

**WE CARE
DAYCARE & OUT
OF SCHOOL CARE
DAYCARE**

PARENT HANDBOOK

120 5701 17th AVE SE

403-828-4409

Revised JULY 2026

**PLAY, LAUGH,
LEARN & GROW**

Intake Process

Our intake process is designed to ensure that each child and family receives the highest quality care and support possible. We recognize that every child is unique, and we strive to develop a positive partnership with families from the very beginning of their childcare journey.

The intake process allows us to gather important information about your child's individual needs, interests, routines, strengths, and any additional supports that may be required. This information helps us create a welcoming, safe, and inclusive environment where children can thrive.

The intake process may include:

- An initial inquiry and discussion regarding program availability and family needs.
- A tour of the Centre and an opportunity to meet staff and learn about our programs.
- Completion of registration forms, emergency contact information, and required consents.
- A review of the Parent Handbook, Centre policies, procedures, and expectations.
- Discussion of your child's routines, developmental needs, medical requirements, allergies, dietary restrictions, cultural considerations, and any additional supports or services currently in place.
- Opportunities for families to share information about their child's interests, strengths, communication styles, and goals.
- Development of individualized transition plans, when appropriate, to support a successful start in care.

Our goal is to work collaboratively with families to ensure a smooth transition into the program and to establish strong communication and partnerships that support each child's well-being, development, and success.

Orientation, Tours, and Transition Process

Families and guardians who are interested in our program are encouraged to schedule a tour of the Centre. Tours provide an opportunity to explore our facility, learn about our programs, meet staff, and ask any questions that may assist in making an informed decision about enrolling their child.

Tour Availability

Tours are available by appointment during the following times:

- Monday to Thursday: 9:30 a.m. – 1:30 p.m.
- Friday: 12:30 p.m. – 4:00 p.m.

Tours may last up to one hour, depending on the needs and questions of each family.

Transition to Care

We understand that starting child care can be a significant transition for both children and families. To support a successful start, we offer a complimentary three-day transition period, allowing families and children to gradually become familiar with the environment, routines, staff, and peers.

Transition visits typically occur between 8:00 a.m. and 11:00 a.m. and may begin with shorter visits that gradually increase in length based on the child's comfort level and individual needs.

Longer or customized transition plans may be arranged in consultation with administrative staff and families when additional support is required.

During the transition process, staff will work collaboratively with families to develop a schedule that introduces children to the various routines and experiences within the program, including play, meals, outdoor time, rest periods, and group activities.

Internal Room Transitions

As children grow and develop, they may transition to a different classroom within the Centre. Internal room transitions are carefully planned by staff to ensure a smooth and positive experience. Families will be notified in advance and provided with information regarding the transition process, timelines, and new classroom routines.

Enrollment Process

The enrollment process includes the following steps:

1. An informational meeting and tour of We Care Daycare & Out of School Care is scheduled for the child and their family.
2. Once a family has decided to enroll, a non-refundable registration fee of \$175.00 is required to secure the child's space.
3. Upon receipt of the registration fee, families will receive the registration package and required documentation.
4. Families are responsible for completing and returning all registration forms prior to their child's first day of attendance.
5. The Director or designated administrative staff will review the completed intake package, Centre policies, procedures, and fee structure with the family.
6. Enrollment will be finalized once all required forms, consents, and fees have been received and approved.

Our goal is to make every child's transition into care as smooth, comfortable, and successful as possible while building a strong partnership with families from the very beginning.

Welcome to We Care Daycare & Out of School Care

Dear Parents and Guardians,

On behalf of We Care Daycare & Out of School Care (WCD), we would like to extend a warm welcome to you and your child. Whether this is your family's first experience with our program or you have been part of our community for many years, we sincerely thank you for your trust, support, and commitment to our Centre.

We Care Daycare & Out of School Care is proud to provide high-quality, inclusive childcare and out-of-school care in the heart of Forest Lawn. Conveniently located near numerous schools and community resources, we are committed to creating a nurturing environment where children feel safe, valued, and inspired to learn.

At WCD, we believe that every child deserves opportunities to grow, explore, and succeed. Our program is guided by four fundamental principles that influence everything we do:

- **Safety and Well-Being** – We provide a secure, caring, and supportive environment where children feel respected, valued, and confident.
- **Learning Through Play** – We create innovative and engaging experiences that encourage children to learn, discover, and develop through play, exploration, and meaningful interactions.
- **Inclusion and Individuality** – We recognize that every child is unique. Through individualized planning and responsive teaching practices, we support each child's strengths, interests, abilities, and developmental needs.
- **Relationships and Community** – We foster positive relationships between children, families, staff, and the community to build a strong foundation of trust, belonging, leadership, and mutual respect.

Our educators are dedicated to providing supportive interactions, meaningful learning opportunities, and enriching experiences that promote creativity, independence, self-worth, and leadership skills. We believe that children learn best when they feel connected, supported, and empowered to explore the world around them.

We look forward to partnering with your family and sharing in your child's growth, learning, and success throughout their time at We Care Daycare & Out of School Care.

Sincerely,

Asifa Hirji
Owner/Operator

Lisa Evans
Director

Stephanie Hirji
Assistant Director

It is our mission to provide accessible, affordable & high-quality child-care programs and training to families & Early Childhood Educators.

Welcome

Welcome to We Care Daycare & Out of School Care. This Parent Handbook has been developed to help familiarize you with our program, policies, procedures, and expectations. It contains important information about our services and is intended to answer many of the questions families may have regarding their child's care and participation in our program.

We encourage all families to read this handbook carefully and keep it as a reference throughout their child's enrollment. Open communication between families and staff is essential to providing quality care and ensuring the success of every child.

If you have any questions, concerns, suggestions, or comments regarding the Centre, please do not hesitate to speak with the Director, administration team, or any member of our staff. We value family input and believe that strong partnerships between home and the Centre are essential to supporting children's growth and development.

Our Mission

To provide families with a high-quality childcare option where parents, guardians, and educators work collaboratively to support the well-being, development, and success of every child.

We are committed to offering an inclusive, licensed, regulated, and professionally operated childcare program that provides a safe, nurturing, and engaging environment where children can learn, grow, and thrive.

Our Vision

Our vision is to promote the health, well-being, learning, and inclusion of all children in our care.

We recognize that parents and guardians have the primary responsibility for their children and we value their knowledge, commitment, and involvement. We strive to build strong partnerships with families by fostering open communication, mutual respect, and shared decision-making in support of each child's individual needs.

We Care Daycare & Out of School Care also works collaboratively with educators, community organizations, specialized service providers, schools, and support agencies to ensure that all children and families have access to the resources and supports they may require.

We believe that every child deserves opportunities to participate, belong, and succeed regardless of their abilities, backgrounds, cultures, languages, or individual circumstances.

Our Commitment to Professional Excellence

We Care Daycare & Out of School Care is committed to enhancing positive outcomes for children by providing education, support, and resources to families, educators, and community partners.

Our educators continuously pursue professional growth and development through ongoing training, reflection, and learning opportunities. They strive to maintain the knowledge, skills, and self-awareness necessary to provide high-quality care and education.

We expect all staff to demonstrate professionalism, integrity, respect, compassion, and accountability in their relationships with children, families, colleagues, and community partners. Through these commitments, we create a positive and supportive environment where children can develop confidence, independence, creativity, leadership skills, and a lifelong love of learning.

Our Philosophy

At We Care Daycare & Out of School Care, we believe that children are valued members of their families, communities, and the larger world around them. Children learn and grow through meaningful relationships, experiences, and interactions with others. Our curriculum reflects the importance of these connections and recognizes the significant role that families, cultures, communities, and environments play in a child's development.

We strive to build strong, positive relationships between children, families, and educators, creating a sense of belonging where every child feels respected, valued, and supported. Through these relationships, we nurture each child's identity as a **Mighty Learner and Citizen**, empowering them to become confident, capable, and engaged participants in their own learning journey.

We believe that children learn best through play, exploration, curiosity, and discovery. To support this, we provide rich opportunities for children to investigate the world around them, ask questions, solve problems, and make meaningful connections. Our environments are intentionally designed to encourage children to develop their physical, social, emotional, cognitive, language, and creative skills in a safe, inclusive, and supportive setting.

While educators develop daily routines and program plans, these serve as flexible guides rather than rigid schedules. We recognize that meaningful learning often emerges from children's interests, ideas, and experiences. By remaining responsive and adaptable, educators can support spontaneous learning opportunities and encourage children to become active participants and co-creators of their learning.

Through play-based and inquiry-focused experiences, children are encouraged to explore, experiment, collaborate, and engage in self-discovery. As they interact with materials, environments, peers, and educators, they develop important skills such as critical thinking, communication, creativity, resilience, and problem-solving.

We view children as capable adventurers, explorers, and lifelong learners. Our role as educators is to guide, support, encourage, and extend children's thinking while providing opportunities for them to discover their strengths, interests, and abilities. By fostering curiosity, independence, and a love of learning, we help build a strong foundation that supports children's future success both within our program and throughout their lives.

Above all, we believe that every child deserves to be heard, respected, included, and given opportunities to thrive as a unique individual within a caring and supportive community.

Our Program

We Care Daycare & Out of School Care provides high-quality, licensed childcare and out-of-school care services for children from birth to under 13 years of age, and for children under 14 years of age who require childcare due to a special need.

Our licensed capacity is **156 children**, consisting of:

- **68 Day Care Spaces**
- **88 Out of School Care Spaces**

The Centre operates a full-day program designed to support the growth, development, well-being, and inclusion of all children in our care.

We provide nutritious morning and afternoon snacks daily. Families are responsible for providing their child's lunch and any specialized dietary items required to meet individual needs.

Group Care Environment and Reasonable Expectations

Our program operates as a **group child care setting**, not a one-to-one care environment. Children are supervised in accordance with Alberta Child Care Licensing Regulations and staff-to-child ratios. While our educators actively supervise, support, guide, and engage with children throughout the day, it is important for families to understand that group care involves many children interacting, learning, developing, and exploring together.

Children are naturally active, curious, and still learning how to navigate their environment and interact with others. As a result, children may occasionally fall, trip, bump into objects, collide with other children, or sustain minor injuries despite appropriate supervision. Children may also engage in age-appropriate behaviours such as grabbing toys, pushing, hitting, biting, refusing to share, arguing, testing limits, or struggling with emotional regulation. These behaviours are a normal part of child development and learning.

Active play, outdoor play, physical activities, climbing, running, sports, and risk-based learning opportunities are important components of healthy childhood development. While staff take every reasonable precaution to provide a safe environment, accidents can and do occur. In some circumstances, injuries may be more significant and can include sprains, cuts, bruises, dental

injuries, or even broken bones. Although uncommon, these types of injuries can occur despite proper supervision, safe equipment, and adherence to licensing requirements.

Parents should understand that the Centre cannot eliminate all risks associated with childhood play and exploration. Children learn through movement, experimentation, social interaction, and physical activity. Reasonable risk is a natural part of growth and development and helps children build confidence, resilience, coordination, and problem-solving skills.

Our staff work diligently to teach children safe play practices, appropriate behaviours, problem-solving skills, emotional regulation, empathy, and respect for others. When incidents occur, staff will respond promptly, provide first aid, when necessary, document incidents as required, and communicate with families.

We encourage families to speak with management or classroom educators if they ever have concerns regarding supervision, safety practices, injuries, or incidents involving their child. Open communication allows us to work together in supporting children's safety and development.

By enrolling in our program, families acknowledge and understand that participation in a group child care environment involves reasonable risks associated with normal childhood play, learning, exploration, physical activity, and social interaction. While every effort is made to provide a safe and supportive environment, injuries can occur even when appropriate supervision and safety measures are in place.

Child-Centered Learning

Our program follows a child-centered, play-based approach to learning. Educators carefully observe, listen to, and respond to each child's interests, strengths, abilities, developmental needs, and learning styles. By building on children's natural curiosity and interests, we create meaningful learning experiences that are engaging, enjoyable, and purposeful.

Using a variety of hands-on materials, open-ended experiences, and interactive learning opportunities, children are encouraged to explore, investigate, create, problem-solve, and develop confidence in their abilities.

Learning Through Play

We believe children learn best through play. Our curriculum is designed to provide a warm, nurturing, and stimulating environment where children can learn through exploration, discovery, and meaningful interactions with their peers, educators, and environment.

Program planning incorporates both planned and spontaneous experiences that support all areas of development, including:

- Social Development
- Emotional Development
- Physical Development
- Cognitive Development
- Language and Communication Development
- Creative and Artistic Expression
- Independence and Self-Help Skills

Educators use ongoing observations and documentation to support children's individual learning goals and developmental progress.

Inclusive Child Care

We Care Daycare & Out of School Care is committed to providing an inclusive environment where all children are welcomed, valued, respected, and supported. We believe that every child has unique strengths, abilities, interests, and learning needs.

Children with and without disabilities participate together in daily routines, activities, and play experiences whenever possible. Our educators work collaboratively with families, community agencies, specialized service providers, and support professionals to ensure children receive the accommodations and supports they may require to be successful.

We strive to create environments that promote participation, belonging, and success by adapting materials, activities, routines, and environments to meet individual needs.

Supporting the Whole Child

Our goal is to support the development of the whole child by fostering growth in all areas of development and well-being. We are committed to helping children reach their full potential by supporting their social, emotional, physical, intellectual, creative, cultural, and developmental needs within a safe, caring, and inclusive environment.

Through positive relationships, responsive teaching practices, and meaningful learning experiences, we help children develop the skills, confidence, and resilience needed to become successful lifelong learners and active members of their communities.

LEARN Program (Providence)

At **We Care Daycare & Out of School Care**, we are proud to partner with **Providence** through their LEARN (Learning, Education and Resource Network) Program to provide specialized educational and therapeutic supports to eligible children while they remain in the comfort of their familiar daycare environment. The LEARN Program allows children to receive professional intervention without having to leave their peers, routines, or daily childcare setting. It is designed to

help children reach their fullest potential through early identification, individualized programming, and collaborative support.

Children who qualify for Alberta Education funding (Program Unit Funding - PUF) may receive support from a multidisciplinary team that can include:

- Certified Teachers
- Speech-Language Pathologists
- Occupational Therapists
- Physiotherapists
- Psychologists
- Therapeutic and Educational Assistants

These professionals work collaboratively with daycare educators and families to develop individualized goals that support each child's learning, communication, physical development, social-emotional growth, self-help skills, independence, and successful participation in the daycare program. Services are provided directly within the child's daycare classroom whenever possible, allowing children to learn and practice new skills in their natural environment alongside their peers.

The LEARN team regularly visits the Centre to observe children, provide direct intervention, coach educators, recommend classroom strategies, and monitor each child's progress. They also assist with adapting activities, modifying the learning environment when appropriate, and ensuring that children have meaningful opportunities to participate in all aspects of the daycare program.

Families are an important part of the LEARN Program. Parents are included in goal setting, progress discussions, and planning so that strategies used at daycare can also be supported at home, creating consistency and promoting continued growth across environments.

Our educators work closely with the Providence team through ongoing communication, observations, meetings, and implementation of recommended strategies. This collaborative partnership helps ensure children receive consistent, high-quality support throughout their day while remaining active members of our inclusive classroom community.

Participation in the LEARN Program does not guarantee one-to-one support. Services are provided according to each child's assessed needs, available funding, and Providence programming. The program is designed to build children's skills, independence, confidence, and successful participation within a group childcare environment rather than providing continuous individual supervision.

At We Care Daycare & Out of School Care, we believe that every child deserves the opportunity to learn, grow, and succeed. Our partnership with Providence allows us to provide families with access to highly specialized educational and therapeutic supports while children continue enjoying the friendships, routines, and experiences of our inclusive daycare community. We are committed to working together with families, Providence, Alberta Education, and other community partners to provide the best possible outcomes for every child in our care.

Stakeholder Engagement and Community Partnerships

At We Care Daycare & Out of School Care, we recognize the importance of building strong partnerships with the individuals, organizations, and community agencies that contribute to the well-being, development, and success of children and families.

A **stakeholder** is any individual, group, organization, or agency that has an interest in, contributes to, or is affected by the services and operations of the Centre. Stakeholders may be internal to the organization, such as staff and management, or external, such as families, schools, community agencies, and government organizations.

Our Stakeholders

We Care Daycare & Out of School Care values and actively collaborates with a variety of stakeholders, including:

- Children and their families
- Educators, support staff, administration, and leadership teams
- Community partners and local early learning and childcare programs
- Local schools, teachers, and educational professionals
- Specialized service providers and support agencies
- Health professionals and community organizations
- Government departments, regulatory bodies, and licensing authorities
- Community members and organizations that support children and families

Our Commitment to Partnership

We believe that meaningful partnerships strengthen our ability to provide high-quality, inclusive, and responsive childcare services. By working collaboratively with stakeholders, we can better support children's learning, development, well-being, and successful transitions throughout their early years.

Families are our most important partners. We recognize parents and guardians as children's first and most influential teachers and value their knowledge, insights, and involvement in their child's learning journey.

We also work closely with schools, community organizations, specialized support services, and government agencies to ensure families have access to resources, supports, and opportunities that promote positive outcomes for children.

Building Strong Community Relationships

Attracting, retaining, and maintaining the trust and loyalty of our families and community partners is essential to the long-term success of We Care Daycare & Out of School Care. We are committed to fostering respectful, collaborative, and transparent relationships based on open communication, mutual respect, and shared goals.

Through these partnerships, we create a strong network of support that benefits children, families, educators, and the broader community while helping to ensure that every child has the opportunity to learn, grow, and thrive.

Curriculum and Learning Philosophy

At We Care Daycare & Out of School Care, our curriculum is designed to support the growth and development of the whole child. We recognize that children learn in different ways and at different rates, and we strive to provide meaningful experiences that build upon each child's interests, strengths, abilities, and developmental needs.

Our curriculum promotes active learning, exploration, creativity, independence, and positive relationships through a combination of child-led and educator-supported experiences.

Learning Areas

Our curriculum focuses on six key areas of learning and development:

Social Skills and Diversity

Children learn to build positive relationships, cooperate with others, develop empathy, respect differences, and gain an appreciation for diversity and inclusion. They are encouraged to participate in group experiences, develop friendships, and become responsible members of their community.

Emotional Development

Children learn to recognize, express, and regulate their emotions in healthy ways. Through supportive relationships and positive guidance, children develop self-confidence, resilience, self-awareness, and a sense of belonging.

Cognitive Development

Children develop critical thinking, problem-solving, reasoning, memory, and decision-making skills through hands-on exploration, inquiry, experimentation, and meaningful learning experiences.

Communication, Language, and Literacy

Children are provided with opportunities to develop listening, speaking, comprehension, vocabulary, literacy, and early writing skills through conversations, storytelling, books, songs, dramatic play, and daily interactions.

Physical Health and Well-Being

Children participate in activities that support gross motor and fine motor development, physical fitness, healthy habits, self-care skills, and overall well-being. Indoor and outdoor play experiences encourage movement, coordination, and confidence.

Imagination and Creativity

Children are encouraged to express themselves through art, music, movement, dramatic play, construction, and open-ended exploration. Creative experiences help children develop innovation, confidence, and self-expression.

Our Approach to Learning

At We Care Daycare & Out of School Care, our program incorporates three complementary approaches to learning:

Emergent Curriculum

Our Emergent Curriculum approach is guided by the interests, ideas, questions, and experiences of both children and educators. Through careful observation and documentation, educators identify opportunities to extend children's learning in meaningful ways.

Flexibility, responsiveness, and creativity are essential components of this approach. Learning experiences evolve naturally based on children's curiosity and engagement, creating opportunities for deeper exploration and discovery.

Play-Based Learning

Play is the foundation of children's learning and development. Through play, children explore their environment, make sense of the world around them, build relationships, solve problems, and develop new skills.

Play-based learning provides opportunities for children to:

- Develop social and emotional skills
- Strengthen language and communication abilities
- Build early literacy and numeracy foundations

- Practice problem-solving and critical thinking
- Develop creativity and imagination
- Build confidence, independence, and resilience

We believe children learn best when they are actively engaged, motivated, and interested in their experiences.

Montessori-Inspired Experiences

We incorporate Montessori-inspired activities that encourage independence, responsibility, concentration, and self-confidence.

Practical life experiences help children develop important skills related to:

- Care of self
- Care of the environment
- Independence and responsibility
- Motor coordination and control
- Concentration and focus

Children are encouraged to participate in meaningful, purposeful activities that build confidence and promote lifelong learning habits.

Our Commitment to Children

Meeting the individual needs and interests of each child is our highest priority. We believe every child is capable, competent, and full of potential.

Our educators are committed to creating an inclusive, supportive, and engaging learning environment where every child feels valued, respected, and encouraged to succeed. Through responsive teaching, meaningful relationships, and high-quality learning experiences, we strive to help each child reach their fullest potential and develop a strong foundation for future success.

Program Overview

We Care Daycare & Out of School Care is licensed to provide care for up to **68 Day Care children** and **88 Out of School Care children**, for a total licensed capacity of **156 children**.

The Centre operates Monday through Friday from **6:30 a.m. to 5:45 p.m.**, excluding Statutory Holidays.

To support families who may experience unexpected delays, staff remain on-site until **6:00 p.m.** however, families are expected to pick up their children by the Centre's closing time of **5:45 p.m.**

A **late fee of \$5.00 per minute, per child** will be charged for any child remaining in care after **6:00 p.m.** Late fees are payable directly to the staff member(s) who remain with your child beyond closing time.

We understand that unforeseen circumstances can occur. If you anticipate being late, please contact the Centre as soon as possible so staff can make appropriate arrangements.

Repeated late pick-ups may result in a meeting with management to develop a plan for ensuring timely pick-up. Continued late pick-ups may result in additional action at the discretion of the Centre Director.

We appreciate your cooperation and respect for our staff's time and family commitments.

