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TLA'AMIN NATION



EARLY CHILDHOOD EDUCATION PROGRAMS

**PARENT/CAREGIVER
HANDBOOK**

We would like to welcome you and your čuy (child) to our licensed Early Childhood Education Centre, operated by Tla'amin Nation.

Please read carefully through the following information in this handbook.

Our qualified Early Childhood Educator team strives to create an environment that provides culturally rich, explorative opportunities supported by sound early childhood development foundations.

We are confident your čuy will enjoy their time with us. If you have any questions, suggestions, or concerns please do not hesitate to contact us at (604) 413-7055.

čęęħαθęč - Thank you





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The Tla'amin Child Development Resource Centre (CDRC)

The Tla'amin Child Development Resource Centre (CDRC) first opened in April 1998; it has housed a range of early childhood programs over the years. In 2022, čičuy ʔaye (Children's House) was built which allowed the Nation to further develop programming in support of čičuy (children) and families.

Today our suite of early childhood programs is part of the Nation's Department of Education.



Our Programs

titol čičeyiš

604-483-7155

Little Hands Classroom

A licensed 0–36-month program
(12 spaces)

nəŋqəm

604-483-7136

Killer Whale Classroom

A second licensed 0–36-month program
(12 spaces)

ʔεʔεmaš ʔlšʔlšen

604-413-7232

Walking Feet Classroom

604-414-9924 (cell)

A licensed 3–5-year program
(24 spaces)

či čuy Preschool

604-413-7230

A licensed 4–6-year program which operates
from September to June
(16 spaces)

Early Childhood Outreach Program

604-413-6946

Indigenous Supported Childhood Development Program

604-413-7153

The Tla'amin Approach

Beliefs

We believe in creating a space that is welcoming for each čuy and family, where each person is valued and honoured for doing their best. We know that kind, respectful and efficient communication is at the heart of this.

We believe in providing early learning experiences that foster every opportunity to learn and have fun. We are working hard to include ʔayʔaʔuθəm and Tla'amin culture into every aspect of our days.

We believe that each čuy is a gift, and as early childhood educators, we take very seriously our responsibility for providing inclusive, safe environments that foster and support each čuy 's development.



Philosophy

Tla'amin Nation provides programming which offers a quality, holistic, and safe environment for Indigenous čí čuy from birth to six years of age. Our programs are designed to offer čí čuy opportunities to explore our culture, language, and traditions. We seek to include our taʔow (traditional teachings) in everything we do within our programs — including how we engage with each other and with you, our families — while also including the best approaches in mainstream early education.

We are committed to integrating as much ʔayʔajuθəm, the language of Tla'amin people, in our environment as possible because we understand that the earlier čí čuy are exposed to a language, the more readily they will learn it. Our Resident Elders play an important role in this. We encourage our families and guests to learn alongside us and use the ʔayʔajuθəm words and phrases they know. Here are a few basics to start with:

ʔi qəjukʷi	(pronounced <i>ee kajikwi</i>)	Good morning
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ʔajɛčχʷot	(pronounced <i>ahjaytchwoot</i>)	How are you?
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ʔimot tʰokʷ	(pronounced <i>eemut thok</i>)	Good day
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ʔimot	(pronounced <i>eemut</i>)	Thank you
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ʔemaxʷi gə	(pronounced <i>ahmahweega</i>)	See you later
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The Tla'amin early childhood team purposes to provide early learning activities which allow the čí čuy to learn through social play and exploration, and as much as possible outdoors, in relationship with the land. When čí čuy are given these opportunities, with adult guidance, their natural curiosity and creativity are engaged, and their social, emotional, physical, and intellectual development flourishes. Our environment intends to foster a sense of belonging, value, and identity in each čuy.

Staff Credentials

Our programs have specific B.C. Child Care Licensing Regulations to meet such as adult-to-child ratios; our spaces and programs have annual licensing assessments from the region's licensing officer.

We employ a variety of staff who hold different levels of certification. Our educators must hold valid First Aid, and Food Safe certificates. All staff must also have valid criminal record checks with vulnerable sector screening, including our program cooks and custodians. We ensure our staff participate in professional development opportunities to maintain their ECE licenses and certifications.



Volunteers And Students

Throughout the year, our classrooms may welcome practicum students. These are typically Early Childhood Education students or students in a similar field. These students will be introduced to the čičuy in their classrooms, and to you through our email and/or the **Brightwheel app**. Volunteers are also welcome in our programs.

Volunteers and practicum students must complete a criminal record check and meet with our Early Childhood Education Manager before starting. They do not count in our child-to-staff ratios and will never be left unsupervised or be held responsible for the welfare of the čičuy. All documentation for volunteers and students will be kept on file with the manager.

Early Childhood Development Outreach Program

Our ECD Outreach program aims to promote and support healthy development during pregnancy, infancy, and early childhood. The ECD Outreach Worker offers services at the CDRC, in classrooms, in community, or in the comfort of your home, if your wish.

The ECD Outreach program includes:

- Regular parent/caregiver-tot groups
- Family-friendly activities throughout the year
- Transportation and support for families to and from appointments
- Educational sessions for parents/caregivers
- Focused early learning activities in classrooms (ex. Moe the Mouse)

Please email ecdoutreach@tn-bc.ca to connect to our ECD Outreach Worker.



Indigenous Supported Child Development Program

We believe every čuy should be cherished and celebrated and every čuy is capable and is deserving of rich learning experiences. Our goal is to meet the individual needs of every čuy within the structure of our program, while maintaining a healthy and safe environment for all či čuy and staff.

Indigenous Supported Child Development (ISCD) is a community-based program that assists families in the qat'et region with či čuy with developmental needs who require extra support and services. The program serves či čuy up to 12 years of age, with some services for youth aged 13 – 19 years. Participation is voluntary, and parental consent is required.

Our ISCD program aims to:



increase the family's knowledge of child development



support the inclusion and integration of every čuy into the common learning environment with all their peers



improve access to supports within the community



lower barriers for families



contribute to the healthy development of each čuy

Our team of skilled ISCD support workers spend time as needed and as possible with the čičuy they are assigned to supporting -- in their classroom, and sometimes in the Nation's after-school or summer programs.

