

MY WORLD OF LEARNING CHILD CARE ASSOCIATION
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FAMILY HANDBOOK

Welcome to My World of Learning! My World of Learning Child Care Association is a non-profit organization licensed to offer care for 40 children per day from 18 months to 12 years of age. We are fully inspected and operate under licensing of the Early Learning Child Care Act and Regulations which are administered by the Department of Education and Early Childhood Development.

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FAMILY HANDBOOK - The policies found in this Family Handbook have been developed for the purpose of providing an environment with the well-being of your child in mind. We trust you will appreciate the importance of supporting these policies. As required in 4.2 of the Ministerial Requirements for a Family Communications Plan, the following are available in the Information Binder in the entrance hallway for parents/guardians to view: a copy of the Early Learning Child Care Act and Regulations, a copy of the Family Handbook, the license, a copy of the report of the most recent inspection, a copy of the behaviour guidance policy, a copy of the current menu, a copy of the daily program plan and routine, a list of the names of the current members of the family committee, a copy of the most recent minutes of the family committee, notifications of funding provided by the Province of Nova Scotia, and any information required by the Minister.

CORE VALUES

Philosophy Statement We strive towards a nurturing, welcoming environment in which all children can develop and enhance their existing skills. We believe children learn through play as well as child-initiated and educator-supported activities and experiences. Our programs are created to support all areas of development. Through reflective practice, educators will continually evaluate and make adaptations based on children's responses, interactions and interests.

Mission Statement My World of Learning Child Care Association is a non-profit child care centre whose staff and Board of Directors are committed to providing quality inclusive child care for all children between the ages of eighteen months and twelve years.

Image of The Child Statement We believe children are happy and kind and thrive through supportive relationships. By creating inviting, enriched environments we can enhance a child's natural curiosity. When we provide a variety of nurturing and challenging experiences, we can foster confidence and resilience.

Vision Statement of Inclusive Child Care The staff and Board of Directors of My World of Learning Child Care Association believe that all children have the right to attend our centre. We strongly believe an inclusive environment helps children develop empathy and to accept each other as individuals. We offer quality child care that offers a developmentally and individually appropriate learning environment.

COVID-19 Policy Families are encouraged to keep their children home if they have symptoms of COVID-19 as outlined on <https://www.nshealth.ca/coronavirus> to help stop the spread of COVID-19. We ask you to take your children to use the washroom and wash their hands

before they enter their classroom to help stop the spread of illnesses. Please continue to follow your scheduled drop-off and pick-up times as staffing is based on anticipated numbers. Wearing a mask is optional. For more information on COVID-19 in Nova Scotia, visit <https://novascotia.ca/coronavirus/> and <https://covid-self-assessment.novascotia.ca/en>.

My World of Learning will continue to follow the day care's Health Policy as found in the Family Handbook based on the Guidelines for Communicable Disease Prevention for Child Care Programs and Family Home Child Care Agencies found at: https://novascotia.ca/dhw/CDPC/documents/Guidelines_CDPC_Child_care_Setting.pdf. If you have questions in regard to our health policy and if your child should attend day care, please contact us before bringing your child to the centre. If your child is staying home due to illness, please let us know your child's specific symptoms as we may need to report to Public Health.

Inclusion Policy My World of Learning Child Care Association is committed to upholding Equity, Diversity, Inclusion, Accessibility, and Anti-racism (EDI/AA) principles by actively removing barriers to participation and ensuring our practices are inclusive, accessible, and anti-racist. We believe all children have the right to attend our centre. Throughout our program and daily routine, we use tools such as Quality Matters and the Nova Scotia Early Learning Curriculum Framework to provide an inclusive environment for all children. By participating in Pyramid Model for Social Emotional Competence in Infants and Young Children our educators are committed to teaching social-emotional skills.

We believe in working as a team with families through verbal and written daily updates about the children's time at the centre. Authentic assessments that summarize a child's skills as observed at the day care are provided twice annually. We welcome family involvement by encouraging families to participate by attending family meetings, joining the family committee, becoming volunteers to assist in the classroom and applying to be on the Board of Directors.

Our program is committed to a strength-based approach to inclusion. For children requiring additional supports, we develop and implement Positive Behaviour Support (PBS) or Routine-Based Plans (RBP) using a team approach including families, early childhood educators (ECEs), and other professionals. We actively collaborate and cooperate with Nova Scotia Early Childhood Development Intervention Services (NSECDIS) staff, inviting developmental interventionists to consult at the request of any team member. Support plans begin with completing functional assessments to form a working theory on why a behaviour is occurring. We make proactive changes to our activities and space so every child can meaningfully participate and play with peers. Plans include clear goals and strategies to help children learn new skills to meet the child's needs. We assess and re-evaluate these plans regularly to make sure they grow along with the child.

Educators are required to attend professional learning opportunities each year. They are encouraged to complete training on the subject of inclusion including Nova Scotia Early Learning Curriculum Framework, Pyramid Model for Social Emotional Competence in Infants and Young Children, and EDI/AA principles. Resource materials are available to assist educators to be effective in providing inclusive care.

The centre applies annually for the Inclusion Support Grant through the Department of Education and Early Childhood Development. The Inclusion Support Grant (ISG) provides funding for an Inclusion Coordinator over our required licensing ratios. This dedicated role supports high-quality inclusive programming, the implementation of our Quality Growth Plan, and aids educators with their individual development plans. The Inclusion Coordinator contributes to the Leadership Team's Implementation Plan and is committed to completing the training pathway to become a Pyramid Model Internal Coach.

We submit detailed annual reports on how funding supports our inclusive practices and provide updates to our Quality Assurance Specialist. Families and staff can access the ISG Notification Letter, along with the grant's terms and conditions, in the information binder found in the entrance hall.

Family Communications Plan My World of Learning believes in open communication between families and day care staff. We use a number of ways to exchange information with parents/guardians. This includes face-to-face conversations, phone calls, app, emails, website and paper documents. We also support and encourage further family involvement through volunteering on our family committee.

The Director or Director Designate offers tours of the centre and an opportunity to discuss the individual needs and expectations of the family as part of the registration process. Registration packages which include a Family Handbook are available as an electronic or paper document. The Family Handbook outlines what My World of Learning offers and how it operates and is available for viewing in the Information Binder in the entrance hallway. When filling out the registration forms, parents/guardians are asked how they would like to receive regular written communication from the day care. Information such as special events, resources, inspections, and regulatory requirements are shared with families through the option of their choice.

My World of Learning provides parents and families information about their children's experiences at day care through verbal and written communication. Families are encouraged to speak to their children's educators at drop off and pick up times. Through daily reports, notes, and photographs using the app, educators will keep families updated on their children's daily activities including play experiences, snacks and meals, sleep, and toileting. If parents prefer, paper records can be provided instead of using the app. Children's authentic assessments, completed twice a year, provide parents with information about the children's skills and interests. Educators use these reports to create activities and environments that meet the children's needs and match their curiosities.

Notable situation reports are filled out for parents and guardians to sign if an accident, illness or other incident affects a child attending the day care. When parents and educators observe concerns regarding a child's development we create routine-based/positive behaviour support plans, using a team approach to identify goals and set strategies to allow the child to participate in all activities.

Families have the opportunity to contribute to the program and connect with other families through volunteering and participating in the family committee meetings. Opportunities for families to

participate in learning about the Standards for Food and Nutrition in Early Learning and Child Care Programs and the importance of positive food messages are provided at these meetings. Parents, families and staff are invited to provide their opinions through surveys and program assessments which are then used to develop our quality improvement plans, a component of the Quality Matters Program.