Registration

To enroll your child at We Care Daycare & Out of School Care, the following steps must be completed:

- A non-refundable **registration fee of \$175.00 per family** is required.
- Families will receive a registration package containing all required enrollment forms and consents.
- The Parent Handbook is available online and should be reviewed prior to your child's start date.
- A tour of the Centre will be provided to familiarize families with our program, classrooms, policies, and procedures.
- Administrative staff will be available to answer questions and provide any assistance families may require throughout the registration process.

Important Information

All registration forms, emergency contact information, medical information, consents, and enrollment documents must be completed in full and submitted to the Centre prior to a child's first day of attendance.

Children may not attend the program until all required documentation has been received, reviewed, and approved by Centre administration.

It is the responsibility of parents/guardians to notify the Centre promptly of any changes to contact information, emergency contacts, custody arrangements, medical information, or other important details throughout their child's enrollment.

Withdrawal and Disenrollment

Parents/guardians wishing to withdraw their child from We Care Daycare & Out of School Care are required to provide a minimum of **30 days written notice** to Centre administration. If proper notice is not provided, families will be responsible for payment of fees equivalent to the required notice period.

Written notice may be submitted by email or in writing to the Centre Director or designated administrative staff.

Out of School Care Enrollment

Families with children eligible to continue in the Out of School Care Program for an additional school year must notify the Centre in writing of their intention to remain enrolled.

To assist with planning and space allocation for the upcoming school year, notification should be provided no later than June 1st. of every year. While every effort will be made to accommodate returning families, space availability cannot be guaranteed without prior written notice.

Centre-Initiated Disenrollment

We Care Daycare & Out of School Care reserves the right to suspend or terminate enrollment immediately, with or without notice, when it is determined to be in the best interest of the children, staff, families, or Centre operations.

Reasons for termination may include, but are not limited to:

- Failure to comply with Centre policies, procedures, parent agreements, or licensing requirements.
- Failure to provide required documentation, records, forms, medical information, or updates requested by the Centre.
- Non-payment of childcare fees or repeated late payments.
- Repeated late pick-ups or failure to make appropriate arrangements for child pick-up.
- Verbal abuse, harassment, intimidation, discrimination, threats, or inappropriate conduct toward children, families, staff members, volunteers, or visitors.
- Any behaviour by a parent, guardian, family member, or authorized pick-up person that threatens the physical safety, emotional well-being, or security of children, staff, or others on Centre premises.
- Providing false, misleading, or incomplete information during the registration or enrollment process.

- Circumstances where the Centre determines it is unable to safely meet the needs of the child within available staffing ratios, resources, or licensing requirements, despite reasonable efforts, consultation, and support planning.

Whenever possible, concerns will be discussed with families and reasonable efforts will be made to resolve issues before termination occurs. However, the Centre reserves the right to immediately terminate services when the safety, well-being, or operation of the program may be compromised.

Acknowledgment of Agreement

Parents and guardians registering their children at We Care Daycare & Out of School Care are required to sign and acknowledge that they have read, understood, and agreed to comply with the terms, conditions, policies, and procedures outlined in the registration package and Parent Handbook.

By signing the registration forms, parents/guardians acknowledge that they:

- Have received access to the Parent Handbook and Centre policies.
- Have read and understood the policies, procedures, expectations, and requirements of the program.
- Agree to comply with all Centre policies and procedures throughout their child's enrollment.
- Understand that policies may be updated periodically and that families will be notified of significant changes.

Failure to sign the required registration and acknowledgment forms will result in the inability to complete the enrollment process.

All Centre policies are available within the Parent Handbook, on our website, or as a printed copy upon request.

Our Goals

For Families

We strive:

- To provide a safe, caring, nurturing, and inclusive environment that feels like an extension of each child's family and home.
- To establish strong partnerships with families based on trust, respect, open communication, and collaboration.
- To provide information, resources, referrals, and support services that may assist families in meeting their individual needs.

- To create opportunities for family involvement and participation within the Centre community.

For Children

We strive:

- To promote each child's healthy physical, cognitive, social, emotional, adaptive, and communication development.
- To support children's confidence, independence, creativity, resilience, and sense of belonging.
- To foster respect for diversity, inclusion, equity, and cultural awareness.
- To help children develop an understanding of and appreciation for the global community in which they live.
- To provide an environment that is responsive to each child's individual strengths, interests, developmental needs, and abilities.
- To support children in becoming capable, competent, and engaged learners.

Our Programs

We Care Daycare & Out of School Care offers two licensed programs:

- Day Care Program
- Out of School Care (OOSC) Program

Our total licensed capacity is **156 children** across **six classrooms**.

Program Room	Age Group	Licensed Capacity
Infant Room	Birth to 19 months	10 children (3 children aged 0–12 months and 7 children aged 12–19 months)
Toddler Room	19 months to 3 years	16 children
Preschool Room	3 years to 4 years	29 children
Preschool / Kinder	4 years and older	13 children
Kinder Out of School Care (OOSC)	Kindergarten and School- Age Children	88 children

Classroom placements may be adjusted based on a child's age, developmental needs, licensing requirements, and available space within the Centre.

Our classrooms are designed to provide safe, engaging, and developmentally appropriate environments that support children's learning, growth, exploration, and well-being.

Infant Program

For many families, the Infant Room is their first experience with licensed childcare. We understand the trust families place in us and strive to provide a warm, nurturing, and supportive environment where both children and parents feel welcomed, valued, and cared for.

Our Infant Program is designed to support each child's unique developmental journey. Educators work closely with families to provide individualized care that reflects each infant's routines, preferences, developmental stage, and emerging abilities.

We support infants as they reach important developmental milestones, including:

- Rolling
- Sitting
- Crawling
- Pulling to stand
- Walking
- Early communication and social interaction

Children are encouraged to explore their environment, build confidence, and develop new skills at their own pace through responsive caregiving, meaningful interactions, and age-appropriate play experiences.

Learning Environment

The Infant Room provides a safe, comfortable, and stimulating environment where every child is respected as an individual learner.

The classroom is thoughtfully arranged to support the varying needs of infants throughout the day, including spaces for:

- Sleeping and rest
- Feeding and nutrition
- Floor play and exploration
- Sensory experiences

- Gross motor development
- Social interactions

All toys, equipment, and learning materials are developmentally appropriate, regularly inspected, and maintained to ensure a safe environment for infants.

Safe Sleep Practices

We Care Daycare & Out of School Care follows all Alberta Child Care Licensing requirements and safe sleep recommendations.

- Infants aged 0–12 months are provided with individual cribs that meet current Canadian safety standards.
- Infants aged 12–19 months are provided with age-appropriate infant beds or sleep furnishings that meet licensing and safety requirements.
- All sleep furnishings comply with the Canada Consumer Product Safety Act and applicable provincial childcare regulations.
- Staff conduct regular supervision and monitoring of sleeping infants in accordance with licensing requirements and Centre policies.

Individualized Scheduling

Recognizing that infants develop and follow routines at different rates, our program offers a flexible schedule that is responsive to each child's individual needs.

Feeding, sleeping, diapering, and activity schedules are adapted to support each infant's routine while gradually encouraging participation in daily classroom experiences.

Educators provide a balance of child-led exploration and planned activities that encourage curiosity, discovery, problem-solving, and early learning. Through responsive interactions and engaging experiences, infants are supported in developing the foundational skills necessary for future growth, learning, and success.

Our goal is to create a secure and nurturing environment where infants feel safe to explore, develop trusting relationships, and build confidence as they learn about themselves and the world around them.

Toddler Room (19 Months – 3 Years)

The toddler years are filled with curiosity, exploration, and rapid development. Toddlers are eager to discover the world around them through movement, play, and hands-on experiences. Blocks and balls, push-and-pull toys, climbing equipment, sensory materials, music, art, and dramatic play opportunities are all important parts of the learning environment. At this stage, children are developing independence, communication skills, social relationships, and self-help abilities.

Our toddler program provides a safe, nurturing, and stimulating environment that supports each child's individual growth and development. Daily routines are designed to balance active and quiet experiences while allowing flexibility to meet the unique needs and interests of the children. Educators provide opportunities for exploration, creativity, problem-solving, and sensory learning throughout the day.

Our educators recognize that toddlers are developing a sense of self and often test limits as they learn about boundaries, independence, and social interactions. Positive guidance strategies are used to support children in learning appropriate behaviours. Educators provide clear, positive directions by focusing on what children can do rather than what they should not do. For example, educators may say, "Use gentle hands with your friends," rather than "Don't hit."

Children are encouraged and praised for their efforts, accomplishments, and emerging skills to help build confidence, self-esteem, and a sense of competence. Educators model respectful communication, empathy, and problem-solving skills while helping children navigate social situations and develop positive relationships with peers.

We understand that behaviours such as biting, hitting, pushing, and other forms of aggression are often developmentally appropriate responses to frustration, limited communication skills, or unmet needs. Educators work closely with children and families to identify possible causes, teach alternative ways to communicate, and support the development of emotional regulation and social skills.

Our goal is to create an environment that is warm, welcoming, inclusive, joyful, and rich with opportunities for children to learn, grow, and flourish while feeling safe, valued, and respected.

Preschool Room (3–4 years)

Our Preschool Room is thoughtfully designed to foster children's natural curiosity, creativity, independence, and love of learning. The environment is organized into carefully planned learning areas that encourage exploration, discovery, problem-solving, and social interaction. Children are provided with a wide variety of developmentally appropriate materials that support learning through play and hands-on experiences.

The classroom is organized into interest areas or learning centers where children can explore independently, alongside peers, or with the guidance of educators. These learning centers may include science and discovery, dramatic play, art, sensory experiences, literacy, mathematics, construction, music and movement, puzzles, fine motor activities, large motor activities, and quiet

reading areas. The arrangement and materials within each center are regularly adapted to reflect children's interests, developmental needs, and emerging learning opportunities.

Our educators recognize that young children learn best through meaningful play, exploration, and social interaction. Early literacy, numeracy, communication, and problem-solving skills are naturally integrated throughout the classroom environment and daily experiences rather than being confined to specific activities. Through conversations, investigations, storytelling, creative expression, and hands-on learning opportunities, children develop the foundational skills needed for lifelong learning.

As preschool-aged children develop greater independence and self-confidence, our program provides opportunities for children to make choices, take responsibility, solve problems, and develop self-help skills within a safe and supportive environment. Educators encourage respectful relationships, cooperation, empathy, and positive social interactions while supporting each child's emotional well-being and sense of belonging.

Our flexible and inclusive program offers opportunities for both individual and group learning experiences that support language development, communication skills, creativity, critical thinking, and social-emotional growth. Children are encouraged to ask questions, share ideas, and actively participate in their learning journey.

Recognizing that young children also require opportunities for active movement and physical development, we provide daily outdoor play and gross motor experiences that promote health, well-being, coordination, and exploration of the natural environment.

Each child has an individual learning portfolio that documents their experiences, interests, growth, and developmental progress. These portfolios provide families with meaningful insight into their child's learning journey and help strengthen the connection between home and the child care program.

Our goal is to create a welcoming, inclusive, and engaging learning environment where children feel safe, valued, respected, and empowered to reach their full potential.

Preschool Room (4–5 Years / Pre-Kindergarten Program)

Our Preschool Program is designed to provide children with a secure, nurturing, and stimulating environment that supports independence, confidence, and a lifelong love of learning. Through a balance of child-led exploration and educator-guided experiences, children are encouraged to develop autonomy, build respectful relationships, and learn important social skills that will support their future success in school and beyond.

Our qualified educators provide opportunities for individual, small-group, and large-group learning experiences that encourage children to think critically, solve problems, communicate effectively, and work collaboratively with others. Daily experiences may include discussion groups, storytelling, music and movement, creative arts, science exploration, literacy activities, numeracy experiences, dramatic play, and outdoor learning opportunities.

Our program focuses on the learning process rather than academic outcomes, recognizing that children learn best through meaningful play, exploration, and hands-on experiences. Early literacy and numeracy concepts are naturally integrated throughout the day and are introduced through everyday experiences, conversations, investigations, and play-based learning opportunities.

For children not yet attending Kindergarten, this program helps prepare them for a successful transition to school by fostering social-emotional development, self-regulation, independence, communication skills, problem-solving abilities, and self-confidence. We recognize that emotional and social readiness are essential foundations for becoming successful learners and developing positive relationships with peers and educators.

Educators support children in understanding and expressing their emotions, developing empathy, initiating friendships, resolving conflicts, and building positive self-esteem. Children are encouraged to make choices, take responsibility for their actions, and develop a strong sense of belonging within the classroom community.

Montessori Practical Life Program (Optional Enhancement Program)

As an optional enhancement program, offered at an additional cost, children may participate in Montessori-inspired Practical Life experiences. Practical Life activities are purposeful, hands-on experiences that help children develop concentration, coordination, independence, responsibility, and self-confidence.

These activities focus on two primary areas:

- **Care of Self** – including dressing skills, hand washing, food preparation, self-help skills, and personal responsibility.
- **Care of the Environment** – including cleaning activities, organizing materials, caring for classroom spaces, and developing respect for the environment and community.

Practical Life experiences help children strengthen fine and gross motor skills while fostering independence, focus, responsibility, and a sense of accomplishment.

For additional information regarding the Montessori Practical Life Program and associated fees, please speak with the office.

Kindergarten / Out of School Care (OOSC) Program

Our Kindergarten and Out of School Care (OOSC) Program provides a safe, engaging, and supportive environment where children can continue to learn, explore, build relationships, and develop new skills outside of regular school hours. We recognize that school-aged children benefit from opportunities to relax, socialize, be creative, and participate in activities that reflect their interests while continuing to develop confidence, responsibility, and independence.

The program is organized into a variety of learning and interest areas that encourage exploration, creativity, collaboration, and problem-solving. These areas may include dramatic play, construction and blocks, literacy and homework support, science and discovery, technology, music and movement, arts and crafts, board games, puzzles, sensory experiences, manipulative toys, sports equipment, and quiet spaces for reading and relaxation. Children are encouraged to make choices, pursue their interests, and participate in activities both independently and with their peers.

Our educators provide a balance of child-led and educator-guided experiences that support social-emotional development, communication skills, leadership, teamwork, and positive relationships. Through group projects, games, discussions, cultural experiences, community exploration, and recreational activities, children are encouraged to develop a sense of belonging and responsibility within their classroom community.

We believe that strong partnerships between families, schools, and the child care program are essential to supporting children's growth and development. By maintaining open communication and working collaboratively with families and schools, we strive to provide consistent support that helps children succeed in all areas of their lives. While our program complements the learning that occurs during the school day, we also recognize the importance of providing opportunities for children to relax, recharge, and engage in meaningful recreational experiences.

Daily programming includes a variety of activities such as arts and crafts, science experiments, multicultural experiences, active play, cooperative games, outdoor exploration, leadership opportunities, homework support, music, movement, and creative expression. Large outdoor play spaces, nearby parks, playgrounds, and community resources are regularly incorporated into our programming to promote physical activity, exploration, and appreciation of the natural environment.

Summer Program

During the summer months, children participate in a dynamic summer program that offers a wide variety of themed activities, special events, workshops, community experiences, and field trips. Weekly programming is designed around children's interests and seasonal themes, providing opportunities for learning, creativity, physical activity, and social engagement. Children regularly access local parks, playgrounds, green spaces, and community amenities to further enrich their summer experiences.

Our goal is to provide a high-quality program where children feel safe, respected, included, and inspired to learn, grow, build friendships, and develop confidence while having fun.

Summer Field Trips

Field trips are an important part of our summer programming and provide children with valuable opportunities to explore their community, develop independence, build social skills, and participate in unique learning experiences outside of the Centre.

Field trip fees are established based on group rates, transportation costs, admission fees, staffing requirements, insurance, and other associated expenses. As such, field trip pricing is set by the Centre and is not negotiable.

Field trips are booked using group rates, educational rates, child care rates, or bulk admission pricing negotiated by the Centre. Therefore, personal memberships, annual passes, family passes, season passes, coupons, discount codes, gift certificates, or other promotional offers cannot be applied toward field trip fees. All participating children are subject to the same field trip fee regardless of whether a family holds a personal membership or pass to the destination.

Summer field trips are planned and organized by Centre management and staff. To ensure appropriate supervision, transportation arrangements, and staffing, families may not select individual field trips for participation. Children enrolled in the summer field trip program are expected to participate in all scheduled field trips unless otherwise approved by management.

Parents and guardians are responsible for ensuring children arrive at the Centre on time for all scheduled field trip departures. Buses and transportation vehicles operate on a strict schedule and cannot be delayed for late arrivals. Children arriving after the scheduled departure time may be unable to attend the field trip and may be required to remain at the Centre.

For safety, supervision, and liability reasons, parents may not drop off or pick up children directly at field trip locations unless specifically authorized by management. All children must depart from and return to the Centre using the transportation arrangements provided by the program.

Field trips are conducted in a group care setting. Children are expected to follow staff directions, safety expectations, and behavioural guidelines at all times. If a child is unable to participate safely within the group, parents may be required to pick up their child from the field trip or may be advised that future field trip participation is not appropriate until safety concerns have been addressed. If a child's behaviour creates safety concerns for themselves, other children, staff, or members of the public, their participation in future field trips may be suspended or restricted.

Please note that field trip fees are non-refundable once tickets, transportation, staffing, or reservations have been purchased on a child's behalf, except where otherwise required by law. If a child is unable to attend a field trip due to illness, behavioural concerns, safety concerns, late arrival, or parent choice, field trip fees will not be refunded.

Participation in field trips is optional. Families who choose not to have their child participate in field trips may keep their child at the Centre where alternative activities will be provided whenever possible.

Nutrition and Mealtime Practices

Our centre is committed to promoting healthy eating habits and providing children with nutritious food choices that support their growth, development, and overall well-being. We provide three daily snacks for all registered children, including a morning snack, a mid-day snack, and an afternoon snack. Families are responsible for providing their child's lunch each day.

All snacks provided by the centre are planned in accordance with Canada's Food Guide and Alberta Nutrition Guidelines for Children and Youth. Our snack menus are posted in each classroom, the kitchen, and on the parent information board located at the main entrance. Menus operate on a four-week rotation and are reviewed and updated seasonally to ensure variety and nutritional balance. Copies of the menu are available to families upon request.

Snacks are designed to include a variety of nutritious foods and typically incorporate at least two food groups. Educators ensure that children are offered food at appropriate times throughout the day and that portions are responsive to children's individual needs, appetites, developmental stages, and dietary requirements.

Snack service times generally occur as follows:

- Morning Snack: 6:30 a.m. – 9:00 a.m.
- Mid-Day Snack: 10:00 a.m. – 10:30 a.m. (timing may vary by classroom)
- Afternoon Snack: 2:30 p.m. – 4:30 p.m. (timing may vary by classroom)

For infants under 12 months of age, families are responsible for providing formula, breast milk, and any infant foods required. Feeding schedules and nutritional needs for infants are followed according to written parent instructions. For children 12 months and older, feeding practices continue to reflect family preferences, developmental needs, and any dietary requirements communicated by parents.

Families are required to inform the centre of any allergies, food sensitivities, dietary restrictions, cultural preferences, or medical dietary needs. While we make every effort to accommodate dietary requirements, families may be asked to provide alternative snacks when necessary. Any food provided from home must meet Canada's Food Guide recommendations and Alberta Nutrition Guidelines whenever possible.

To support a healthy learning environment, we ask that families do not send candy, energy drinks, or pop/soda with their child. We encourage nutritious food choices that contribute to children's health, growth, and ability to participate fully in daily activities.

Mealtimes and snack times are viewed as important opportunities for learning, social interaction, and the development of healthy eating habits. Children are encouraged to sit together in a calm and respectful environment where conversations, relationship-building, and independence are supported. Educators model positive eating habits, encourage children to explore new foods, and support children in listening to their own hunger and fullness cues. Children are never forced to eat but are encouraged to try a variety of foods.

Educators support children's independence by encouraging age-appropriate self-help skills such as serving themselves when appropriate, using utensils, pouring drinks, cleaning up after meals, and making choices about the foods they wish to eat.

The centre offers vegetarian snack options and strives to accommodate a variety of dietary needs whenever possible. Families with specific dietary requests or concerns are encouraged to speak with the office so that appropriate arrangements can be discussed.

All food preparation, storage, serving, cleaning, and sanitization practices are completed in accordance with Alberta Health Services requirements and applicable public health regulations. Dishes and food preparation equipment are washed, sanitized, and allowed to air dry before being stored or reused.

Supporting Children's Holistic Development

At our centre, we recognize that every child develops at their own pace and in their own unique way. Our programming is designed to support the whole child by fostering social, physical, intellectual, creative, and emotional development through meaningful play experiences, positive relationships, and responsive interactions with educators.

Social Development

We encourage children to develop positive relationships with peers, educators, families, and members of the community. Through cooperative play, group activities, and daily interactions, children learn important social skills such as communication, empathy, sharing, cooperation, problem-solving, and conflict resolution. Educators model respectful interactions and provide guidance to help children build friendships, develop a sense of belonging, and learn how to navigate social situations successfully.

Physical Development

Children are provided with daily opportunities to develop both fine and gross motor skills through indoor and outdoor play experiences. Activities are designed to encourage movement, coordination, balance, strength, and overall physical well-being. Educators also support the development of self-help skills such as dressing, handwashing, toileting, serving food, and caring for personal belongings, helping children build independence and confidence.

Intellectual Development

Our program encourages children to explore, question, investigate, and discover the world around them. Through play-based learning experiences, children are supported in developing critical thinking, problem-solving, language, literacy, numeracy, scientific inquiry, and communication skills. Educators build upon children's interests and curiosity to create meaningful learning opportunities that foster a lifelong love of learning.

