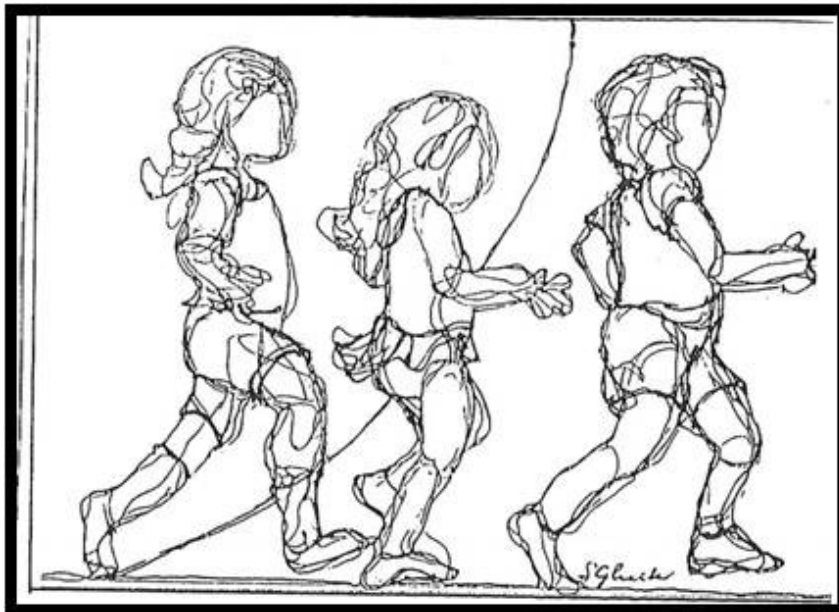


WEST VANCOUVER CHILD DEVELOPMENT CENTRE

REGISTRATION PACKAGE



WVDC
6/1/2009

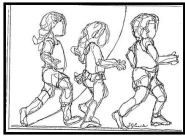
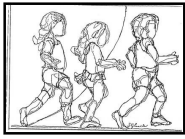


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1. WVCDC PHILOSOPHY

Today's society seems to demand a two-worker household and as a result, childcare outside of the home has become a most important factor. Now, more than ever before, the dream of extraordinary, quality childcare is at the heart of every concerned, caring and responsible working parent.

Our philosophy is to focus on the child first and then build outward from there. Our methods of positive child development appear rather simplistic, but on closer examination one can see that they are well thought out.

We continue to value the statement "children's play is children's work." Adequate children's play ultimately leads to a productive and satisfying adult life and working career. An undue focus on achievement-oriented activities tends to thwart this natural outgrowth of play. One of the primary requirements of our staff is to have a comprehensive understanding of play and its relationship to learning.

The basis for our program may be summed up in a list of well-chosen words:

Acceptance	Nurturing	Facilitation	Respect
Encouragement	Conflict Resolution	Discovery	Empowerment
Choices	Discipline Reality		

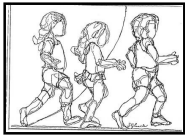
Let's discuss these concepts in more detail...

Acceptance:

This is one of the prime lessons one can learn about the developing child. He/she must be accepted for who he/she is. We must value their uniqueness as we value our own. Many times we do not consider ourselves as unique, but we are and we must strive to recognize each and every child's specialness. When this is accomplished, the child is well on his/her way toward self-actualization.

Nurturing:

Physical contact makes up a sizable part of nurturing. When we talk to children, it is at eye level conveying a warm and safe environment in which the child can express what is actually on his/her mind. We give lots of hugs, which reinforce the comfort of meeting eye to eye. Positive verbal reinforcements are also part of our nurturing procedure -- children, as well as adults, need this reinforcement to develop and sort out our lives. The response to negative verbal reinforcement is ineffective in the long run. We accomplish little when we are negative to our children and possibly doom them to a repetition of an unproductive behavior style. We also express forgiveness for actions, which upset us because of our pre-condition to certain situations or circumstances; we accept the situation for what it is and the context in which it takes place. We do not pre-judge – we are open to all possible avenues of cognitive thought.



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Facilitation:

Learning to be non-judgmental is absolutely necessary for facilitation – without it, we cannot hope to provide feedback on the children's behavior which at all times must be accurate. We attempt to facilitate children's understanding of themselves in order for them to continue any semblance of rational development needed to launch the child into a social structure where he/she can hope to be as productive as possible.

Respect:

It may be true that we as adults (a good deal of the time) could be more respectful of each other's space and person. At least, we would all certainly admit that we would like to have the respect due us. This in turn must carry down to our children. We are definitely models (in every aspect) for our children. If we can respect them and their thinking, they can begin to learn respect for their peers, and in time this respect is certain to carry over into adult life.