WHO WE ARE

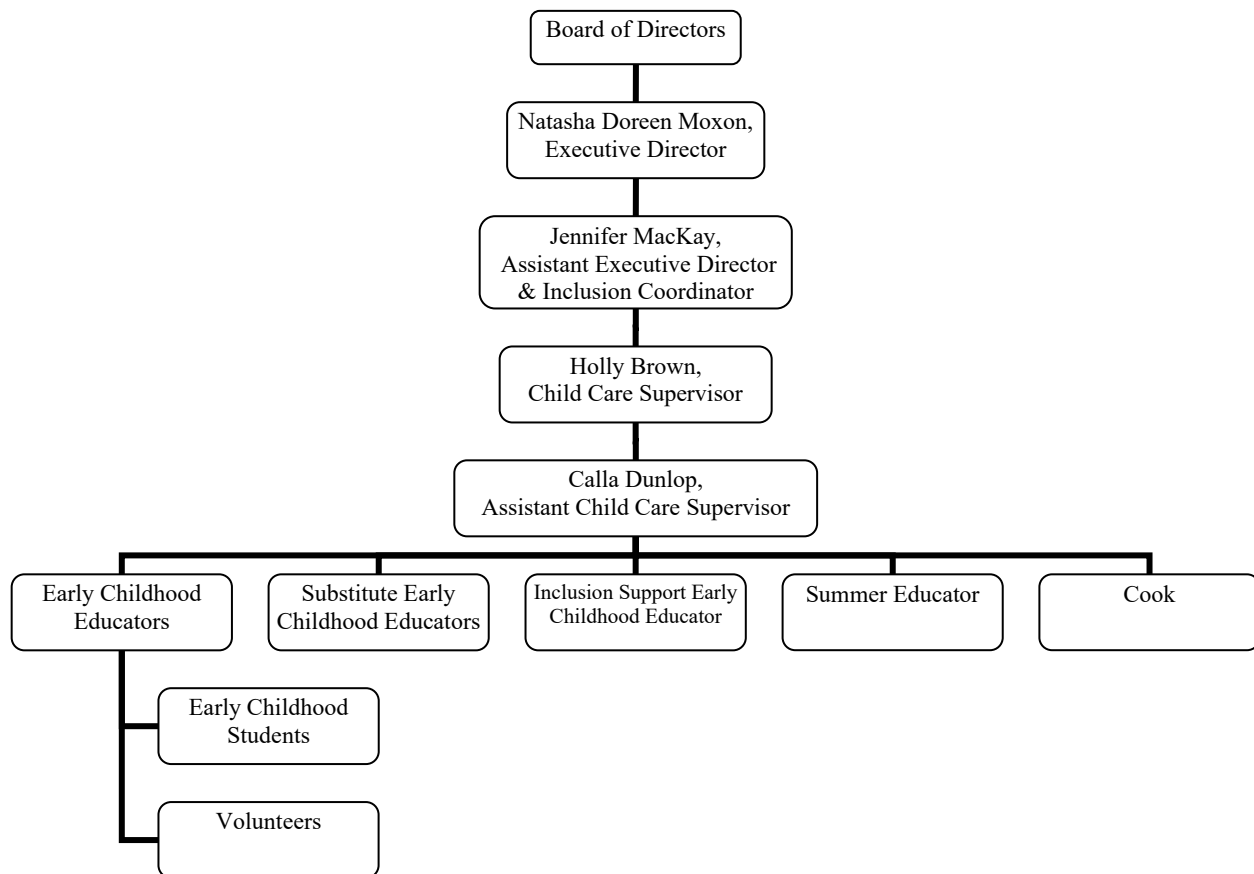
Staff The day care staff consists of: Early Childhood Educators, Inclusion Support Early Childhood Educator, Cook, Assistant Child Care Supervisor, Child Care Supervisor, Inclusion Coordinator/Assistant Executive Director, Substitute Early Childhood Educators, Summer Educator, and Executive Director. The Executive Director is in charge of all day-to-day operations and is accountable to the Board of Directors. Staff members may hold a Level 1, 2, 3 Nova Scotia Classification and work experience may vary. Valid First Aid and CPR certificate including infant CPR, Child Abuse Register check, and Vulnerable Sector check are required as well as completion of an orientation session and training in behaviour guidance before staff can begin work.

There is always a staff member in charge. If you need more information or assistance, please ask to speak to the Director Designate. In the absence of the Executive Director, the Assistant Executive Director becomes the Director Designate. In both their absences, the Child Care Supervisor is the Director Designate. In their absence, the Assistant Child Care Supervisor is the Director Designate. An alternate Director Designate may be appointed.

Family Committee A family committee composed of at least three parents/guardians of children currently enrolled in a program offered by the day care, one staff member, who provides regular care for children and the Executive Director as the representative of the Board of Directors must be maintained. The majority of members on the committee are parents/guardians of children currently enrolled. The committee must meet at least twice a year. Committee meetings are open to all parents/guardians of children enrolled at the centre. Families will receive written notice of family committee meetings at least 2 weeks before the meeting. A written notice of committee meetings will be posted in the Information Binder at least 2 weeks before the meeting. Parents/guardians may add items to the meeting's agenda by informing the Executive Director. The committee may discuss any matters of interest or concern to the parents/guardians, which could include the following: (a) the safety, care and well-being of the children; (b) the status of facility's license; (c) the programs provided by the centre; (d) the equipment and materials available to children; (e) staffing patterns and staff qualifications. The Executive Director will prepare and post a copy of the minutes from the meeting no later than 2 weeks after the meeting date in the Information Binder. Minutes will remain posted in the Information Binder until the next meeting minutes are posted.

Board Of Directors My World of Learning Child Care Association is a non-profit organization operated by a Board of Directors. The Board of Directors consists of volunteers from the community as well as parent and staff representation from the centre. If you are interested in applying to join the Board of Directors, please inform the Executive Director.

Administrative Structure



Early Childhood Students My World of Learning supports the education of students by permitting them to fulfill their practicum requirements in our day care facility. Notice of a student educator's presence will be provided to families. Each early childhood student must complete a Child Abuse Register Check, a Vulnerable Sector Check, and day care orientation including Behaviour Guidance training before they are able to begin their practicums.

Volunteers Volunteers are welcome at My World of Learning. Each volunteer must complete a Child Abuse Register Check, a Vulnerable Sector Check, and day care orientation including Behaviour Guidance training before they are able to begin volunteering.

OPERATIONS

Hours Of Operation The day care operates from 7:30am to 5:15pm, Mondays to Fridays, year-round. The day care will be closed the last week in July each summer (i.e. July 27-31, 2026) to allow the staff to participate in professional development and for the Nova Scotia Community College to carry out maintenance work. The centre will also be closed the three days between Boxing Day and New Year's Day each year (i.e. December 29, 30 & 31, 2026) at the College's request. There are no child care fees charged during these two time periods.

Access Cards The day care is located in a locked building called Davis Hall on the NSCC-Truro Campus which requires access cards to gain entry. Each family will be given an access card at enrollment; a fee may be charged for additional or replacement cards. If you have questions or concerns regarding obtaining access cards, please let us know. Due to educator-child ratios, teaching staff may be unable to leave their classrooms to open the door for individuals who do not have access cards. Remember your access card for entry and keep it safe.

Holidays The day care will be closed on the following holidays:

New Year's Day	Heritage Day	Good Friday	Easter Monday
Victoria Day	Canada Day	Civic Holiday	Labour Day
National Day for Truth and Reconciliation	Thanksgiving Day	Remembrance Day	
Christmas Day	Boxing Day		

Please note: The day care will close at 1 pm on Christmas Eve Day

If a holiday falls on a weekend, the day care will be closed the next business day. If it is your child's registered day, families will be charged regular rates on holidays. Families are responsible for obtaining alternate care.

All key dates, including holidays, are available on the **Lillio My World of Learning Family Calendar** for your convenience. We encourage you to check it regularly for the most up-to-date information.