Our trained educators may conduct developmental screening assessments such as the Ages & Stages Questionnaires® (ASQ®). The purpose of the developmental screening is to learn about each čičuy's strengths, abilities, and challenges specifically: social, emotional, communication, cognitive, physical, and self-help skills. The screening assists teachers and parents/caregivers in identifying any areas where the čičuy may need extra assistance in reaching their full developmental capabilities.

With parental consent, we may request a referral for your čičuy with one or more of the clinicians who support our programs in a variety of disciplines (ex. occupational therapy, speech & language therapy, physiotherapy, behaviour support, art therapy, therapeutic riding, etc.). When it is determined that a čičuy would benefit from interventions from a clinician, we do our best to provide transportation support for čičuy to get to/from appointments.



Here is an indication of what some of the more common clinicians do to support čičuy:

Occupational Therapist (OT): supports čičuy to maximize their participation in daily living activities. OTs focus on fine motor, sensory-motor, and functional play skills, feeding, toileting, specialized equipment, and environmental modification.

Physiotherapist (PT): looks at a čičuy's physical development and ability to move. PTs aim to prevent, assess and treat the impact that injury and medical conditions have on a child's movement and function. They work with children to help them move and play within their environment and assist with adapting the environment to support a child's specific needs.

Speech-Language Pathologist (SLP): supports the family's efforts to help their čičuy communicate. This includes understanding other people or communicating through verbal speech, gestures, sign language or pictures. SLPs also address social communication, play and feeding.

Behaviour Support: analyzes and identifies behavior patterns, develops and implements behaviour plans and provides guidance and support to čičuy, their families, and educators to improve challenging behaviors and enhance skills.



Our ISCD team works in collaboration with the early childhood programs and schools to support the best possible school integration and learning success. Families in the ISCD program may access a psychoeducational assessment for their school-aged child which can provide valuable information regarding attention, memory, language skills, learning, executive functioning, literacy skills, etc. Parents/Caregivers directly receive the results of such assessments; their consent is required to have results shared with the school team in question to help them best serve their child.

**Please email
iscd@tn-bc.ca
to connect with our
ISCD Coordinator.**



Support Concerns & Plans

It is not uncommon that support concerns first arise in an early childhood classroom. For many čičuy, this is the first time they are in a social setting for an extended period of time. It is also not uncommon and is completely age appropriate for čičuy to exhibit new behaviors in this unfamiliar setting, and thus care must be taken when assessing potential support concerns. If an educator makes note of any concerns that have not already been identified by the parent/caregiver or guardian, they will:

- Observe any patterns of behaviour, or unusual behaviors, and document them in the staff communication book in each classroom.
- If behaviors and/or patterns continue, contact the manager to observe the class. This process helps provide an additional perspective on the classroom dynamic and expectations, as well as identify possible triggers. The ISCD coordinator may also be invited to be part of these observations.
- After deliberation between our team members, the manager will arrange a meeting with the parent(s)/caregiver(s) to discuss the concerns.
- A trained educator will complete the Ages and Stages assessment. It is often helpful for this assessment to be completed by parent(s)/caregiver(s) as well.



Depending on the specific concerns and needs of the čuy, additional meetings will take place to develop the best possible learning and care environment for the them. This may lead to the development of an individual support plan (ISP) so that all staff involved in the care of the child is on the same page regarding the best possible care we can provide.

ISPs are written plans between educators, parents/caregivers and other professionals to ensure everyone is working together for the success of the či čuy. It is a document that identifies specific goals around social, emotional, physical and/or intellectual growth. ISPs are reviewed twice annually and adjustments made with collaboration from the parent/caregiver, educators and support team.

Our Curriculum

We believe that each čuy is an individual who will learn and develop in a unique way. With support from caring educators and a rich learning environment, čičuy will learn, play, explore, create and develop relationships. Čičuy are eager to learn and experience new things. We know čičuy learn when all the developmental domains are supported, the physical, intellectual, social/emotional and language/communication. It is the responsibility of the educators to make sure the daily programing is based on early learning standards and addresses the individual needs of each child.

Trusting, nurturing and respectful relationships between čičuy and educators are essential. These caring bonds build the foundation for a classroom environment where čičuy can take risks, learn from their mistakes and be joyful in their learning. The educator's role is as a facilitator and a guide. Educators intentionally plan and provide a variety of experiences and opportunities that are accessed through different delivery methods such as čuy directed, free play, group activities and learning centres.





Play is essential for early learning and is our primary focus. Through play, various language, social, physical, and cognitive goals are being taught. Purposeful and meaningful play that is developmentally appropriate is a significant element of our early childhood program. Play encourages curiosity, discovery and problem solving which allows individual growth and development of a positive self-image. A play based, hands on active learning environment is most appropriate for young learners. We believe that this approach which includes the whole child prepares čičuy well for future success both in school and in their lives. In their exploratory play, čičuy manipulate materials, hypothesize, test theories, repeat activities and draw conclusions. In their social play, čičuy learn how to be a member of a larger community.

Connections to the natural world are intrinsic to healthy growth and development. In addition to spending time outdoors, nature-based materials and experiences are provided both indoors and out. Our curriculum emerges from the čičuy's interests, educators' observations, and events in the lives of the čičuy, their families, and the Tla'amin community.

We use the Aboriginal Head Start framework to guide us; it is comprised of these 6 parts:



Social Support

Head Start programs help families connect with resources and community services that can support and empower them in their roles as parents/ caregivers.



Parent/Caregiver and Family Involvement

Head Start Programs support and involve parents/ caregivers as their či čuy's primary teachers and provide learning opportunities to empower parents/ caregivers to grow as role models for their či čuy.



Nutrition

Head Start programs ensure that či čuy have access to wholesome foods to help them meet their nutritional needs. Outreach aims to provide či čuy and families with information and support to develop healthy eating habits that can be maintained for life.

Our educators are trained to develop activities, experiences, and environments that will support the holistic development of čičuy. They are provided the time to work in their teams to develop weekly plans that include social, emotional, physical, and intellectual development, integrate ʔayʔajuθəm and Tla'amin culture, in both the indoor and outdoor setting. Their plans are then submitted to the manager to make suggestions and provide approval for implementation.