Encouragement:

Children need encouragement all of the time in order for them to develop self-sufficient in regard to taking responsibility for themselves, their actions and their environment. We encourage them to use clear verbal communication to express their needs, feelings and frustrations (in their daily contact with their peers) and encourage them to be sensitive to other's needs as well as their own.

Conflict Resolution:

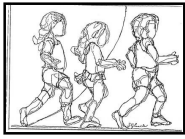
Children need to be schooled in the art of resolving their own conflicts. As caregivers, we try to remain as neutral as possible, allowing the children maximum opportunity to resolve their own differences. The caregivers will monitor the children to ensure and even exchange of ideas is occurring. When the caregiver observes a rising frustration level on either child or an uneven verbal exchange is occurring, they will then step in to offer alternative solutions. Children need to practice the fine art of conflict resolution so when they reach adulthood, they have already mastered this much needed skill.

Discovery:

We feel it is important to allow children to discover things for themselves. This increases the child's sense of self-worth. One would be surprised at a child's innate ability to discover and explore his/her world around him. Through discovery, a child will explore many avenues leading to self-learning.

Empowerment:

Children must feel that they have some quantity of power over their lives. It is our job as caregivers to help the child realize this is possible within means. When the child says "no", we must find out the reason for the "no". The child then learns that "no" is not just a word one uses casually, but that there is a concrete reason for using "no" and it is not to be used indiscriminately. Children must also listen to the "no's" of their peers. When a child says "no" to his/her peer, that peer must learn to respect the "no". In this way, the child realizes that he/she has power over: 1) their own bodies; 2) their own lives; and 3) their own environment. A child's full growth and development follow more easily.



Choices:

Children should have as many choices as are feasible in their lives. Situations abound with alternatives – children must learn that they have them and how to use them. Once the child learns that he/she has choices, we, the caregivers, will stand ready to assist the him/her in appropriate selections.

Discipline Reality:

Discipline has always been a work that strikes fear in the hearts of many who really do not understand its use and attributes. Underlying our philosophy of discipline are two governing concepts: that the purpose of discipline is to teach – not to punish – and that the only kind of discipline worth striving for is self-discipline. The goal is for children to develop habits of self control, become cooperative (rather than competitive), and be considerate of the feelings of others and to respect the physical environment. An effort is made to accomplish this in a positive way rather than through criticism.

The maintaining of consistent, fair and appropriate limits are vital to all discipline and provide a sense of security for children. Children are fearful when they have too much power and no discipline. When problems arise, teachers act as facilitators – not dictators – identifying feelings and enabling children to come up with their own innovative solutions. The focus is on problem solving and not fixing blame. Reasoning is used when appropriate, i.e. “The toys have to be put away so we can find them tomorrow”; instead of, “because I said so.”

Explaining how a child’s behavior affects others is important, i.e. “John is upset because you pulled his hair.” Children are encouraged to express their feelings. All feelings are guided towards doing this in an acceptable way. Empathy for others also begins with understanding oneself.

Children are empowered as they learn to resolve conflicts, take responsibility for their own actions and reduce their dependence on adult-imposed control. At no time will a child be struck, roughly handled or verbally abused as a discipline response.

DISCIPLINE POLICY

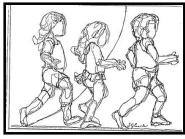
Our discipline policy is based on the guidelines outlined in “A Step Ahead – Behaviour Management that Really Works”, provided and presented by L. Sheppard, M.A. Behaviour Consultant.

We acknowledge that:

1. Discipline is a learned process by which children develop socially acceptable and appropriate behaviour as they grow to maturity.
2. Each child is a unique individual.
3. Children’s behaviour reflects their development.
4. Children’s experience in their family and culture influences their behaviour patterns.

Our discipline strategies include:

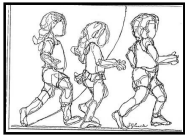
1. Establish clear, consistent and simple limits.



2. Offer straight-forward explanations for limits.
3. State limits in a positive rather than a negative way.
4. Focus on the behaviour rather than the child.
5. Make statements of expectations rather than pose questions.
6. Allow time for children to respond to expectations.
7. Reinforce appropriate behaviour, both with words and gestures.
8. Ignore minor accidents provided that it does not become contagious or chronic.
9. Encourage children to see you as a resource.
10. Encourage children to solve problems as they arise.
11. Scan and observe children in their activities.
12. Gain a child's attention in a respectful way.
13. Use proximity and touch.
14. Remind children, clarify and reinforce limits.
15. Model problem-solving skills.
16. Re-direct the child to a more calming activity.
17. Use natural consequences (see following pages for more detail).
18. Use time out (see following pages for more detail).
19. Use logical consequences (see following pages for more detail).
20. Removal of privileges and activities (see following pages for more detail).
21. Use holding technique – used only when a child has lost all control or the ability to reason or is about to flee.