Closures My World of Learning may be closed in cases of severe weather, power failure, heat loss or other circumstances. When the day care closes before it opens or opens late, this information will be shared with families through email or app depending on their choice of how they would like to receive information from the centre. If the day care does not open, opens late or closes early, families will be charged regular rates. If the day care closes early, staff will contact parents/guardians to pick up their children. Notification of closures will be provided in advance, if possible.

Classrooms We operate three classrooms: Flamingo and Chickadee care for mixed-age groups of toddlers (18-35 months) and preschoolers (36 months-5 years), while our Hummingbird classroom is dedicated to preschoolers. During the summer months, school-aged children between the ages of 5 and 12 years may be in attendance depending on the availability of spaces.

ENROLLMENT

Admission A child's acceptance into a program will be based on the centre's ability to meet each family's needs. The day care may use an Admissions Committee consisting of the Executive Director and Board of Director members to make recommendations of to determine which children will be enrolled in the program. The Committee may take into consideration the following: available seats, Nova Scotia Community College students' children, siblings of children currently enrolled, community needs, children of staff, and special needs in relation to the capacity of how the centre can meet individual needs.

Waiting List If there is not space available for a family when they ask to enroll a child in the centre, they will be placed on the waiting list. The waiting list will be occasionally updated. If we

are unable to contact a family on the waiting list, the name will be removed from the list, for example: disconnected number, failure to reply.

Enrollment A child will be considered officially enrolled in a program if a child care seat is offered to the family and a completed registration form is returned to the centre.

Attendance At My World of Learning we recognize the importance of consistent attendance in our program to support the children's social-emotional, cognitive, language, and physical development. Accurate, current attendance records are kept for all children. The Department of Education and Early Childhood Development has the right to review the records. Days of attendance are selected when a child is enrolled at the centre depending on the family's needs and availability at My World of Learning. A child may attend the centre on a part-week or full-week basis, depending on availability. Part-week enrollment is between 2-4 days per week, the same days each week i.e. Tuesdays and Thursdays. Full-week enrollment is Mondays to Fridays. If you wish to change the days of attendance from part-week to full-week or visa versa or change the days a part-week child attends, 30 days' written notice is required and is dependent on availability.

Reducing absenteeism helps ensure other families can access the care they need and promotes uninterrupted development for children attending the program. After 25 consecutive absent days, My World of Learning will meet with the family to discuss continued enrollment. Together, they will: a. explore the reasons for the absences, b. review the centre's attendance policy, c. work together to address any concerns, ensure the child's continued developmental progress, and maintain a suitable environment for all children.

When a child's absence continues with no communication from the family and in the absence of extenuating circumstances, My World of Learning will reassign the seat to another family. The centre may grant permission to keep the child care space/subsidy in extenuating circumstances which include family emergencies if the details are fully documented. If the child is enrolled in the Child Care Subsidy Program the centre will inform the Department of a withdrawal and record the information on the Child Care Subsidy Claim form. For more details on the centre's Child Care Subsidy policy, please refer to the Family Handbook. This centre treats all children equitably under this policy.

Orientation All families receive a Family Handbook, their choice of paper or electronic format, before enrolling their child(ren) at the day care. The Assistant Executive Director or another member of the management team will provide families with a tour of the day care, an opportunity to discuss their individual needs, expectations, and will assist with the enrollment process.

The first days are very important days for your child. It can be difficult for some children to adjust to a new environment. Children should be introduced to the setting on a gradual basis. Parent/guardian and child should visit the day care before attending the centre to become more familiar with the environment, staff and children. Children benefit from shorter days for the first week, for example: Day 1-8:30-12:00, Day 2-8:30-2:30, Day 3-8:30-4:30. Families and educators are encouraged to work together to develop a plan specific for the child.

What To Bring Please supply the following items for your child's use to make their time at day care more comfortable. All items of clothing should be labeled with the child's name or initials.

- ☐ a few complete changes of hardwearing play clothes (shirt, sweater, pants, socks, underwear). Please ensure clothing fosters independence i.e. easy snaps, no belts
- ☐ indoor and outdoor sneakers/boots
- ☐ diapers or pull ups (one package) and wipes (one package) if your child is not completely toilet trained (educators will let you know when supplies run low)
- ☐ appropriate outdoor clothing e.g., a hat with a wide brim or winter hat, coat, splash suits, winter boots, sunglasses...
- ☐ one blanket and one small pillow with pillowcase (optional) that will fit in the top part of the cubbie (family is responsible for laundry on a weekly basis)
- ☐ reusable water bottle (family is responsible for daily cleaning)

Cubbies All children attending full-week will be assigned a cubbie for their sole use. Children attending the centre on a part-week basis may be required to share a cubbie with another child attending part-week. For example, if a child attends on Mondays, Wednesdays and Fridays he/she may share a cubbie with a child who attends on Tuesdays and Thursdays. This means if your child attends part-week you will need to take home your child's belongings each day or place them in the bins on top of the cubbies.

Each cubbie features three separate sections. The top section is to be used to put one blanket, one small pillow (optional) and one small comfort toy (optional) to be used during quiet time. The middle section has hooks to hang hats, coats, snow pants/splash pants/muddy buddy, and a backpack. The backpack needs to contain multiple changes of clothing (shirt, pants, underwear, socks, and sweater) every day. If your child is toilet training, families are asked to send extra underwear, pants and socks. Please do not leave medications (prescription and non-prescription) in your child's bag. Medications are to be given to your child's classroom educators. The bottom section is to be used to put footwear. Please limit the number of pairs of footwear.

Arrival When you register, we'll ask you to set consistent drop-off and pick-up times. This helps us maintain the required educator-to-child ratios, ensuring proper supervision and quality care for all. Please remember that children cannot be dropped off before the daycare officially opens. Upon arrival, help your child remove their outdoor clothing and footwear and store them in their assigned cubby. Before your child joins their class, please make sure they've used the washroom and washed their hands. We ask families to supply a clean, reusable water bottle for their children. Please fill it at our water station each morning and ensure your child takes it to their classroom. As you enter the classroom, always make sure your child's educator is aware of your child's arrival, this is crucial for accurate attendance and safety.

Absence Parents/guardians are asked to contact the centre before 9:00 am to tell the day care that your child will be absent, late or ill. If the child is ill, the parent/guardian is asked to tell the centre the symptoms of the illness. This information is essential as we need to report attendance to the Department of Education and Early Childhood Development as well as illnesses to Public Health.

Pick-Up/Departure Children must be picked up by closing time every day. Upon pick-up, ensure your child's educator is aware your child is leaving for the day. All people picking up children from My World of Learning are required to present photo identification before they are able to pick up a child. An adult (aged 19 or older) must accompany children to and from the centre. Children will not be permitted to leave the program with anyone other than an authorized adult as listed in the registration form unless a parent informs us of the change. Children may be picked up from the outdoor play space behind Davis Hall in the afternoons.

If a child is not picked up by closing time, a late charge of \$ 10.00 will be applied to your account. In addition, \$ 1.00 will be charged for every minute the child is late being picked up. For example, if a child is picked up at 5:30 pm a late charge of \$ 25.00 will be added to the account. After a child is late being picked up three times, the day care reserves the right to revoke child care services.

In the event a child has not been picked up by 6:30 pm and staff is unable to contact an authorized person, the police department and/or Child Welfare will be contacted. Further action will be determined by the above agencies.

If a person authorized to pick up a child is suspected of being under the influence of drugs or alcohol when he/she tries to pick up the child, the day care has the right to refuse to transfer care to that person and to contact another authorized person to pick up the child.

Transfer of Care Transfer of care at arrival time occurs when the educator accepts the child into the classroom and at departure time when the child has been released to the authorized person. Authorized persons are expected to supervise the children and abide by all safety rules while they are on the premises. Children are not to be left alone on the premises at any time. For example: children cannot go to the washroom, be in a classroom or in the hallway alone.

