

Whitevalley Community Resource Centre



Program Policies & Procedures ***2026-2027 School Year*** *Revised August 2026*

Table of Contents

Table of Contents

Program Overview

Program Policies & Procedures

- Attendance Notification & Payment
- Pricing
- Refunds
- Subsidy Payments
- Cancellations
- Late Charges

Supervision & Safety

- Purpose
- General Supervision Guidelines
- Expectations for Effective Supervision
- First Aid
- Missing Child
- Safe Release of Children
- Parental Access
- Child Care Licensing Regulations

Child Well-Being & Development

- Inclusion Policy
- Behaviour Guidelines
- Illness, Injury & Health
- Medication
- Abuse
- Food & Nutrition
- Active Play
-
- Screen Time

Communication & Program Management

- Complaints

Regulatory Requirements

- Schedule H – Reportable Incidents

Program Overview

The Lumby After School Program & Summer Day Camp is a non-profit initiative for children in Kindergarten through Grade 6, coordinated by Whitevalley Community Resource Centre and partially funded by BC Gaming **and** is an approved participant in the *Child Care Fee Reduction Initiative (CCFRI)*—helping make childcare more affordable for families.

Our goal is to provide a safe, caring, and engaging environment where children can enjoy their time after school through fun activities and positive social interaction—giving parents peace of mind that their children are well-supported.

Program Details:

- Days: Monday to Friday
- Time: 2:30 PM – 5:30 PM
- Pro-D Days: 8:00 AM – 5:00 PM
 - *Note: A minimum of 12 children must be registered for Pro-D Day programming to run.*
 - *Closed on Pro-D Days that are attached to a statutory holiday.*

Location:

White Valley Community Hall
2250 Shields Avenue, Lumby

Age Grouping:

In accordance with *Schedule E of the Child Care Licensing Regulation*, the program operates with two age groups:

- Kindergarten and Grade 1
- Grades 2 through 6
- If numbers are lower than 24 children the group will consist of Kindergarten to Age 12

Communication with Families:

- Monthly activity calendars and notices are:
 - Sent home with children or emailed to parents
 - Posted on our Facebook page
 - Available onsite for staff reference

Program Policies & Procedures

Attendance Notification & Payment

To guarantee a spot in the Children's Programs, pre-registration and prepayment are required.

Parents/guardians must submit their child's intended attendance dates by the 15th of the month prior to participation. For example: *By October 15th, please confirm that "Joe Smith will be attending November 7, 8, 9, 10, 11," etc.*

Failure to confirm dates by the deadline may result in limited availability or inability to accommodate your child due to space constraints.

Program fees are due based on the invoice due date. Accepted payment methods include:

- Cash
- Cheques (payable to *Whitevalley Community Resource Centre* or *WCRC*)
- E-transfer (to iliciah@whitevalley.ca)

Payments are not accepted at the Program.

Pricing

Program fees for the After School Program are reviewed and set annually by the Provincial Childcare Operating Fund, in conjunction with Whitevalley.

Current pricing will be posted at the time of registration.

Families are encouraged to apply for the Affordable Child Care Benefit, as our program is eligible under this support. In addition, the program receives funding through the Child Care Fee Reduction Initiative, which is applied directly to help offset program fees.

Refunds

Refunds will not be provided for unused days, except in the following cases:

- Unforeseen emergencies beyond our control (e.g., power outage, flooding, fire, etc.).

Subsidy Payment

If your fees are being covered through a subsidy, such as the Affordable Child Care Benefit, the program must receive either:

- Proof of subsidy approval, *or*
- Full payment of fees for the month of attendance prior to your child attending the program.

Children will not be permitted to attend until one of these conditions is met. We appreciate your understanding and cooperation.

Cancellations

To cancel, please contact us by one of the following methods:

- **Email:** Program Manager at afterschool@whitevalley.ca
- **Program Cell:** 250-540-4714

- **Cancellation Policy:** Cancellations are not eligible for a refund unless notice is provided by the 15th of the month prior when confirming attendance for the following month. Cancellations due to illness or sick days are also not eligible for a refund.