Culture and Language

Head Start programs provide čičuy with a positive sense of self. We are committed to ensuring opportunities for čičuy to build on their knowledge of their community, culture, and history by learning language, songs, and dances at the centre.



Education

Head Start programs support and encourage life skills and lifelong learning opportunities that focus on individual early childhood development - physical, social, emotional, intellectual, and spiritual development.



Health Promotion

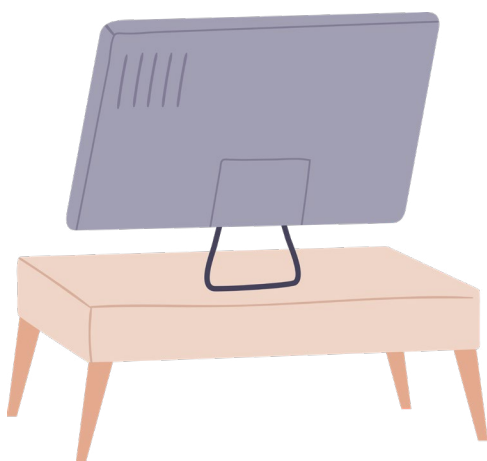
Head Start programs empower čičuy and their families by emphasizing healthy lifestyle habits and developing self-care and wellness choices for life.

Screen Use

According to licensing regulations, all licensed childcare programs must limit screen time (TV, computer, electronic games) to 30 minutes or less per day because electronic media and devices can get in the way of exploring, playing and interacting with others, which encourages learning and healthy physical and social development. Programs for children under the age of two should not include screen time.

Only on special occasions, our programs may include a short video, no longer than 20 mins. This video selection must be age-appropriate and educational, as approved by the manager ahead of time.

Či čuy are not permitted to bring electronic devices (cell phones, tablets, etc.) to the centre.



Hours Of Operation

Classrooms in both buildings open at 8:15 am and close at 4:45 pm Monday through Wednesday, and Friday. On Thursdays, we close at 3:15 pm. Administration offices are open from 8:30 am to 4:30 pm.

Program Closures

Our programs close for the following Statutory Holidays:

- Christmas Day
- Boxing Day
- New Year's Day
- Canada Day
- Family Day
- BC Day
- Good Friday
- Labour Day
- Easter Monday
- Thanksgiving Day
- Victoria Day
- Remembrance Day
- National Indigenous Peoples Day

Our programs follow the Nation government's calendar and will be closed for the duration of Christmas break as per the direction of Executive Council.

Drop-Off & Pick Up

To ensure that there is little disruption for the či čuy once their programming has started, it is mandatory to arrive promptly and on time before 9:30 am.

Please walk your čuy into the building/classroom and communicate with staff upon arrival/departure.

Please let us know by 9 am through the Brightwheel app, a phone call, or an email, if your čuy will not be attending class that day.

If you are delayed and unable to pick up your čuy by 4:45 pm, please call us as soon as possible and make alternate arrangements for someone to pick your čuy up. Should your čuy not be picked up by closing time, and we have not heard from the parent/caregiver, we will reach the emergency contact you provided at registration. As a very last resort, if we cannot reach you or any of your emergency contacts, the staff are required by Licensing to contact the regional Ministry of Children and Family Development (MCFD) office to pick up your čuy.

či čuy will only be released to a parent/caregiver or a designated person at least 19 years of age authorized by the parent/caregiver. Licensing requires that we have written proof of the parent/caregiver's request for an alternative pick-up person; we are also required to check the photo ID for the alternate pick-up person our staff do not yet know. Please either text or email us with your request/authorization to set up an alternative pick-up person.

Please see p. 45 for details about steps staff will take if the pick-up person appears unwell and unable to take safe care of a čuy.

Staff Meetings & Professional Development

Closures for a maximum of five (5) professional development days annually will allow staff to attend workshops, conferences, and training seminars. The ECE Registry of B.C. mandates that Early Childhood Educators must follow the mandatory development hours required to maintain current licenses.

You will receive one month's notice of the exact dates of professional development days through email, our monthly calendar, and/or the **Brightwheel app**.

In addition, we have a weekly early dismissal on Thursdays to allow for staff meetings, planning, and team language learning. On these Thursdays, our programs close at 3:15 pm.



Registration

Registration for our programs can be done in person at the CDRC at 4915 Salish Drive or through email at cdrc@tn-bc.ca.

Custody Arrangements

We require a copy of all child custody agreements. If a parent/caregiver arrives and can prove that he/she is the parent/caregiver of your čuy, and we do not have a court order on file, we are obligated by law to release this čuy to their legal parent/caregiver. If we have a court order on file and a non-custodial parent/caregiver attempts to remove a čuy from the centre, the staff can and will refuse to release the čuy to this parent. The staff will contact the RCMP to assist if necessary.

Please inform us of anyone who cannot, according to a court order, have contact with your čuy.

Any parent/caregiver with custody or shared custody will be welcome to request to be on our family communication list and will receive emails, **Brightwheel app** notifications, etc.

Attendance

Part or full-time childcare spaces are available in our programs. Please contact our Early Childhood Education Manager to increase or decrease the number of days of care for your čuy.