BEHAVIOUR GUIDANCE POLICY

The purpose of our Behaviour Guidance Policy is to outline acceptable strategies used at My World of Learning to teach social-emotional skills to all children, guide children's behaviours, and to state the approaches which are not acceptable at the centre. Educators use the Pyramid Model Framework to promote the social-emotional skills of all children and to prevent challenging behaviours through positive, consistent interactions. My World of Learning staff members and volunteers will receive training on the behaviour guidance policy when hired and annually. Through the Pyramid Model Framework, educators will receive continuous professional learning in social-emotional development as well as behaviour guidance.

The family-child relationship is the most significant relationship in a child's life. Our program supports the development of nurturing and responsive relationships between children, families and educators using a strength-based approach. Daily communication between families and educators plays an important part in a child's development.

Data is used regularly to ensure the continuous improvement of practices that align with Equity, Diversity, Inclusion, Accessibility, and Anti-racism (EDI/AA) principles. This policy is reviewed

on a regular basis and revised as needed. Program-wide expectations and rules are followed by all children and adults at the centre. Our expectations are: We are safe, we are kind, and we are responsible. Our rules clarify the expectations in a developmentally appropriate way that reflects the natural learning abilities of all children.

We are aware of the impact the environment can have on the behaviour of the children at our child care centre. Our goals are to:

- Create inviting, calming classroom environments
- Divide the classrooms into centres allowing for appropriately separated loud and quiet areas.
- Minimize large open spaces to prevent running and obstacles to allow everyone to freely move around the classrooms.
- Maintain the classrooms with a variety of appealing materials in adequate amounts.
- Follow a play-based, learning program that is based on the children's interests and developmental levels.
- Set a daily routine that is consistent but flexible, so children know what to expect.
- Provide a daily picture schedule with a balance of indoor and outdoor play, quiet and active periods, and a variety of child-initiated and educator-led small and large group activities.
- Implement gross motor activities daily, indoors and outdoors, to allow children to use their energy in an appropriate manner.

BEHAVIOUR GUIDANCE STRATEGIES

The following strategies will be used at My World of Learning.

1. Establish clear, consistent and simple rules that are stated in a positive way and posted throughout the centre. Provide an explanation for the rules. Remind children often of the rules.

Rules are fair and used to help the children learn self-regulation. Rules should be explained to a child's ability to understand, including why they should follow the rules. Rules should be enforced consistently by all caregivers. Children have short attention spans and can become distracted; reminding the children of the rules will help keep them on track.

Say: "When we walk inside, we are keeping our bodies safe."

Instead of: "Don't run."

2. Allow the children to make choices throughout the day.

Children benefit from making choices by allowing child-control, limiting their frustrations and learning how to make decisions.

Say: "Would you like to put on your coat or hat first?"

Instead of: "Put on your coat."

3. State what is expected, rather than pose a question.

Phrasing a statement in the form of a question gives the children a chance to make a choice.

Offering choices is a good approach to behaviour guidance but sometimes choices are unsuitable.

Say: "It is time to clean up now."

Instead of: "Do you want to clean up?"

4. Reduce attention to minor issues.

If children's activities do not infringe on someone's safety or rights, they often do not need to be

addressed.

For example: If children whine while following through with a requested task an educator would not address the whining.

5. Reinforce appropriate behaviour.

When children are exhibiting appropriate behaviour, it is important to acknowledge this through words, gestures or other reinforcements. Positive reinforcement helps children build self-confidence and encourages them to repeat the desired behaviours.

Say: "Thank you for sharing your toy with Brian. That's called being kind."

Instead of: "You're a good girl."

6. Redirecting children to a more appropriate behaviour.

When children begin to engage in undesirable behaviour, redirect their attention into another activity. Tell the children what can be done instead of what cannot be done. Educators will not use time out when undesirable behaviour occurs.

For example: "Let's throw this ball instead of the blocks."

7. Prepare children for transitions.

Children often have difficulty changing from one experience to another. Techniques that can be used to prepare children for transitions include picture schedule, timers, verbal/visual cues, and other carefully planned transition activities.

Say: "You have five minutes until clean up time."

Instead of: "Clean up now."

8. Model appropriate behaviour.

Adults will model appropriate behaviour to help the children learn what to say and do. Children learn by watching and listening to adults.

For example: Adults will sit on classroom chairs/sofas rather than on the tables.

9. Interact with the children while actively supervising the classroom.

Adults, who are alert, interact and actively supervise the children in their care are better positioned to anticipate potential problems and prevent them from occurring. Having an adult close by can often help children regain self-control.

For example: Educators need to place themselves with their backs to the wall so they can scan the whole classroom.

10. Gain the children's attention in a respectful way.

Educators will walk to the children, get down to their level, and state their name using a calm, controlled voice to talk to them.

For example: Educators will approach children before talking to them instead of shouting across the classroom.

11. Teach emotional regulation through helping children learn problem-solving skills.

To manage feelings such as frustration and anger an adult can help the children practice problem-solving skills throughout the day.

For example: Educators and families can use a scripted story called We Can Be Problem

Solvers! to help children practice solutions to common situations.

12. Help when children are experiencing strong emotions.

Adults acknowledge children's strong emotions and respond to help children identify what they are feeling and what they can do to cope.

For example: If children are experiencing anger, an educator can direct them to the calming centre and lead them through relaxation exercises such as taking deep breaths.

SUPPORT PLANS

Families and educators will work together when children would benefit from additional support as identified through various assessment tools. Support plans are created using a team approach with the children's families, educators, speech-language pathologists, early interventionists, physiotherapists and other professionals working together. The team identifies goals and sets strategies using a strength-based approach to allow children to meaningfully participate in all activities. These strategies are implemented during children's play experiences and re-evaluated regularly.

PROHIBITED BEHAVIOUR GUIDANCE PRACTICES

The day care's educators and early childhood students and volunteers will behave in a way that does not harm any child and not do any of the following, for any reason:

- (a) use corporal punishment, including
 - (i) striking a child directly or with any physical object, and
 - (ii) shaking, shoving, spanking and other forms of aggressive physical conduct;
- (b) require or force a child to repeat physical movements;
- (c) use harsh, humiliating, belittling or degrading responses of any form, whether verbal, emotional or physical;
- (d) confine or isolate a child;
- (e) deprive a child of basic needs, including food, shelter, clothing and bedding.

Early Learning and Child Care Regulations 19(1)

FOOD IS NOT USED TO REINFORCE DESIRED BEHAVIOURS

The educators, early childhood students and volunteers do not offer food to reinforce positive behaviours. They do not withhold food consequently for inappropriate behaviours. Food is not used as a reward for completing a task or finishing a meal.

CHALLENGING BEHAVIOUR POLICY

The Challenging Behaviour Policy outlines the process for addressing behaviours and the team approach between families and educators that is used during the process. A child can have difficulty communicating their needs and feelings as well as interacting with peers and educators in appropriate ways. A child may become frustrated, overwhelmed or be unable to verbally communicate with others, causing them to use their bodies to express themselves. Challenging behaviour both physical and verbal can cause physical and emotional harm to children and educators, upset the classroom environment and result in property damage. We understand a child may use challenging behaviour to communicate. At My World of Learning, we recognize that a child may need extra support to learn social-emotional skills to communicate, reducing the likelihood of challenging behaviours.

We apply a strength-based view of culture and language fostering a positive and inclusive environment where individuals feel valued, respected, and supported. By celebrating these strengths, individuals gain confidence and self-esteem. The Pyramid Model supports educators in teaching children essential social-emotional skills, such as problem solving, conflict resolution, and self-regulation ensuring every child is included.

Educators, volunteers and student educators use the following strategies in addition to the centre's Behaviour Guidance Policy to work towards meeting this objective. Families are encouraged to use the Behaviour Guidance Policy and Persistent Challenging Behaviour Policy at home. This policy is reviewed on a regular basis and revised as needed.