Notification of Absence Requirement

As we escort children from the school to the program location, it is imperative you inform us if your child will not be attending on a day they are registered. This is essential for both safety and respect for staff and other participants. When a child is unexpectedly absent, staff must delay the entire group while they search for the missing child—affecting up to 32 other participants.

Failure to Notify Consequences

If your child is registered and absent without notice, the following actions will be taken:

1. First Occurrence:
 - o Verbal or written warning about failure to notify.
2. Second Occurrence:
 - o \$20 fine, due before the child can return to the program.
3. Third Occurrence:
 - o \$50 fine, due before return.
 - o If unpaid, your child's spot may be offered to a waitlisted participant, and your child will be moved to the bottom of the priority list.
4. Fourth Occurrence:
 - o Ongoing participation in the program will be reviewed and may be discontinued.

Payment Options for Fines & Fees

- Cash
- Cheques (made payable to *Whitevalley Community Resource Centre*)
- E-transfer (to iliciah@whitevalley.ca)

Late Charges

The Lumby After School Program closes at 5:30 PM sharp each day.

Parents/guardians who arrive after 5:30 PM will be charged a late fee of \$10.00 for every 15 minutes (or portion thereof) past closing time.

Repeat late pick-ups may result in a meeting with the Program Manager, and continued late pick-up may lead to withdrawal from the program.

Supervision & Safety

Purpose:

To ensure that children are adequately supervised by qualified employees in sufficient numbers to meet the needs of each child and to comply with all applicable Child Care Licensing Regulations. This policy is designed to promote safe, supportive, and responsive environments for all children in care.

General Supervision Guidelines

- Children in care must never be left unattended by adult staff for any reason.
- Junior staff cannot be left alone with children.
- The following supervision ratios will be maintained as per our license space:
 - Kindergarten – Grade 1:
 - 1 adult staff per 12 children (1:12)
 - Max of 12 children
 - Grades 2 – 6:
 - 1 adult staff per 15 children (1:15)
 - 2 adult staff to a max of 21 children
 - Grouping of children (i.e., combining age groups) may only occur if there are less than 24 children in attendance.
- Children will be monitored to the washroom by an adult staff member.
- Children must not be left inside or outside unsupervised at any time.

Supervision is an active and continuous process that helps protect children from injury and other harm. It involves watching, listening, interacting, anticipating potential risks, and intervening when necessary to prevent unsafe situations. Staff are expected to remain engaged with children and maintain awareness of the entire environment at all times.

Expectations for Effective Supervision

Supervision is an active and intentional process that involves:

- Watching, listening, and engaging with children
- Anticipating potential risks
- Intervening when needed to ensure safety
- Fostering a positive, respectful, and enriching environment
- Know each child's developmental abilities, individual needs, and level of independence

Staff must consistently apply supervision practices that:

- Reduce the risk of harm and prevent injuries or accidents
- Promote responsive, intentional learning opportunities
- Support children's emotional and social development
- Establish and consistently reinforce clear, age-appropriate safety expectations.
- Remain actively engaged with children through play, conversation, and activities.

1. Be Aware of the Physical Environment

Staff must:

- Conduct daily safety checks of indoor and outdoor play areas (use provided checklists)
- Position themselves strategically to maintain clear sightlines and supervise all children effectively.
- Continuously scan the environment for potential hazards or situations requiring intervention.
- Move throughout activity areas rather than remaining in one location.