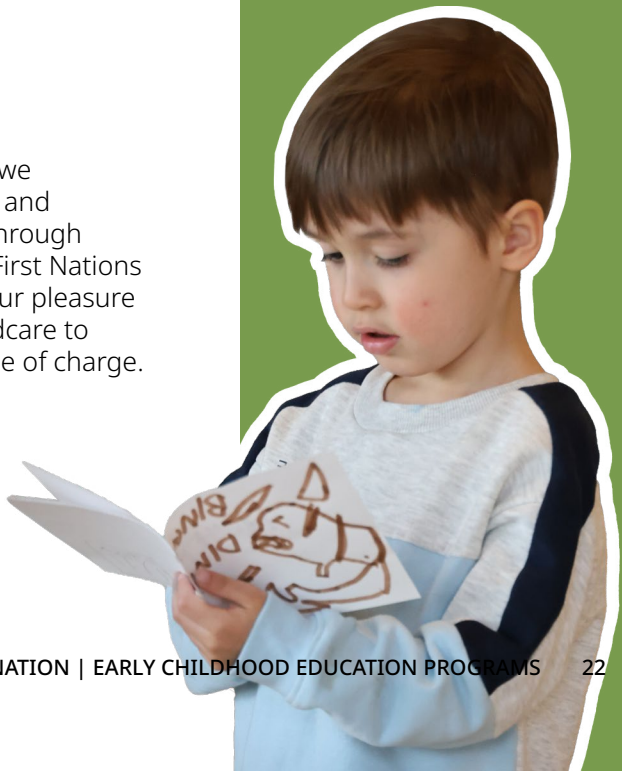
Holding Childcare Spaces

If your čuy is going to be away for an extended time, please inform staff of their planned absence and projected return date.

Should your čuy be absent for more than three weeks (15 days) with no verbal notice or contact given to the centre, we will assume that you have chosen to withdraw from the program, and therefore, your čuy's spot will be allocated to another family. This policy helps maintain consistency and fairness in attendance and helps us manage the daycare waitlist.

Fees

Thanks to the funding we receive from provincial and federal governments through organizations like the First Nations Health Authority, it is our pleasure to be able to offer childcare to Indigenous families free of charge.



Orientation

Infant/Toddler Orientation

DAY 1

One-hour visit with parent/caregiver in the classroom.

DAY 2

Your čuy has a two-hour visit from 9-11 am. The parent/caregiver will drop off and pick up.

DAY 3

Your čuy is dropped off before 9:30 am and picked up at 11:30 am.

DAY 4

Your čuy arrives by 9:30 am, attends through lunch and nap time, and is picked up at 2 pm.

DAY 5

Your čuy attends full day with drop-off before 9:30 am and pick-up anytime after 2 pm.

During this visit, you will learn about the centre and daily routine, meet our staff, enjoy a tour, and have any questions answered. All families will receive a Parent/Caregiver Handbook via email and hardcopies are available in the administration office (in the CDRC).



ʔεʔεmaš ʔłšʔłšen (Walking Feet) Orientation

DAY 1

You and your čuy's first visit will consist of a tour of the classroom and a two-hour visit.

DAY 2

The second day will depend on how your čuy adjusts and whether they feel safe enough to start their first full day. We will adjust based on their need.

Preschool

Licensed preschools in BC are mandated not to exceed 4 hours per day. As such, či čuy Preschool is a more structured morning program which purposes to develop school readiness in our young students.

In the afternoons, our preschool students remain in their classroom but enjoy the rhythm and activities of regular childcare programming.

Či čuy enrolled in the Infant Toddler Programs will transition to the ʔεʔεmaš ʔłšʔłšen (Walking Feet) classroom, and then into Preschool. If your čuy turns 4 years old before December 31st of the current school year, they will be welcomed into the preschool class of that year.

You will receive an email regarding preschool orientation in August before your čuy starts.

Emergency Preparedness

Your čuy's safety and well-being is our top priority. We have developed extensive procedures to ensure we maintain safety protocols during the average day of programming as well as during actual emergencies.

First Aid Certification and Kits

Our educators are trained in First Aid, and each classroom is equipped with a full First Aid kit, medical information for each čuy including their photo, as well as emergency contacts and emergency services phone numbers. In addition, staff carry a First Aid kit and walkie-talkie with sufficient range while on walks in the community with the či čuy.



All staff are responsible for:



Knowing the location of kits



Returning kits to their designated storage space



Indicating what product was used on the relevant First Aid Kit's Checklist after an incident

The Manager will:



Ensure a stocked First Aid kit is in staff rooms in each building



Verify the contents of each First Aid kit in the Centre every month



Purchase supplies and replenish kits as needed

Emergency phone numbers are posted by each classroom telephone and in the First Aid kits staff take with them while on an excursion, including:

Poison Control Centre: 1-800-567-8911

Fire, Police, or Ambulance: 911

Tla'amin Public Safety & Animal Control: 604-413-7102

Emergency Closures

Should our centre face a fire, gas leak, flood, or severe weather conditions such as a severe snowstorm or freezing rain, we will need to promptly close our programs. In such a circumstance, we will notify you through the **Brightwheel app**, by email, or by phone to come and pick-up your çuy immediately. If the staff is unable to contact you, one of your emergency contacts will be called to come for an immediate pick-up.

In the case of a power outage, we will do our best to remain open for up to two hours, provided we stay warm/cool and safe. If there is a problem with our plumbing, we can still safely operate if we have a source to heat water.



Emergency Plans

As per Licensing, the centre has well-rehearsed emergency preparedness procedures. We practice our fire and earthquake drills monthly with all classrooms, meeting at our initial muster point outside of the CDRC building during evacuations.

Once attendance is taken and everyone is accounted for, all staff and čuy will walk to the muster point at the Salish Centre, located at 4885 Highway 101.

In a real emergency evacuation, we will remain at the Salish Centre until directed otherwise by emergency response or government authorities.

How to contact us during an emergency:

In an emergency, you can reach us by calling the **Walking Feet** class cell phone at 604.414.9924.

If you are unable to reach us, please call the **Tla'amin Emergency** Number at 604.578.0447.

If you elect to come to the **Salish Centre**, early childhood education staff will be identifiable by the pink hi-visibility vests.

Before leaving the Salish Centre in an emergency with your čuy, **YOU MUST FIRST PHYSICALLY SIGN OUT YOUR ČUY** by connecting with one of their classroom staff. Staff will then immediately inform the proper authorities.

Emergency Evacuation Meeting Site: Tla'amin Salish Centre, 4885 Highway 10

Lockdown Procedures

In situations where a threat is perceived inside or near the centre, such as in the examples below, our lockdown procedures will be activated.