Natural Consequences

Natural consequences result “naturally” from inappropriate behaviour choices. Rather than intervening, the adult doesn't intervene. If a child chooses not to wear mittens outside on a cold day, the natural consequence of that decision is cold hands. Obviously, safety must be taken into account and children must be protected from decisions that would have dangerous or overly serious consequences.



Logical Consequences

Logical consequences are related to, or are fitting for, particular behaviours. Unlike natural consequences, logical consequences are imposed by the adult (i.e. a child who is pushing other children off a climbing toy is not allowed to play on that toy for the next 15 minutes).

Removing Privileges and Activities

Another consequence for more serious misbehaviours is the removal or withholding of privileges/activities. This can involve stopping the child from doing something right at the time, or withholding something yet to come.

The privilege/activity to be removed must be enforceable (i.e. not allowing a child to go on an outing is a poor consequence if there is no one available to supervise the child while the rest of the children go). Ideally, the consequence should not have a negative impact on others (i.e. not allowing a child to participate in a game may not be the best consequence if it means there will be too few players for the others to play).

Once again, it is important to ensure the consequence is appropriate for the age and abilities of the child, and that it is fair with respect to the seriousness of the behavior. We are explicit about what behaviour is being responded to, what privilege/activity is being lost, and for how long.

One does not lecture, sympathize, or focus on the incident. When the consequence is over, the child is allowed to continue with the privilege/activity.

Biting (Infant & Toddler Program)

Biting is a normal part of growth and development, through which oral exploration takes place.

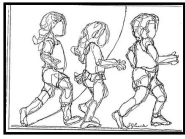
When the staff observes a child starting to bite, then the staff will substitute a teething ring as an alternative source. In the event that a child bites another individual the staff will remove the child from the situation and tend to the injured party. The incident will be recorded in both of the children's daily log.

BEHAVIOUR MANAGEMENT POLICY

The following guidelines will be adhered to when a child's behaviour is interfering with group management and causing difficult in interaction with other children and adults:

Documentation of Incidents

- Anecdotal observations should be recorded and dated.
- Observation should be a factual description of the child's behaviour, using professional language.
- Chronic aggressive behaviour should be documented and a serious incident report should be completed and submitted to the North Shore Health, Community Care Facilities Licensing (applicable when services are to be terminated).



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Meeting with Parents

- Presentation of observation (group supervisor).
- Develop plan of action, an individual behaviour management plan may be required, plan needs to be signed by a group supervisor, assistant director and parent, a copy should be kept in the child's file.
- With parental permission, contact appropriate community resources for third party observations and/or referrals.

Follow-Up

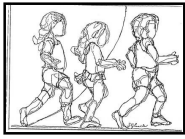
- On-going assessment should be implemented and discussed with parent.

Process to be Followed if Services are to be Terminated

- To be discussed as a possible consequence with the parents prior to services being withdrawn from a family (group supervisor, assistant director, parent).
- The Centre's procedure for withdrawal of services should be outlined to the parent.
- Director informs Health Department by filing serious incident report.

PRINCIPLES OF BEHAVIOUR SUPPORT

1. We model how to respect life by incorporating aspects of health, safety and nutrition in our program. We allow children to develop the concept of themselves, how they affect the environment and how the environment affects them.
2. We use positive guidance, which enables children to learn to help themselves (solve their own problems) and to realize their own limitations.
3. We aid growth when the child shows desire and readiness.
4. We involve each child by focusing his/her attention on what he or she is doing. We encourage and model communication.
5. We provide a stable environment by being reliable and open. There is opportunity for the child to interact with adults and older peers.
6. We model what we want children to learn.
7. We encourage the expression of emotion.
8. We promote meaningful relationships by being there for children, listening to everyone, giving them the freedom to be themselves, accepting their uniqueness and supporting their actions.
9. We respect each child, his or her family and culture.

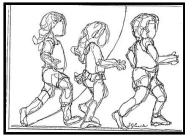


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10. Each child is treated with respect and given recognition and praise for his/her strength.
11. The physical and emotional well being of each child is of paramount importance.
12. There is no spanking or other physical punishment. No child is subjected to ridicule, sarcasm, labeling or moralizing. The focus in guiding children is a focus on understanding their feelings and appropriate ways of expressing these feelings.
13. No child is ever placed in complete isolation for any reason. If the child's behavior necessitates temporary removal from the group, and adult stays in touch with him/her and later will settle him/her into another activity.
14. Role stereotyping of any sort is discouraged; a child will not be turned away from activities because of his/her gender, age, culture or socio-economic background, as long as we are not compromising the safety of the child.
15. Children are encouraged to cooperate with each other and with staff in games, clean-up and daily activities.