- Conduct regular head counts, particularly during transitions, outdoor play, field trips, and movement between activity areas.
- Know and verify who is authorized to pick up children
- Accurately track children's arrival and departure times
- Maintain a current attendance checklist at all times
- Know the location of emergency medications, first aid kits, and emergency contact information
- Reinforce simple safety rules (e.g., "We walk when we're indoors")
- Monitor children continuously throughout the program

2. Observe Children's Play and Behavior

Staff must:

- Direct and closely monitor children during higher-risk activities or transitions
- Observe play to anticipate behavior and intervene early if necessary
- Position themselves strategically to ensure full visibility of the group
- Actively participate in children's play to support safety and positive interactions
- Monitor children's interactions and intervene early to prevent conflicts or unsafe behaviour.
- Focus on positive guidance by teaching and reinforcing safe behaviours rather than simply correcting unsafe ones.
- Teach children the safe and appropriate use of equipment and program materials (for example, using playground slides feet-first and explaining why climbing up a slide can create a risk of injury).
- Ensure children remain within designated program boundaries and are always visible or directly supervised.
- Promptly respond to injuries, emergencies, behavioural concerns, or any situation that may compromise a child's safety

3. Distractions and Staff Conduct

Supervision is a top priority. Staff must not engage in activities that divert attention from their primary duty of supervision. These include but are not limited to:

- Using personal devices (texting, calling, or scrolling)
- Reading or completing paperwork during supervision time
- Engaging in extended conversations with co-workers or parents & guardians

Reminder:

We are entrusted with the care of children—the most precious and vulnerable members of our community. Effective supervision is not only a regulatory requirement but a fundamental responsibility of every staff member.

First aid

A licensee must ensure that children have at all times immediate access to an employee who

- holds a valid first aid and CPR certificate, provided on completion of a course that meets the requirements of Schedule C,
- is knowledgeable respecting each child's medical condition, if any, and
- is capable of effectively communicating with emergency personnel.

A licensee must have first aid kits that are readily accessible to all employees, including while care is provided off the community care facility premises.

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 at the Lumby After School Program 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 5:30 PM. The person who picks up the child from the program *must* sign out the child, with a staff member, 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 or 911

Ministry of Children and Families 1-800-663-9122

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) and Program Coordinator.
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.

Late Pick-up

All families and authorized pick-up persons *must* pick-up a child by 5:30 PM. If an emergency arises on a rare occasion, the pick-up person is expected to notify the Program Staff as soon as possible and make alternate arrangements for a pick-up. If a parent does not pick up their child by 5:30 PM and staff is unable to contact parent, staff will wait 15 minutes and then call the child’s emergency contact(s).

Parental Access

To ensure each child in the care of Lumby After School Program 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 After School 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 Lumby After School Program, the staff will phone the police *immediately*. If any staff is unsure of someone picking up a child from Lumby After School Program, we will ask to see his or her identification.

Child Care Licensing Regulations:

Schedule G [am. B.C. Reg. 130/2021, s. 21.] (*Section 44 [program of activities]*)

1. A licensee must ensure that a program of activities is provided that encourages the physical development of children, including 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. A licensee 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. A licensee 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. A licensee 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 can feel proud of their cultural heritage and cultural sharing is encouraged.
5. A licensee 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, helping children appreciate differences and respect the personal feelings and property of others,

Child Well-Being & Development

Inclusion Policy

Inclusive Statement:

- All children are welcome to attend our programs regardless of ability, need, background, culture, religion, gender or economic circumstances. Each child's individuality, sense of well-being, belonging and independence will be nurtured in a loving and kind atmosphere.

Principles:

- We aim to include and support all children within our programs and services regardless of their diverse strengths and needs.
- An inclusive childcare environment has connections to help families access early intervention and family services when needed.
- Quality inclusive childcare is based on the capacity of the child care provider to provide equal access, participation, and support, to children of all abilities so that they can fully engage in their child care program.
- There should be no barriers to any child's enrollment in offered programs.
- Our program will reflect the varied needs and diversity of the communities we serve.
- We support the continued partnership between families, community partnership organizations and Whitevalley Community Resource Centre, to foster the truest potential in all children.
- The staff is committed to support all children equally.
- We recognize each person's individuality, uniqueness, strengths, needs and abilities.
- Every effort is made to fully integrate special needs children into all aspects of the program with accommodations being made to support the individual needs and learning styles of every child, being mindful of following the BC Child Care Licensing Regulations.