Intruder deemed dangerous on location, a police pursuit, a crime in progress, wolves or bears in the area, an active search by local police or Tla'amin Public Safety and enforcement officers

STEPS FOR STAFF TO FOLLOW:

- 1** | **The manager calmly alerts staff** through walkie-talkie that lockdown procedures are being activated.
- 2** | **Staff lock all doors and windows and close all blinds** in the classroom or alternative space they find themselves in with the či čuy. Staff outside with a group of či čuy immediately proceed inside to the space designated for such an emergency.
- 3** | **Staff calmly keep all či čuy inside and away from doors and windows.** No one opens the door or leaves the room under any circumstances until informed by management or authorities that the lockdown is over.



4 | **No one is permitted to enter or leave the building** during a lockdown.

5 | **Management calls the police**, providing the address(es) below:

- Či čuy ʔaye (Children's House), 4931 Salish Drive
- Tla'amin Child Development Resource Centre (CDRC), 4915 Salish Drive

6 | **Management notifies the Tla'amin Public Safety Enforcement Officer** of the situation by calling 604.413.7102.

Health & Safety

Immunizations

Upon enrollment, the manager will discuss your čuy's health history with you. We recommend that all či čuy enrolled in our programs have their immunizations up to date. The manager will invite you to complete a Tla'amin Health Consent Form to release a copy of your čuy's immunization records to keep secure and confidential in our files as per licensing requirements. We will also happily help you connect with Tla'amin Health's public health nurse to engage or update your čuy's childhood immunizations. We request that you please inform us each time your čuy receives a new vaccination.

We recognize and respect that families have varying opinions and approaches regarding vaccinations and will welcome your čuy into our programs regardless.



Infectious Diseases

Please notify us immediately if your čuy has any type of communicable disease. Outbreaks of infectious diseases such as pink eye, whooping cough, and chicken pox each require specific safety precautions. We must report these illnesses to Vancouver Coastal Health and ensure that all families are made aware of symptoms to be watching for.

Please rest assured that your identity will be kept confidential.

We will be required to follow all instructions the Health/licensing officer gives before allowing your čuy back to the centre.

Please keep ill children at home as we do not have facilities or extra staff to care for them. Please inform us before the program start time should your čičų be away sick.

Illness

For the health and well-being of all čičų and staff, and according to BC Health Planning direction, we practice illness prevention in our buildings. Ill čičų are not permitted into the classrooms.

Our policies and procedures related to čų illness follow the guidelines of the Sneezes and Diseases Resource Book for Caregivers and Parents/Caregivers from Vancouver Coastal Health.

https://sneezesdiseases.com/assets/uploads/Sneezes+Diseases_ResourceBook.pdf



If your čuy has had any of the following conditions in the past 24 hours, please keep them at home. A child may return to the centre when they have been free of the following conditions for a minimum of 24 hours, without the use of medication that can mask symptoms.



Any complaints of unexplained or undiagnosed pain



A common cold with listlessness, runny nose and eyes, coughing



Difficulty breathing, wheezing, or a persistent cough



Unexplained diarrhea or loose stool (two instances or more)



Sore throat or trouble swallowing



Headache and stiff neck (should see doctor)



Infected skin or eyes, or an undiagnosed rash (may need a doctor/nurse practitioner's note)



Fever (100°F/38°C, or more) accompanied by general symptoms such as listlessness or sluggishness



Severe itching, dry skin of either body or scalp if caused by scabies.



Nausea and vomiting

Symptoms related to seasonal allergies must be confirmed to us through a note from your family doctor or nurse practitioner.

All čī čuy in attendance must be able to participate in all daily routines of the program, including outdoor play. Your child will be sent home if they present any of the above symptoms during the day.

In such an instance, you will be notified immediately to pick your čuy up. If we are unable to reach you, your emergency pick-up people will be contacted and will be requested to pick up your čuy as soon as possible.

Head Lice

Head lice are a highly contagious yet commonly occurring human parasite which the majority of čičuys will have at least once in childhood. They are in no way a reflection of the level of cleanliness of a home or space.

Should head lice/nits be detected, staff will notify you to come pick your čuyp up to begin treatment.

Resources can be provided you to help you deal with the situation, including a printed copy of the three treatment options recommended by Vancouver Coastal Health.

<https://www.vch.ca/sites/default/files/import/documents/getting-rid-of-head-lice.pdf>

We ask that your čuyp be completely free of lice or nits before returning to the centre.

Allergies/Dietary Needs

We require that you inform us about any allergies and dietary needs upon registration. Should your čuyp have a severe allergy, you must provide us with medication to counteract the allergic reaction.

Our staff will work to develop safety steps for your čuyp while in our care which will include making sure our cooks and all relevant staff are aware of allergies and dietary intolerances.



Incidents & Injuries

Minor Injuries and Accidents:

All minor injuries such as bumps or bruises will be documented in the staff communication book, and a message will be sent to you via the **Brightwheel app** at the end of the day.



Reportable Incidents

A reportable incident is an event where a child has been injured, been harmfully affected or gone missing while under the care and supervision of a childcare centre. In such a case, we will complete an incident report for our records and to be sent to Vancouver Coastal Health within 24 hours of the incident.

Schedule H of the BC Child Care Licensing Regulations contains an exclusive list of reportable incidents including situations from choking to a needed emergency restraint, to a serious fall, medication error, suspected (food) poisoning, or a čuy's unusual or aggressive behaviour.

https://www.bclaws.gov.bc.ca/civix/document/id/loo96/loo96/332_2007#ScheduleH

You will be immediately contacted if there is an occurrence of a reportable incident involving your čuy and will be provided a copy of the report.



Outdoor Activity

Outdoor and active play is integral to healthy growth and development. Active play, which consists of physical activity with moderate to vigorous bursts of high energy supports body control, develops spatial awareness, improves balance and coordination as well as concentration and learning skills. Či čuy experience physical and mental health benefits from daily fresh air. For an infant or toddler, active play may include reaching out for a toy, rolling over, balancing in a sitting position and crawling/walking. 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 the čičuy's confidence, improves concentration, thinking and learning skills and provides opportunities to develop social skills and make friends.



The čičuy in our centre will have a minimum of one hour of outdoor time daily unless the weather conditions make it unsafe to do so.

Please ensure your čuy has appropriate seasonal clothing at the centre, labelled with their name.