GOALS FOR CHILDREN

1. To develop a respect for life -- a sense of awareness of their bodies, how they affect the environment and how the environment affects them. Children learn through natural consequences, i.e. when a small child tries to ride a bike that is too big, the child cannot pedal the bike; and logical consequences, i.e. if a child rides a bike and runs into another child, the child is taken off the bike for not riding safely.
2. To acquire a sense of autonomy and uniqueness. To realize their own limitation, solve their own problems and hence develop self-reliance.
3. To grow at his/her own pace.
4. To act upon his/her own initiative and learn by doing, without compromising their safety or the safety of others.
5. To feel comfortable enough to explore the stable environment that is provided as well as to learn confidence in interacting with others.
6. To learn by example.
7. To accept their emotions and learn to express them.
8. To develop communication skills with their peers and adults.
9. To encourage self-help skills which promote independence and build self-confidence.



YOUR CHILD'S INVOLVEMENT

Children will become active participants in the Centre's environment by...

- Tiding up one activity before beginning another.
- Washing their hands.
- Pouring out their unwanted beverages.
- Putting their dishes away.
- Helping prepare their snacks.
- Attempting dressing, completing dressing, undressing.

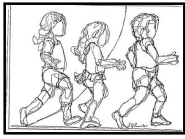
These activities will...

- Encourage independence.
- Increase self-help skills.
- Builds self-esteem.
- Provide empowerment.
- Promote respect for others, self, environment.
- Build new skills.
- Promote cooperation.

GRADUAL ENTRY PROCEDURE FOR NEW CHILDREN

We realize that gradual entry can be a significant inconvenience for a parent, but the benefits to your child are so important that we require gradual for every new registration.

Once gradual entry has been successfully completed you also will feel much more secure in the fact that your child is happy and unanxious when you leave him/her with us. If it is absolutely impossible for you to take this time off, another person whom the child knows and trusts may substitute for you in special cases. However, we reserve the right to call you to attend to your child if there are any significant entry problems.



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Gradual Entry Procedure:

- Day 1** Child stays for 2 hours with parent. Please come about 9:00a.m.
- Day 2** Child stays for 2.5 hours. Parent leaves after first hour.
- Day 3** Child stays approximately 5 hours. Parent leaves child until lunch time and then joins child for lunch. Both stay until naptime and then both leave.
- Day 4** Child stays approximately 6 hours. Parent stays for half an hour and then leaves. Child stays on own through lunch and nap. Parent returns by 2:30p.m.
- Day 5** Child stays all day on own for approximately 6-7 hours.

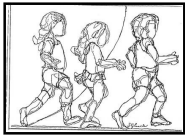
NAPTIMES

3-5 Year Old Program:

Naptime is from 1:00 until 3:00pm. All children under the age of 4 must rest for a least one hour (from 1:00-2:00). After this time, they are able to get up and move to the art room to play.

Infant and Toddler Program:

The naptime in the infant and toddler room is treated on an individual basis. Infants and toddlers develop at their own rate; therefore, we must respect their stages of growth and development.



WHAT YOUR CHILD NEEDS AT THE CENTRE TO HAVE FUN

Part of every day is spent on the playground (rain or shine), at the beach or indoors to participate in a variety of art and play activities. For this reason, it is mandatory that children wear clothing that is washable and appropriate for the weather. On your child's first full day at the Centre, please bring the following articles of clothing and items labeled with their name, to be left at the centre:

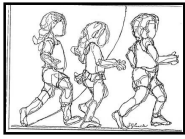
<u>All Seasons</u>	<u>Winter</u>	<u>Summer</u>
socks	2 long sleeve shirts	2 short sleeve shirts
2 underwear	2 pants	1 pair of pants
rain gear (pants, jacket)	sweater	light jacket
rain boots	snow boots	running shoes
evacuation kit	mittens, warm hat	sun hat
diapers (if needed)	snow suit	sun screen
blanket/sheet (naptime)	warm socks	bathing suite & towel
lunch kit/ice pack		water shoes
		shorts

WHEN YOU BRING YOUR CHILD TO THE CENTRE

It is required by law that you accompany your child into the Centre and sign them in on the "sign-in-out sheet." Please ensure that the supervisor is aware of your arrival.

If there is anything the staff should know, you may write it down under "comments" on the sign-in-sheet or supply a note to the supervisor. Often mornings are hectic and the supervisor may not have time to talk to you; writing a note or sending an e-mail will ensure that what you need to say will not be forgotten.

Children need to be at the Centre by 9:30a.m. This will ensure that your child will be included in all the day's activities. The Centre reserves that right to go on spontaneous outings in our neighborhood. Due to insurance criteria, children who are late cannot be dropped off at the location of the outing. Parents will have to wait with their child until the children return from the outing or return to the Centre at a later time.