Creative Development

Creativity is nurtured through opportunities for self-expression, imagination, exploration, and innovation. Children are encouraged to express their ideas through art, music, movement, dramatic play, storytelling, sensory experiences, and open-ended materials. Educators provide a rich environment filled with resources that inspire creativity, curiosity, and imaginative thinking.

Emotional Development

We strive to create an environment where children feel safe, valued, respected, and supported. Educators help children develop self-confidence, independence, resilience, self-regulation, and emotional awareness. Children are encouraged to recognize, express, and manage their emotions in healthy ways while learning positive coping strategies and problem-solving skills. Through supportive relationships and consistent guidance, children develop a strong sense of self-worth and belonging.

Our Educators

Our educators are one of the centre's greatest strengths. Each member of our team brings unique talents, experiences, cultural perspectives, and areas of expertise that enrich our program and enhance children's learning experiences. By recognizing and utilizing the individual strengths of our educators, we create diverse and engaging opportunities that support children's interests, developmental needs, and overall well-being.

Educators play a vital role in building positive relationships with children and families, creating inclusive learning environments, and supporting each child's growth and development. Through ongoing professional development, collaboration, and reflective practice, our educators strive to provide high-quality care and meaningful learning experiences for every child entrusted to our care.

Code of Ethics and Professional Conduct

Our centre is committed to maintaining the highest standards of professionalism, integrity, and ethical practice. We believe that every child deserves to be treated with dignity, respect, compassion, and fairness. All educators, staff, volunteers, students, and management are expected to conduct themselves in a manner that promotes the health, safety, well-being, and positive development of every child in our care.

We support and uphold the principles outlined by Alberta's early learning and child care professional organizations and recognize our responsibility to provide high-quality care through ethical decision-making, respectful relationships, and ongoing professional growth.

Our educators are committed to the following principles of ethical practice:

1. Promoting Children's Health, Safety, and Well-Being

Educators place the health, safety, well-being, and best interests of children at the forefront of all decisions and actions.

2. **Supporting Individual Growth and Development**
Educators create inclusive, responsive, and developmentally appropriate environments that support each child's unique strengths, abilities, interests, and needs.
3. **Demonstrating Care, Respect, and Compassion**
Educators build trusting and nurturing relationships with children through kindness, empathy, patience, and positive guidance practices.
4. **Partnering with Families**
Educators recognize that families are children's first and most important teachers. We value family involvement, maintain open communication, and work collaboratively to support children's learning and development.
5. **Collaborating with Colleagues and Community Partners**
Educators work cooperatively with colleagues, specialists, schools, community agencies, and other service providers to support the well-being of children and families.
6. **Respecting Diversity, Inclusion, and Human Dignity**
Educators honour and respect the uniqueness, culture, language, identity, abilities, beliefs, and experiences of every child, family, and colleague while fostering an inclusive and welcoming environment.
7. **Commitment to Professional Growth**
Educators engage in ongoing learning, reflective practice, and professional development to strengthen their knowledge, skills, and ability to provide high-quality care and learning experiences.
8. **Demonstrating Professional Integrity**
Educators act honestly, ethically, and responsibly in all professional relationships. Confidentiality is maintained, professional boundaries are respected, and decisions are guided by the best interests of children and families.

At our centre, we believe that ethical practice forms the foundation of quality child care. Through respectful relationships, collaboration, professionalism, and continuous learning, we strive to create an environment where children, families, educators, and community partners feel valued, supported, and respected.

Inclusive Program Policy

Statement

Our centre is committed to providing an inclusive environment where all children and families feel welcomed, valued, respected, and supported. We believe that every child has the right to participate meaningfully in early learning and child care experiences regardless of their abilities, developmental needs, cultural background, language, family structure, or exceptionalities.

Inclusion provides valuable opportunities for children to learn from one another, develop empathy, build positive relationships, celebrate diversity, and foster a sense of belonging within the community.

Policy

Our centre is committed to supporting the inclusion of children with diverse developmental, behavioural, physical, medical, communication, and learning needs whenever it is safe and feasible to do so within the resources available and in accordance with Alberta Child Care Licensing requirements.

We strive to:

- a) Provide an inclusive environment that supports each child's individual growth, development, well-being, and participation.
- b) Work collaboratively with families, educators, community partners, and specialized professionals to identify and implement appropriate supports.
- c) Promote meaningful participation in all aspects of the program while respecting each child's strengths, interests, abilities, and unique needs.
- d) Ensure that the health, safety, and well-being of all children enrolled in the program are maintained.
- e) Utilize available community resources, consultation services, and funding opportunities to support children's successful participation whenever possible.

Guidelines

When a family seeks enrolment for a child requiring additional supports, the following steps may occur:

- a) Meet with the family to discuss the child's strengths, interests, needs, routines, and support requirements.
- b) Complete all required registration, medical, emergency, and intake documentation.
- c) Obtain consent to gather relevant information from professionals involved in supporting the child when appropriate.
- d) Review existing assessments, reports, recommendations, and support plans provided by the family.
- e) Collaborate with community agencies, therapists, consultants, educators, schools, and support providers as appropriate and with parental consent.
- f) Explore available funding, consultation services, and community resources that may assist in supporting the child within the program.

Procedures

- a) Educators will become familiar with the child's strengths, interests, learning style, developmental needs, and support requirements.
- b) Observations will be conducted to identify successful strategies, environmental supports, and opportunities to promote participation and learning.
- c) Individualized goals, accommodations, and support strategies may be developed in partnership with families and professionals when appropriate.
- d) Communication between families and the centre will be maintained through ongoing conversations, meetings, written communication, and collaborative planning.
- e) Regular meetings or case conferences may be scheduled with family members and involved professionals to review progress, discuss challenges, and adjust support strategies as needed.
- f) Children's records, assessments, support plans, and related documentation will be maintained confidentially and stored securely in accordance with privacy legislation and centre policies.
- g) Information will only be shared with outside agencies or professionals when written parental consent has been obtained, except where disclosure is required by law.
- h) The centre will regularly evaluate whether available supports, staffing resources, environmental accommodations, and program structures continue to meet the child's needs while maintaining the health, safety, and well-being of all children and staff.
- i) Families are expected to participate in open communication and collaborative planning to support their child's success within the program.
- j) If concerns arise regarding a child's ability to safely and successfully participate in the program, the centre will work collaboratively with the family and relevant professionals to explore additional supports, resources, accommodations, or alternative options that may better meet the child's needs.

Our goal is to ensure that every child has the opportunity to participate, learn, develop meaningful relationships, and experience a sense of belonging within our child care community.

Orientation Policy and Procedure

Policy Statement

Our centre is committed to providing a welcoming, inclusive, and supportive environment for all children and families. We recognize that starting child care is a significant transition for both children and their families. Through a comprehensive orientation process, we strive to build positive relationships, establish open communication, and support families in becoming familiar with our program, policies, procedures, and philosophy of care.

We are committed to working collaboratively with families and assisting them in accessing community resources, support services, and information whenever possible. Families are encouraged to communicate any questions, concerns, cultural considerations, developmental needs, or support requirements so that we can work together to support their child's successful transition into the program.

Procedures

When welcoming a new child and family to the centre, the following process typically occurs:

1. Initial Contact and Tour

- The Director, Assistant Director, or designate will meet with the family and provide a tour of the centre.
- Families will be introduced to the program environment, daily routines, learning spaces, educators, and available services.
- Families will have the opportunity to ask questions and discuss their child's individual needs, interests, routines, and developmental goals.

2. Program and Policy Review

- Centre staff will review the program philosophy, daily operations, policies, procedures, fees, and expectations with the family.
- Families will be provided with information regarding communication practices, health and safety procedures, guidance practices, inclusion supports, and family engagement opportunities.

3. Registration Process

- Families wishing to enroll their child will be required to complete all registration documentation, including enrollment forms, health information, emergency contact information, consent forms, and any additional required documentation.
- A non-refundable registration fee of \$175.00 is required to process registration and secure a space or waiting list position.

4. Enrollment Agreement

- Families will review and sign the Child Care Agreement and any additional enrollment documents required by the centre.
- Staff will review payment procedures, attendance expectations, subsidy information, and any applicable optional program fees.

5. Fee Requirements

- The non-refundable registration fee of \$175.00 is required to secure a space or placement on the waiting list.
- If a family chooses not to proceed with enrollment after paying the registration fee, the fee will not be refunded.
- Families whose children are starting immediately may be required to pay applicable child care fees prior to the child's first day of attendance in accordance with the centre's fee policy.
- Any subsidy, affordability funding, or government funding adjustments will be applied in accordance with provincial program requirements.

6. Parent Handbook

- Families will have access to the Parent Handbook through the centre's website or office.
- Parents/guardians will be asked to review the handbook and sign an acknowledgment indicating that they have read, understood, and agree to comply with the centre's policies and procedures.

7. Transition Visits

- Prior to the child's first day, families are encouraged to arrange one or more orientation visits when appropriate.
- These visits allow children to become familiar with the environment, educators, daily routines, and peers, helping to support a positive transition into the program.
- Transition plans may be individualized based on the child's age, developmental needs, previous child care experience, and family preferences.

8. Ongoing Communication

- During the child's transition period, educators and families will maintain open communication regarding the child's adjustment, routines, interests, and any concerns.
- Families are encouraged to participate in their child's learning journey and maintain ongoing communication with educators throughout their enrollment.

Our goal is to ensure that every child and family feels welcomed, informed, respected, and supported as they become part of our child care community.

Admission Policy

Policy Statement

Our centre welcomes children and families from diverse backgrounds and is committed to providing a safe, inclusive, and supportive environment for all. Admission to the Daycare and Out of School Care programs is subject to available space, licensing capacity, staffing requirements, and the centre's ability to meet the needs of the child within the resources available.

Eligibility for Admission

Children may be admitted to the centre if they meet the following criteria:

1. Children are between the ages of 0 months and 13 years of age, or up to 14 years of age for children with identified additional support needs where permitted by licensing regulations.
2. Families reside within Calgary or surrounding communities.
3. Families are either receiving eligible government child care funding programs or paying privately for child care services.
4. The centre, in consultation with the family and where appropriate other professionals, determines that the child's needs can be reasonably supported within the program while maintaining the health, safety, and well-being of all children and staff.

Enrollment and Waitlist Procedures

Enrollment spaces are generally offered on a first-come, first-served basis, subject to program availability, age group requirements, and licensing capacity.

When a program is at capacity, families may request to be placed on a waiting list. As spaces become available, placement offers will be made based on available program openings, age group requirements, and the centre's operational needs.

The centre reserves the right to allocate spaces in a manner that maintains appropriate age groupings, staffing ratios, and program balance.

Registration Fee

To secure a space or placement on the waiting list, families are required to pay a non-refundable registration fee of \$175.00.

The registration fee:

- Secures the child's enrollment or waiting list position.
- Is non-refundable.
- Will be forfeited if the family chooses not to proceed with enrollment after registration has been completed.

Holding a Child Care Space

Child care spaces are reserved for children who are actively enrolled and attending the program.

The centre does not automatically hold spaces during extended absences, vacations, summer breaks, or other prolonged periods away from the program.

Families who wish to retain their child's space during an extended absence must discuss arrangements with the Director in advance. Depending on the length of the absence and program

requirements, families may be required to continue paying regular child care fees or another mutually agreed-upon space-holding fee.

Space-holding arrangements must be approved prior to the child's absence. If arrangements have not been made in advance, the centre cannot guarantee that the child's space will remain available upon their return.

Failure to maintain agreed-upon payments during an approved absence may result in the child's enrollment being terminated and the space being offered to another family on the waiting list.

Our goal is to provide fair and equitable access to child care services while ensuring the centre can maintain stable enrollment and high-quality programming for all children and families.

Fees, Late Payments, NSF, and Payment Procedures

Monthly Fees

Child care fees are established according to the centre's current fee schedule and are based on the child's age group, program enrollment, and applicable funding programs. Fees are subject to change, and families will be provided with written notice of any fee adjustments.

Child care fees remain payable during absences due to illness, vacations, statutory holidays, school closures, family travel, or other periods when a child is not attending, unless otherwise agreed upon in writing by the Director.

Payment Due Dates

Monthly fees are due on the **1st day of each month**.

A grace period is provided until the **3rd day of the month**. Any account balance remaining unpaid after the 3rd day of the month may be subject to a late payment fee of **\$10.00 per child, per day**, unless prior payment arrangements have been approved by the Director.

Families experiencing temporary financial difficulties are encouraged to communicate with the office as soon as possible to discuss payment arrangements.

Late Payments and Outstanding Accounts

The centre relies on the timely payment of fees to maintain staffing, programming, and daily operations.

If fees remain unpaid:

- Families will be notified of the outstanding balance.
- Reasonable efforts will be made to communicate with the family regarding payment arrangements.

- Child care services may be suspended if fees remain unpaid and satisfactory arrangements have not been made.
- Continued non-payment may result in termination of enrollment and collection efforts where permitted by law.

The centre reserves the right to refuse care when accounts are significantly overdue.

Non-Sufficient Funds (NSF) and Returned Payments

Any payment returned by a financial institution for non-sufficient funds (NSF) or other banking reasons will be subject to:

- The actual bank charge incurred by the centre; and
- An additional administrative fee of **\$40.00** per returned payment.

All outstanding balances, NSF fees, and applicable bank charges must be paid promptly. The centre may require future payments to be made by certified funds, money order, cash, or e-transfer if multiple returned payments occur.

Receipts

Monthly child care receipts are available upon request. Yearly child care receipts are available upon request.

Annual child care receipts for income tax purposes will be issued no later than **February 28** each year and will reflect all payments received during the previous calendar year.

Families are responsible for ensuring that their account information is accurate and up to date for tax receipt purposes.

Methods of Payment

The centre accepts payment by:

- E-transfer
- Cash
- Money Order
- Other approved payment methods as determined by the centre

E-transfer payments may be sent

asifa.hirji@live.com

Families are encouraged to include their child's full name and program in the payment message to ensure accurate processing.

The centre reserves the right to amend payment procedures, fees, and administrative charges with reasonable notice to families.

Late Pick-Up Policy

The centre closes promptly at **5:45 p.m.** Families are provided with a grace period until **6:00 p.m.** to accommodate occasional unforeseen delays.

Parents/guardians are expected to ensure that their child is picked up no later than 5:45 p.m. whenever possible. If a delay is unavoidable, families must notify the centre as soon as possible so that appropriate arrangements can be made for the child's care and supervision.

Late Pick-Up Fees

Children who remain at the centre after **6:00 p.m.** will be subject to a late pick-up fee of **\$5.00 per minute, per child**, beginning at 6:01 p.m. **THERE IS ABSOLUTELY NO EXCEPTIONS THIS LATE FEE WILL BE MANDATORY**

Late pick-up fees are charged to help offset the additional staffing costs associated with remaining open beyond operating hours. Alberta licensing requirements and centre safety practices require that a minimum of two staff members remain on site while children are in care. As a result, late pick-ups impact multiple staff members who are required to stay beyond their scheduled shifts.

Late pick-up fees are the responsibility of the parent/guardian and are payable directly to the staff members who remain with the child, unless otherwise directed by management.

Communication Expectations

If you anticipate being late, please contact the centre immediately and provide an estimated arrival time. While we understand that emergencies, traffic delays, weather conditions, and other unexpected circumstances can occur, timely communication helps us support your child and staff appropriately.

Exceptional Circumstances

The centre recognizes that occasional emergencies and unforeseen situations may arise. Management reserves the right, at its sole discretion, to waive or reduce a late pick-up fee in exceptional circumstances. Such decisions will be made on a case-by-case basis and should not be interpreted as a change to the late pick-up policy.

Repeated Late Pick-Ups

Repeated late pick-ups may result in a meeting with the family to discuss alternative arrangements and develop a plan to ensure timely pick-up in the future. Continued failure to pick up a child by closing time may result in further action, including review of the family's enrollment status.

Our educators work long days caring for children and have personal and family responsibilities after work. We appreciate families making every effort to arrive on time and respect the centre's operating hours.

If you have any questions regarding this policy, please speak with the office.

Failure to Pick Up a Child at Closing Policy

Parents and guardians are responsible for ensuring that their child is picked up prior to the Centre's closing time. If a parent or authorized pick-up person is unable to arrive on time, the Centre must be notified as soon as possible.

If a child remains at the Centre after closing time:

- Staff will immediately attempt to contact the parent(s)/guardian(s).
- If the parent(s)/guardian(s) cannot be reached, staff will contact all authorized emergency contacts listed on the child's registration form.
- The child will remain under the supervision of Centre staff while attempts are being made to arrange pick-up.
- Late pick-up fees may apply in accordance with the Centre's fee schedule.

If no parent, guardian, or authorized emergency contact has arrived within **20 minutes after closing**, and all reasonable efforts to contact the family have been unsuccessful, the Centre reserves the right to contact **Child and Family Services and/or local law enforcement authorities** for assistance and direction regarding the child's care and supervision.

Repeated late pick-ups may result in a meeting with the Director to discuss ongoing concerns and develop a plan to ensure timely pick-up arrangements. Continued failure to pick up a child on time may jeopardize the child's enrolment at the Centre.

The safety and well-being of the child will remain the Centre's primary concern at all times.

Child Care Funding, Subsidy, and Affordability Programs

The Government of Alberta offers a variety of child care funding programs that may assist eligible families with the cost of child care. Families are encouraged to review current eligibility requirements and program information through the Government of Alberta's child care funding resources.

Families may obtain current information and apply online through the Government of Alberta's child care funding website.

Families are responsible for applying for and maintaining any funding, subsidy, or financial assistance for which they may be eligible.

Please note that Out of School Care (OOSC) summer fees are different from the September to June school-year fees. During the summer months (July and August), children attend the program full-time rather than only before and after school. As a result, the Government of Alberta provides a higher Child Care Subsidy for eligible school-age children during the summer to help offset the cost of full-day care. Families who currently receive subsidy will automatically receive the increased summer subsidy if eligible, and the subsidy will return to the regular school-year rate in September.

Funding Approval

If a family is eligible for a government child care funding program, proof of approval may be required by the centre before funding can be applied to the family's account.

If funding approval has not yet been received at the time the child begins attending the centre, the family will be responsible for paying the full applicable parent fees until funding has been confirmed and processed. Any adjustments or credits will be applied in accordance with government funding guidelines and centre procedures.

Families are responsible for any fees not covered by government funding programs, including optional fees, registration fees, late fees, NSF charges, field trips, transportation fees, or any other charges not eligible for government funding.

Maintaining Eligibility

It is the responsibility of the parent/guardian to:

- Apply for funding programs for which they may be eligible.
- Submit all required documentation to the appropriate government department.
- Renew funding approvals before expiry dates.
- Notify the centre immediately of any changes to funding status, eligibility, or approval amounts.

If funding expires, is cancelled, is reduced, or is otherwise unavailable for any reason, the parent/guardian will be responsible for all outstanding child care fees until updated approval is received and processed.

The centre is not responsible for funding delays, denied applications, expired approvals, missing documentation, government processing delays, or retroactive funding decisions.

Families are encouraged to begin renewal applications well in advance of funding expiry dates to avoid interruptions in coverage.

Affordability Funding

Where applicable, affordability funding provided through the Government of Alberta may be applied to eligible child care programs in accordance with provincial requirements and program guidelines.

Funding programs, eligibility requirements, fee structures, and government policies are subject to change without notice by the Government of Alberta.

Family Support

Our team is committed to supporting families throughout the funding application process. We are happy to assist families by:

- Providing information regarding available funding programs.
- Assisting with application questions when possible.
- Providing access to a computer, scanner, printer, or fax services when available.
- Supplying documentation required to verify enrollment and attendance.

We encourage families to speak with the office if they require assistance navigating available child care funding programs. Our goal is to help ensure that families have access to the resources and supports available to them.

Centre Hours and Operations

Our Daycare and Out of School Care programs operate Monday through Friday from **6:30 a.m. to 5:45 p.m.**

Parents/guardians are required to ensure that their children are picked up by **5:45 p.m.** Staff use the time after closing to complete cleaning, sanitization, documentation, program preparation, and other operational responsibilities necessary to maintain a safe and high-quality learning environment.

The centre is closed on weekends and designated holidays as outlined below. Families will be provided with advance notice of all planned closures through registration materials, parent communications, newsletters, email notifications, and notices posted throughout the centre.

The centre reserves the right to modify its holiday schedule with reasonable notice to families when operational requirements or provincial holiday schedules change.

Statutory Holiday Schedule

The centre generally observes the following holiday schedule:

Holiday	Status
New Year's Day	Closed
Family Day	Closed
Good Friday	Closed
Easter Monday	Open
Victoria Day	Closed
Canada Day	Closed
Labour Day	Closed
Truth & Reconciliation	Open
Thanksgiving Day	Closed
Remembrance Day	Open
Christmas Eve	Closed
Christmas Day	Closed
Boxing Day	Closed
New Year's Eve	Closed

Holiday Closures and Christmas Break

To provide staff with additional time off during the Christmas season, the centre may remain open on certain statutory holidays throughout the year and instead observe additional closure days during the Christmas and New Year period.

The annual holiday schedule is determined in advance and shared with families at registration and throughout the year. Families are encouraged to review the holiday schedule carefully and plan accordingly.

When a statutory holiday falls on a weekend, the centre may observe the holiday on an alternate weekday in accordance with operational requirements and provincial employment standards.

The centre's annual holiday schedule will be posted at the front entrance, included in registration materials, and communicated to families through newsletters and other centre communications.

If you have any questions regarding holiday closures or operating hours, please contact the office.

Smoke-Free and Vape-Free Environment Policy

In accordance with Alberta Child Care Licensing Regulations and applicable legislation, our centre is committed to maintaining a safe, healthy, smoke-free, and vape-free environment for all children, families, staff, students, volunteers, and visitors.