Practices:

- When necessary, we will provide modifications and adaptations to help all children achieve success in our programs.
- We are committed to working with community partners to enhance our ability to support children with support needs through partnership, training and consultation.
- Whitevalley Community Resource Centre and its staff will communicate with families, community partners to meet each child's needs. If however, we find that after great measures our program does not suite the needs of a child and we have exhausted all resources and have collaborated with families to look at other sources then Whitevalley Community Resource Centre will help with the steps required to support families in alternate care experiences.

Definitions:

- **Inclusion:** An all inclusive society creates both the feeling and the reality of belonging. Inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences.
- **Children with Diverse Abilities:** Is inclusive of all children and positively focuses on all children being different, but able.
- **Children with Support Needs:** Children who are experiencing, or at risk of, developmental delay, or disability and require support beyond that required by children in general. The developmental delay or disability may be in one or more of the following areas; physical

cognitive, social, emotional, communicative, neurobiological factors (such as genetic, metabolic, or other biological factors) or as a result of social/environmental factors.

- **Cultural Safety:** Cultural safety is about creating an environment that is safe for all people regardless of race, color or creed. It is about shared respect, shared meaning and shared knowledge. The experience of learning together with dignity and truly listening to each other.
- **Developmental Delay:** Is a significant delay in achieving age-expected “norms” or milestones within the domains of gross and fine motor skills, speech and language, social and personal skills, activities of daily living and/or cognition.
- **Accessibility:** All sections of the population have access to quality services within reasonable reach, especially vulnerable or marginalized groups, such as, ethnic minorities and Indigenous populations, women, children, people with diverse abilities and/or support needs, including in rural areas.
- **Meaningful Participation:** A child’s role is valued by all those involved in the activity including the child themselves. Meaningful participation is more than being present in various environments and activities. Children must be actively engaged, and their involvement must be more than appearance of equity in activities and environments.
- **Cultural Competency:** is the ability to provide care to individuals with diverse values, beliefs, and behaviours, to meet their social cultural and linguistic needs.
- **Inclusive Language:** is free from words and tones that reflect prejudiced, stereotyped, or discriminatory view of people. It ensure people are feel included and accepted by others. The use of inclusive language is key to inclusive childcare.
- **Family:** Is inclusive of diverse family structures including (but not limited to) single parents, adoptive parents, same-sex couples, step-families, married/common law couples, intergenerational families, and more. A family is broadly recognized to ensure the inclusion of all families and family experiences, including the variety of relationships bonded by genetic relations, marital/legal status, cultural identity, and kinship systems. This broad identification acknowledges different uses of terminology, diverse household membership, and diverse social ties to caring for a child.
- **Family-Centred:** A set of values, attitudes, and approaches to services for children and youth and their families. Family centred service recognizes that each family is unique; that the family is the constant in the child’s life; and that they are the experts

Behaviour Guidelines

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 expected 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 Program is responsible to inform the Child Care Licensing Office if 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)

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 supported through careful, active supervision, clear and consistent limits, and age-appropriate explanations. Staff use positive behaviour guidance strategies, including praise, encouragement, and positive attention, to promote appropriate behaviour. Each child is recognized as a unique individual, and staff respond in a fair, respectful, and consistent manner.

They will encourage children to accept the consequences of their behavior and engage in problem solving alternatives where age appropriate.