We provide waterproof coveralls (Muddy Buddies) for all čičuy in our programs which must stay at the centre. Parents/Caregivers are not permitted to take them home with them. Families may prefer to provide their own outdoor protective clothing for their čuy's use while at the centre.

In sunny weather, we provide and apply sunscreen on all čičuy; if you prefer a specific one, please provide it to classroom staff labelled with your čuy's name.



Physical Facility, Equipment, and Playground Checks

Staff conduct daily yard and weekly playground checks. If there are any safety concerns or issues, they must be reported to the manager immediately.

Nation Staff conduct yearly facility building checks.



Leaving the Centre Grounds

When planning to go for a walk or mini fieldtrip on foot with čičų, educators will:

- Bring First Aid kit and child information forms
- Bring emergency change of clothes in first aid backpack
- Bring attendance sheet
- Bring a cell phone or walkie talkie (if within range)
- Maintain licensing ratios at all times
- Inform manager where the group is going, when they will return and how many čičų they have in attendance (and route planned if able)
- Be hypervigilant in counting children (more often than in the classroom)





Supervision of Či Čuy

Our educators ensure that all environments are supervised in a positive way to ensure that čí čuy maintain their safety, while given the ability to participate in risky play and given space to learn and explore. We believe that direct supervision of čí čuy is the most important factor in the safe provision of childcare.

Staff will supervise čí čuy with the following strategies:

- Know the number of čí čuy in their care at ANY time of the day.
- Do a headcount before and after transitions, and very regularly throughout the day.
- Ensure that the minimum staff to čuy ratio, as outlined in the Child Care Licensing Regulations, is maintained at all times.
- Be in close proximity to čí čuy's play and continuously monitor, scan, and count all čí čuy.
- Place themselves so they can see and hear all of the čí čuy in care. They will also be aware that they need to stay close to čí čuy who may require additional support.
- Account for all čí čuy in their care. They should continually scan the entire attendance environment to know where everyone is and what they are doing.
- Communicate to each other before changes in supervision occur.
- Be aware of unsafe play and step in to redirect play towards a safer, positive direction.
- Know the capabilities and limits of each čuy in their care and support them accordingly.
- Use direct supervision with those čí čuy that require extra support for safety.
- Use clear, consistent, and simple safety rules that the čí čuy can understand and follow.
- Eliminate any potential hazards and create "off limit" zones for areas that is deemed unsafe.



- Position oneself strategically in order to be a presence and in close proximity to step in quickly if necessary. **Staff will SPREAD OUT when playing outside and not be standing close to another staff member and “chatting”.**
- Position oneself in a manner that allows one to be able to scan and move around the environment easily while being aware of the group as a whole and to anticipate potential trouble spots.
- Arrange the environment so that one can see all areas of the environment.
- Be available to či čuy to facilitate negotiation, problem solving, turn taking and other conflict resolution techniques.
- Be available to support či čuy’s learning by answering questions, modeling, positively commenting and facilitating questions back about what the či čuy are doing.
- Maintain scanning position when talking with či čuy, families, and fellow educators.
- Never leave či čuy unattended at any time, even in emergency situations.
- Plan and prepare activities and complete other duties at a time when či čuy have appropriate supervision and will not be left unattended to do so.
- When leaving the centre, let the manager know the group’s destination, time left, approximate time of return, and number of children in attendance when leaving the facility.

Staff are not allowed to have their personal cell phones on them when working as this can distract them from their responsibility to be continuously supervising the či čuy. Messages may be checked only at approved break times during the work day. In case of emergency, staff are to be contacted through the centre’s main phone number only.

Please inform the manager if you witness any breaches to this policy.

Educators are permitted the restricted use of a classroom tablet or similar electronic device for the purposes of documentation, music storage and broadcasting, and communicating with parents/caregivers. These devices are only to be used for the purpose noted above.



Behaviour Guidance & Discipline

Guiding young čičuy is a continuous and ongoing process, occurring when they exhibit appropriate behaviour, as well as before, during, and after inappropriate behaviours. Our goal is to assist čičuy in learning to regulate their own behaviors, developing respect, self-control, self-confidence and sensitivity in their interactions with others.

Care is taken by educators to focus on the most age-appropriate methods and strategies, according to the čičuy and their maturity.

Infant & Toddler Behavior & Guidance

Positive Reinforcement:

- Focus on what you want the čičuy to do rather than not to do.
- Use praise and positive attention for good behavior.
- Encourage efforts and accomplishments.

Clear and Consistent communication:

- Use clear language and gestures.
- Use a neutral tone of voice and mid to low volume level.
- All staff are consistent with class rules and expectations
- Explain reasons in words they can understand and give them time to respond to stated expectations.

Responsive Routines and Schedules:

- Establish predictable routines that are flexible to meet individual needs.
- Respond to their cues and needs promptly. Provide opportunities for transitions and rest.

Modeling Appropriate Behavior:

- Set good examples, demonstrate positive interactions.
- Model empathy and respect for others always.

Support Self-Regulation:

- Help recognize, learn and express feelings.
- Teach them how to resolve conflicts and solve problems.

Toddlers 12-36 Months:

- Help them develop self-regulation skills and express their needs and wants. Allow them to explore their environment safely without exclusion.

3-5-Year-old Behavior & Guidance**Positive Reinforcement:**

- Focus on positive behavior: Acknowledge and praise good behavior to encourage its repetition.
- Use effective praise: Provide specific, genuine praise highlighting effort and accomplishment, focusing on the behaviour rather than on the čuy.
- Avoid negative attention: Refrain from giving attention to unwanted behaviors, as it can inadvertently reinforce them.
- Use clear communication and expectations and allow the čuy time to respond.
- Use a neutral tone of voice and mid to low volume level.
- Establish clear rules and boundaries: Set age-appropriate expectations and communicate them consistently.
- Use positive language: Frame instructions and expectations positively and encouragingly.
- Provide explanations: Explain rules and expectations so či čuy can understand; promote cooperation and understanding.