Smoking, vaping, or the use of any tobacco, cannabis, nicotine, electronic smoking device, or similar product is strictly prohibited on centre property, within program spaces, in centre vehicles, during field trips, or at any location where child care services are being provided.

This policy applies to all staff, parents/guardians, family members, visitors, contractors, volunteers, and students.

Children are particularly vulnerable to the harmful effects of second-hand smoke and vapour exposure. As part of our commitment to protecting children's health and well-being, all individuals are expected to comply with this policy while on centre property or participating in centre-related activities.

Failure to comply with this policy may result in being asked to leave the premises and may result in further action as determined by centre administration.

Withdrawal of Enrollment

Families wishing to permanently withdraw their child from the centre are required to provide **one (1) month's written notice** to the office.

Child care fees remain payable throughout the notice period regardless of attendance.

If the required written notice is not provided, one month's fees in lieu of notice will be charged and become immediately due.

Any outstanding fees, charges, or balances owing to the centre remain the responsibility of the parent/guardian and may be referred to a collection agency or other legal recovery process if not paid.

Families are encouraged to discuss withdrawal plans with the office to ensure a smooth transition for the child and family.

Termination of Enrollment

The centre is committed to working collaboratively with families to support children's success within the program. In situations where concerns arise, the centre will make reasonable efforts to work with the family and, where appropriate, external professionals to identify strategies and supports.

If it is determined that the centre is unable to safely or effectively meet a child's needs within available resources, staffing, licensing requirements, or program structure, the centre may terminate enrollment.

Whenever possible, the centre will provide **one (1) month's written notice** and will assist families by providing information regarding alternative programs, community resources, or support services.

Immediate Termination of Services

The Centre Director reserves the right to immediately terminate services when it is determined that continued enrollment is not in the best interests of the child, other children, staff, families, or the operation of the centre.

Immediate termination may occur, including but not limited to, the following situations:

- Verbal, physical, emotional, or threatening behaviour directed toward staff, children, families, volunteers, or visitors.
- Harassment, intimidation, discrimination, abusive conduct, or inappropriate behaviour by a parent, guardian, family member, or authorized pick-up person.
- Repeated failure to comply with centre policies and procedures.
- Providing false, misleading, or incomplete information regarding a child's health, safety, or enrollment.
- Situations where a child's needs cannot be safely accommodated despite reasonable efforts, consultation, and available supports.
- Serious safety concerns that place children, staff, or others at risk.
- Continued non-payment of fees after reasonable notice and opportunity to remedy the situation.

The Director's decision regarding immediate termination shall be final.

Suspension for Non-Payment

Child care fees are due in accordance with the Parent Agreement and Fee Policy.

If fees remain unpaid by the **20th day of the month**, and no payment arrangements have been approved by administration, child care services may be suspended effective the **21st day of the month**.

During a suspension period:

- Children will not be permitted to attend the program.
- The child's space is not guaranteed unless outstanding balances are resolved.
- Continued non-payment may result in permanent termination of enrollment.

Families experiencing financial difficulties are encouraged to contact the office as early as possible to discuss potential payment arrangements.

Holiday and Absence Fees

Child care fees are charged to reserve and maintain a child's enrollment space within the program.

Fees remain payable during:

- Vacations
- Family travel
- Illness
- Statutory holidays
- Scheduled centre closures
- Christmas closure periods
- Temporary absences
- Any other period during which a child does not attend

Please note:

- Full fees are required to maintain a child's enrollment space.
- No refunds, credits, reductions, or make-up days are provided for absences or missed days.
- Failure to maintain fee payments may result in suspension or termination of enrollment and the child's space may be offered to another family.

Our goal is to maintain consistent staffing, programming, and space availability for all enrolled families while ensuring the continued operation of high-quality child care services.

School Bus Transportation Rules and Expectations

The safety of all children is our highest priority while being transported to and from school, field trips, and program activities. To ensure a safe and positive transportation experience, all children, families, and staff are expected to follow the transportation rules outlined below.

Bus Safety Rules

1. The driver and accompanying transportation staff are responsible for the safety and supervision of all children on the bus. Children are expected to follow all instructions provided by the driver and staff at all times.
2. The driver or staff may assign seating arrangements as necessary to ensure safety, supervision, and positive behaviour.
3. Children must remain seated, facing forward, while the bus is in motion. Children may not stand, change seats, move around the bus, or attempt to enter or exit the vehicle until instructed by staff.
4. Children must keep their hands, arms, heads, feet, and personal belongings inside the vehicle at all times.
5. Throwing objects inside the bus, on the floor, or out of the windows is prohibited.
6. Children are expected to behave respectfully toward staff, drivers, and other passengers. Courtesy, kindness, and consideration for others are expected at all times.
7. Fighting, rough play, pushing, hitting, bullying, harassment, inappropriate language, obscene gestures, or unsafe behaviour are strictly prohibited.
8. Excessive noise and behaviours that may distract the driver are not permitted.
9. Children are expected to help maintain a clean and safe bus environment.
10. Any intentional damage to the bus, equipment, or property may result in parents/guardians being held financially responsible for repair or replacement costs.

11. When exiting the bus, children must follow staff directions and use safe procedures when entering or leaving the vehicle.
12. Only authorized children listed on approved transportation forms may ride the bus. Parents, family members, visitors, or unauthorized individuals are not permitted on the bus unless prior authorization has been granted by:
 - The Director or designate;
 - The bus driver; or
 - Authorized centre administration.
13. Seat belts, booster seats, and other safety equipment must be used as required by law, transportation regulations, and centre policy.

Transportation Behaviour Procedures

Our goal is to work collaboratively with children and families to promote safe and respectful behaviour while using transportation services.

If a transportation concern occurs:

1. Staff will first provide guidance, redirection, and reminders regarding safe expectations.
2. If concerns continue, staff may complete a transportation incident report and notify the child's parents/guardians.
3. Staff and families will work together to develop strategies to support safe and successful transportation behaviour.
4. Documentation of transportation incidents may be maintained by the centre to monitor ongoing concerns and identify appropriate supports.
5. Repeated or serious safety concerns may result in a meeting with the family to discuss a transportation support plan.
6. If a child's behaviour poses a significant safety risk to themselves, other children, staff, or the driver, transportation privileges may be temporarily suspended or permanently discontinued.

Whenever possible, the centre will work collaboratively with families to resolve concerns before transportation services are suspended.

Bus Clean-Up and Damage Policy

To ensure the safety, cleanliness, and proper maintenance of our transportation vehicles, parents/guardians will be responsible for any costs associated with excessive cleaning, repair, or replacement resulting from their child's actions while being transported.

This may include, but is not limited to:

- A child becoming ill on the bus and requiring significant cleaning or sanitization beyond routine cleaning.

- Intentional or negligent damage to the vehicle, including seats, seat belts, windows, flooring, booster seats, equipment, or any other bus property.
- Damage caused by inappropriate use of materials, food, drinks, markers, sharp objects, or other items brought onto the bus.

Where applicable, families will be provided with documentation of the incident and an invoice for the actual cost of cleaning, repair, or replacement. Payment will be due within 30 days of receiving notice.

The Centre reserves the right to suspend transportation services if damages, cleaning fees, or repair costs remain unpaid or if a child's behaviour creates ongoing safety concerns during transportation.

This policy helps ensure that transportation remains safe, clean, and available for all children.

Parent Communication

If your child reports a concern regarding behaviour, safety, bullying, or any issue occurring during transportation, please notify the centre as soon as possible so that the matter can be investigated and addressed promptly.

Likewise, if your child is involved in a transportation-related incident, the centre will communicate with you regarding the concern and work together toward a positive resolution.

Our transportation program is designed to provide children with a safe, respectful, and positive experience. The cooperation of children, families, staff, and transportation providers is essential to ensuring the safety and well-being of everyone involved.

Effective Supervision and Safety

The safety, well-being, and positive development of children are our highest priorities. Effective supervision involves much more than simply watching children. It requires educators to be actively engaged, aware of children's activities, positioned strategically within the environment, anticipating potential risks, and responding proactively to children's needs.

Our educators use a variety of effective supervision practices, including active engagement, regular head counts, environmental safety checks, strategic positioning, ongoing communication, and continuous monitoring of children's activities. These practices help reduce the risk of accidents, injuries, and unsafe situations while promoting positive learning experiences and meaningful interactions.

Effective supervision also supports children's social-emotional development by creating environments that are safe, welcoming, responsive, and inclusive. Educators work to ensure that children feel secure, supported, and encouraged to explore, learn, and develop independence within appropriate safety boundaries.

As part of our commitment to inclusion, we strive to provide meaningful participation opportunities for all children and make reasonable efforts to support individual needs through collaboration with families, community resources, and support professionals whenever possible.

While we are committed to providing inclusive care, there may be circumstances where a child's needs exceed the resources, staffing levels, supervision requirements, environmental supports, or specialized services available within the program. In these situations, the centre will work collaboratively with families and, where appropriate, external professionals to explore additional supports, accommodations, and community resources.

If it is determined that the centre is unable to safely meet a child's needs while maintaining the health, safety, supervision, and well-being of the child, other children, and staff, the centre reserves the right to suspend or terminate services.

Whenever possible, reasonable notice will be provided, and the centre will assist families in identifying alternative resources or services. However, in situations involving significant health, safety, supervision, or behavioural concerns, immediate suspension or termination of services may be necessary.

Our goal is always to work collaboratively with families to support children's success while maintaining a safe, inclusive, and positive environment for all children enrolled in our program.

Arrival, Departure, and Parent Responsibilities

The safety and well-being of children is our highest priority. Accurate attendance records are an essential component of our supervision and emergency procedures. Attendance records help ensure that all children are accounted for throughout the day and are used during emergency evacuations, licensing inspections, and daily head counts.

Arrival Procedures

Parents/guardians are required to:

- Accompany their child into the centre and to their designated classroom.
- Ensure that a staff member is aware that the child has arrived.
- Sign their child in upon arrival at the front entrance.
- Share any important information regarding the child's well-being, health, sleep, routines, medications, or other concerns that may affect the child's day.

Children remain under the supervision and responsibility of their parent/guardian until they have been signed in and accepted into care by a staff member.

Departure Procedures

At pick-up time, parents/guardians are required to:

- Enter the classroom or designated pick-up area.
- Notify a staff member that they are taking their child.
- Sign their child out before leaving the premises.
- Initial the attendance record where required.

Children will only be released to a parent/guardian or an individual authorized on the child's registration form.

Children remain under the supervision and responsibility of the centre until they have been signed out and released to an authorized individual.

Authorized Pick-Up Procedures

If someone other than the parent/guardian will be picking up a child:

- The centre must be notified in advance.
- The individual must be listed on the child's authorized pick-up list or written authorization must be provided by the parent/guardian.
- Photo identification may be requested before a child is released.

The centre reserves the right to refuse the release of a child if staff are unable to verify the identity or authorization of the individual attempting to pick up the child.

Attendance Records

Parents are responsible for ensuring attendance records are completed accurately each day.

Attendance records may be reviewed by Alberta Child Care Licensing and other authorized regulatory agencies. Accurate attendance documentation is essential to maintaining children's safety and ensuring compliance with licensing requirements.

Communication with Families

Open and respectful communication between families and educators is essential to supporting children's success.

Families are encouraged to share information that may affect their child's emotional well-being, behaviour, participation, or daily routines, including:

- Changes in family circumstances
- Illness or poor sleep
- Family travel

- Separation or divorce
- Death or illness of a family member
- Significant life events
- Changes in routines

The more information educators have, the better they can support children throughout their day.

Families are welcome to speak with educators, supervisors, or administration at any time regarding concerns, questions, goals, or information about their child.

Developmental Goal Setting and Family Partnerships

We believe families are children's first and most important teachers. Through ongoing conversations and collaboration, educators and families work together to support children's growth, development, and learning.

Educators are encouraged to engage families in conversations regarding developmental goals, interests, strengths, and areas of growth. Examples may include:

- Toilet learning
- Communication and language development
- Social skills and friendships
- Independence and self-help skills
- Emotional regulation
- Healthy eating habits
- Motor skill development
- School readiness skills

When appropriate, educators and families may work together to develop strategies or plans that support a child's individual goals. Information relevant to these goals may be documented and shared among educators to ensure consistency and continuity of care.

Toilet Learning

While independent toileting skills are encouraged, we recognize that every child develops at their own pace.

Educators will work collaboratively with families to support toilet learning by providing encouragement, reminders, and opportunities for children to practice self-help skills throughout the day.

Families are expected to actively participate in the toilet learning process at home to help support consistency and success. Additional clothing, pull-ups for rest periods if required, and other necessary supplies should be provided by the family.

Developmental Screening, Observation, Assessment, and Referrals

We believe that every child develops at their own unique pace and that development occurs across many areas, including social-emotional, physical, language, cognitive, and self-help skills.

Educators regularly observe children's learning, interests, strengths, and developmental progress as part of everyday practice. Families are encouraged to share information and participate in discussions regarding their child's development.

When concerns arise regarding a child's development, educators may recommend additional support, screening, consultation, or assessment. Recommendations may include referrals to community resources, health professionals, early intervention programs, or specialized support services.

The centre may utilize developmental screening tools such as the Ages and Stages Questionnaires (ASQ) or other recognized developmental screening resources. Parent participation and consent will be obtained when required.

Any recommendations, referrals, observations, or discussions regarding developmental concerns will be documented appropriately and maintained confidentially in accordance with privacy legislation and centre policies.

Families seeking information regarding developmental screenings, assessments, community resources, specialized services, or referrals are encouraged to contact the office. We are happy to assist families by providing information, completing forms, accessing online resources, printing documents, scanning, faxing, and connecting families with appropriate community supports.

Our goal is to work collaboratively with families to support every child's growth, development, learning, and overall well-being.

Ages and Stages Questionnaires (ASQ-3 and ASQ:SE-2)

The first five years of a child's life are critical to their growth, learning, and development. Our centre is committed to working collaboratively with families to support each child's individual development and to identify strengths, interests, and areas where additional support may be beneficial.

As part of our commitment to children's development, we may utilize the **Ages and Stages Questionnaires (ASQ-3)** and the **Ages and Stages Questionnaires: Social-Emotional (ASQ:SE-2)** as developmental screening tools. These questionnaires help provide valuable information regarding a child's developmental progress and support meaningful conversations between families and educators.

The questionnaires may be completed by families, educators, or collaboratively by both. Screenings may be offered periodically throughout the year, typically once or twice annually, or at other times when families or educators feel additional information may be beneficial.

The ASQ-3 and ASQ:SE-2 examine various areas of development, including:

- Communication skills
- Gross motor development
- Fine motor development
- Problem-solving abilities
- Personal-social development
- Social-emotional development
- Self-help and adaptive skills

The purpose of these screening tools is to support early identification of strengths and potential developmental concerns. These questionnaires are not diagnostic tools and do not provide medical or clinical diagnoses.

Results and Follow-Up

If questionnaire results indicate that a child is developing within expected ranges, educators may share activities, ideas, and learning opportunities that continue to support the child's growth and development.

If the results suggest that additional monitoring, support, or assessment may be beneficial, the family will be invited to meet with centre staff to discuss the results. Together, we may explore:

- Developmental goals and strategies
- Classroom supports and accommodations
- Community resources and support services
- Referrals to appropriate professionals or agencies
- Additional screening or assessment opportunities

Any discussions regarding developmental concerns will be approached respectfully, collaboratively, and confidentially.

Family Participation

Families play an essential role in understanding and supporting their child's development. Parents and guardians are encouraged to share information about their child's growth, interests, strengths, and challenges and to participate in developmental screening opportunities whenever possible.

The centre is committed to supporting families by providing information regarding developmental resources, community services, early intervention programs, and referral options when needed.

Our goal is to work in partnership with families to ensure that every child receives the support, opportunities, and resources needed to reach their full potential and experience success in their learning and development.

Late Drop-Offs, Absences, Vacations, Registration, Daily Items, Daily Routines, and Photography

Late Drop-Offs and Absences

Regular attendance helps children establish routines, build relationships, and participate fully in the program. Consistent attendance also assists the centre in planning staffing, programming, meals, and activities.

Parents are encouraged to drop off and pick up their children during regular operating hours, which are **6:30 a.m. to 5:45 p.m.**

If your child will be arriving after **9:00 a.m.**, please notify the centre as soon as possible so that staff can plan appropriately for meals, staffing, field trips, outdoor play, and other scheduled activities.

To minimize disruption to children's rest periods and classroom routines, families are asked to avoid drop-offs between **11:30 a.m. and 2:30 p.m.** whenever possible. This time period generally coincides with lunch, rest time, and classroom transitions. Exceptions may be made with prior approval from the office.

If your child will be absent for any reason, please notify the centre no later than **10:00 a.m.** whenever possible.

If your child has not been picked up by closing time and the centre has not been contacted, staff will attempt to reach parents/guardians and emergency contacts listed on the registration form.

Late pick-up fees are outlined in the centre's Late Pick-Up Policy.

Vacations and Extended Absences

If your child will be absent for an extended period, families are asked to notify the office at least **two (2) weeks in advance** whenever possible.

Please note that child care fees remain payable during:

- Vacations
- Illnesses
- Family travel
- Temporary absences
- Statutory holidays
- Scheduled centre closures
- Christmas closures

Enrollment spaces are reserved for your child regardless of attendance. Families wishing to discuss extended absences or special circumstances are encouraged to contact the office.

Registration Information

The registration package contains important information regarding your child's health, safety, emergency contacts, authorized pick-up individuals, medical information, and program participation.

Parents/guardians are responsible for ensuring that all registration forms are completed accurately and updated whenever information changes.

Please notify the office immediately if there are changes to:

- Address
- Telephone numbers
- Email addresses
- Emergency contacts
- Authorized pick-up persons
- Medical information
- Custody arrangements
- Allergies or health concerns

A **non-refundable registration fee of \$175.00** is required at the time of registration.

Daily Clothing and Personal Belongings

Children learn through active play, exploration, art, sensory experiences, outdoor activities, and self-help opportunities. Families are encouraged to dress children in comfortable clothing suitable for active participation.

All children must have:

- A complete change of clothing
- Indoor shoes
- Weather-appropriate outdoor clothing
- Personal items required for daily care

For health and safety reasons, children are required to wear footwear while attending the centre.

Outdoor play occurs daily whenever weather conditions permit. Families are responsible for providing appropriate clothing for all weather conditions.

Please label all personal belongings clearly with your child's name.

Infant Room Supply List

Families with children in the Infant Program may be required to provide:

- Diapers
- Wipes
- Diaper creams (with written authorization)
- Formula, breast milk, or bottles
- Infant food as required
- Change of clothing
- Appropriate seasonal clothing
- Pacifiers (if applicable)
- Comfort items (if applicable)
- Sunscreen when applicable

Toddler Room Supply List

Families with children in the Toddler Program may be required to provide:

- Diapers or pull-ups
- Wipes
- Diaper creams (with authorization)
- Change of clothing
- Sippy cup or water bottle
- Comfort items if required
- Seasonal outdoor clothing

Preschool Room Supply List

Families with children in the Preschool Program may be required to provide:

- Change of clothing
- Indoor shoes
- Refillable water bottle
- Seasonal outdoor clothing
- Any additional items requested by educators for special activities or field trips

Kindergarten and Out of School Care Supply List

Families with children in the Kindergarten and Out of School Care Program may be required to provide:

- Change of clothing
- Indoor shoes
- Refillable water bottle
- Seasonal outdoor clothing

- Any additional items requested for activities, field trips, or special events

Summer:

- Sunscreen
- Sun hat
- Refillable water bottle
- Insect repellent (if applicable)

Winter:

- Winter coat
- Snow pants
- Mittens
- Hat
- Winter boots

Daily Routines

Each classroom follows a daily routine designed to support children's learning, development, health, and well-being. While routines provide structure and predictability, they remain flexible to meet children's interests, developmental needs, and individual circumstances.

Daily routines generally include:

- Indoor and outdoor play
- Learning experiences
- Creative activities
- Group experiences
- Meals and snacks
- Rest periods where applicable
- Self-help opportunities
- Physical activity
- Child-led exploration

Classroom schedules are posted in each room and may be adjusted based on children's interests, weather conditions, special events, or program needs.

Photography and Media Consent

Photographs and videos may occasionally be taken within the centre to document children's learning experiences, celebrate special events, support classroom projects, or communicate program activities with families.

Photographs may also be used for:

- Classroom displays
- Learning portfolios
- Parent communication
- Centre publications
- Promotional materials
- Educational presentations
- Media stories relating to the centre

Whenever possible, written consent will be obtained through the registration process and media consent forms.

Children's names, personal information, or identifying details will not be published without appropriate consent.

Families who do not wish their child to be photographed or included in media materials must notify the office during registration or at any time thereafter. The centre will make every reasonable effort to ensure the child's image is not used in photographs, videos, publications, promotional materials, or media releases.

Questions regarding photography, media use, or consent may be directed to the office.

Capacity, Staffing, Ratios, and Supervision

Licensed Capacity

Our centre is licensed by the Government of Alberta to provide care for up to **124 children**.

Current licensed program capacities are as follows:

Program	Age Group	Licensed Capacity
Infant Room	0 months – 19 months	10
Toddler Room	19 months – 3 years	16
Preschool Room	3 years – 4 years	29
Pre-Kindergarten / Kindergarten Room	4 years and older	13
Out of School Care (OOSC)	Kindergarten and School-Age Children	88

Licensed capacities are subject to approval by Alberta Child Care Licensing and may change from time to time.

Staff Ratios and Supervision

The safety and well-being of children is our highest priority. Our educators actively supervise children at all times and strive to create safe, nurturing, engaging, and inclusive environments that support children's learning and development.

Staff are expected to:

- Maintain active supervision at all times.
- Position themselves strategically within the environment.
- Conduct regular head counts and attendance checks.
- Anticipate and respond to potential safety concerns.
- Interact positively with children throughout the day.
- Maintain visual and auditory awareness of children in their care.