Procedure:

- Establish clear, simple expectations and be consistent
- Focus on positive behaviour
- Offer straightforward explanations for limits and allow time for the child to respond to expectations.
- State expectations in a positive way, rather than negative, by stating what is expected, rather than focusing on what the child did wrong.
- Acknowledge feelings before explaining expectations. A warning or explaining the logical consequence (if a child draws on the wall, they will help clean up and won't be able to use the crayons for a while) may be given, at the discretion of the staff and the situation.
- If negative or harmful behaviour is noted, it will be conveyed to a parent at the end of the day in an informal report and recorded in the minor incident log.
- If a child's behaviour continues to be inappropriate, a parent is phoned as soon as staff are made aware to pick up the child and recorded in the minor incident log.
- 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, as per the policy and indicated on the registration form, the child will be suspended or expelled from the program for an amount of time to be determined by the Executive Director, Program Manager, Program Supervisor 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 (how? Show/ discuss?)
4. Modeling: demonstrating appropriate behaviors to the children
5. Providing Choices: staff outlines appropriate choices and children are encouraged to make decisions for themselves.
6. Anticipating: staff plan and prepare the environment in such a manner to avoid conflict
7. **"Time away" from the situation - 2 to 5 minutes if necessary.** Time away environments could be anywhere that a child can begin to "feel good, calm and in control" again, while still being supervised. For example:
 - An area with pillows, blankets, books, soft stuffed toys and squeezable stress balls.
 - An area with self-calming sensory items such as containers filled with foam chips and cotton balls, different feeling fabrics squares or bubble wrap, glitter/liquid filled bottles, kaleidoscope or an hourglass.
 - A music area with soothing gentle sounds of nature (i.e. wind, whale sounds, birds etc.)

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.

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, Injury and Health

All children and staff are entitled to a healthy and safe environment that minimizes the risk of illness, infection, and injury. Parents and guardians are responsible for informing the Program Coordinator of

any medical conditions, serious illnesses, contagious diseases, or medications that may affect their child's health, behaviour, or participation in the program.

Attendance When Sick

Children who are showing signs or symptoms of illness may not attend the After School or Summer Day Camp Program until their symptoms have resolved and they are well enough to participate in regular program activities. Depending on the nature and severity of the illness, a medical note may be required before the child returns.

A child may be asked to leave the program if they display any of the following symptoms or conditions, unless the symptoms are known to be caused by a non-contagious condition, such as an allergic reaction:

- Unexplained or undiagnosed pain
- Difficulty breathing, wheezing, or a persistent cough
- Fever accompanied by general symptoms such as unusual tiredness or listlessness
- Sore throat or difficulty swallowing
- Infected skin or eyes or an undiagnosed rash
- Headache accompanied by a stiff neck
- Unexplained diarrhea or loose stools, particularly when accompanied by nausea, vomiting, or abdominal cramps
- Nausea or vomiting
- Severe itching of the body or scalp
- A known or suspected communicable disease or condition

If a Child Becomes Ill or Injured

If a child becomes ill or is injured while attending the program:

1. Provide the child with a quiet, clean area to rest and ensure they remain under close supervision. Provide appropriate first aid if required.
2. Notify the parent or emergency contact listed on the registration form and arrange for the child to be picked up, as required.
3. Follow all applicable BC Child Care Licensing Regulations and reporting requirements.
4. Document the illness, injury, or unexpected event using the appropriate program form.

Staff must document all accidents, illnesses, and unexpected events involving children, including those that do not require medical attention and do not meet the definition of a reportable incident under Schedule H.

Parent and Emergency Contact Requirements

Parents and guardians must inform the Program Coordinator of any diagnosis of a serious illness or communicable disease and provide information about any medication the child is taking that may affect their behaviour or participation.

The Program must obtain and maintain written parental consent:

- To contact a medical practitioner or ambulance in the event of an accident or illness when a parent or guardian cannot be reached immediately; and
- To release the child to someone other than the parent or guardian.

BC Child Care Licensing Requirements

Under BC Child Care Licensing Regulations, the licensee must immediately notify a parent or emergency contact if, while under the care or supervision of the licensee, a child:

- Becomes ill or is injured; or
- Is involved in, or may have been involved in, a reportable incident identified in Schedule H.

The licensee must also notify the Medical Health Officer within 24 hours when a child is involved in, or may have been involved in, a reportable incident described in Schedule H while under the care or supervision of the licensee.

Refer to the Reportable Incidents section of this Policy Manual for additional information regarding Schedule H.