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Children who arrive after 9:30 a.m. will not be able to participate in the outing. These children cannot be left with the Infant and Toddler Program. Please phone if you anticipate being late or if your child will be absent. Please notify the Centre in the event of your child's extended absence due to illness or vacation.

LEAVING THE CENTRE

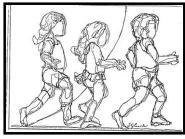
1. Always inform your child of your departure and do not undermine his/her trust by slipping out while your child is engaged in play. **Always say good bye.**
2. Help your child understand when you will return by discussing activities, routine he/she will have finished before you come back.
3. If your child has difficulty in separating from you and begins to cry and cling:
 - A. Ask the supervisor to assist you.
 - B. Calmly tell your child that you will be back at the end of the day.
 - C. Kiss and hug your child good-bye and confidently get up and leave.
4. If you go calmly and quickly, your child will at first feel desperate, but soon he/she will realize that mommy/daddy feels good enough to leave, so it must be all right to stay. If you hesitate in leaving and repeatedly return to your child for a hug, they will sense your hesitation and their anxiety will increase. Generally, children who have difficulty separating calm down quite quickly once the parent has left the Centre.

Infant & Toddler Program

The parent will provide the staff with a brief outline of the child's morning schedule (put with sign in sheet). The staff will keep a daily ongoing record of each child's progress throughout the day (food intake, diapering, bottles and naptime).

PICKING YOUR CHILD UP

When it's time for you to take your child home, you need to sign your child out in the log book or the "sign-in-and-out sheet". You should allow your child a few minutes to put away the toys/equipment he/she may be using. If you have something you want to discuss with the supervisor, let him/her know and, if the situation doesn't allow a discussion at that time, you may want to arrange a time to meet or perhaps write down your concerns, request or question.



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Late Pick Up Policy

As stated in the parent contract, the Centre closes at 6:00pm. There is a late charge for every minute after 6:00pm (Please note the Parent Contract for the exact amount per minute). This penalty is payable directly to the staff and not the Centre.

When the parent(s) have been late 3 times, there will be a meeting called with the Director to review the policies and the contract to determine whether the present arrangement fits the needs of both the Centre and the family.

If the tardiness continues, the family will be given 30 days notice to find alternative care for their child(ren).

Parent/Guardian Not Picking Up Policy

If someone other than the parent is to pickup your child, the Centre must have written notice or, in an emergency situation, verbal (over the phone) permission prior to letting your child go. The "pick-up" person must provide photo ID to verify the name given by the parent/guardian. If no photo ID is provided, the child will not be released.

Pick Up by a Minor

People authorized to pick up your child must be over the age of 18. The Centre will not release any children to minors.

Child Left at Centre Policy

In the event a child is left at the Centre after closing, the following procedure is followed:

1. Phone parents at work or home.
2. Phone emergency contact.
3. Contact RCMP. An officer will come to the Centre with a social worker who will take custody of the child. The social worker, with the cooperation of the RCMP will try to contact the parents.

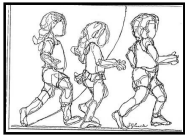
Intoxicated Parent/Guardian Policy

In the event a parent/guardian comes to pick up a child in an intoxicated state, the following protocol is followed:

1. Ask if he/she is driving.
2. Suggest a taxi.

If the parent/guardian becomes difficult and insists on taking the child and driving, the supervisor will:

1. Inform him/her of the intention to notify the RCMP.
2. Write down the make, year, colour, and license number of the car.



Unauthorized Person Comes to Pick Up Child Policy

In the event an unauthorized person comes to pick up a child, the procedure is:

1. Try to contact parent(s).
2. If unable to contact parents, refuse the release of child to the unauthorized person.
3. In the event force is used to remove the child, the staff member will try to get in between the child and the unauthorized guardian.
4. The staff will call 911.
5. Please refer to Kidnapping Policy below.

Kidnapping or Attempted Kidnapping Policy

In the event an unauthorized person attempts to kidnap a child, staff will:

1. Engage the person in conversation while putting his/her body in front of the child.
2. Another staff member calls 911, and then returns to support the first staff member.

If kidnapping/attempted kidnapping happens off site, the staff procedure is:

1. Pick up child in question, and return to Centre.
2. Alert the Director.
3. Call 911 to alert RCMP of kidnapping/kidnapping attempt.

In the event of a successful kidnapping, staff will:

1. Call RCMP.
2. Call parent/guardian; get full description of abductor, including car license number, colour of car, etc.