The centre complies with all staff-to-child ratios, supervision requirements, and maximum group sizes established by Alberta's Early Learning and Child Care Regulation.

Ratios are maintained throughout the day, including:

- Indoor play
- Outdoor play
- Field trips
- Transitions
- Meal times
- Rest periods
- Washroom routines
- Special activities

When children are sleeping or resting, supervision continues in accordance with provincial licensing requirements.

Mixed-Age Grouping

The centre may utilize mixed-age grouping opportunities as permitted under Alberta Child Care Licensing Regulations.

Mixed-age grouping allows children of different age groups to participate together in learning experiences and activities while maintaining required staff-to-child ratios and supervision requirements.

When mixed-age grouping occurs, ratios and group sizes will be determined in accordance with current provincial legislation and licensing requirements.

Mixed-age experiences provide opportunities for:

- Peer mentoring
- Leadership development
- Social learning
- Relationship building
- School readiness
- Community and belonging

For older preschool and kindergarten-aged children, these opportunities can support successful transitions into school-age environments.

Minimum Staffing Requirements

The centre complies with all provincial staffing requirements.

Whenever required by licensing regulations, a minimum of two staff members will be present and available to support children's health, safety, supervision, and emergency response needs.

Staffing levels may be adjusted throughout the day based on attendance, ratios, children's needs, and operational requirements while always maintaining compliance with licensing requirements.

Staff Qualifications

Our centre employs qualified early childhood educators who meet Alberta certification requirements.

Educators may hold one of the following certification levels:

- Child Development Assistant (Level 1)
- Early Childhood Educator (Level 2)
- Early Childhood Educator (Level 3)

The centre ensures that staffing qualifications meet or exceed provincial licensing requirements.

Employees who are working toward certification will be required to obtain certification within timelines established by provincial legislation and centre policy.

Individuals who have not yet obtained certification will not have unsupervised responsibility for children unless permitted under provincial regulations and centre procedures.

Program Supervisors may be included in staffing ratios where permitted by legislation and operational requirements.

Criminal Record Checks and Screening

To promote the safety and well-being of children, all employees, students, volunteers, contractors, directors, officers, and any other individuals who may have access to children or confidential child records must meet all screening requirements established by Alberta legislation.

Required screening may include:

- Criminal Record Checks
- Vulnerable Sector Checks
- Intervention Record Checks
- Any additional screening required by legislation

All required checks must be completed and maintained in accordance with current Alberta Child Care Licensing requirements.

Compliance with Alberta Legislation

The centre operates under the requirements of Alberta's Early Learning and Child Care Regulation and related legislation.

The Government of Alberta conducts monitoring, inspections, and investigations to ensure licensed child care programs maintain standards related to:

- Children's health and safety
- Supervision
- Program quality
- Staffing qualifications
- Record keeping
- Physical environments
- Licensing compliance

Our centre is committed to maintaining compliance with all applicable legislation, regulations, and licensing requirements while providing high-quality care for children and families.

Staff Supervision Policy

We Care Daycare & Out of School Care Daycare is committed to providing a safe, secure, and nurturing environment for all children. Active supervision is a continuous process that ensures children are protected, supported, and engaged at all times while participating in our programs.

Active Supervision

Staff are required to actively supervise children at all times, both indoors and outdoors. Active supervision means that staff are continuously aware of the children's locations, activities, and interactions, while anticipating and preventing potential safety concerns before they occur.

Educators must:

- Position themselves so all areas of the room or playground can be observed.
- Maintain sight and sound supervision of all children at all times.
- Conduct frequent head counts throughout the day.
- Remain engaged with children through play, conversation, observation, and guidance.
- Monitor children's emotional well-being, interactions, and developmental needs.
- Anticipate potential risks and intervene proactively when necessary.

Children are never left unattended.

Staff Responsibilities

Staff are responsible for:

- Maintaining required staff-to-child ratios at all times.
- Conducting regular head counts throughout the day.
- Communicating with co-workers regarding children's whereabouts and supervision responsibilities.
- Ensuring all children are accounted for during routines, transitions, outdoor play, field trips, and transportation.
- Knowing the location of emergency medications, first aid kits, emergency contact information, and emergency evacuation procedures.
- Completing developmental observations and documentation while maintaining active supervision.

Activities that distract staff from supervising children are prohibited, including:

- Personal cell phone use.
- Reading unrelated materials.
- Excessive administrative tasks during supervision time.
- Cleaning or organizing activities that compromise supervision.
- Any activity that takes attention away from children.

Indoor and Outdoor Environment Safety

Staff must be familiar with the indoor and outdoor environments and conduct daily safety inspections before children enter the classroom or playground.

Safety checks include:

- Inspecting equipment for damage.
- Removing or reporting hazards immediately.
- Ensuring exits and pathways remain clear.
- Confirming playground equipment is safe and functional.
- Verifying emergency supplies are accessible.

Any hazards identified must be addressed immediately or the area must be restricted until corrected.

Arrival and Departure Procedures

Parents or authorized guardians are required to sign children in and out daily.

Staff will:

- Verify attendance records throughout the day.
- Ensure all arrival and departure times are accurately recorded.
- Confirm children are released only to authorized individuals listed on the child's file.
- Request photo identification when necessary.
- Never release a child without proper authorization.

Staff must immediately notify management if a child is unaccounted for or if concerns arise regarding an individual's authorization to pick up a child.

Transition Supervision

Special attention must be given during transitions, as these are times when children are most vulnerable to becoming separated from the group.

Staff must conduct head counts:

- Before leaving a room.
- Upon arrival at a new location.
- Before and after outdoor play.
- Before and after washroom breaks.
- During field trips.
- Before and after transportation.
- Whenever children move between classrooms or activity areas.

Staff must communicate clearly with one another during transitions to ensure every child is accounted for.

Transportation and Vehicle Safety

When children are transported by daycare bus or van:

- Attendance must be verified before boarding.
- Head counts must be completed before departure, upon arrival, before returning, and after returning to the Centre.
- Staff must visually inspect the entire vehicle after unloading to ensure no child remains on board.
- Children must only be released to authorized staff or guardians.
- Required booster seats and safety restraints must be used according to Alberta regulations.

Field Trip Supervision

During field trips, staff maintain the same supervision standards required at the Centre.

Staff will:

- Carry attendance records and emergency contact information.
- Bring first aid supplies and emergency medications.
- Conduct frequent head counts.
- Maintain required ratios at all times.
- Assign supervision responsibilities before departure.
- Ensure all children remain within sight and sound supervision.

Additional supervision may be assigned based on children's individual needs, developmental levels, or the nature of the outing.

Staff Orientation and Training

All new staff receive orientation regarding:

- The Centre's supervision policies and procedures.
- The physical layout of the facility.
- Emergency procedures.
- Child guidance practices.
- Transportation and field trip supervision requirements.

Staff supervision practices are reviewed regularly during staff meetings, annual reviews, programming changes, and whenever concerns are identified.

Ongoing Monitoring

The Director and management team regularly assess supervision practices to ensure:

- Children's safety and well-being are protected.
- Staff are meeting licensing requirements.
- Developmental needs are being supported.
- Supervision strategies remain effective.

Any concerns regarding supervision will be addressed immediately through coaching, additional training, or corrective action as required.

Through active supervision, consistent communication, regular head counts, and ongoing staff training, our Centre ensures that children remain safe, supported, engaged, and accounted for at all times.

Building, Play Area, Materials and Furnishings Policy

We Care Daycare & Out of School Care is committed to providing a safe, clean, well-maintained, and developmentally appropriate environment that supports children's learning, health, well-being, and development.

Building and Facility Maintenance

The Centre conducts daily inspections of all indoor and outdoor areas to ensure the building, furnishings, equipment, and play spaces are safe and in good repair. Staff are responsible for identifying and reporting any hazards, damaged equipment, or maintenance concerns immediately.

Any item that may pose a risk to children will be repaired, removed, or made inaccessible until the concern has been resolved.

The Centre maintains sufficient indoor space in accordance with Alberta Child Care Licensing requirements and ensures that all rooms are organized to promote children's safety, independence, learning, and active engagement.

Cleaning and Sanitization

The Centre follows strict cleaning and sanitization procedures to maintain a healthy environment for children and staff.

Staff are responsible for:

- Completing daily cleaning and sanitization checklists.
- Cleaning and sanitizing toys, equipment, tables, washrooms, sleeping areas, and high-touch surfaces regularly.
- Following established infection prevention and control procedures.
- Maintaining accurate records of cleaning and sanitization practices.
- Ensuring all cleaning products are stored safely and inaccessible to children.

Cleaning schedules are reviewed regularly to ensure compliance with licensing and public health requirements.

Indoor Environment

Indoor learning environments are designed to encourage exploration, creativity, independence, and positive social interactions.

The Centre provides:

- Child-sized furniture that promotes comfort, accessibility, and independence.
- Clearly defined learning areas and activity centers.

- Developmentally appropriate materials that reflect the interests, abilities, and needs of the children.
- Inclusive materials that support diversity, culture, family backgrounds, and differing abilities.
- Safe, accessible spaces for active play, quiet activities, rest, and learning experiences.

Furniture and equipment are inspected regularly to ensure they remain safe and in good condition.

Outdoor Play Areas

Outdoor play spaces are designed to promote physical activity, exploration, risk assessment, creativity, and nature-based learning.

The Centre ensures that:

- Outdoor equipment is age-appropriate and maintained in safe working condition.
- Play surfaces are regularly inspected for hazards.
- Outdoor environments offer opportunities for active play, sensory experiences, and gross motor development.
- Outdoor areas are securely fenced and monitored through active supervision practices.
- Seasonal safety considerations are addressed throughout the year.

Daily outdoor inspections are completed before children access the playground.

Learning Materials and Equipment

The Centre provides a sufficient quantity and variety of materials, equipment, books, and resources to support children's development across all learning domains.

Materials are:

- Safe and non-toxic.
- Developmentally appropriate.
- Accessible to children whenever possible.
- Rotated regularly to maintain interest and support emerging curriculum.
- Inclusive and representative of diverse cultures, abilities, languages, and family structures.

Learning materials support:

- Literacy and language development.
- Early numeracy skills.
- Fine and gross motor development.
- Social and emotional growth.
- Creativity and self-expression.
- Science, nature, and discovery experiences.

Children are encouraged to independently access materials, make choices, and participate in caring for their learning environment.

Rest and Sleep Furnishings

Each child who requires rest time is provided with an individual cot, bed, crib, or approved sleep surface appropriate to their age and developmental stage.

The Centre ensures:

- Sleep furnishings are maintained in a clean and sanitary condition.
- Bedding is stored appropriately and used only by the assigned child.
- Infant sleep furnishings comply with current safe sleep practices and applicable safety standards.
- Rest areas provide a comfortable and safe environment for children.

Ongoing Review

The Director and staff regularly review the condition of the building, furnishings, materials, and play environments to ensure they continue to meet the needs of the children, families, licensing requirements, and current best practices.

Through ongoing maintenance, cleaning, inspection, and thoughtful selection of materials and equipment, the Centre provides a safe, welcoming, and engaging environment where children can learn, play, grow, and thrive.

Nap and Rest Policy (Day Care Children Only)

At We Care Daycare & Out of School Care, we recognize that rest and sleep are essential components of children's growth, development, health, and well-being. Our rest procedures are designed to meet the individual needs of each child while maintaining a calm, safe, and comfortable environment.

Infant Rest and Sleep

Infants follow individualized sleeping schedules based on their developmental needs and family routines. Infants are permitted to sleep when tired and are never required to remain awake to follow a group schedule.

To support safe sleep practices:

- Infants 0–12 months are provided with an individual crib that meets current safety standards.
- Infants 12–19 months are provided with an approved infant bed or sleep surface appropriate for their developmental stage.
- All infant sleep furnishings comply with the Canada Consumer Product Safety Act and applicable regulations.

- Infants are placed on their backs for sleep unless alternative medical instructions are provided by a physician.
- Sleep areas are regularly monitored by educators through active supervision and visual checks.
- Sleeping infants remain within sight and sound supervision at all times.

Toddler Rest Time

Toddlers are offered a daily rest period beginning at approximately 11:45 a.m.

Children are encouraged to rest according to their individual needs. Some children may sleep for a longer period, while others may wake earlier. Staff provide a calm and comforting environment to support healthy sleep habits.

Children who wake early are offered quiet activities while ensuring the rest of the group can continue sleeping undisturbed.

Preschool and Kindergarten Rest Time

Preschool and Kindergarten children participate in a daily quiet rest period from approximately 12:00 p.m. to 2:30 p.m.

Children are encouraged to lie quietly on their individual mats to allow those who need sleep the opportunity to rest. Staff understand that not all children sleep during this time and children are not forced to sleep.

Children who do not fall asleep after a reasonable period of rest may be offered quiet activities such as:

- Books
- Puzzles
- Drawing materials
- Quiet table activities
- Other developmentally appropriate individual activities

These activities are provided in a manner that respects the sleep needs of other children.

Individual Sleep Needs

The Centre recognizes that each child's sleep requirements are unique and may change over time.

Staff will:

- Work collaboratively with families regarding children's sleep routines and needs.
- Consider developmental stages, health concerns, and family preferences whenever possible.
- Observe children's rest patterns and communicate any concerns with parents.

- Support children in developing healthy rest habits while respecting individual needs.

While families may request adjustments to sleep routines, staff cannot prevent a child from sleeping if the child is tired and falls asleep naturally.

Sleep Environment

The Centre provides a safe, comfortable, and restful environment by:

- Maintaining appropriate lighting and room temperature.
- Providing individual sleeping equipment for each child.
- Cleaning and sanitizing sleep equipment regularly.
- Ensuring bedding and sleep materials are used only by the assigned child where applicable.
- Supervising all sleeping children through active supervision practices.

Out of School Care Children

Out of School Care children do not participate in scheduled nap or rest periods. Quiet spaces are available if a child requires a short break, relaxation time, or a calm activity during the day.

Supervision During Rest Time

Active supervision continues throughout all rest periods. Staff remain alert and attentive while children are sleeping or resting and conduct regular visual checks to ensure children's safety, comfort, and well-being.

The Centre is committed to providing safe, developmentally appropriate rest opportunities that support the health, growth, and individual needs of every child in our care.

Toy and Blanket Policy

At We Care Daycare & Out of School Care, we provide a wide variety of safe, developmentally appropriate toys, materials, and equipment that support children's learning, creativity, and overall development.

Our learning materials are carefully selected to:

- Foster creativity and imagination.
- Encourage dramatic and role play experiences.
- Support emotional expression and self-regulation.
- Promote language and literacy development.
- Encourage social interaction and cooperative play.
- Develop fine and gross motor skills.
- Promote problem-solving and critical thinking.
- Reflect diversity, inclusion, acceptance, and respect for others.

The Centre provides sufficient materials and equipment to meet the needs and interests of all children in our care. We have found that children are most successful when classroom materials are shared and accessible to everyone.

Personal Toys from Home

To help maintain a safe and inclusive learning environment, children are generally discouraged from bringing toys, electronics, games, collectibles, money, jewelry, or other personal belongings from home.

Personal items can sometimes:

- Become lost, damaged, or misplaced.
- Create conflict between children.
- Cause distractions during programming.
- Present safety concerns for younger children.

For these reasons, personal toys should remain at home unless prior approval has been provided by the classroom educator or management.

Comfort Items and Blankets

Children may bring a comfort item, stuffed animal, blanket, or other soft cuddly item to assist with transitions, rest time, or emotional comfort.

These items should:

- Be clearly labeled with the child's name.
- Be small enough to fit within the child's cubby or designated storage area.
- Be used primarily during rest periods or when needed for comfort.

Staff may temporarily store comfort items if they become disruptive to the learning environment or create conflict among children.

Special Events and Show-and-Tell

On special occasions such as:

- Show and Tell
- Theme Days
- Cultural Celebrations
- Classroom Projects
- Special Events

Children may be invited to bring approved items from home.

Families will be informed in advance regarding:

- The type of items permitted.
- Any size or safety restrictions.
- Storage and supervision expectations.

Electronic Devices

Personal electronic devices, including tablets, gaming devices, smart watches, and similar items, should generally remain at home unless approved by management for educational, communication, accessibility, or transition purposes.

Any approved device must follow Centre policies and may be subject to restrictions regarding use, storage, and supervision.

Lost, Damaged, or Missing Items

Families are encouraged to leave valuable or irreplaceable items at home.

While staff make every reasonable effort to support children in caring for their belongings, the Centre cannot guarantee the safety of personal items brought from home.

The Centre is not responsible for lost, stolen, misplaced, or damaged personal belongings, including toys, blankets, books, clothing, shoes, electronic devices, jewelry, or other items brought to the program.

By enrolling their child in the Centre, families acknowledge and accept responsibility for personal items brought from home.

Supporting Children's Sense of Belonging

We understand that comfort items can help children feel safe, secure, and connected while away from home. Staff will work collaboratively with families to balance children's emotional needs with the needs of the classroom community, ensuring that all children feel welcomed, respected, and supported throughout their day.

Damage to Centre Property

The Centre provides a wide variety of toys, materials, books, equipment, and furnishings for the enjoyment and learning of all children. Children are taught to respect and properly care for the materials available to them.

Occasional wear and tear is expected as part of normal use. However, if a toy, book, piece of equipment, furnishing, or other Centre property is intentionally damaged or broken due to inappropriate, unsafe, or destructive behavior, the Centre may request that the family repair, replace, or reimburse the cost of the damaged item.

Prior to requesting reimbursement or replacement, management will review the circumstances surrounding the incident and discuss the situation with the child's parent(s) or guardian(s).

The Centre is committed to working collaboratively with families to teach children responsibility, respect for property, and appropriate use of materials while maintaining a safe and well-equipped learning environment for all children.

Nutrition and Food Services Policy

At We Care Daycare & Out of School Care, we recognize that proper nutrition is essential to children's growth, development, health, and overall well-being. We strive to provide nutritious snacks and create positive mealtime experiences that support healthy eating habits and social development.

Snacks and Meals

The Centre provides:

- Morning Snack 600AM TO 9AM
- Mid-Day Snack 10AM IF NEEDED
- Afternoon Snack 230PM
- Mid-Afternoon Snack 500PM IF NEEDED

The Centre does **not** provide lunches. Parents are responsible for providing a nutritious lunch for their child each day.

Lunches Provided by Parents

As our Centre does not provide lunch, parents are responsible for sending their child with a nutritious, ready-to-eat lunch each day.

If a lunch is accidentally forgotten on an occasional basis, the Centre will make every reasonable effort to provide a simple emergency lunch to ensure the child does not go without a meal. Parents may be contacted to bring a lunch if appropriate.

Please note that this is intended as a courtesy for unexpected situations only. Repeatedly forgetting to send your child's lunch is not sustainable and the Centre is unable to provide lunches on an ongoing basis. If lunches are forgotten on a regular basis, parents will be required to immediately bring a lunch to the Centre or make alternative arrangements.

We appreciate your cooperation in ensuring your child arrives each day with an adequate lunch so we can continue to focus on providing quality care and programming for all children.

All snacks served at the Centre are planned in accordance with:

- Canada's Food Guide
- Alberta Nutrition Guidelines for Children and Youth
- Applicable Alberta Health Services requirements

Menus are developed to provide variety, nutritional balance, and age-appropriate food choices.

Snack Schedule

Snack times may vary slightly depending on the age group and daily programming.

Morning Snack (AM Snack):

- Served between 6:30 a.m. and 9:00 a.m.

Mid-Day Snack:

- Served between 10:00 a.m. and 10:30 a.m.

Afternoon Snack (PM Snack):

- Served between 2:30 p.m. and 4:30 p.m.

At least two food groups are offered daily as part of the Centre's snack program.

Menus

The Centre maintains a rotating four-week snack menu.

Menus:

- Are posted in each classroom.
- Are posted in the kitchen.
- Are displayed on the parent information board.
- Are reviewed and updated periodically to reflect seasonal changes and children's preferences.
- Are available to families upon request.

Infant Feeding

Parents of infants aged 0–12 months are responsible for providing:

- Formula
- Breast milk
- Bottles
- Pureed or blended foods, as required

For infants aged 12 months and older, feeding practices will follow the child's developmental needs and parent instructions while supporting age-appropriate self-feeding skills whenever possible.

All bottles, breast milk, formula, and food containers must be clearly labeled with the child's name and date, where applicable.

Dietary Requirements and Restrictions

The Centre strives to accommodate dietary restrictions, allergies, cultural preferences, and religious practices whenever safely possible.

The Centre regularly offers:

- Halal snack options
- Vegetarian snack options

Families are encouraged to discuss any special dietary requirements with management prior to enrollment or whenever changes occur.

When the Centre cannot safely provide suitable alternatives, parents may be asked to provide food or snacks for their child.

Any food provided from home should support healthy eating practices and align with Canada's Food Guide whenever possible.

Families are asked not to send:

- Candy
- Pop or sugary soft drinks
- Energy drinks
- Gum
- Foods that may pose a choking risk for young children

Positive Mealtime Practices

Mealtimes and snack times are viewed as important opportunities for learning, social interaction, and the development of healthy eating habits.

Educators will:

- Create a calm, positive, and welcoming mealtime environment.
- Encourage independence and self-help skills.
- Model healthy eating behaviors.
- Encourage children to try new foods without pressure or force.
- Respect children's appetites and individual preferences.
- Promote conversation and social interaction during meals and snacks.

Children will:

- Be seated while eating and drinking.
- Be supervised at all times during meals and snacks.
- Never be forced to eat or finish food.
- Be encouraged to make age-appropriate food choices.

Food Safety

The Centre follows Alberta Health Services food handling and sanitation requirements.

