A warning or a consequence may be given, at the discretion of the staff and the situation.
- As soon as staff are aware, a child's behaviour is conveyed to a parent at the end of the day in an informal report.
- If a child's behaviour continues to be inappropriate, a parent is phoned as soon as staff are made aware.
- If a child's behaviour continues, a letter from the coordinator will be sent to the parents outlining behaviours/concerns, the actions taken to date and any potential future actions which may include the child being suspended or expelled from the After School/Summer Day Camp Program, depending on the circumstances.
- If the behaviour does not show improvement, the child will be suspended or expelled from the program for an amount of time to be determined by the Executive Director, Program Coordinator and the parent.

Methods used may include:

1. Setting Limits: staff develops boundaries for the children, either as a group or individually according to the situation.
2. Redirection: guiding a child into acceptable options
3. Natural and Logical Consequences: making the child aware of the results of their actions
4. Modeling: demonstrating appropriate behaviors to the children
5. **“Time away” from the situation - 2 to 5 minutes if necessary**
6. Providing Choices: staff outlines appropriate choices and children are encouraged to make decisions for themselves.
7. Anticipating: staff plan and prepare the environment in such a manner to avoid conflict

A progression of expectations and consequences is held for repeat offences and as students become older, mature and move through successive stages of social-emotional development.

Unacceptable Behaviour:

Unacceptable behaviour includes but is not limited to; defiance, non-compliance, hands-on behavior, bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours.

Consequences:

Some examples of consequences include but are not limited to; “Time Outs”, Removal of Privileges, Out of Program Suspensions and expulsion. Whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive.

Other Considerations (Electronics, Toys, Trading Cards, weapons (real or Fake)

Participants will leave cell phones, camera, electronic games and toys at home. Participants are not to bring items that create a mess at the program. Games or activities that result in reoccurring problems between participants are not appropriate and participants will be expected to leave such games or items at home (no trading cards or trading games permitted).

Special Notes:

** Parents have the right to meet individually with the Executive Director at any time. It is the staff’s responsibility to ensure parents are aware of this option. **

Illness or injury

All children and staff are entitled to a healthy and safe from sickness, illness and injury environment. Parents must inform the program coordinator of any medical conditions.

Any child that is showing signs and symptoms of sickness and/or illness will not be permitted to attend After School/Summer Day Camp Program until the signs and symptoms are gone (this may require a doctor's note, depending on severity of sickness/illness).

It is the **parents' responsibility** to inform the Program Coordinator within 24 hours of a diagnosis of a serious illness or contagious disease and of any medication the child is on that may influence their behaviour.

The Program Coordinator or senior staff must immediately notify a parent or emergency contact if, while at the Program, the child becomes ill or is injured

PROCEDURE:

A child could be sent home for any of the following conditions:

- Pain - any complaints of unexplained or undiagnosed pain.
- Acute fever, runny nose and eyes, coughing and sore throat (unless symptoms are caused by a known allergic reaction and the child is not contagious).
- Difficulty in breathing- wheezing or a persistent cough.
- Fever, 100F/38.2C or more accompanied by general symptoms such as listlessness may be any early sign of illness that requires a physician's attention.
- Sore throat or trouble swallowing.
- Infected skin or eyes or an undiagnosed rash.
- Headache and stiff neck should see a physician.
- Unexplained diarrhea or loose stool combined with nausea, vomiting or abdominal cramps. These symptoms may indicate a bacterial or viral infection.
- Nausea and vomiting.
- Severe itching of body and scalp.
- Child with known or suspected communicable disease.

If a child becomes ill or injured during attendance at the program:

1. Provide a quiet, clean resting area for the child and keep him/her under close supervision.
2. Notify parent(s) or emergency contact listed on the registration form that child needs to be picked up.

Staff involved in all accidents, illnesses and unexpected events involving children, including those that do not require medical attention and were not reportable incidents described in Schedule H of the Child Care Licensing Act (*copy at the end of this manual*) must log the event on the appropriate form

It is the responsibility of the Program Coordinator to determine if any accidents, illnesses and unexpected event needs to be reported to Licensing.

A licensee must have in writing from a parent, and maintain at the facility, consent to call a medical practitioner or ambulance in case of accident or illness if the parent cannot immediately be reached

Special Notes:

Build a trusting relationship with all the parents so that everyone will share information about any illness concerning a child in the program. Obtain additional information from the local Health Unit.

Good hygiene practices in the program involving children will minimize the spread of illness. Seek additional advice when an illness or its effects on the child or group are not commonly known.

Medication

Assuring the health and safety of all children in the Lumby School's Out program at Whitevalley relies on communication between the parent, the child's health care provider and the child care provider to ensure maximum safety in the giving of medication to the child who requires the medication as well as all children involved in the program at the time.

As a staff member, it is your responsibility to make yourself aware of the children's medical problems. These include allergies, diseases and if a child is on medication or not. This is so you can be prepared in an emergency situation. All Children's program participants have a file with this information (familiarize yourself with this information). Any medication that is to be given is to be in its original container, with instructions so the staff member administering the medicine will know what it is and how much to give. This will also ensure that if anyone else were to get the medication, we will know the ingredients of the medicine when contacting Poison Control.

If a parent/guardian has indicated that their child is to be given any medication prescribed by a medical practitioner or provided by the parent, Whitevalley and its employees must ensure that the medication is

- (a) administered to the child in the amount and at the times specified by the child's parent or in the child's record or care plan, and
- (b) readily accessible to employees.