Communication and Prevention

Staff are encouraged to maintain positive and trusting relationships with parents and guardians so that health concerns and changes in a child's health can be communicated openly and promptly.

Good hygiene practices, including regular handwashing, cleaning and disinfecting shared surfaces, and appropriate respiratory etiquette, help minimize the spread of illness within the program.

When staff are uncertain about an illness, its symptoms, or the potential impact on a child or the program, they should seek additional guidance from the appropriate health authority or local Health Unit.

Medication

Assuring the health and safety of all children in the Lumby's After School Program 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 condition(s). 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 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 Family Development.

If a supervisor at the 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.

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. A copy of the Canada Food Guide will be posted at the facility for parents and staff to refer to.

For our programs, snacks are to be sent from home. If snacks are forgotten or inadequate, we are responsible to provide/supplement healthy choices (e.g. fruit, crackers/cereal, granola bars, etc.). We recognize that there are potential issues related to the food provided to children at a childcare facility. These include: jealousy and safety. Therefore, our program has very stringent rules in order to maintain a high level of nutrition and 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 using the 4 step (wash, rinse, sanitize, air dry) method
- Children are not at any time allowed to share food with anyone other than their sibling 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 Lumby's After School Program is a Peanut Free Zone if required due to an allergy.

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, energy drinks, or caffeinated drinks will not be allowed. In the interest of behaviour, dental hygiene, and overall health, the children will be offered and encouraged to bring their own water and bottled water or a cup is available if needed.

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.

Active Play

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 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 maintenance log regarding daily checks and maintenance rendered will be kept.
- The children will have daily outdoor play unless:
 - o Inclement weather conditions would make it unreasonable to do so.
 - o Temperature drops below -15°C or above 30°C. Alternate indoor activities will be delivered.
 - o Air Quality Index is higher than a 6, refer to chart. The North Okanagan Air Quality Health Index will be used to determine air quality. [Click Here](#)

AQHI and Recommended Actions

1-HOUR PM _{2.5} (µg/m ³)	PROVINCIAL AQHI	AQHI RISK CATEGORY	ACTIONS TO IMPROVE INDOOR AIR QUALITY	ACTIONS FOR OUTDOOR ACTIVITIES
0 - 10	1	LOW	Normal air quality in British Columbia.	Encourage outdoor play as much as possible.
11 - 20	2			
21 - 30	3			
31 - 40	4	MODERATE	Keep exterior windows and doors closed . Make sure the indoor environment does not get too hot. Run portable HEPA / DIY air cleaners continuously in spaces used by children.*	Allow children who experience symptoms to modify their activities or stay indoors. For younger children (under 5) consider limiting their time outdoors. Check-in on all kids especially those with asthma*.
41 - 50	5			
51 - 60	6			
61 - 70	7	HIGH	Enhance filtration in the building ventilation system (minimum of MERV 13 or higher). Run the building ventilation system in the “ re-circulation ” mode. When possible, monitor for temperature, particulate matter, and CO ₂ indoors.	Move activities indoors whenever possible. If outdoor activities are required, limit them to low intensity activities . Cancel or postpone high physical exertion activities outdoors. Check-in on all kids especially those with asthma*.
71 - 80	8			
81 - 90	9			
91 - 100	10	VERY HIGH		Move all outdoor activities indoors . Limit the intensity of activities indoors, if indoor PM _{2.5} is elevated. Check-in on all kids especially those with asthma*.
101+	10+			

* While asthma is mentioned as the most common chronic lung disease of childhood, these considerations are also applicable to children with other respiratory diseases or ongoing respiratory symptoms from a resolving viral infection.

- Activities will include games which promote physical movement and team work.
- 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

Screen Time:

- Regular days at the After School Program will NOT include any screen time (TV, computer, electronic games).
- Professional Development Days, Spring Break and Summer Day Camp may include up to 30 minutes of screen time per day for activities or educational purposes.