Court Order to Pick-Up Child

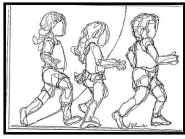
In the event a separated or divorced parent brings a court order to release a child, staff will:

1. Contact the RCMP.
2. The Centre releases custody to RCMP.
3. RCMP releases custody to parent.

FOOD

3-5 Year Old Program

Each day we have a morning and afternoon snack. We provide water for snack time and milk during our lunch time routine. The foods we serve consist of fruits, vegetables, crackers and cheese, etc. We make a point of planning nutritious and well-balanced snacks. You are asked to supply your child's lunch and 2



WEST VANCOUVER CHILD DEVELOPMENT CENTRE

fresh fruits, one to share at morning snack time. Please do not include pop, candy or excess sweets or desserts. Please use a reusable freezer pack in your child's lunch kit. There is limited space in the fridge.

Special occasions are always celebrated with party foods. Birthdays are one of these special times. We have found that the children enjoy bringing a special snack that day such as a birthday cake or cupcakes. Please make arrangements ahead of time with the staff.

Infant & Toddler Program

Parents are responsible for providing an adequate supply of food and drink for their child; the Centre does not provide any food for the Infant & Toddler program. Additional food supplies can be stored in each child's cubby. Parents are responsible for monitoring the supply of food that your child requires.

TOYS FROM HOME

We ask that your child leaves his/her toys at home. On show and tell days, children are asked to bring theme-based items. For example, if the theme is autumn, a child might bring in different colored leaves, a toy rake, etc. The staff and/or the Centre will not be responsible for any lost or damaged toys. We have, in the past, allowed children to bring toys from home, but found that they became too competitive with each other and sometimes ended up creating fights over the toys.

WVDC HEALTH POLICY

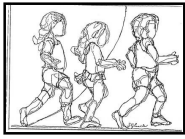
A good part of our program is geared to providing a healthy environment for your child. A proper balance of physical exercise, rest and good foods are part of this process.

When children are sick, we ask the parents to please keep them at home until they are fully recovered. We found that when children are not ready to return after an illness, their day at the Centre is an unhappy and tiring one. Returning too soon after being sick interferes with recuperation and may lead to further absence.

Prescription Medications

All the following conditions must be met before medications will be administered:

1. Medication must be in original container with current date.
2. Parents must complete a "Request for Administration of Medication" form at the Centre, which clearly states:
 - a) Physician's name
 - b) Child's name
 - c) Type of medication
 - d) Dosage



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- e) Length of time to be taken
- f) Any special instructions (i.e. shake well, refrigerate, give with empty/full stomach, time of day to be administered, etc.)

Non-Prescription Medications

When your child requires a non-prescription medication, it will only be administered under the following conditions:

1. Medication must have a current prescription label attached to it.
2. Doctor's note which states:
 - a) Child's name
 - b) What the medication is for
 - c) How much should be administered
 - d) Length of time to be taken
3. The doctor's note must follow the WVCDC Health Policy.

When Your Child Should be Kept at Home

There are three important issues in determining when a child is too ill to attend daycare. Children should be kept at home if they have:

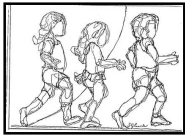
1. An illness that prevents them from taking part in the normal activities of the day.
2. An illness that requires more care that the staff can provide without compromising the care and safety of the other children.
3. A very infectious illness. Other children must be protected from communicable diseases.

The staff person in charge can refuse to accept a child deemed too ill to attend. The parent will then be asked to take the child home.

Vancouver Coastal Health provides guidelines for daycares which is used to determine if your child may attend the Centre or needs to be excluded. Should your doctor's recommendation differ from the recommendations provided by Vancouver Coastal Health, the final decision will rest with the Centre's Director and the Board.

A child should not attend the Center if he/she has or is developing any of the following:

1. A fever of 100F (38.3 C) or higher.
2. Consecutive bouts of diarrhea.
3. Skin infection, undiagnosed rash, infected eyes or signs of contagious disease.
4. Any parasite-related condition (impetigo, scabies, head lice, etc.)
5. Acute cold with coughing, runny nose or eyes, sore throat.
6. Vomited in the past 36 hours.



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A child may return to the daycare when:

1. The fever has remained below 100F (38.3 C) for 36 hours without medication.
2. The child has had at least 1 normal bowel movement.
3. The child has been examined by a doctor and has received medical clearance.
4. Symptoms have subsided.
5. 36 hours have passed since last bout of sickness.
6. 36 hours have passed since last bout of vomiting.

Children who are not feeling well enough to participate in the Centre's program (i.e. outdoor play) need to stay at home. When a child becomes ill at the Centre, the staff will notify the parents. If for any reason staff are unable to reach the parents, the emergency contact person will be called.