General Strategies to Preventing Challenging Behaviour

1. Model calm behaviour to show a child how to manage their feelings.
2. Use positive phrasing when guiding a child's behaviour, i.e. "hands on own body" instead of "we don't hit".
3. Teach a child how to calm down by using emotion regulation strategies such as deep breaths, counting, and "smell the flowers" activity.
4. Help the child learn words for their emotions such as happy, mad, frustrated, and sad by using resources such as Pyramid Model Feeling Faces.
5. Follow the strategies in the My World of Learning Behaviour Guidance Policy.
6. Assess the child's needs and temperament to determine what supports are necessary.
7. Create and maintain a calming centre within the classroom that a child can use when they are experiencing emotional dysregulation.
8. Provide scripted stories for educators to read often such as Tucker Turtle.
9. Offer large muscle activities that involve kicking, throwing, and toppling to help a child refocus.

Specific Strategies for Addressing Challenging Behaviour

1. Take a deep breath – you cannot help a child if your emotions are heightened.
2. Respond to a child's emotions and say it is ok to be angry and then explain appropriate ways to express anger, sadness, etc.... Listen to the child's issues, educator shows they are listening by re-stating concern and describe the emotion i.e. "you seem very mad".
3. Distract the child before they become physical by conceding that they are angry, speak softly and change the subject to a topic they like.
4. When a child becomes frustrated, give them the option of taking a break, i.e. drink of water, short walk.
5. When a child exhibits challenging behaviour, move the rest of the children and educators away to keep them safe. Remove the attention from the child that is exhibiting challenging/aggressive behaviour e.g. throwing materials/equipment while continuing to supervise the child. Help promote the value of giving space to a child who is upset.
6. Contact the Inclusion Support Early Childhood Educator, Child Care Supervisor, Inclusion Coordinator/Assistant Executive Director, Executive Director for support when experiencing challenging behaviours.

Steps to Take to Report Challenging Behaviour

1. Complete a Notable Situation Summary Report.
2. Inform Executive Director/Director Designate immediately.
3. If an educator, volunteer or student educator was injured due to behaviour, have them complete an Employee Incident Report.

Steps to Take to Resolve Challenging Behaviour

1. Use data gathered by the Executive Director from the review of the Notable Situation Summary Reports to identify incidents of challenging behaviours.
2. Collect information on the behaviour witnessed, what happened before the behaviour and what happened after using a functional behaviour assessment tool such as the Behaviour Incident Report System.
3. Examine the daily routine and adjust if challenging behaviours are happening at the same time each day.
4. Meet with families when a child shows repetitive challenging behaviours towards others. Promote collaboration by asking parents if they see similar behaviours at home, how they avoid issues, what triggers the behaviours and how they calm the child. Seek contextual and culturally relevant information from the families regarding temperament, at home sleeping habits, favourite toys and activities.
5. Seek outside support to help meet the child's needs such as contacting the Early Childhood Development Consultant with the Department of Education and Early Childhood Development.
6. Work together with families to create support plans to help a child learn new skills and reduce challenging behaviours. Routine-based plans/positive behaviour support plans support goals in family's everyday lives. Families, educators, and other professionals identify goals and set strategies using a strength-based approach to allow the child to meaningfully participate in all activities. These strategies are implemented during a child's play experiences and re-evaluated regularly. If a plan is already being used, ensure it includes the specific behaviour witnessed and revise the plan as needed.
7. Find other resources to share with families such as Positive Solutions for Families offered by the Nova Scotia Early Childhood Development Intervention Services (NSECDIS) or Pyramid Model resources that will provide support to the families and educators.
8. Educators are expected to seek professional learning to understand culture and diversity, take time to reflect on their practices as well as identify and reduce biases. Participating in professional learning in these areas will help strengthen educators' knowledge and skills in dealing with challenging behaviours.

WELL-BEING

General Hygiene Children are required to wash hands at arrival, before mealtimes, and after toileting. Diapering procedures are posted in the washroom and are followed by educators. A disinfecting solution is used daily on such items as the floor and tables. All toys are cleaned and sanitized weekly or more often as required.

Health Policy My World of Learning's health policy is based on information provided in the document Guidelines for Communicable Disease Prevention and Control for Child Care Settings (https://www.novascotia.ca/dhw/cdpc/documents/Guidelines_CDPC_Child_care_Setting.pdf) This health policy is in place in the best interest of the child who is ill, other day care children, their families, day care staff, and their families. The staff will check children on arrival for signs of illness and children with symptoms will not be permitted to stay at the centre that day. If the day care's policy does not state information about a specific topic, we will follow the Guidelines for Communicable Disease Prevention, the Canadian Paediatric Society website (<https://caringforkids.cps.ca/>), and other resources provided by the government to determine any exclusion requirements.

Please do not send your child to day care if they are ill and cannot fully participate in the daily program including playing outdoors. Please do not give your child medication to reduce fever when they have other symptoms and send them to day care. Parents/guardians are asked to notify the day care by 9:00 am if a child is absent due to illness and inform the staff what symptoms the child has. Child care settings are required to keep records of staff and child absenteeism and report unusual symptoms or absenteeism to Public Health as per Guidelines for Communicable Prevention and Control for Child Care Settings. The day care recognizes it is difficult for people to leave work/school, we recommend families make plans ahead of time in case their child is unable to go to day care or is sent home during the day. The day care will notify the parents/guardians when the child shows symptoms while in care and a notable situation summary report form will be prepared. Parents/guardians are asked to pick up the child immediately when requested by the day care.

Signs/symptoms of illness:

COUGHS/COLDS - Children with mild symptoms can attend day care if they can **fully** participate in the daily program including outdoor play. Children who appear ill and have any of the following symptoms will be excluded from day care: a child not able to participate in all activities including playing outdoors, fever accompanied by sudden change in behaviour such as listlessness, excessive sleepiness, excessive fussiness or crankiness, difficulty breathing, persistent cough or other signs and symptoms such as sore throat, rash, vomiting, diarrhea, and earache. The child can return to day care when they have completely recovered and are able to fully participate in the daily program without the help of medication.

DIARRHEA- Diarrhea can be infectious i.e. viral, bacterial infections or non-infectious i.e. food intolerance, reaction to taking antibiotics. A change from the child's normal stool i.e. from solid to liquid state and increased frequency is considered diarrhea. If a child has one episode of diarrhea during the day and no other signs of illness, the day care will inform the child's parent/guardian at the end of the day. The child may return to child care the next day, if no more diarrhea or other symptoms occur.

If more than one episode of diarrhea occurs or a child has diarrhea and appears ill, has a fever, is in pain, or blood in the stool, the educators will ask parents to pick up the child and advise them to take the child to a health care provider for diagnosis and treatment. A child must be symptom free for at least 24 hours or until tests (if required) are returned negative before returning to day

care.

VOMITING- If a child vomits once at day care, the staff will watch for other signs of illness. If no more vomiting and no other signs of illness occur, the child may return the next day. If more vomiting or vomiting with other signs of illness, i.e. fever occurs, the day care staff will contact the child's parent/guardian to pick up the child. The child can return to the day care when completely recovered and symptom free for at least 24 hours before returning, unless a health care provider determines it to be from a non-infectious cause. Parents/guardians will be informed immediately if the child has severe abdominal pain with vomiting and advise the family to consult a health care provider as soon as possible.

DIARRHEA AND VOMITING- If a child is unwell with vomiting and diarrhea, they will be excluded from day care until 48 hours after their last symptom and have 2 formed stools. Children with these symptoms may also have nausea, fever, chills, fatigue, body aches, and headaches.

RASHES- If there are no other symptoms or signs of illness the day care will advise the parent/guardian at the end of the day that an unidentified rash was found and advise the family to take the child to a health care provider to determine the cause and if there is a treatment. If a rash is accompanied by a fever, cough, change in behaviour, or other signs of illness, i.e. vomiting, diarrhea, the child will be sent home. The child can return after being seen by a health care provider and has fully recovered provided exclusion is not required. Exclusion requirements are listed in such resources as: Canadian Paediatric Society website (<https://caringforkids.cps.ca/>).