Staff will ensure that:

- Food is stored, prepared, and served safely.
- Children are supervised while eating.
- Proper handwashing procedures are followed before and after meals and snacks.
- Dishes and utensils are washed and sanitized according to Alberta Health Services standards.
- All dishes and utensils are allowed to air dry before reuse.
- No beverages are provided to children while they are sleeping or resting.
- Feeding practices are appropriate to each child's age and developmental level.

Children with Allergies

The Centre welcomes children with allergies and will make every reasonable effort to create an environment that minimizes the risk of exposure to allergens.

While every precaution is taken, families acknowledge that the risk of accidental exposure can be reduced but cannot be completely eliminated.

Each child's allergy needs will be individually assessed to determine whether the Centre can safely meet those needs.

Factors considered include:

- Type of allergy.
- Number of allergies.
- Severity of reactions.
- Ability to safely manage exposure risks.
- Available resources and staff training.
- Comfort level of staff and families regarding the level of risk involved.

The Centre reserves the right to refuse enrollment if it is determined that a child's allergy cannot be safely managed within a group childcare environment.

Allergy Management Requirements

Before a child with allergies can attend the program, families must provide:

- A completed Allergy Information Form signed by the child's physician.
- A completed Centre Allergy Management Form.
- Written authorization permitting the Centre to post allergy alerts and share necessary allergy information with staff and families.
- All required medications, including EpiPens and other emergency medications.
- Instructions and training regarding medication administration.

Management and families will work together to develop an individualized allergy management plan that outlines:

- Known allergens.
- Symptoms of exposure.
- Emergency response procedures.
- Medication requirements.
- Food arrangements and responsibilities.

Parents are responsible for:

- Keeping medications current and unexpired.
- Immediately notifying the Centre of any allergy changes.
- Providing updated physician documentation whenever changes occur.

Ongoing Review

All dietary needs, allergy plans, and feeding arrangements will be reviewed regularly with families to ensure children's nutritional, developmental, and medical needs continue to be met safely and effectively.

The Centre is committed to promoting healthy eating habits, supporting individual dietary needs, and providing safe, positive, and inclusive mealtime experiences for all children.

Pick-Up, Drop-Off and Transportation Policy

We Care Daycare & Out of School Care is committed to ensuring the safe arrival, departure, and transportation of all children in our care. Staff follow strict supervision and accountability procedures to ensure children are accounted for at all times.

Arrival and Departure Procedures

Transportation to and from the Centre is the responsibility of parents or guardians unless the child is enrolled in an approved transportation program offered by the Centre.

For the safety of all children and families, parents are required to:

- Park only in designated parking areas.
- Hold their child's hand when walking through the parking lot.
- Ensure children do not open vehicle doors independently.
- Ensure children are not left unattended inside or outside the building.
- Escort children directly to their classroom and notify a staff member of their arrival.
- Sign their child in upon arrival and sign their child out upon departure.
- Ensure children are picked up only by authorized individuals listed on the child's registration file.

Children will only be released to authorized adults. Staff may request government-issued photo identification when necessary.

If a person arrives to pick up a child and is not listed as an authorized pick-up, the child will not be released until authorization has been confirmed by the parent or guardian.

Parent Responsibilities

Parents are responsible for:

- Informing the Centre when their child will be absent.
- Updating emergency contact information as changes occur.
- Notifying the Centre of any changes to transportation arrangements.
- Ensuring staff are informed of any early pick-ups or schedule changes.

Transportation Services

The Centre may provide transportation to and from designated neighborhood schools and approved field trip locations.

Transportation routes and serviced schools may change throughout the year. Families should contact the office for current school transportation information.

Written parental consent is required before any child participates in transportation services.

Separate consent forms may be required for field trips and special outings.

Transportation Safety Procedures

The Centre maintains high transportation safety standards.

All transportation vehicles will:

- Be properly licensed, registered, and insured.
- Undergo preventative maintenance as required.
- Complete daily vehicle safety inspections.
- Complete mandatory vehicle inspections as required by law.
- Carry a first aid kit.
- Carry portable emergency records and emergency contact information.
- Carry a fully charged communication device.
- Contain appropriate child restraint systems where required.

All drivers must:

- Hold a valid driver's license appropriate for the vehicle being operated.
- Maintain a current Police Information Check as required by legislation.
- Follow all applicable traffic laws and transportation regulations.

At least one staff member with current First Aid certification will accompany children during transportation whenever required.

Transportation Supervision

Staff are responsible for ensuring children are supervised and accounted for at all times while entering, exiting, or riding in a vehicle.

Staff will conduct head counts:

- Before loading children.
- After loading children.
- Upon arrival at each destination.
- Before departing each destination.
- After unloading children.
- During all transitions.

Attendance records will be verified and maintained throughout transportation.

Before leaving a vehicle unattended, staff must physically inspect the entire vehicle to ensure no child remains inside.

School Transportation Procedures

Before School Transportation

- Parents are required to sign their child into the Centre upon arrival.
- Children must be at the Centre prior to the scheduled bus departure time.
- Staff will conduct attendance verification and a head count inside the Centre before children board the vehicle.
- Any child who arrives after the attendance verification and head count have been completed may be refused transportation for that day.
- Under no circumstances will a child be permitted to board the bus outside of the Centre or after the head count has been completed.
- Once attendance has been verified, staff will escort children to the vehicle and conduct an additional head count before departure.
- Children will be transported directly to their designated schools.
- Upon arrival at the school, staff will verify that all children have safely exited the vehicle and entered the school grounds or designated supervision area.
- Staff will complete a final head count to ensure all children have been accounted for before leaving the school site.

Transportation Between Centres

We provide transportation services for children enrolled at both We Care Daycare & Out of School Care (WCD) and The Children's Centre (TCC). For safety, supervision, and attendance accountability purposes, children must board and disembark only at the Centre where they are enrolled.

Under no circumstances will a child enrolled at WCD be permitted to board or disembark at TCC, nor will a child enrolled at TCC be permitted to board or disembark at WCD. Parents are responsible for ensuring their child is dropped off and picked up at their registered Centre location.

Exceptions will only be considered in emergency situations and must receive prior written approval from Centre management. These procedures are in place to ensure accurate attendance tracking, maintain proper staff-to-child supervision, and support the safe transportation of all children.

After School Transportation

- Staff attend designated school pick-up locations.
- Children are accounted for using attendance records.
- Head counts are completed before boarding and after boarding.
- Attendance is verified before departing the school.
- Children are transported to the Centre.
- Attendance is verified again upon arrival.

Child Absent from Pick-Up Location

If a child does not arrive at the designated school pick-up location:

1. Staff will immediately verify attendance with the school office.
2. Staff will determine whether the child was absent from school, signed out early, or remains in the school building.
3. Staff will contact the Centre to determine if any messages were received from the family.
4. Staff will contact the parent or guardian.
5. If the child's whereabouts cannot be confirmed immediately, management will be notified.

If a child cannot be located and their whereabouts remain unknown, the Centre's Missing Child Procedure will be initiated immediately, including contacting emergency services when required.

Transportation Delays, Breakdowns, or Emergencies

In the event of a vehicle breakdown, accident, severe weather event, or other emergency:

1. Staff will first ensure the safety and well-being of all children.
2. Emergency services will be contacted when required.
3. Management will be notified immediately.
4. Parents will be informed as soon as reasonably possible.
5. Alternative transportation arrangements will be made when necessary.
6. Schools will be notified of delays or absences as required.

A backup transportation plan will be available whenever transportation services are being provided.

Transportation Orientation

All children participating in transportation services will receive a transportation safety orientation at the beginning of each school year and whenever transportation arrangements begin.

Topics include:

- Safe behavior while riding in vehicles.
- Seat belt and booster seat expectations.
- Designated school meeting locations.
- Boarding and exiting procedures.
- Emergency procedures.
- Expectations for respectful and safe conduct.

Transportation expectations will be reviewed regularly throughout the year.

Field Trip Transportation

When transportation is provided for field trips:

- Written parental consent must be obtained.
- Appropriate child restraints will be used as required by law.
- Portable emergency records and first aid supplies will accompany the group.
- Attendance verification and head counts will be conducted throughout the outing.
- Staff-to-child ratios will be maintained at all times.

The safety and supervision standards used during daily transportation also apply to all field trips and special outings.

School Bus Drop Off

Families who have arranged their own private or school bus transportation for their child(ren) to and from daycare of the program's transportation procedures and expectations.

For the safety of children and staff, all bus pick-up and drop-off locations must be within a few minutes walking distance from the daycare centre.

Please note the following important procedures:

- Parents are responsible for arranging and coordinating all transportation services directly with the bus company/provider.
- Parents must ensure the transportation provider has the daycare phone number: 403-248-4830, and we have the phone number of bus driver.
- Transportation providers must call the daycare line upon arrival to notify staff that they are present for drop-off or pick-up. if the bus is early or late.
- Staff will escort children to and from the designated pick-up/drop-off location only during the scheduled transportation time.
- If the bus is significantly late or does not arrive at the scheduled time, staff will not remain standing outside waiting for extended periods of time.
- During winter months and severe weather conditions, staff are not expected to wait outside for 10, 15, 20, or sometimes 30–40 minutes due to weather, supervision responsibilities, staffing ratios, and safety concerns.
- Transportation providers are expected to be respectful of staff time and daycare operations by arriving on time whenever possible.
- Daycare staff will not be permitted to board buses or transportation vehicles to retrieve or secure children. Children must be safely transitioned by the transportation provider at the designated drop-off/pick-up location.

These procedures are in place to support the safety of children, maintain staffing ratios and supervision requirements under the Early Learning and Child Care regulations, and ensure safe working conditions for staff during all weather conditions.

Ongoing Review

Transportation procedures are reviewed regularly with staff and updated as necessary to reflect licensing requirements, transportation regulations, operational changes, and best practices to ensure the safety of all children in our care.

Communication of Supervision Policy to Families

The Centre believes that open communication with families is essential to ensuring children's safety and well-being.

The Centre's Supervision Policy is communicated to families through:

- The Parent Handbook.
- Family orientation meetings.
- Enrollment and registration packages.
- Parent information boards.
- Ongoing communication with educators and management.

Parents and guardians are required to review the Parent Handbook and sign an acknowledgment indicating they have read, understood, and agree to follow the Centre's policies and procedures.

The Supervision Policy may be reviewed with families whenever significant changes occur to programming, licensing requirements, transportation services, field trips, or Centre operations.

Field Trip Policy

Purpose

Field trips are planned to provide educational, recreational, cultural, environmental, social, and community-based learning opportunities that extend children's experiences beyond the classroom.

Field trips support children's development by encouraging exploration, independence, problem-solving, community awareness, physical activity, and social interaction.

Destinations may include parks, recreation facilities, museums, libraries, cultural centers, educational attractions, community events, and other age-appropriate locations throughout Calgary and surrounding areas.

Infants and toddlers generally do not participate in off-site field trips unless specifically approved and planned in accordance with licensing requirements.

Participation

Field trips are optional.

Children who do not attend a field trip may remain at the Centre and participate in alternative activities, provided staffing requirements can be maintained.

Parents and guardians will receive advance notice regarding:

- Destination.
- Date and time.
- Transportation arrangements.
- Cost, if applicable.
- Required clothing or supplies.
- Safety expectations.
- Consent requirements.

Written consent must be received before a child may participate in any field trip.

Verbal permission will not be accepted.

Field Trip Fees

Field trip fees must be paid in advance.

Field trip costs may include:

- Transportation.
- Admission fees.
- Insurance costs.
- Activity fees.
- Group booking expenses.

Once payment has been made and arrangements have been confirmed, fees are generally non-refundable unless the trip is cancelled by the Centre.

Safety and Supervision

Children remain under active supervision at all times during field trips.

Staff will:

- Maintain required staff-to-child ratios.
- Conduct regular head counts throughout the outing.
- Carry portable attendance records.
- Carry emergency contact information.

- Carry required medications and emergency plans.
- Carry a fully stocked first aid kit.
- Maintain communication with Centre management.

Head counts will be completed:

- Before leaving the Centre.
- Before boarding transportation.
- Upon arrival at the destination.
- During transitions throughout the trip.
- Before leaving the destination.
- Upon return to the Centre.

Children are expected to remain with their assigned group and follow all safety instructions.

Child Behaviour and Participation

Children are expected to demonstrate safe and respectful behavior while participating in field trips.

If a child's behavior places themselves, another child, staff member, volunteer, or member of the public at risk, staff will take appropriate action to ensure safety.

Depending on the severity of the behavior, parents may be contacted and required to pick up their child from the field trip location.

Repeated unsafe behavior may affect a child's ability to participate in future field trips.

Any incidents will be documented and reviewed by management before decisions regarding future participation are made.

Medical Emergencies

By signing a field trip consent form, parents authorize the Centre to seek emergency medical treatment when necessary.

In the event of an emergency:

1. Staff will provide first aid and immediate care.
2. Emergency Medical Services (EMS) will be contacted if required.
3. Parents or guardians will be contacted as soon as possible.
4. Management will be notified.
5. Staff will accompany the child if transportation to a medical facility is required.

Parents remain responsible for any medical expenses incurred, including ambulance fees where applicable.

Preparing Children for Field Trips

Prior to field trips, staff will review:

- Expected behavior.
- Safety rules.
- Group procedures.
- Transportation expectations.
- Emergency procedures.
- Designated meeting locations.

Safety expectations are reviewed regularly throughout the year and before every field trip.

Volunteers

Families and community volunteers may be invited to participate in field trips.

Volunteers:

- Do not replace required staff-to-child ratios.
- Must follow all Centre policies and procedures.
- Must remain under the direction of Centre staff.
- May be required to complete volunteer documentation prior to participation.

Volunteer responsibilities may include:

- Assisting with supervision.
- Supporting transitions.
- Assisting with sunscreen application and preparation.
- Supporting washroom routines.
- Helping children remain with their assigned groups.

Staff will review expectations and responsibilities with volunteers before each outing.

Transportation

Transportation may be provided by:

- Daycare bus.
- Licensed charter bus.
- Public transportation.
- Walking excursions.
- Other approved transportation providers.

All transportation arrangements must comply with applicable federal, provincial, municipal, and licensing requirements.

Children will never be transported by staff or volunteers in privately owned vehicles.

The Centre's transportation procedures, vehicle safety checks, attendance procedures, supervision requirements, and emergency protocols apply during all field trips.

Required Documentation

Prior to departure, staff must ensure:

- Signed field trip consent forms are on file.
- Attendance records are completed.
- Emergency contact information is available.
- Required medications accompany the child.
- Medical action plans accompany children with medical conditions.
- Portable records and first aid supplies are present.

The designated Supervisor is responsible for completing and maintaining all required field trip documentation and safety checklists throughout the outing.

Ongoing Review

Field trip procedures are reviewed regularly to ensure compliance with Alberta Child Care Licensing requirements, transportation regulations, safety standards, and best practices.

The Centre is committed to providing safe, meaningful, and enjoyable field trip experiences that enhance children's learning while maintaining the highest standards of supervision and care.

Volunteer Policy

We Care Daycare & Out of School Care welcome volunteers who wish to contribute their time, skills, knowledge, and experience to support children's learning and development.

Volunteers provide additional support to staff and children and help enrich children's experiences within the program. Volunteers do not replace qualified staff and are never included in staff-to-child ratios required under Alberta Child Care Licensing legislation.

The Centre is committed to ensuring that all volunteers understand their responsibilities and maintain the safety, well-being, privacy, and dignity of all children in care.

Types of Volunteers

The Centre may utilize the following types of volunteers:

Parent Volunteers

Parents and family members are encouraged to participate in Centre activities, cultural events, special projects, classroom experiences, and field trips.

Parent volunteers:

- Share cultural experiences, talents, skills, and interests with children.
- Support classroom activities and field trips.
- Do not count toward staff-to-child ratios.
- Must remain under the supervision of Centre staff at all times.
- Are not permitted to have unsupervised access to children other than their own child.
- Are not permitted to transport children or take children away from the group.

Student and Community Volunteers

The Centre may accept volunteers who are pursuing education in Early Learning and Child Care or who wish to gain experience working with children.

Student and community volunteers provide support under the direction and supervision of qualified staff.

Volunteers do not perform duties that require certification, licensing, or independent responsibility for children.

Screening Requirements

To help ensure the safety and well-being of children, all volunteers who may have direct contact with children must complete the Centre's screening process.

Where required, volunteers must provide:

- A current Criminal Record Check.
- A Vulnerable Sector Search.
- References satisfactory to the Centre.
- Any additional documentation required by licensing or Centre policy.

Criminal Record Checks and Vulnerable Sector Searches must:

- Be dated no more than six months prior to the volunteer's start date.
- Be renewed as required by legislation or Centre policy.
- Be reviewed and approved by management before volunteer duties begin.

The Centre reserves the right to refuse or discontinue volunteer participation at its discretion.

Orientation and Training

Prior to volunteering, all volunteers must:

- Review the Parent Handbook.
- Review relevant Centre policies and procedures.
- Review emergency procedures.
- Review confidentiality requirements.
- Sign a Volunteer Agreement.
- Participate in a volunteer orientation provided by management.

The orientation will include:

- Centre expectations.
- Child supervision practices.
- Child guidance procedures.
- Emergency and evacuation procedures.
- Health and safety requirements.
- Confidentiality and privacy expectations.

Volunteer Responsibilities

Volunteers are expected to:

- Follow all Centre policies and procedures.
- Follow staff direction at all times.
- Maintain confidentiality regarding children, families, and staff.
- Model respectful and appropriate behavior.
- Promote children's safety and well-being.
- Support inclusive and respectful environments.
- Report concerns immediately to a staff member or supervisor.

Volunteers may assist with:

- Classroom activities.
- Reading stories.
- Arts and crafts.
- Outdoor play supervision support.
- Preparing activities.
- Assisting with transitions.
- Helping children with routine tasks under staff supervision.
- Supporting field trips and special events.
- Tidying learning environments.
- Assisting with meal and snack preparation activities under staff direction.

Supervision of Volunteers

Volunteers must remain under the direct supervision of qualified staff at all times.

Volunteers:

- Are not left alone with children.
- Are not responsible for maintaining staff-to-child ratios.
- Are not responsible for administering medication.
- Are not responsible for making decisions regarding children's care.
- Are not permitted to independently discipline children.
- Are not permitted to access confidential records.

If a volunteer observes inappropriate or unsafe behavior, they must immediately notify a staff member.

Child Guidance

Volunteers are not responsible for disciplining children.

If concerns arise regarding a child's behavior, volunteers must seek assistance from a qualified staff member.

Only trained staff may implement the Centre's Child Guidance Policy.

Attendance and Documentation

Volunteers must:

- Sign in and out upon arrival and departure.
- Record the date, hours, and location of their volunteer activities.
- Follow all documentation procedures required by the Centre.

Volunteer records will be maintained by the Centre as required.

Field Trips

Volunteers may assist during field trips and special outings.

When participating in field trips, volunteers:

- Remain under the supervision of Centre staff.
- Follow all field trip procedures and safety requirements.
- Assist with supervision, transitions, and group activities.
- Help children remain with their assigned groups.
- Support staff in maintaining a safe environment.

Volunteers are not responsible for emergency decision-making but may assist staff as directed.

Staff remain responsible for all children and emergency procedures.

Confidentiality

All information regarding children, families, staff, and Centre operations is confidential.

Volunteers must not:

- Share information about children or families.
- Discuss children's behavior or developmental concerns with others.
- Take photographs without authorization.
- Access confidential records or files.

Any breach of confidentiality may result in immediate termination of volunteer privileges.

Ongoing Review

Volunteer participation is reviewed regularly by management to ensure compliance with Centre policies, Alberta Child Care Licensing requirements, and the safety and well-being of children.

The Centre values volunteer contributions and appreciates the positive role volunteers play in enhancing children's learning experiences while maintaining a safe, respectful, and supportive environment.

Child Guidance Policy

The Child Guidance Policy applies to children enrolled in the Toddler, Preschool, Kindergarten, and Out of School Care programs.

At We Care Daycare & Out of School Care, we believe that all children deserve a safe, caring, respectful, and inclusive environment where they can learn, grow, develop positive relationships, and build self-confidence.

Our goal is to guide children's behavior through positive interactions, respectful communication, consistent expectations, and developmentally appropriate support. We recognize that children are still learning social, emotional, communication, and self-regulation skills and may require guidance, encouragement, and support as they develop these abilities.

Guiding Principles

Our child guidance practices are based on the following principles:

- Every child deserves to be treated with dignity and respect.
- Children learn through positive relationships and role modeling.
- Guidance should teach rather than punish.
- Expectations should be developmentally appropriate.
- Children's individual needs, abilities, cultural backgrounds, family values, and developmental stages will be considered.
- Families and educators work together to support children's success.

The Centre promotes an environment where children learn to:

- Respect themselves.
- Respect others.
- Respect property and materials.
- Develop empathy and kindness.
- Solve problems peacefully.
- Take responsibility for their actions.
- Build positive relationships with peers and adults.

Positive Guidance Strategies

Staff use proactive and preventative strategies to support positive behavior, including:

- Building positive relationships with children.
- Creating predictable routines and schedules.
- Providing developmentally appropriate activities.
- Offering choices and opportunities for independence.
- Using positive reinforcement and encouragement.
- Modeling respectful behavior.
- Teaching problem-solving and conflict resolution skills.
- Supporting emotional regulation.
- Redirecting children to appropriate activities.
- Providing visual supports and reminders when appropriate.
- Preparing children for transitions.

Responding to Challenging Behaviors

When challenging behavior occurs, staff will respond in a calm, respectful, and supportive manner.

Strategies may include:

- Redirection.
- Verbal reminders.
- Problem-solving discussions.
- Offering choices.
- Supporting emotional regulation.
- Assisting children in resolving conflicts.
- Temporary removal from an activity when necessary to ensure safety.
- Providing opportunities for children to regain control and rejoin activities successfully.