Developmentally Appropriate Guidance:

- Offer choices: Provide opportunities for či čuy to make choices; promote independence and self-regulation.
- Redirect či čuy: When necessary, redirect či čuy to appropriate activities or behaviors.
- Help či čuy express their feelings: Encourage them to verbalize their emotions and provide a safe space to express themselves.
- Consistent Application of Rules: Be consistent in enforcing rules and consequences to avoid confusion and promote predictability.
- Model appropriate behavior: Staff should model the behaviors they expect from či čuy.
- Supervise či čuy: Ensure they are supervised appropriately to prevent accidents and address inappropriate behavior.

Social-Emotional Development and Problem-Solving:

- Facilitate social problem-solving: Help či čuy learn to identify problems, brainstorm solutions, and make decisions.
- Teach conflict resolution skills: Provide opportunities for či čuy to practice resolving conflicts peacefully and respectfully.
- Promote empathy and understanding: Help či čuy understand the feelings and perspectives of others.



Alternatives to Punishment:

- Use positive discipline techniques: Focus on teaching and guiding čičuy rather than resorting to punishment.
- Distract čičuy: Redirect their attention to other activities to help them avoid challenging situations.
- Time-Ins: Instead of time outs, invite the čičuy to join staff for a moment of calm. Whether taking deep breaths together or reading a book, this approach emphasizes connection over isolation. It's about creating a safe space where the čičuy feels supported and understood. For instance, if a čičuy struggles with big emotions, offering a time-in allows them to regulate without fear of rejection or punishment. It will create more trust in the long term and pave the way for more effective communication and problem-solving skills.

Our staff will NEVER use the following strategies:

- Shoving, hitting, shaking, spanking or any other form of corporal punishment.
- Harsh, belittling or degrading treatment, whether verbal, emotional or physical, that would humiliate the čičuy or undermine the čičuy's self-respect.
- Confinement, physical restraint or separation, without adult supervision, from other čičuy.
- Deprivation of meals, snacks, rest or necessary use of a toilet.

Our classroom educators will inform you at the time of pick-up if they had significant behaviour challenges with your čičuy. They will welcome you sharing any positive strategies that work at home in order to create consistent behaviour expectations and strategies for your čičuy.





Pick up by a person who appears unwell

If an authorized person comes to pick up a čuy, but the staff does not feel the adult is emotionally, physically or mentally stable, and that they cannot provide safe care for the čuy, they will not release the čuy.

In this instance the staff member will:

1. Request to speak with the person in a private area and will express concerns and request to have an alternate authorized person pick up the čuy.
2. Call the čuy's alternate pick-up person or emergency contact and ask them to come and pick up the čuy. (If the čuy is in the care of the Ministry for Children and Families (MCFD), they must be notified immediately.)
3. Wait for the emergency contact to come and pick up the čuy. If the person refuses to have another caregiver called, staff are responsible to notify 911(RCMP) and MCFD **before** releasing the čuy.



Duty to Report Suspected Child Abuse or Neglect

For the safety and protection of all či čuy, all program staff are obligated to report to the Ministry of Child and Family Development any incident or concern that may indicate that a čuy needs protection.

If, for any reason, we feel the parent/caregiver is not safe to release the čuy to you, the alternate pick-up will be called.

To report suspected child abuse or neglect, 1-800-663-9122 can be called by at any time.

https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-či čuy /t15-0191_dutyto report_pamphlet11x85in2folds.pdf

Miscellaneous Policies & Procedures

Toileting

Či čuy in our programs are encouraged to be independent in the washroom; staff will of course assist any čuy as needed. All či čuy will be treated with discretion and consideration if they need assistance. Handwashing and healthy sanitary habits in the bathroom are always prioritized.

As accidents happen, please bring your čuy a spare change of clothing, labeled with their name. Parents/ Caregiver are required to provide pull-ups and wipes if needed in the 3-to-5-year-old programs.





Nutrition and Meals

The centre provides daily nutritious snacks and lunches based on the Canada Food Guide. We work with a dietitian to create a seasonal menu plan every three months, with two-week rotations for variety. The menu will be posted in the cubby area in the classroom and sent through email.

No čuy is fed with a bottle propped up or left unsupervised with food or drink.

Milk is offered at lunchtime, and water is encouraged throughout the day and always available to the čičuy.

Čičuy will not be forced to eat foods they dislike but are encouraged to try new foods. If families prefer to pack extra snacks, we will offer those foods alongside our snacks/lunches.

Please keep sugary foods, juice boxes, and treats for home as these make it challenging to encourage the čičuy to try healthy foods.

Please inform management about any allergies or food intolerances/sensitivities upon registration.

Rest/Quiet Time

All of our programs schedule a rest time following lunch. Rest time is important for čičų as it provides an opportunity for their bodies and brains to reset after a busy morning of programming. This time also allows classroom staff to rotate their breaks, clean up after lunch, and set up afternoon activities.



See below for class rest/quiet time.

Infants and Toddlers nap from 11:30 am or 12:00 pm to 1:30 pm.

Žežemaš ĵlšĵlšen (Walking Feet) rest time is based on the family and čų's preference. After lunch, a 30-minute rest time is encouraged for all čičų. We provide books and calm independent rest bin activities during rest time, allowing classroom staff to take breaks and clean and sanitize after lunch.

Pre-school: Quiet/reading time after lunch – during the transition from preschool into their afternoon childcare programming.

Toys from Home

Please keep your čų's toys at home as they can cause conflicts with the other čičų who may want to play with them. We cannot assume responsibility for lost or damaged toys.

We are proud to offer an incredible array of educational toys and activities for your čų to engage in our programs. If your child insists on bringing a toy from home in the morning, we suggest leaving it in your vehicle upon drop-off.



Sanitation

For the health and well-being of each čičų, strict hand washing procedures are implemented. Educators ensure that all čičų wash their hands before eating, and after using the washroom.

In addition, our facilities are cleaned and disinfected as follows:

- General cleaning and disinfecting of the centre will be performed at the end of the day by our custodians.
- High touch surfaces will be cleaned and disinfected by classroom staff throughout the day. These include doorknobs, light switches, faucet handles, table counters, etc.
- We use Public Health recommended commercial grade cleaners to clean and sanitize.
- Garbage cans are emptied a minimum of once per day.
- Disposable gloves are worn while cleaning blood or bodily fluids (ex. Diaper changes) and hands washed before wearing gloves and after removal of gloves.
- Cots/cribs/sleeping mats are stored individually and cleaned once per week or if visibly dirty.
- Diapering stations are cleaned after each use.