Medical Emergencies In the event of a life-threatening medical emergency, the day care will call 911 and then the parents/guardians. If the parents/guardians cannot be reached, the day care will call emergency contacts listed on the registration form. Reports are filled out for parents/guardians to sign if an accident, illness or other incident affects a child attending the day care.

Notable Situation Summary Reports A notable situation summary report is filled out when an accident, communicable disease or other situation that affects or could affect the health, safety or well-being of a child attending the day care. Notable situations may include minor falls, bumps, or bruises requiring non-emergency first aid, bites, and physical disagreements between children resulting in scratches. Educators will immediately secure any necessary medical assistance, contact parents and fill out a notable situation summary report for each child affected and a copy placed in each child's file. Parents/guardians are asked to sign the report to indicate they have seen it. Copies of summary reports are available to families upon request.

Serious Incident Reports Serious Incident Summary Reports are filled out when emergency medical attention is required such as a life threatening illness or injury such as a broken bone or emergency dental surgery, calling 911, an ambulance, a fire or other disaster on the premises; a concern relating to the physical environment or an operational or safety practice in a centre that poses a risk to the children's health, safety or well-being; a child is not accounted for during any period of time; death of a child while in care. Educators will immediately secure any necessary

medical assistance, contact parents/guardians and fill out a serious incident summary report for each child affected and a copy placed in each child's file. Parents/guardians are asked to sign the report to indicate they have seen it. Copies of summary reports are available to parents upon request. The Director will notify the President, Board of Directors and the Minister of the Department of Education and Early Childhood Development within 24 hours of a serious incident.

Medications A Medication Authorization Form must be filled out and signed by the parent/guardian before any educator can administer prescription and non-prescription medications. All medications must be in the original container, in the case of a patent medicine, or in a container supplied for the purpose by a pharmacist, in the case of prescribed medicine, and labelled with your child's name. Medications need to be clearly labeled in the original container and given to the staff of the program for safe storage. Staff will not administer expired medications. No medication is to be left in a child's cubbie.

Child Abuse/Neglect My World of Learning must follow the procedures outlined in the Department of Education and Early Childhood Development *Reporting and Investigating Allegations of Abuse and Neglect: A Protocol and Handbook for Licensees, Child Care Staff and Care Providers in Regulated Child Care Settings* to report any suspected child abuse or neglect.

Care of Child The staff of the centre agree to use all due care in caring for all children and their belongings; however, My World of Learning Child Care Association will not be liable for any loss or damage to clothing or other items nor will we be liable for any accident, injury, illness or disease that may occur to any child while attending our program.

Safety Procedures The NSCC-Truro Campus has an emergency pull system installed in its buildings. There are three pulls: Blue Emergency Pulls for general security and medical emergencies, Yellow Emergency Pulls for lockdowns, and Red Emergency Pulls for fire alarms. Pulling the blue pull alerts security of the emergency and its location. Activating the yellow pull results in a campus lockdown alerting the emergency response team and announces a lockdown. 911 response and building evacuation will take place when the red pull is set off. Monthly fire drills are practiced so children and staff will be prepared in case of fire. Evacuation procedures are posted at the entrance of each classroom and around the centre. If the centre must be evacuated due to fire or another emergency and closed, educators will contact an authorized person to pick up the child immediately. The designated evacuation location is the Sport and Wellness Centre on campus. If this location is not safe, the day care will use the Glengarry as the evacuation location.

Lockdown is a method used on the campus to protect people from potentially dangerous external hazards, i.e. hazardous substance. Lockdown is announced through the speaker system, the staff and children shelter-in-place in the classroom and lock the door until lockdown has ended. No one will be able to pick up or drop off children during lockdown.

FINANCIALS

Fees

My World of Learning charges \$36 a day for full-week care, \$ 39 a day for part-week care. The Province of Nova Scotia is reducing fees by paying a portion directly to the centre resulting in the reduced parent rate below.

Age Group	Toddler	Preschooler	School Age
part-week rate per day	\$ 20.75	\$ 20.75	\$ 29.00
full-week rate per day	\$ 17.75	\$ 17.75	\$ 26.00

Fees will be charged based on a child's enrollment status and actual age as defined in the Early Learning Child Care Act and Regulations. *“toddler” means a child who is between 18 months old and 35 months old, inclusive; “preschooler” means a child who is 36 months old or older and is not attending school; “school-age child” means a child who is attending school and is not older than 12 on December 31 of the school year.*

Families are responsible for paying for all days regardless of attendance. Children are required to stay home if they are ill and/or not well enough to participate in scheduled activities. When children become ill during the day, the day care will be required to send them home, families need alternate child care arrangements ready to use if this happens.

Child Care Subsidy The subsidy program is available through the Department of Education and Early Childhood Development- <https://childcarenovascotia.ca/families/child-care-subsidy> The amount subsidy will pay per day will be based on your total family income on a scale determined by the government. For children enrolled in the Child Care Subsidy Program, the centre will submit monthly attendance claims to the government, which will include the number of present and absent days for each child. We record ‘present’ days when a child attends, is on holidays, and on other closure days. ‘Absent’ days are recorded for absences due to illness, vacation, or personal reasons.

Payments Payment is due the first business day of every week. Payments may be made in cash or by e-transfer. Families have the option of paying in advance i.e. bi-weekly or monthly. E-transfers can be sent to the day care’s email address at: myworldoflearningcc@gmail.com Please include your child’s name in the message section to ensure the correct account is credited. E-transfers sent to My World of Learning will be auto deposited into the centre’s bank account. Overpayment will result in a credit on your child’s account. Payments are considered overdue if not received before the first business day of the next week.

Receipts The Executive Director, Assistant Executive Director and Child Care Supervisor can accept cash payments and issue receipts. Receipts will be issued at the time cash payments are made. Receipts for e-transfer payments are issued as we receive notice from the bank. Please

retain these receipts for income tax purposes. Year-end receipts will be issued upon request, provided the account is in good standing.

Overdue Accounts In the event a payment is late, a \$ 20.00 late payment fee will be applied to the account weekly. Failure to make weekly payments will result in suspension or termination of child care services and the account will be sent to a collection agency.

Day Care Vacation Days All children will receive day care vacation days during the annual professional development/maintenance week typically the last week in July i.e., July 27-31, 2026 and between Boxing Day and New Year's Day i.e. December 29, 30 & 31, 2026 if enrolled to attend on these days and no payment of parent fees is required.

Fundraising My World of Learning is a non-profit organization that may need to raise additional funding through fundraisers to purchase new toys and equipment. All families are encouraged to assist the day care with fundraising activities. Fundraising is permitted with non-food items and food and beverages that comply with the food and beverage criteria.

Withdrawal Policy A minimum of thirty days' written notice is required to be given to the Executive Director should you decide to withdraw your child from the centre. Failure to provide proper notice will result in applicable fees being billed to your account for that period. Subsidy rates will only apply while a child is physically attending, resulting in regular fees being charged for the remainder of the withdrawal period.

Dismissal The centre reserves the right to dismiss a child from the centre without notice in the following situations: overdue accounts, ill treatment or rudeness by a parent/guardian towards an employee of the centre, and other circumstances as identified by the Board of Directors.

PROGRAM DELIVERY

Daily Routine The daily routine includes indoor and outdoor play both in the morning and in the afternoon, a morning snack, lunch, an afternoon snack and a rest time.