Staff will never use practices prohibited by Alberta Child Care Licensing legislation.

Prohibited Practices

The Centre does not permit:

- Physical punishment of any kind.
- Verbal or emotional abuse.
- Humiliation or shaming.
- Denial of basic needs.
- Isolation or confinement.
- Threats or intimidation.
- Physical restraint except as permitted by legislation and only when necessary to prevent immediate harm.

Safety Concerns and Aggressive Behaviors

The safety of all children, staff, families, and visitors is a priority.

Behaviors such as:

- Hitting
- Kicking
- Biting
- Pinching
- Throwing objects
- Physical aggression
- Intentional property destruction
- Running away from supervision

will be addressed immediately to ensure safety.

Staff will:

- Intervene promptly.
- Separate children when necessary.
- Support children in calming and regulating their emotions.
- Document significant incidents.
- Communicate concerns with families.
- Develop support strategies when patterns emerge.

Collaboration with Families

When ongoing behavioral concerns arise, the Centre will work collaboratively with families to develop consistent strategies that support the child's success.

This may include:

- Parent meetings.
- Behavioral observations.
- Individual support plans.
- Referrals to community supports.
- Collaboration with external professionals or agencies when appropriate.

Families are encouraged to share information regarding strategies that are successful at home so that consistency can be maintained across environments.

Inclusion and Individual Needs

The Centre recognizes that behavior is often a form of communication.

Children with developmental delays, communication challenges, medical needs, disabilities, or other exceptional circumstances may require individualized approaches and supports.

The Centre will make reasonable efforts to accommodate children's needs within available resources, staffing, licensing requirements, and the safety of all children and staff.

Ongoing Serious Safety Concerns

In rare situations where a child's behavior continues to present a significant safety risk to themselves, other children, or staff despite reasonable interventions, meetings, support plans, referrals, and collaborative efforts, the Centre may determine that it is unable to safely meet the child's needs within a group care environment.

Any decisions regarding continued enrollment will be made carefully, fairly, and in consultation with the family and relevant professionals whenever possible.

Documentation

Significant behavioral incidents will be documented and reviewed by management.

Documentation may include:

- Description of the incident.
- Staff response.
- Follow-up actions.
- Communication with families.
- Strategies implemented to support the child.

The Centre is committed to creating a positive, respectful, and supportive environment where children can learn appropriate social skills, develop self-regulation, build confidence, and experience success.

Infant/Toddler Child Guidance Policy

At We Care Daycare & Out of School Care, we recognize that infants/toddlers are in the earliest stages of social, emotional, physical, and cognitive development. Infant/toddlers guidance focuses on building trusting relationships, providing responsive care, and supporting children's individual needs in a safe, nurturing, and predictable environment.

Our goal is to help infants/toddlers develop a sense of security, belonging, confidence, and trust through positive interactions with caring adults.

Infants/toddlers communicate their needs through crying, facial expressions, body language, gestures, and early language. Staff recognize that behaviors such as crying, biting, grabbing toys, throwing objects, or displaying frustration are often forms of communication rather than intentional misbehavior.

Responsive Caregiving

Staff will:

- Respond promptly and sensitively to infants/toddlers needs.
- Build secure and trusting relationships with each child.
- Provide comfort, reassurance, and emotional support.
- Follow individual routines whenever possible.
- Respect each child's temperament, developmental stage, and family practices.
- Create predictable routines that help infants/toddlers feel safe and secure.

Educators strive to provide warm, positive interactions throughout the day while supporting each infant's individual development.

Positive Guidance Strategies

Infant/toddlers guidance focuses on prevention, redirection, and teaching through positive interactions.

Staff will:

- Model gentle and respectful behavior.
- Redirect infants/toddlers to appropriate activities when needed.
- Provide age-appropriate choices when developmentally appropriate.
- Use distraction and redirection to prevent conflicts.
- Encourage positive social interactions.
- Support sharing and turn-taking through gentle guidance.
- Provide a calm environment that minimizes frustration and overstimulation.
- Anticipate children's needs and prepare for transitions.

Supporting Emotional Development

Staff recognize that infants/toddlers require assistance in learning to regulate emotions.

Educators will:

- Comfort children when upset.
- Help infants/toddlers identify and express feelings through language and positive interactions.
- Support children through transitions and new experiences.
- Provide opportunities for exploration while ensuring safety.
- Encourage confidence, independence, and self-help skills as children develop.

Safety and Supervision

If an infant/toddler displays behavior that may pose a risk to themselves or others, staff will intervene immediately and respectfully to ensure safety.

Staff may:

- Redirect the child to another activity.
- Move children apart when necessary.
- Provide additional supervision.
- Offer comfort and reassurance.
- Modify the environment to reduce frustration or conflict.

Any significant incidents will be documented and communicated with families as appropriate.

Family Partnerships

Families play an important role in supporting children's development.

Staff will work collaboratively with families to:

- Share information regarding routines and developmental milestones.
- Discuss emerging behaviors and developmental needs.
- Develop consistent strategies to support the child.
- Celebrate children's growth and achievements.

Prohibited Practices

Under no circumstances will staff use any form of physical punishment, humiliation, intimidation, emotional harm, isolation, or other prohibited practices as defined by Alberta Child Care Licensing legislation.

The Centre is committed to providing a safe, nurturing, responsive, and respectful environment where infants can develop secure relationships, confidence, independence, and a lifelong love of learning.

Child Guidance Policy – Additional Procedures

At We Care Daycare & Out of School Care, child guidance is used to help children develop problem-solving skills, self-regulation, emotional awareness, responsibility, and positive social relationships. Our goal is to support children in learning appropriate behaviors through positive interactions, guidance, encouragement, and consistent expectations.

Staff recognize that challenging behaviors are often opportunities for learning and teaching. Children are supported in developing skills such as:

- Problem solving.
- Self-regulation.
- Conflict resolution.
- Emotional awareness.
- Empathy and respect for others.
- Responsibility for their actions.
- Positive communication skills.

Our approach focuses on teaching rather than punishing and recognizes that each child develops at their own pace.

Prohibited Practices

In accordance with Alberta Child Care Licensing legislation, staff, volunteers, students, and any individual working within the Centre shall not:

1. Inflict or cause physical punishment.
2. Inflict verbal, emotional, or psychological harm.
3. Humiliate, shame, ridicule, threaten, or intimidate a child.
4. Deny or threaten to deny basic needs, including food, water, shelter, clothing, rest, toileting, or comfort.
5. Use physical restraint, confinement, or isolation except as permitted by legislation and only when necessary to prevent immediate harm.
6. Use any form of degrading treatment or punishment.

These practices are strictly prohibited under all circumstances.

Supporting Children During Conflict

When conflicts arise, staff will intervene in a calm, respectful, and developmentally appropriate manner.

Staff may:

- Ensure immediate safety.
- Separate children when necessary.
- Help children identify feelings and emotions.
- Encourage children to express themselves appropriately.
- Guide children through problem-solving conversations.
- Model respectful communication.
- Teach alternative behaviors and coping strategies.
- Support children in repairing relationships when appropriate.

Each situation is unique and will be addressed with sensitivity, fairness, and consideration of the child's age, developmental level, abilities, and individual needs.

Responding to Aggressive or Unsafe Behavior

If a child demonstrates aggressive, unsafe, or harmful behavior, staff will immediately intervene to ensure the safety of all children and adults.

Interventions may include:

- Increased supervision.
- Redirection to a different activity.
- Removal from a specific activity or area until the child is able to participate safely.
- Emotional support and calming strategies.

- Collaboration with families regarding ongoing concerns.

The purpose of intervention is to ensure safety while supporting the child in learning more appropriate ways to communicate and interact with others.

Preventative Strategies

Staff work proactively to prevent challenging behaviors by:

- Maintaining active supervision.
- Providing predictable routines and transitions.
- Creating engaging, developmentally appropriate activities.
- Establishing clear and consistent expectations.
- Using positive reinforcement and encouragement.
- Modeling respectful behavior.
- Building positive relationships with children and families.
- Supporting children's social and emotional development.

Documentation and Communication

When significant behavioral incidents occur, staff will complete a Incident/Accident Report.

Documentation may include:

- Description of the incident.
- Individuals involved.
- Staff response and interventions used.
- Follow-up actions taken.
- Parent communication.
- Ongoing support strategies if required.

Parents or guardians will be informed of significant incidents involving their child.

Staff Accountability

All staff, students, and volunteers are required to follow the Centre's Child Guidance Policy and Alberta Child Care Licensing requirements.

Any concerns regarding inappropriate guidance practices will be reviewed immediately by management and addressed in accordance with Centre policies, licensing requirements, and employment standards.

The Centre is committed to maintaining a safe, respectful, inclusive, and supportive environment where children are guided with dignity, compassion, consistency, and care.

Child Guidance Strategies and Intervention Procedures

Preventative Strategies

Staff plan and organize the environment to minimize challenging behaviors and promote positive interactions among children.

Engaging Programming

Activities are planned based on children's interests, developmental abilities, and emerging skills. Engaging and meaningful experiences help children remain actively involved in learning and reduce frustration, boredom, and conflict.

Adequate Materials and Supplies

Classrooms are equipped with sufficient materials, toys, equipment, and learning opportunities to reduce competition and encourage positive play experiences.

Providing a variety of activities and choices allows staff to redirect children to alternative experiences when needed.

Predictable Routines

Daily schedules provide a balance of:

- Active and quiet experiences.
- Individual and group activities.
- Child-directed and educator-guided learning opportunities.

Predictable routines help children feel secure and understand expectations throughout the day.

Positive Transitions

Transitions are planned carefully to minimize waiting times and reduce frustration. Staff prepare children for upcoming changes and provide support during transitions between activities.

Active Supervision

Educators actively supervise children by:

- Remaining engaged and attentive.
- Monitoring interactions.
- Providing guidance and support.
- Encouraging learning and exploration.
- Anticipating potential concerns before they escalate.

Positive Communication

Staff use respectful, positive, and developmentally appropriate communication to guide children's behavior and teach problem-solving skills.

Positive Reinforcement

Positive behaviors are acknowledged and encouraged through:

- Verbal praise.
- Encouragement.
- Recognition of effort.
- Positive role modeling.
- Meaningful interactions.

Consistency

Staff maintain consistent expectations, routines, and responses throughout the program to provide children with a clear understanding of boundaries and expectations.

Clear Expectations

Children are provided with clear, age-appropriate expectations and limits that promote safety, respect, and responsibility.

As children grow and develop, expectations are adjusted to reflect their developmental abilities and increasing independence.

Modeling

Staff model respectful, caring, and compassionate behaviors, helping children learn positive ways to interact with others.

Acknowledging Feelings

Children's emotions and feelings are recognized and validated. Staff help children identify emotions and develop healthy ways to express and manage them.

Intervention Strategies

When challenging behaviors occur, staff use developmentally appropriate interventions designed to teach, support, and guide children.

Redirection

Children may be redirected to alternative activities or experiences that better meet their needs while supporting appropriate behavior.

Calm and Respectful Tone

Staff use calm, respectful communication during all interactions.

Yelling, threatening, or using harsh language is not considered appropriate practice.

Explaining Expectations

Children are provided with simple explanations regarding:

- Why a behavior is unsafe or inappropriate.
- How their actions affect others.
- Alternative choices that may be more successful.

Selective Attention

In some situations, minor attention-seeking behaviors may be ignored while positive behaviors are reinforced.

Supporting Independence

Children are encouraged to solve problems independently whenever appropriate while staff remain available to provide support and guidance.

Anticipating Triggers

Staff work to identify patterns and triggers that may contribute to challenging behavior and develop proactive strategies to support success.

Problem Solving

Children are encouraged to develop problem-solving skills by discussing solutions, making choices, negotiating, sharing, and resolving conflicts respectfully.

Natural and Logical Consequences

When appropriate and developmentally suitable, staff may use natural or logical consequences to help children understand the outcomes of their choices.

Ensuring Safety

If a child poses an immediate risk to themselves or others, staff will intervene promptly to ensure everyone's safety.

Interventions may include:

- Increased supervision.
- Redirecting the child.
- Separating children involved in a conflict.
- Providing one-to-one support until the child is able to safely return to the activity.

Children are never isolated, humiliated, restrained, or excluded as a form of punishment.

Seeking Additional Support

Staff are encouraged to seek assistance whenever concerns arise.

Support may include:

- Consulting with co-workers.
- Consulting with supervisors or management.
- Reviewing observation documentation.
- Developing support plans.
- Accessing community resources and professional supports.

No single staff member is expected to independently manage ongoing behavioral concerns without support.

Supporting Children with Additional Needs

The Centre recognizes that some children may experience developmental, behavioral, communication, sensory, emotional, or medical challenges that affect their behavior.

Staff will:

- Work collaboratively with families.
- Utilize available inclusion supports and community resources.
- Develop individualized support strategies.
- Make reasonable accommodations whenever possible.
- Focus on each child's strengths and abilities.

The Centre is committed to inclusion and supporting children within available staffing, resources, licensing requirements, and safety considerations.

Behavioral Documentation

Behavioral Incident Reports will be completed when significant incidents occur, including incidents involving:

- Hitting.
- Biting.
- Kicking.
- Aggressive behavior.
- Elopement or running away from supervision.
- Significant safety concerns.
- Repeated disruptive behavior.

Reports will be reviewed with parents or guardians and maintained in accordance with Centre procedures.

Parent Communication and Meetings

When behavioral concerns become ongoing, staff will communicate regularly with families.

Additional steps may include:

- Parent meetings.
- Development of behavior support plans.
- Referrals to community resources.
- Collaboration with external professionals.
- Ongoing monitoring and review.

The goal is to work collaboratively with families to support the child's success within the program.

Continued Enrollment

The Centre is committed to making reasonable efforts to support all children within a group care environment.

In rare situations where significant safety concerns continue despite interventions, support plans, referrals, accommodations, and collaborative efforts, management may determine that the Centre is unable to safely meet the child's needs within available resources and licensing requirements.

Any decisions regarding enrollment will be made carefully, fairly, and in consultation with the family whenever possible.

Duty to Report Child Abuse or Neglect

All staff are legally required to report suspected child abuse or neglect in accordance with Alberta legislation.

If a staff member has reasonable grounds to believe that a child may be abused, neglected, or otherwise in need of intervention, they must immediately report their concerns to the appropriate authority.

Staff will:

- Document observations and concerns.
- Follow reporting requirements.
- Cooperate with investigations when required.

The identity of individuals making reports is protected under Alberta legislation.

The Centre will not notify families when a report has been made unless directed to do so by the investigating authority.

Aide in Child Care Facility

Regulation

- 4 (1) (e) while the guardian is at work, at school or attending training sessions, the following child focused services:
- (iii) the cost of an aide, if required, for the child attending a day care facility or an out-of-school program if the aide is needed because of the child's disability to ensure the safety and supervision of the child and to have the child included in activities;

INTENT

- ♦ The intent of this service is to ensure children with disabilities are included in day care facilities and out-of-school care programs. The FSCD Program provides additional support for the extra safety and supervision needs of the child with a disability, thus providing parents with the same options for child care as parents of children who do not have additional safety and supervision needs.

POLICY

- ♦ The FSCD Program may assist with the cost of an aide in day care or out-of-school care to ensure the safety and supervision or inclusion of children with disabilities when parents are working or attending educational or training programs.
- ♦ Aide services will not be provided if the child is eligible to receive the same service from another government department, such as Alberta Education or Alberta Health.

The aide is to provide support for **safety, supervision** and **inclusion**. Therefore, the goals on the service plan must be supporting 1 or all 3 of these things. The aide is **not** there to provide developmental support to the child. This is what PUF funding and Specialized Services funding is for. Also, the nature of the daycare programming itself works on developmental goals, so the aide is just there to support the child with being included in those activities along with the other children.

Adult–Child Interactions

At We Care Daycare & Out of School Care, we believe that positive relationships are the foundation of children's learning, development, confidence, and well-being.

Staff are expected to interact with children in a respectful, responsive, caring, and supportive manner that promotes a sense of belonging, independence, and self-worth. Educators recognize that every interaction with a child is an opportunity to build trust, foster learning, and support healthy development.

Staff will:

- Follow children's interests and encourage child-led learning whenever possible.
- Invite children to participate in activities while respecting their right to choose.
- Listen actively and respond thoughtfully to children's ideas, questions, and concerns.
- Encourage exploration, creativity, and problem-solving.
- Use positive and respectful language at all times.
- Support children's emotional, social, physical, and cognitive development.
- Acknowledge children's feelings and emotions.
- Build trusting relationships through consistent, responsive care.
- Promote a sense of belonging and inclusion for every child.
- Respect each child's individual personality, temperament, culture, language, and abilities.

Supporting Independence

Educators support children's growing independence by:

- Encouraging children to complete tasks independently when developmentally appropriate.
- Providing opportunities for decision-making and choice.
- Respecting each child's right to attempt tasks on their own.
- Offering assistance only when needed.
- Recognizing effort and perseverance.
- Supporting self-help skills such as dressing, toileting, eating, and cleaning up.

Guiding Behaviour

Staff guide children's behavior through positive interactions and respectful communication.

Educators will:

- Establish clear and consistent expectations.
- Model appropriate behavior.
- Redirect inappropriate behavior when possible.
- Help children solve problems and resolve conflicts.
- Encourage responsibility and accountability.
- Use developmentally appropriate natural and logical consequences when appropriate.

- Focus on teaching and learning rather than punishment.

All interactions shall comply with Alberta Child Care Licensing legislation and the Centre's Child Guidance Policy.

Respectful Relationships

Staff will:

- Speak to children respectfully and calmly.
- Encourage cooperation and empathy.
- Celebrate children's successes and accomplishments.
- Foster positive peer relationships.
- Support children's confidence and self-esteem.
- Create an environment where children feel safe, valued, and heard.

The Centre does not permit any practices that humiliate, shame, threaten, intimidate, or emotionally harm children.

Inclusion and Diversity Policy

We Care Daycare & Out of School Care we are committed to creating welcoming, inclusive, and respectful environments where every child and family feels valued, accepted, and represented.

We recognize and celebrate the uniqueness of every child, family, staff member, and community member. Diversity enriches our learning environment and helps children develop respect, empathy, understanding, and appreciation for others.

Inclusive Practices

The Centre strives to:

- Respect all children and families regardless of race, ethnicity, culture, language, religion, family structure, gender identity, ability, socioeconomic status, or background.
- Provide learning experiences that reflect the diversity of our community.
- Encourage children to appreciate similarities and differences among people.
- Promote kindness, acceptance, empathy, and respect.
- Support children's sense of identity and belonging.
- Foster positive self-esteem and self-confidence.

Learning Through Diversity

Children are exposed to diverse experiences through:

- Books and literature.
- Music and dance.
- Art experiences.
- Cultural activities.
- Community experiences.
- Dramatic play materials.
- Discussions and conversations.
- Guest visitors and family participation.

Learning opportunities are presented in an age-appropriate, respectful, and objective manner to encourage understanding and appreciation of diversity.

Family Participation

Families are encouraged to share:

- Cultural traditions.
- Languages.
- Celebrations.
- Foods.
- Stories.
- Music.
- Family customs and experiences.

The Centre values family contributions and recognizes families as important partners in children's learning.

Holiday Celebrations

Holiday celebrations provide meaningful opportunities for children to learn about diversity, culture, traditions, and community.

The Centre may recognize a variety of holidays, celebrations, and cultural events throughout the year through activities such as:

- Stories and books.
- Arts and crafts.
- Music and movement.
- Special snacks and foods.
- Cultural presentations.
- Community projects.
- Charitable initiatives.

- Guest speakers and visitors.

Participation in holiday activities is intended to promote understanding, respect, and appreciation for different cultures, traditions, and beliefs.

Families are encouraged to share information about holidays or celebrations that are important to their family. Staff will work collaboratively with families to explore appropriate ways to recognize and celebrate these occasions within the program.

All celebrations and activities will be inclusive, respectful, educational, and developmentally appropriate for the children participating.

The Centre is committed to creating an environment where all children and families feel welcomed, respected, represented, and valued.

Technology and Electronic Device Policy

We Care Daycare & Out of School Care recognize that technology can be a valuable educational tool when used appropriately and under supervision. Technology is intended to supplement children's learning experiences and is not intended to replace active play, social interaction, outdoor play, creative experiences, or educator-led programming.

This policy applies to Centre-owned technology as well as personal electronic devices brought from home.

Purpose

The purpose of this policy is to:

- Promote safe and responsible technology use.
- Support children's learning and development.
- Encourage digital citizenship and online safety.
- Establish clear expectations for children, families, and staff.
- Ensure technology use remains balanced with active play and social interaction.

Acceptable Technology Use

Technology may be used for:

- Educational games and activities.
- Literacy and numeracy experiences.
- Research and learning projects.
- Music and movement activities.
- Dance and physical activity programs.
- Creative and artistic activities.
- Communication supports and accessibility needs.

- Special events and celebrations.
- Teacher-directed learning experiences.

Technology use will always be supervised by staff.

General Expectations

Children using technology are expected to:

- Handle equipment respectfully and safely.
- Use two hands when carrying devices.
- Remain seated or standing safely while using devices.
- Keep food and beverages away from technology.
- Follow staff instructions at all times.
- Use technology only in designated areas.
- Respect the privacy and personal information of others.
- Immediately notify staff if they encounter content that is confusing, inappropriate, or makes them uncomfortable.

Children are not permitted to:

- Access websites, applications, or content without staff approval.
- Share personal information online.
- Download programs or applications.
- Attempt to alter device settings.
- Use technology in a manner that is unsafe, disruptive, or disrespectful.

Personal Electronic Devices

Personal devices such as tablets, handheld gaming systems, laptops, and similar electronic devices may only be brought to the Centre with parental permission and approval from management.