Staff must ensure that a child's medication is not accessible to any child, except that a child may have access to his or her own medication and self-administer if

- (a) the child's parent has instructed the Program Coordinator to permit this, and
- (b) the nature of the child's medication is such that, without immediate access to the medication by the child, the child's health will be significantly at risk.

"As needed" medications may be given only when the child's parent/guardian completes a "permission to administer medication" form has been completed and lists specific reasons and times when such medication can be given.

Records of all medication given to a child are to be completed in ink and signed by the staff who has given the medication.

When administering medication to a child, staff must make sure to fill out the proper documentation i.e. date, time, name of medication, how much medication given and signature.

Abuse

NO child will be subject to emotional, physical or sexual abuse or to physical or emotional neglect while enrolled in our program.

When child abuse is disclosed to a staff member *they will* report it to the Program Coordinator, who will consult with a Whitevalley Community Resource Centre Executive Director and, if deemed appropriate, report to the Ministry for Children and Families.

If a supervisor of a program becomes concerned about a family and suspects the possibility of child abuse, even though the abuse may not have occurred at this time, the supervisor will:

- Document the event including the time, date, child's name and description of the events that led to the suspicion.
- If physical marks are present, draw a diagram on an incident report form. A copy is kept for the child's file.
- Report their concerns to Whitevalley Community Resource Centre (250-547-8866).

Special Notes:

The parents are not required to be notified of the report by the Program Coordinator. If the Program Coordinator has reasonable grounds to suspect that a child may be suffering from child abuse, the Program Coordinator is required by law to report the suspicion to the local child protection agency.

Food and Nutrition

It is our priority that program staff works with parents to ensure good nutrition.

For our programs, snacks are to be sent from home. If snacks are forgotten or inadequate, we are responsible to provide/supplement healthy choices. We recognize that there are special issues related to the food provided to children at a childcare facility, and that may not be present problems at home. These include: behavioural problems exhibited by some children after large intakes of sugar, jealousy, and most importantly, safety. Due to this, our program has very stringent rules in order to maintain a high level of nutritional safety. All staff is made aware of the food and nutritional rules below.

Before and After Serving Food

- Tables must be sanitized before and after eating with a bleach/water solution (see attached "cleaning/sanitizing information guide").
- Children must wash their hands before and after eating.
- All serving tools will be sanitized before and after eating with a bleach/water solution (see attached "cleaning/sanitizing information guide").
- Children are **not at any time** allowed to share food with one another due to possible food allergies.
- If children do not have healthy choices provided to them from home, one will be provided.
- No toys or activities are to be on the tables during meal times.
- Children must be seated while eating at all times.
- The Children, Five + Programs are **Peanut Free Zones**.

The Environment

Meal times will be calm and pleasant experiences, focusing on the social interactions between children, and between children and staff. Children will be encouraged to undertake discussions about food and healthy food choices. All activities will be packed away, and the eating area will be sanitized. Children will sit at the tables and staff will sit with the children.

Food Provided

The list below helps to guide us in our decisions regarding snacks and in our recommendations to parents regarding nutritional food.

- Children should enjoy a wide variety of nutritional foods from the five food groups.
- Healthy snacks include mainly; breads, cereals, vegetables, and fruits.
- Children should be encouraged to drink water, instead of juices containing sugar and/or carbonated beverages.
- Children should eat only a moderate amount of sugars and foods containing added sugars.
- Children should be provided with food choices that are low in sodium.

Additional Comments

Water will be accessible to the children at all times. Juice is not recommended, but milk is. Soft drinks will not be allowed. In the interest of behaviour, dental hygiene, and overall health, the children will be offered and encouraged to drink water.

If staff are concerned about foods provided to any particular child, we will discuss the issue with individual parents, and make available to them information to raise awareness of appropriate food choices which suit the developmental stages of their children. Food items that may cause problems for any of the reasons outlined above will be sent home with the child.

For reasons of safety, behaviour and nutrition, parents will be advised **NOT** to send the following foods with their children to the program:

- Foods with peanut butter
- Foods with chocolate
- Sugar filled snacks
- Carbonated beverages
- Foods high in sodium or trans fats
- Fish with bones

ACTIVE PLAY AND SCREEN TIME

Active play is physical activity which includes moderate to vigorous bursts of high energy, raises children's heart rate and may make them 'huff and puff' such as running or jumping. Active play helps to promote healthy growth and development and supports body control and movement. Active play can help build strong bones and muscles, improve balance, coordination and assists with the development of gross motor and fine motor skills. Active play also helps to promote children's confidence, improves concentration and thinking and learning skills and provides opportunities to develop social skills and make friends.

- At the Programs we will provide an enclosed outdoor play space that is suitable for the age and development of our children in the program.
- The staff will ensure the play area is inspected daily for broken equipment or hazards and a detailed maintenance log regarding daily checks and maintenance rendered will be kept.
- The children will have daily outdoor play unless inclement weather conditions would make it unreasonable to do so. If the temperature exceeds -15 degrees C, alternate indoor gross motor programming will be delivered; please note wind chill will be taken into consideration.
- We will adhere to the standard of practice and ensure minimum active play corresponds with the length of time the program is being offered, as outlined below (indoor active play is acceptable when weather is poor)

Length of program	Amount of Active play
1 – 2 hours	20 minutes
2 – 3 hours	30 minutes
3 – 4 hours	40 minutes

The Lumby School's Out Program will NOT include any screen time (TV, computer, electronic games).

Complaints

All complaints and problems must be reported to the *Program Coordinator* or the *Executive Director* of Whitevalley Community Resource Centre.

The Program Coordinator and the Executive Director will review the complaint to decide action needed

If needed, complainants will be requested to meet with the Program Coordinator and Executive Director to resolve any issue