Educational Programs My World of Learning uses the Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework to deliver its educational programs. It is based on the certainty that children are curious, creative, full of potential, capable and confident which matches the centre's Image of the Child. The Framework provides guidance to early childhood educators on offering quality play-based learning, relationships, inclusion, diversity, equity, learning environments and reflective practice. This framework is used in funded child care centres such as ours. Find more information about Nova Scotia's Early Learning Curriculum Framework at <https://www.ednet.ns.ca/earlyyears/providers/EarlyLearningFramework.shtml> Educators create program plans based on the learning goals, objectives and strategies happening in the classrooms. Families may ask the Executive Director to view program plans.

As you enter the centre a gallery wall displays framed documentation to share with families what the children are doing and learning during their time at My World of Learning. This documentation is also displayed in the classrooms at the children's level for them to view. Some of these documentation pieces contain multiple children and to respect everyone's privacy, please

do not take photos of them. If you would like to have a copy of documentation including your child, please let us know and we will block out other children's faces then send it out to you.

Pyramid Model Framework We believe in nurturing every aspect of your child's development, especially their social and emotional well-being. That's why we've adopted the Pyramid Model Framework, an evidence-based system designed to promote healthy social-emotional skills and positive relationships among children, families, and educators. This initiative is a collaborative effort by the Nova Scotia Early Childhood Development Intervention Services (NSECDIS) and the Provincial Government, supporting licensed child care centres in providing this valuable program.

As part of implementing the Pyramid Model, we engaged both families and educators to identify our most important behaviour expectations. We have three clear, program-wide expectations, each with specific rules, that everyone – children and adults alike – are expected to follow. These expectations and rules are posted throughout the centre.

Our commitment to the Pyramid Model is supported by our dedicated Leadership Team. This team, comprised of family members, educators, coaches, behaviour specialist, government consultant, and administrators meet regularly to oversee the successful integration of the Pyramid Model Framework throughout our centre. They ensure our staff receive ongoing training and coaching, and that we continuously use data to refine our practices for your child's benefit. A resource tool is available for families and staff in the common area. If you are looking for information on another topic, please let us know. For more information on the Pyramid Model, please visit: <https://nsecdis.ca/programs-for-educators/>

Off-Site Outings/Field Trips The children may go for walks or on field trips to explore and learn about the community around us. Guest speakers may be brought into the centre to help support the children's learning.

Outdoor Play The children go outdoors for walks or to play in the outdoor play space in all types of weather. Please ensure your child has the appropriate clothing including a splash suit, a wide brim hat/winter hat, and footwear. In the event of extreme weather, educators will adjust and document outdoor play times with the best interests of the children in mind. Children will play indoors if the temperature falls below -25C (-13F), with or without wind chill factor or when the wind chill is -28C (-15F) or colder. The day care staff will use their judgment to ensure it is safe for the children to go outdoors.

The educators will check the UV index and follow chart actions as required. Sun safety steps the day care follows are: limit time in the midday sun between 11 a.m. and 3 p.m., seek shade, avoid sun when UV Index is extreme, drink water between meals, wear lightweight clothing that covers and protects children's skin, apply sunscreen before going outside, put on hats with wide brims and wear sunglasses, as provided by the families. We need your assistance to implement these steps by sending appropriate clothing, water bottle, a wide brim hat and sunglasses with your child each day. The day care will supply sunscreen with at least a SPF of 30, if you would prefer no sunscreen or a particular sunscreen be used on your child, please inform staff by filling out the sunscreen authorization form section of the registration form.

Food and Nutrition - My World of Learning's food practices are directly guided by the Nova Scotia document, "Standards for Food and Nutrition in Early Learning and Child Care Programs." At My World of Learning, we believe in a collaborative approach to nutrition, where families, educators, and management work together to implement standards, ensure children eat well, and foster positive attitudes toward healthy foods and nutrition. We recognize the important role families play in complying with the Standards.

Our educators are responsive to children's cues around hunger and fullness, providing snacks and meals outside of the regular routine as needed—for example, if a child falls asleep before lunchtime offering a meal when they wake up. Educators create a relaxed and enjoyable meal environment, incorporating planned transitions from play to mealtimes. Transitions are clearly communicated using visual schedules, verbal reminders, and other strategies so the children are aware when food will be offered and when it will be offered again. Meals are served respectfully, and children are encouraged to feed themselves, respond to their feelings of hunger or fullness, and are never forced to finish food. We encourage smaller serving amounts to avoid overwhelming children and reduce food waste.

We embrace a responsive feeding environment where educators decide what foods to offer, where, and when to offer meals and snacks, while children decide how much to eat, what to eat from the foods offered, and whether to eat at all. Staff are encouraged to sit and eat with the children, modeling appropriate eating behaviors and positive attitudes toward food and nutrition. When possible, staff will eat the same foods as being offered to the children. My World of Learning maintains a marketing-free zone for children regarding food and beverages, meaning all serving containers are non-branded. Staff foods and beverages must be in spill-proof, non-branded containers kept out of children's reach.

We empower children to become independent eaters by offering opportunities for them to serve themselves. Educators observe and respond to individual needs, offering gentle, respectful assistance when needed, always fostering developing skills rather than taking over. We recognize that children may explore food using clean hands as well as utensils, and food is never used as a reward, punishment, or withheld. Our meal environments foster positive social conversations on non-food topics like weather or daily activities. We avoid encouraging, praising, or pressuring children to eat or finish food, and we use neutral language when discussing food, focusing on qualities like "oranges provide vitamin C and fiber", "creamy soup" rather than labels such as "good" or "bad", "healthy" or "unhealthy".

We are dedicated to fostering an inclusive and supportive food environment where diverse eating practices are respected and celebrated. Inclusive food environments recognize and celebrate the diverse beliefs, traditions, and relationships people have with food. These environments go beyond nutritional value to acknowledge cultural significance and support children's overall well-being. Guided by the Canada Food Guide and Nova Scotia's "Standards for Food and Nutrition in Early Learning and Child Care Programs," we accommodate every child's unique cultural, religious, spiritual, and health-related dietary needs and preferences. This commitment promotes a sense of belonging and supports a positive, healthy relationship with food for all children. We encourage families to openly share insights into their healthy food practices, religious and cultural beliefs, enriching our collective understanding.

Educators foster an environment that supports sharing, learning about, and celebrating diverse foods, cultural practices, and traditions. While food can be an important part of special celebrations, the focus should always be on the celebration itself. Educators are encouraged to highlight other activities like games and books. Any foods and beverages present at special celebrations during regular operating hours must follow the food and beverage criteria and be identified on the menu in advance.

We also provide learning opportunities related to food, cooking, and mealtimes through activities such as:

- reading books with neutral food language
- providing play kitchens
- planting an outdoor garden or using containers to garden indoors
- composting
- learning about food preparation, growing food, and where it comes from
- introducing the children to the cook, or creating other connections with how food is made
- learning breastfeeding is a way to feed an infant
- providing opportunities to learn about food and eating practices of many cultures
- use non-food items for art activities, sensory play, and games to be sensitive towards food insecurities

Our menu is consistent with the Food and Beverage Criteria. The daycare operates on a four-week rotating menu that is distributed to families upon enrollment and to families and staff at the beginning of new menu rotations. A current menu is also available in the Information Binder and on the Lillio app. Paper copy of the menu and recipes are available upon request. Any substitutions of comparable nutritional value that meet the children's needs are documented in the Information Binder located in the entrance hallway, dated, and kept on file for at least one year, with changes posted at least one day in advance.

Our daily routine includes two snacks and a lunch, served at consistent times: 9:00-9:30 am for the morning snack, 11:30 am-12:00 pm for lunch, and 2:30-3:00 pm for the afternoon snack. We ask families not to bring food from home, with exceptions for special dietary considerations. Morning and afternoon snacks consist of a combination of vegetable(s) and/or fruit(s) with either a grain or protein. Lunch offers combinations like vegetable + fruit + grain + protein + milk and/or fortified milk alternative, or two vegetables + grain + protein + milk and/or fortified milk alternative. Safe drinking water is easily accessible to children and adults throughout the day, including at meals, snacks, outdoor play, and outings, with a water station conveniently located outside the washrooms. Staff encourage children to drink water throughout the day including at meals and snacks.