Other Considerations (Electronics, Toys, Trading Cards, and Weapons – Real or Fake)

Participants are expected to leave cell phones, cameras, electronic games and unnecessary personal items at home.

Toys, games, activities, or other items that cause repeated disagreements or conflicts between participants may be restricted and must be left at home. Trading cards, trading games, and weapon or weapon-like items, whether real, fake, toy, or replica, are not permitted.

Communication & Program Management

Complaints

All complaints or concerns regarding the program should be brought to the Program Coordinator or Executive Director of Whitevalley Community Resource Centre.

The Program Coordinator and Executive Director will review the complaint/concern and determine the appropriate response or action required.

Where appropriate, the complainant may be invited to meet with the Program Coordinator and Executive Director to discuss the concern, clarify the circumstances, and work toward a fair and appropriate resolution. All complaints will be handled respectfully and, where possible, in a timely and confidential manner.

Schedule H [am. B.C. Regs. 95/2009, s. 4; 205/2013, Sch. 1; 178/2016, Sch. 1, s. 9; 76/2022, s. 4.]
(Sections 52 and 55 [harmful actions not permitted; notification of illness or injury])

Reportable incidents

1. For the purpose of this regulation, any of the following is a reportable incident:
 - "aggressive or unusual behaviour", which means aggressive or unusual behaviour by a child towards other persons, including another child, which has not been appropriately assessed in the child's care plan;
 - "attempted suicide", which means an attempt by a child to take the child's own life;
 - "choking" means a choking incident involving a person in care that requires
 - o first aid,
 - o emergency care by a medical practitioner or nurse practitioner, or
 - o transfer to a hospital;
 - "death", which means any death of a child;
 - "disease outbreak or occurrence", which means an outbreak or the occurrence of a disease above the incident level that is normally expected;
 - "emergency restraint", which means a restraint that is necessary to protect the child or others from imminent serious physical harm that is not approved and documented in a child's care plan;
 - "emotional abuse", which means any act, or lack of action, which may diminish the sense of well-being of a child, such as verbal harassment, yelling or confinement, perpetrated by a person not in care;
 - "fall", which means a fall of such seriousness, experienced by a child, as to require emergency care by a medical practitioner or nurse practitioner, or transfer to a hospital;
 - "financial abuse", which means
 - o the misuse of the funds and assets of a child by a person not in care, or
 - o the obtaining of the property and funds of a child by a person not in care without the knowledge and full consent of the child or the child's parent;
 - "food poisoning" means a food borne illness involving a person in care that requires emergency care by a medical practitioner or nurse practitioner, or transfer to a hospital;
 - "medication error", which means an error in the administration of a medication which adversely affects a child or requires emergency intervention or transfer to a hospital;
 - "missing or wandering person", which means a child who is missing;
 - "motor vehicle injury", which means an injury to a child that occurs during transit by motor vehicle while the child is under the care or supervision of the licensee;
 - "neglect", which means the failure of a care provider to meet the needs of a child, including food, shelter, care or supervision;
 - "other injury", which means an injury to a child that requires emergency care by a medical practitioner or transfer to a hospital;
 - "physical abuse", which means any physical force that is excessive for, or is inappropriate to, a situation involving a child and perpetrated by a person not in care;
 - "poisoning", which means the ingestion of a poison or toxic substance by a child;
 - "service delivery problem", which means any condition or event which could reasonably be expected to impair the ability of the licensee or the licensee's employees to provide care, or which affects the health, safety or well-being of children;
 - "sexual abuse", which means any sexual behaviour directed towards a child by an employee of the licensee, a volunteer or any other person in a position of trust, power or authority, and includes
 - o any sexual exploitation, whether consensual or not, and
 - o sexual activity between children if the difference in age or power between them is so significant that the older or more powerful child is clearly taking sexual advantage of the younger or less powerful child;
 - "unexpected illness", which means any unexpected illness of such seriousness that it requires a child to receive emergency care by a medical practitioner or transfer to a hospital.