CHILD ABUSE POLICY

The provincial Family and Child Service Act states it is the obligation and responsibility of any person who has reasonable grounds to believe a child may be in need of protection to report the matter immediately to the Ministry of Social Services. No action may be taken against a person who reports under this section unless the report is malicious or without reasonable grounds.

If any time we have reason to suspect a child in our care may be the victim of child abuse or neglect, it is our responsibility to notify the Ministry of Social Services in our area.

Under the Community Care Facility Act, this department is obliged to investigate all complaints or allegations of improper child care (child abuse, child neglect, inappropriate discipline). Provincial policy requires, in addition to Community Care Licensing, that the Ministry of Social Services and the Police must also be informed.

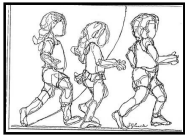
The individual against whom the allegation has been made will be notified immediately by either Community Care licensing, Ministry of Social Services, or the police, depending on the nature of the allegations.

EMERGENCY PROCEDURES

Fire Drills

Fire drills are mandatory for daycares and preschool as dictated by the health authorities and the law. This is a requirement for us to retain our license. They must be done once a month no matter the weather conditions or season.

1. When the fire alarm is set off: staff will go the nearest exit and open the door, calling to the children to follow. The staff will lead the children outside to the meeting place. (lower yard)



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2. One staff from each program will bring with them the emergency back pack, sign in sheet and emergency medications to the outside meeting place.
3. The Director/acting Director will look through each room before leaving the building.
4. In the lower yard, staff will hold roll call; the roll call is taken from both sign in sheets. Children will verbally respond (here) as their name is called. If a child does not respond when their name is called, the staff member doing roll call must make eye contact with that child before moving on the next child. If no eye contact is made, that child will be presumed missing.
5. If a child is discovered missing, staff may enter building, if it is safe to do so, to look for the child. If it is unsafe to enter the building, the fire department will be informed. A description and photo of the missing child will be given to the fire department when they arrive.

Upon examining this emergency procedure, parents should understand:

1. the necessity for their child to wear inside shoes with a firm sole. We, as teachers, can enforce the wearing of such footwear, but first you must provide it.
2. the importance of signing your child in. Sign in sheets are used for our emergency roll call; if a parent forgets to sign in this can cause great confusion in an all ready stressful situation.

Can you now imagine we are standing outside in the rain, cold, wind, etc does your child have the proper footwear, are they signed in, do you have enough spare clothing to change into when we come back inside? These are all things we have to consider when doing a simple fire drill.

Earthquake Drills & Evacuation Preparedness

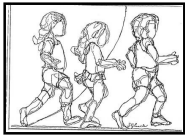
The Centre also conducts earthquake drills. While many of us do not like to think about an earthquake occurring in our part of the country, there exists a strong possibility that a major earthquake could strike at some time in Vancouver.

We want to assure you that our Centre is well-equipped and prepared to care for your children in the event of this critical situation. All of our staff have current first aid certificates and will be in communication with local emergency services.

The Centre also practices earthquake drills, following the emergency evacuation procedure similar to the fire drill. During a simulation, children and staff practice “duck and cover” defensive positions and remain “under cover” facing away from windows for a full 60 seconds, unless immediate evacuation is necessary (fire, gas odour, building collapse).

At the command of “earthquake,” the children and staff:

- Drop under a desk or table if possible. Hold on to the desk or table leg. If there aren't enough sturdy pieces of furniture to get under, practice taking cover next to inside walls, away from windows, overhead light fixtures and tall pieces of furniture which might topple over when the ground shakes.
- Assume the “duck and cover” position on knees, head down, hands clasped on back of neck or head covered with book or jacket.



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- Face away from windows.
- Stay “under cover” after earth stops shaking for 60 seconds (staff will count aloud; it is calming and earthquakes or after shocks rarely last longer than 60 seconds).
- Practice duck and cover drills outside in your play area, too.

When the time is up and the Director or Acting Director deems evacuation is safe, children muster in the lower play area following the fire drill procedure outlined above.

In the event of an earthquake occurring, the following procedures will be followed:

1. No child will be released from the Centre unless a parent comes for him/her.
2. The children and staff will remain at the Centre if the building is safe. (Note: Our Centre has been assessed for structural stability and we have been told that the building has an excellent chance of withstanding an earthquake.)
3. Our alternate shelters are Irwin Park School and the West Vancouver Community Centre.

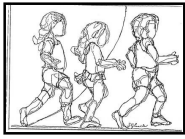
We do ask for your help with the following areas:

1. In the event of an earthquake, please do not call the Centre; we must have the lines open for emergency calls.
2. Following an earthquake, do not immediately drive to the Centre; streets and access to the Centre may be cluttered with debris; the Centre’s access route must remain clear for the emergency vehicles.
3. Ensure your child always has a complete change of clothes in his/her cubby.
4. Ensure your child always has a pair of well fitting running shoes with thick soles available for wearing.