Special dietary considerations, including food allergies, anaphylaxis information, restrictions, and other preferences, are discussed at enrollment and recorded on a diverse feeding plan kept with the child's file. A Diverse Feeding Plan is developed when a child's needs differ from the center's standard menu and practices. Families provide staff with updates on changes in the children's health, including allergies. Educators maintain ongoing communication with parents/guardians to ensure every child's nutritional needs are met, what could be impacting their

appetite, and record any changes. This information is shared with all staff and posted in food preparation and serving areas. Families are responsible for providing food for children with special dietary considerations that fall outside our regular menu offerings. Food sent from home must either be in its original packaging with an ingredient list or if prepared at home, families must verify it does not contain nuts or nut products. Foods brought from home must be labeled with the child's name and date, and stored properly, including refrigeration if necessary, and reheated appropriately. Families are required to provide detailed information about the foods they supply as outlined in the requirements.

My World of Learning holds a Food Establishment Permit and follows the Guidelines for Communicable Disease Prevention and Control for Child Care Settings – Section 10.0 Food Safety Practices. We purchase or receive food and beverage donations only from establishments in accordance with the Nova Scotia Food Safety Regulations, ensuring products are labeled with their source, ingredients, and any special preparation, storage, or serving instructions. The only exception for donations is low-risk foods like whole fruits and vegetables. We aim to purchase locally harvested, produced, and manufactured foods, minimizing waste, making informed packaging choices, and integrating environmental education into our food practices.

Breastfeeding This centre welcomes parents/guardians to breastfeed or bottle feed their children anywhere and anytime in the facility and will provide formula use supports as required. A comfortable and private space will be provided upon request for parents/guardians to breastfeed or express breastmilk.

Nut-Aware Environment Foods that may contain or contain nuts or nut products are not permitted at My World of Learning.

- 1) If you send foods to the day care, please ensure the food is in their original packaging containing a list of ingredients. If an item is sent to the day care with no list of ingredients or it contains nuts or nut products/oils, your child will not be permitted to eat the item.
- 2) Ensure your child is free of nuts or nut products/oils before attending day care each day. This can be done by brushing teeth, washing face and hands thoroughly or not consuming nuts or nut products/oils before attending day care.

Rest Time Rest time is part of the daily routine each day. Children will be assigned a cot/mat and sheet. Families are asked to bring a blanket for their child and are responsible for laundering the blanket on a weekly basis. Children can bring a special blankie/stuffed animal for comfort. Children who do not sleep will be provided with quiet activities i.e. puzzles, lego to engage them.

Quality Matters My World of Learning participates in Quality Matters, a continuous early childhood assessment program that supports quality in licensed child care centres in Nova Scotia. This program is used to determine eligibility for funding based on compliance, accountability and program quality. Self-assessment is completed every three years in the areas of leadership, staffing, learning environments and relationships. Self-assessment summaries are used to create Quality Improvement Plans that My World of Learning uses to increase the quality of the programming we offer. The current plan is posted outside the office and updates are provided to

the day care community periodically. We received a R2 rating, which is the highest possible rating, on the Quality Matters Rating System for both 2019-2020 and 2020-2021, no ratings have been issued since 2021. The current plan is posted outside the office and updates are provided to the day care community. More information on this program can be found at:

<https://www.ednet.ns.ca/earlyyears/providers/QualityMatters.shtml>

Website The centre's website can be found at: www.myworldoflearning.ca

CHANGES IN POLICIES Changes may be made to the fees and policies in this handbook with one month's notice. The policies, contracts, consents and forms will be reviewed and updated, at a minimum, on an annual basis. Please give written notice immediately of any changes that may occur with address, phone numbers, emergency contacts, child information, and immunization records. Two months' notice will be given before an increase in child care fees.

GRIEVANCE PROCEDURE Parents/guardians may take any concerns they may have regarding the day care to the Executive Director. If the situation is not solved to their satisfaction, the issue will be forwarded to the Board of Directors for a final decision.

PRIVACY POLICY Privacy of personal information is an important principle to My World of Learning Child Care Association. We are committed to collecting, using and disclosing personal information responsibly and only to the extent necessary for the services we provide.

What Is Personal Information?

Personal information is information about an identifiable individual. Personal information includes information that relates to their personal characteristics, (e.g. gender, age, income, home address or phone number, ethnic background, family status), their health, (e.g. health history, health conditions, health services received by them), or their activities and views (e.g. religion, politics, opinions expressed by an individual, an opinion or evaluation of an individual).

Why We Collect Personal Information

- We collect, use and disclose personal information in order to provide the best child care possible; adequately meeting the needs of the children and families.
- A second primary purpose will be to meet the legislative requirements of the Early Learning and Child Care Act.
- A third primary purpose is to collect personal information from resource support agencies to assist us in providing the best child care possible and adequately meet the individual needs of the children.
- A fourth primary purpose is to obtain the necessary information so that we can contact the appropriate people in the event of an emergency.

It would be rare for us to collect any personal information without the client's express consent, but this might occur in a case of urgency, (e.g. parent or guardian is unavailable), or where we believe the client would consent if asked and it is impractical to obtain consent, (e.g. a child's well-being is at risk).

Who We Share Our Information With

We partner with a number of agencies and support workers that may, in the course of their duties, have limited access to the personal information we hold. These include computer consultants providing technical support, accounting auditors, cleaners, landlords, supply staff, resource consultants and assistants and employees of agencies that provide support to children with special needs. The Department of Education and Early Childhood Development and the Department of Community Services and other government officials, in the course of their duties to ensure compliance with the Early Learning and Child Care Act, will have access to personal information we hold. We also provide personal information to collection agencies when an account is not paid in full after the child is withdrawn or dismissed from the day care.

Protecting Personal Information

We understand the importance of protecting personal information. Personal information is stored in locked filing cabinets accessible only to authorized personnel. Computerized personal information is safeguarded through passwords and other security measures. All authorized personnel must sign a confidentiality agreement.

Retention and Destruction of Personal Information

We need to retain personal information for some time to ensure that we can answer any questions you might have about the services provided and for our own accountability to external regulatory and legislative bodies. We keep our client files for up to seven years after the client withdraws from our centre. We destroy paper files that contain personal information by shredding. We destroy electronic information by deleting it, and when the hardware is discarded, we ensure that the hard drive is formatted to erase any information contained within.

Access To Information

You have the right to see what personal information we hold about you. We will need to confirm your identity, if we do not know you, before providing you with access.

If there is a problem, we may ask you to put your request in writing. If we cannot give you access, we will tell you within 30 days if at all possible and tell you the reason, as best we can, as to why we cannot give you access. If you believe there is a mistake in the information, you have the right to ask for it to be corrected. This applies to factual information and not to any professional opinions we may have formed. We may ask you to provide documentation that our files are wrong. Where we agree that we made a mistake, we will make the correction and notify anyone to whom we sent this information. If we do not agree that we have made a mistake, we will still agree to include in our file a brief statement from you on the point.

Do You Have a Question or Complaint?

Our Privacy Officer is: Natasha Doreen Moxon
 c/o My World of Learning Child Care Association
 NSCC-Truro Campus, 36 Arthur Street, Truro, NS B2N 1X5
 Phone: 902-897-0486
 E-mail Address: myworldoflearningcc@gmail.com

This policy is made under the Personal Information Protection and Electronic Documents Act.

There are some rare exceptions to the commitments set out above.

For more general inquiries, the Privacy Commissioner of Canada can be reached at:

112 Kent Street, Ottawa, ON B1A 1H3

Phone: (800) 282-1376

Fax: (613) 947-6850

Website address: www.privcom.gc.ca July 2026