Communication With Families

The Brightwheel app

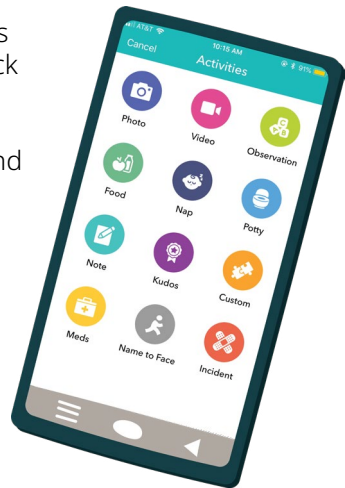
<https://mybrightwheel.com>

All our program staff use the **Brightwheel app** as a form of communication.

The infant/toddler program provides photos of meals and daily activities. It is convenient for keeping track of any food sensitivities, likes, or dislikes your little one is having.

Once the čičuy reach the "big kids" class (ᠢᠵᠢᠰᠢᠨ-Walking Feet), there is less communication through the app. Our snack and lunch menus will be displayed at the entrance of each class. As communication improves with age, it is easier to understand each čičuy's likes and dislikes.

Families are encouraged to communicate with centre staff or directly with the manager regarding any concerns through Brightwheel, email, or an in-person conversation.



Confidentiality

Či čuy's files will be kept in a locked cabinet at all times as per licensing requirements.

Smoking

Please obey the signs indicating the designated smoking area off the Centre property.

Parking Lots

Thank you for parking in the designated areas while you are at the Centre and for taking great care when driving in and out of the parking lots.

The Centre is a No-idling Zone; please turn your engine off.

Thank you for not leaving či čuy unattended in the vehicle.



Summary of Parental Responsibilities

1

Complete registration.

2

Read this handbook in its entirety.

3

Provide immunization records and any relevant dietary/allergy information.

4

Sign Photo Release.

5

Complete orientation.

6

Do daily drop-off by 9:30 am.

7

Communicate with staff at drop off and pick up any pertinent information about your čuy that day.

8

Communicate any čuy absence before 9 am.

9

Provide extra clothing, weather-ready, sun hats or toques, etc.

10

Download and communicate through the **Brightwheel app**.



Staff Section

Tla'amin Nation's early childhood education staff procedures are first and foremost informed by the BCGEU Collective Agreement which ensures a safe, efficient, and respectful work environment for all.

The Collective Agreement addresses elements such as requesting leave, calling in sick, lunch breaks, mandatory staff meetings, harassment, late arrivals, taking sick leave for appointments, confidentiality, and hours of work.

Please make sure to know how to access your Collective Agreement and reach out to your shop stewards for any needed support.

In addition, early childhood educators are responsible to the Early Childhood Educators of BC (ECEBC).

Professional Code of Ethics found here: <https://www.ecebc.ca/resources-merchandise/code-of-ethics>

The following is an additional list of important protocols and procedures all Tla'amin's Child Development Resource Centre (CDRC) and Children's House staff must follow:

1

Staff are not to take photos of any čičuy in our programs with their personal cell phones, nor are they to share any photos of čičuy or of work-related activities in our programs on social media.

2

Staff are not to have their personal cell phones on them or in their classroom while working; they can access their phones during their break times.

3

Staff are to be ready on the floor in their classroom/office for their daily start time; this may require them to arrive on location a few minutes before that to get ready.

4

Staff are to sign-in and sign-out whenever they arrive and leave the centre. This is important for timesheets and emergency procedures.

5

Staff are not to use the name of čičuy involved in an incident when reporting the event to any individual čuy's parents/caregivers.

6

Staff are to dress appropriately for a workplace while ensuring their clothing, footwear, and outerwear enables them to attend to and fully engage the čičuy in planned activities.

7

Staff are to make every effort not to make personal appointments during planned professional development activities or scheduled staff and team meetings.

8

Staff are to welcome each family/caregiver personally at drop-off time in the morning as well as provide generalized comments about each čuy's day at pick-up time. Staff are encouraged to use the words and phrases of ʔayʔaʔuθəm they know.

9

Staff are to only use respectful language in conversation with each other and about each other, as well as with čičuy, families, and with all guests and visitors in the Centre, and with the community in general.

10

Staff are to inform parents/caregivers about minor incidents such as scrapes and bruises at the end of the day in person at pick-up time or through the **Brightwheel app**.

11

Staff are to immediately seek the manager's help if they are faced with a situation they feel uneasy with, such as an instance of Duty to Report or addressing a caregiver who seems unwell at pick-up.

12

Staff are only to send text messages to their administrative team during work hours or before a workday to inform their manager of their absence.

13

Staff are to ensure their workspaces and classrooms are cleaned and tidied at the end of each day, following provided checklists.

14

Staff must always protect the confidentiality of čičuy and their families when at work and in the community.

15

Staff are to develop, in their classroom teams, weekly plans that include social, emotional, physical, and intellectual development, integrate ʔayʔaʔuθəm and Tla'amin culture, in both the indoor and outdoor setting. These plans must be submitted to the manager by the end of the workday on Thursdays for the week to follow .

16

Staff will be invited by management to sign a simple Record of Conversation form to document any issue arising from their presence and performance in order to keep track and provide needed supports.

17

Staff will meet with the manager for monthly one-on-one conversations to discuss how they are doing, reflect on their classroom and practice, and indicate any supports needed. They are, of course, welcome to speak to the manager about any of this at any time that is conducive to both of them.



Contact Us

**Early Childhood
Administrative Assistant**
604-413-7055

**Early Childhood Education
Manager**
604-413-7078

Website
www.tlaaminnation.com

Location

Our Infant and Toddler Programs
are located at 4915 Salish Drive,
in the CDRC building

Preschool and Walking Feet classes
are located at 4931 Salish Drive
in čičuy ʔaye (Children's House)



čičuy ʔamin
TLA'AMIN NATION