What to pack in your child(ren)’s Personal Emergency Pack:

- Small flashlight with batteries
- Canned goods with pull tabs
- Fruit leather
- A family photo
- A letter from you
- Out of province contact person
- A package of light sticks – available at Wal-Mart, camping supplies
- A few diapers, if necessary
- A bottle, soother, sippy cup if necessary
- A personal toy (for comfort)
- Anything you feel that will comfort your child

If you have any questions or concerns or would like more information on how you could put together an emergency plan for your family, please do not hesitate to contact the Director.



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WVDC FEES

A non-refundable membership fee to the Society is required by all families and can be used to secure a space in the Centre.

Fees are due by the first of each month. Cheques should be made payable to the West Vancouver Child Development Centre (WVDC). We request post-dated cheques if possible for up to 6 months. There is a late fee after 5 working days and NSF charges apply to all NSF cheques or any returned cheques (Note parent contract for late and NSF fee charges). A certified cheque or cash must replace the delinquent payment.

The current fee structure for is the Centre from November 2008 until October 2009 is:

3-5 Year Old Program

- 1 day (for part time families to buy into if available) \$58
- 2 days \$381
- 3 days \$549
- 5 days \$775

Infant and Toddler Program (Full Time Only)

- 18 months to 3 years old \$985
- 0 to 17 months \$1095

Nominal fees may be requested from time to time for special field trips or lunches.

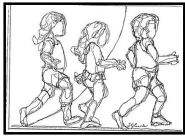
WITHDRAWAL AND “WITHDRAWAL OF SERVICES” POLICY

Families currently enrolled in the Centre must give one month’s written notice to withdrawal from the WVDC.

At times, a “withdrawal of services” will be implemented by the Centre. The following reasons may result in a termination of services given:

1. Unpaid fees or consistent late payments.
2. Failure to work with the WVDC staff to meet the needs of one’s child (i.e. consistent late arrival, failure to pick-up sick child within a 2 hour time frame, within 1 hour if fever is 102.F or over).
3. Breakdown of parent/teacher relations.
4. Inappropriate placement of a child (for various reasons a child cannot function in a 1:8 or 1:4 teacher child ratio).
5. Child is aggressive towards other children (i.e. consistent hitting, scratching, biting, etc.)

Procedure:



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1. Director discusses issue with parent; tries to solve the problem at hand.
2. If issue cannot be resolved, Director will call a meeting with parent and group supervisor and try to reach an agreement between all parties.
3. If issue cannot be resolved, Director will notify parent of the date when services will be withdrawn.
4. The daycare will give 30 days notice with the exception of situations listed below which may result in immediate withdrawal of services if the issue cannot be resolved:
 - a. The child is jeopardizing the safety of other children and/or himself.
 - b. Serious breakdown in communications between parent and staff.
 - c. Failure to pay daycare fees outstanding after the 15th of the month.
5. Director will inform licensing officer at North Shore Health.

PARENT PARTICIPATION

The WVDC, like most non-profit centres, is a parent-participation centre and, as such, parents are required to attend all parent meetings and engage in duties that help maintain and develop the daycare. The Centre runs more effectively with parent input, support and suggestions. An Annual General Meeting (AGM) is held in September of every year to review the Centre's past year's progress and present plans for the following year. This meeting is mandatory for all.

Regular work parties are held to maintain your children's environment, these work parties are also mandatory a nominal fee will be charged for non-participation. As parents, you participate in fund raising activities to enhance the resources for the centre and your children.

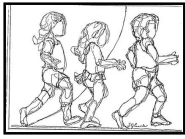
During the year there will be social events. This is an opportunity to meet and greet the other parents in a relaxed and social atmosphere.

BOARD OF DIRECTORS

The Board of Directors is made up of parent volunteers from the Centre or our local community, consisting of a President, Vice President (Parent and Staff Liaison), Treasurer, Secretary, and Members at Large. Volunteers do not require any previous experience. Board meetings are held monthly, except in the summer, and the Annual General Meeting of the Society is held in late September.

The Board of Directors responsibilities include the following:

1. To oversee the general programs operated by the Society, ensuring that it is carrying out its mandate to the community in a professional and responsible manner.
2. To ensure adequate funding for continuance of and possible extension of services, and maintain an efficient and effective financial system.



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3. To hire the Director of the Centre and ensure the professional staffing needs and conditions are fulfilled.
4. To embark on special projects which will contribute to the quality and efficiency of the services provided.
5. To represent the WVCDC in the community.

If you have any questions regarding the Board of Directors or would like more information about the function of the Board, please contact the current Chair at board@westvandatcare.org or speak to the WVCDC Director to get a contact number.