When permitted:

- Devices must be clearly labeled.
- Devices must be given to staff upon arrival for safe storage.
- Devices may only be used during approved times.
- Staff reserve the right to limit or discontinue use if concerns arise.

The Centre is not responsible for lost, stolen, damaged, or misplaced personal electronic devices.

Families are encouraged to leave valuable items at home.

Screen Time Guidelines

Technology use is balanced with active play, outdoor experiences, social interaction, and hands-on learning.

As a general guideline:

- School Days: Up to 15 to 20 minutes of approved personal technology use.
- Non-School Days, School Breaks, and Summer Programming: Up to 30 minutes to 1 hr. of approved personal technology use.

Technology use may vary based on:

- Parent requests.
- Individual support plans.
- Accessibility needs.
- Educational programming.
- Special events.

Staff may adjust technology access based on individual circumstances.

Television and Media

The Centre may occasionally utilize television, projectors, smart displays, or large-screen monitors as part of planned programming.

Television and video content will:

- Be developmentally appropriate.
- Support educational or recreational programming goals.
- Be planned and documented within programming where applicable.
- Be supervised by staff at all times.

Generally:

- Preschool programming will utilize G-rated content.
- Kindergarten and Out of School Care programming may utilize G or PG-rated content with parental awareness and approval where required.

Television viewing is not a daily program activity and is typically reserved for special events, educational programming, movement activities, cultural experiences, or occasional celebrations.

Children Under Two Years of Age

The Centre recognizes current recommendations regarding screen exposure for young children.

Children under two years of age will not participate in routine screen-based activities.

Technology may occasionally be used to support:

- Music and movement activities.
- Dance experiences.
- Interactive sensory experiences.
- Documentation of learning experiences.

Any technology use for children under two years of age will be limited, purposeful, supervised, and incorporated into planned programming.

Internet Safety

Children accessing the internet under staff supervision will be taught age-appropriate online safety practices, including:

- Protecting personal information.
- Using technology respectfully.
- Reporting inappropriate content.
- Asking adults for assistance when unsure.

Staff will monitor children's internet use and ensure access remains appropriate and safe.

Technology Misuse

If a child uses technology inappropriately, staff will:

1. Review expectations with the child.
2. Redirect the child to appropriate use.
3. Document concerns when necessary.
4. Communicate with families if concerns persist.

Repeated misuse may result in temporary suspension of technology privileges.

When significant concerns arise, management may meet with the family to develop a plan for future technology use.

Accessibility and Inclusion

The Centre recognizes that some children may require technology as part of an individualized support plan, communication system, transition plan, educational accommodation, or medical need.

In these circumstances, individualized arrangements may be made in consultation with families and supporting professionals.

Parent Acknowledgement

Parents and guardians will receive a copy of the Technology and Electronic Device Policy and may be required to provide consent for participation in technology-based activities, internet access, or personal device use.

By working together, families and educators can help children develop safe, responsible, and positive technology habits while maintaining a balanced and engaging childcare experience.

Family Celebrations and Special Events

We Care Daycare & Out of School Care, value family involvement and recognize the importance of celebrations, traditions, and community events in children's lives.

Throughout the year, the Centre may host special events, celebrations, cultural activities, and family gatherings that help strengthen relationships between children, families, staff, and the community.

Families will be provided advance notice regarding upcoming events and are encouraged to participate whenever possible.

Winter and Holiday Celebrations

The Centre recognizes and celebrates a variety of seasonal, cultural, and holiday traditions throughout the year.

During the winter season, the Centre may host special holiday activities, celebrations, performances, classroom projects, and family events.

One of our annual traditions may include a Holiday or Christmas Celebration where children and families are invited to participate in activities, food, music, and community-building experiences.

Information regarding dates, times, and participation opportunities will be communicated to families in advance.

The Centre respects and values the diverse cultural, religious, and family traditions represented within our community and strives to ensure all celebrations are inclusive, respectful, and welcoming.

Summer Family Barbecue

The Centre may host an annual Summer Family Barbecue or Family Celebration.

This event provides an opportunity for:

- Families to meet one another.
- Children to celebrate the summer season.
- Staff and families to build positive relationships.
- The Centre community to come together in a relaxed and enjoyable setting.

All enrolled children and their families are welcome and encouraged to attend.

Information regarding the event will be communicated to families in advance.

Birthday Celebrations

The Centre recognizes that birthdays are important milestones for children and strives to make each child feel valued and celebrated on their special day.

Birthday celebrations may include:

- Special recognition during the day.
- Birthday songs.
- Classroom celebrations.
- Special activities chosen by the child when appropriate.

Families wishing to provide food or treats for birthday celebrations must speak with classroom staff in advance. Please make sure all treats are **NUT FREE**.

To support healthy eating practices and ensure the safety of all children:

- Food items must be approved by staff prior to being brought to the Centre.
- Nut products are not permitted.
- Families are encouraged to provide healthy food options whenever possible.

Examples may include:

- Fruit trays.
- Vegetables and dip.
- Cheese and crackers.
- Yogurt products.
- Other approved healthy snack options.

The Centre reserves the right to decline food items that do not meet safety, allergy, or nutritional requirements.

Communication Policy

Open Door Policy

The Centre values family involvement and believes that strong partnerships between families and educators contribute to children's success.

Parents and guardians are welcome to visit their child at the Centre during operating hours.

To support children's routines and minimize disruptions, families are encouraged to communicate with staff regarding the timing and purpose of extended visits.

If a family member wishes to spend an extended period of time with a child, staff may recommend utilizing a common area, office space, or other designated area when available.

When removing a child from a classroom or returning a child to a classroom during a visit, families must notify staff so attendance and supervision records remain accurate.

The Centre maintains an open-door philosophy while balancing the needs of all children within the program.

Child Sign-In and Sign-Out

Our children's sign-in and sign-out sheets are located in the front hallway. All parents and guardians are required to sign their child in upon arrival and sign them out upon departure each day. We encourage families to complete the sign-in and sign-out process consistently, as it is an important part of maintaining accurate attendance records and ensuring the safety of all children in our care.

Family Communication and Information Sharing

The Centre believes that ongoing communication between families and educators is essential to supporting children's development, well-being, and success.

Families are encouraged to:

- Speak regularly with educators.
- Share important information regarding their child.
- Ask questions and provide feedback.
- Participate in Centre activities and events.
- Volunteer when opportunities are available.

Educators and families work together to share information regarding:

- Children's development.
- Daily experiences.
- Health and wellness.

- Interests and strengths.
- Emerging needs or concerns.

Communication Methods

Information may be shared through:

- Daily conversations.
- Parent meetings.
- Telephone calls.
- Email communication.
- Newsletters.
- Parent information boards.
- Written notices.
- Program updates.
- Text messages

Families are encouraged to regularly review notices, newsletters, emails, and posted information to remain informed about Centre programs, policies, events, and important announcements.

Parent Feedback and Concerns

The Centre welcomes feedback and values open communication.

If a parent has a question or concern regarding their child's care or classroom experience, they are encouraged to:

1. Speak directly with the classroom educator.
2. Contact the Room Supervisor, if applicable.
3. Contact the Director or designated management staff if further discussion is required.

The Centre is committed to addressing concerns respectfully, professionally, and in a timely manner.

Office Hours

Management is generally available Monday through Friday during regular business hours.

Families may contact the Centre by phone, email, text message or in person.

The Centre will make reasonable efforts to respond to parent inquiries within one business day whenever possible.

Tours and Enrollment Inquiries

Families interested in enrolling their child are encouraged to schedule a tour with management.

Tours provide an opportunity to:

- Learn about the Centre's programs.
- Review policies and procedures.
- Ask questions.
- Meet staff members.
- Explore the learning environment.

Appointments are recommended to ensure staff are available to provide a thorough and informative tour.

The Centre values open, respectful, and collaborative communication and believes strong partnerships with families contribute to positive outcomes for children.

Involvement of Children and Families in Planning

At We Care Daycare & Out of School Care, we believe that families are children's first and most important teachers. Strong partnerships between families and educators help create meaningful learning experiences and support children's growth, development, and well-being.

We are committed to involving children and families in the planning, implementation, and evaluation of our programs.

Family Involvement

Families are encouraged to actively participate in Centre life through:

- Visiting the Centre.
- Participating in special events and celebrations.
- Volunteering for activities and field trips.
- Sharing family traditions, cultures, languages, and experiences.
- Providing materials and resources for children's learning.
- Participating in fundraising activities.
- Attending family meetings and workshops.
- Providing feedback regarding Centre operations and programming.

The Centre maintains an Open Door Policy and welcomes family involvement whenever possible.

Family Input into Programming

Family feedback helps shape the Centre's programs and activities.

Families may contribute ideas and suggestions regarding:

- Learning experiences.
- Classroom activities.
- Special events.
- Field trips.
- Cultural celebrations.
- Community involvement opportunities.
- Program improvements.

Family input may be gathered through:

- Daily conversations.
- Parent meetings.
- Emails.
- Telephone calls.
- Surveys and questionnaires.
- Suggestion boxes.
- Family events and gatherings.

Suggestions and feedback are reviewed by management and staff and may be incorporated into future planning whenever possible.

Child Involvement in Planning

Children play an active role in planning their learning experiences.

Educators observe children's:

- Interests.
- Questions.
- Curiosities.
- Strengths.
- Skills.
- Developmental needs.
- Ideas and suggestions.

These observations are used to develop meaningful experiences, projects, activities, and learning opportunities that reflect children's interests and support their development.

Children are encouraged to:

- Share ideas.
- Make choices.
- Participate in decision-making.
- Help plan activities and projects.
- Contribute to classroom discussions.

Family Events and Community Building

Throughout the year, the Centre may host special events that encourage family participation and strengthen community connections.

Examples may include:

- Summer Family Barbecue.
- Mother's Day Celebrations.
- Father's Day Celebrations.
- Holiday Celebrations.
- Cultural Events.
- Family Potlucks.
- Open Houses.
- Community Workshops.
- Family Appreciation Events.

Families will receive advance notice of upcoming events and are encouraged to participate whenever possible.

Sharing Resources and Experiences

Families are welcome to contribute resources that support children's learning and exploration.

Examples may include:

- Recyclable materials.
- Art supplies.
- Books.
- Cultural items.
- Community resources.
- Educational materials.
- Guest presentations.

The Centre appreciates family contributions and values the unique knowledge and experiences families bring to the program.

Family Roles and Responsibilities

Families play an essential role in ensuring the health, safety, and success of their child while attending the Centre.

Arrival and Departure

Parents and guardians are responsible for:

- Bringing their child directly to a staff member upon arrival.
- Ensuring staff are aware of their child's arrival.
- Signing their child in and out each day.
- Supervising their child until they have been transferred to staff supervision.
- Supervising their child immediately upon pick-up.

Authorized Pick-Up

If someone other than a parent or guardian will be picking up a child, families must notify the Centre in advance by:

- Phone call.
- Email.
- Written note.
- Text message.

Authorized individuals may be required to provide government-issued photo identification before a child is released.

The Centre will not release a child to an unauthorized individual.

Attendance and Absences

Families are asked to notify the Centre as soon as possible if:

- Their child will be absent.
- Their child will arrive late.
- Their child will be leaving early.
- Transportation arrangements change.

Whenever possible, absences should be reported by 9:00 a.m. to assist with staffing, programming, and meal planning.

Emergency Contact Information

Parents and guardians must immediately notify the Centre of any changes to:

- Home address.
- Phone numbers.
- Emergency contacts.
- Custody arrangements.
- Medical information.
- Authorized pick-up individuals.

Accurate contact information is essential in the event of an emergency.

Providing Necessary Supplies

Families are responsible for ensuring their child arrives prepared for the day.

Depending on the child's age and needs, this may include:

- Appropriate seasonal clothing.
- Indoor shoes.
- Diapers.
- Wipes.
- Formula or infant food.
- Lunches.
- Extra clothing.
- Comfort items.
- Required medications.
- Specialized dietary items.

Partnership in Learning

Families are encouraged to:

- Share information about their child's interests and development.
- Participate in goal-setting discussions.
- Review developmental information shared by educators.
- Communicate any concerns or changes that may affect their child.
- Work collaboratively with educators to support their child's success.

The Centre values open communication and recognize that successful outcomes for children are achieved through strong partnerships between families and educators.

Grievance and Conflict Resolution Policy

We Care Daycare & Out of School Care is committed to maintaining positive relationships with children, families, staff, and community partners. We believe that concerns and disagreements can often be resolved through respectful communication, collaboration, and problem-solving.

Families are encouraged to share questions, concerns, suggestions, and feedback at any time.

Resolving Concerns

If a parent or guardian has a concern regarding their child's care, classroom experiences, programming, staff interactions, or Centre operations, we encourage the following process:

Step 1 – Speak with the Educator

Whenever appropriate, families are encouraged to first discuss their concerns with the classroom educator directly. Many concerns can be resolved quickly through open communication.

Step 2 – Speak with Management

If the concern is not resolved or requires additional support, families may contact:

- The Room Supervisor (if applicable)
- The Assistant Director
- The Director
- The Owner

Management will review the concern, gather information as necessary, and work collaboratively with all parties to seek a fair and appropriate resolution.

Step 3 – Resolution

Management will communicate the outcome of the review and any actions taken. Depending on the nature of the concern, communication may occur verbally, in writing, or through a scheduled meeting.

The Centre strives to address concerns in a timely, respectful, and professional manner.

Non-Retaliation

Families are encouraged to express concerns without fear of retaliation or negative impact on their child's care.

The Centre values open communication and constructive feedback.

Complaint Policy

The Centre welcomes feedback, suggestions, and concerns regarding any aspect of our programs and services.

Complaints may relate to:

- Centre policies and procedures.
- Programming.
- Communication.
- Nutrition and menus.
- Hours of operation.
- Transportation.
- Billing and payments.
- Staff interactions.
- Health and safety concerns.
- General Centre operations.

Families may communicate concerns through:

- In-person meetings.
- Telephone calls.
- Email communication.
- Written correspondence.
- Suggestion forms.
- Suggestion boxes.

Where appropriate, private meetings may be arranged with management to discuss concerns in greater detail.

All complaints will be:

- Taken seriously.
- Reviewed fairly and respectfully.
- Handled confidentially whenever possible.
- Addressed within a reasonable timeframe.

The Centre values family feedback as an important part of ongoing quality improvement.

If a family believes that a concern has not been adequately addressed, they may contact the Alberta Child Care Licensing Office.

Parent Communication & Concerns

If your child ever tells you something that causes you concern, or you feel that an incident may have occurred while they were in our care, we encourage you to contact us as soon as possible. Prompt communication allows us to investigate the concern thoroughly while the details are still fresh. We will speak with the staff involved, review any available information, and have an open conversation with you about our findings.

If, during our investigation, we believe the concern may involve a reportable incident or we are unable to adequately address the situation within the centre, we have a legal obligation to contact Child Care Connect and report the matter. The safety and well-being of every child is our highest priority.

We also want parents to know that if, after speaking with us, you feel your concerns have not been addressed or you are not satisfied with our response, you have the right to contact Child Care Connect to discuss your concerns or seek additional guidance.

We believe that open, honest, and respectful communication between families and our centre is essential in providing a safe, supportive, and positive environment for all children.

Confidentiality Policy

We Care Daycare & Out of School Care we committed to protecting the privacy and confidentiality of children, families, staff, volunteers, and Centre operations.

Information collected during enrollment and throughout a child's participation in the program is confidential and will only be accessed by authorized individuals who require the information to provide care, ensure safety, or fulfill legal obligations.

Confidential information includes, but is not limited to:

- Enrollment records.
- Medical information.
- Emergency contact information.
- Developmental records.
- Behavioral documentation.
- Financial information.
- Family circumstances.
- Incident reports.

All staff; students, volunteers, and contractors are required to maintain confidentiality and sign confidentiality agreements where applicable.

Confidential information will not be disclosed without consent except where required by law, including situations involving:

- Child intervention investigations.
- Licensing investigations.
- Medical emergencies.
- Court orders.
- Other legal obligations.

Families are expected to respect the privacy of other children, families, and staff while attending the Centre.

School Partnership and Communication Policy

The Centre values strong partnerships with schools attended by children enrolled in our Kindergarten and Out of School Care programs.

Collaboration with schools supports children's successful transitions, safety, communication, and overall well-being.

The Centre will:

- Maintain communication regarding transportation arrangements.
- Communicate school attendance concerns when necessary.
- Remain informed regarding school calendars, professional development days, holidays, and special events.
- Coordinate transportation services.
- Support smooth transitions between school and childcare settings.
- Participate in school meetings when appropriate and authorized by families.

Families will be informed of any significant transportation or school-related changes affecting their child.

Community Partnership Policy

The Centre recognizes the importance of community partnerships in supporting children and families.

When families require additional support, staff will make reasonable efforts to provide information, resources, referrals, and guidance.

Community resources may include:

- Family support services.
- Early intervention programs.
- Inclusive Child Care supports.
- Providence Children's Centre programs.
- Family Matters Resource Services.
- Alberta Health Services.

- Public libraries.
- Recreation programs.
- Mental health supports.
- Educational services.

When appropriate and with family consent, staff may collaborate with outside professionals and support agencies to help meet a child's needs.

Community Involvement

The Centre values community engagement and may invite community members and professionals to participate in educational activities and special events.

Examples may include:

- Dental health presentations.
- Community helpers.
- Cultural presenters.
- Library programs.
- Health and wellness education.
- Emergency services visits.

These experiences help children build community connections and expand their learning opportunities.

Supporting Families

The Centre maintains information regarding community resources that may benefit families.

Staff are available to assist families in locating information and referrals when requested and will work collaboratively to support the well-being of children and families whenever possible.

The Centre believes that strong partnerships with families, schools, community agencies, and support services contribute to positive outcomes for children and create a strong foundation for lifelong learning and success.

Guest Speakers and Parent Workshops

We Care Daycare & Out of School Care recognize the importance of ongoing learning, family engagement, and community involvement. We strive to provide opportunities for families, children, staff, and community members to share knowledge, experiences, skills, and resources that support children's growth and development.

Families are encouraged to provide suggestions regarding topics of interest for parent workshops, guest presentations, and educational events. Feedback may be gathered through conversations, surveys, suggestion boxes, parent meetings, and family events.

Workshop and presentation topics may include:

- Child development.
- Positive parenting strategies.
- Health and wellness.
- Nutrition and healthy lifestyles.
- School readiness.
- Mental health and well-being.
- Inclusion and diversity.
- Community resources.
- Safety and emergency preparedness.
- Child guidance and behavior support.
- Family relationships and communication.

The Centre will make reasonable efforts to offer workshops, information sessions, and educational opportunities throughout the year based on family interests and available community resources.

Parent Participation

Parent involvement is welcomed and encouraged.

Families are invited to share their:

- Cultural traditions and celebrations.
- Languages.
- Storytelling experiences.
- Music and dance.
- Artistic talents.
- Professional knowledge and expertise.
- Hobbies and interests.
- Community connections.

We particularly welcome opportunities to provide multicultural experiences that help children develop an appreciation for diversity, inclusion, and the unique backgrounds represented within our Centre community.

Guest Speakers

The Centre may invite guest speakers, community professionals, and community organizations to participate in classroom experiences, family events, workshops, and special activities.

Examples may include:

- Health professionals.
- Dentists and dental hygienists.
- Firefighters and emergency personnel.

- Police and community safety officers.
- Librarians.
- Cultural presenters.
- Early childhood specialists.
- Educational professionals.
- Community support agencies.

Guest speakers are selected to enhance children's learning experiences, support family education, and strengthen community connections.

Community Partnerships

The Centre values collaboration with families and community organizations and believes that strong partnerships contribute to positive outcomes for children and families.

By sharing knowledge, experiences, and resources, we can create a rich learning environment that supports children's development and fosters a strong sense of community, belonging, and lifelong learning.

Staff Qualifications and Professional Development Policy

We Care Daycare & Out of School Care recognize that qualified, knowledgeable, and caring educators are essential to providing high-quality early learning and childcare programs.

The Centre is committed to hiring qualified staff, supporting ongoing professional development, and maintaining high standards of professionalism, safety, and ethical practice.

Staff Qualifications

All educators working directly with children must hold certification issued by the Government of Alberta in accordance with current Alberta Early Learning and Child Care requirements.

Staff certifications may include:

- Early Childhood Educator Level 1
- Early Childhood Educator Level 2
- Early Childhood Educator Level 3

The Centre maintains copies of all staff certifications as required by legislation.

Staff qualifications and certifications are available for review upon request and may be posted in accordance with licensing requirements.

Criminal Record Checks

All employees, students, volunteers, contractors, and individuals who may have direct contact with children must provide:

- A Criminal Record Check.
- A Vulnerable Sector Search where required.

Criminal Record Checks must:

- Be dated no more than six months prior to commencement of employment or volunteer service.
- Meet current Alberta Child Care Licensing requirements.
- Be renewed and updated as required by legislation and Centre policy.

Individuals who do not meet screening requirements will not be permitted unsupervised access to children.

First Aid Certification

All primary childcare staff are required to maintain:

- A valid Standard First Aid Certificate.
- Infant and Child CPR certification.

Staff are responsible for ensuring certifications remain current.

The Centre may provide opportunities and support for staff to renew required certifications.

Professional Development

The Centre encourages lifelong learning and continuous professional growth.

Staff are encouraged to participate in:

- Professional development workshops.
- Conferences.
- Training sessions.
- Online learning opportunities.
- Inclusion and diversity training.
- Child development education.
- Health and safety training.
- Child guidance and behavior support training.
- Community-based learning opportunities.

Where available, staff are encouraged to access Government of Alberta professional development funding and other educational opportunities.

The Centre may also provide in-house training sessions, staff meetings, and professional learning opportunities throughout the year.

Orientation

All new employees, students, and volunteers participate in an orientation process prior to working independently with children.

Orientation may include:

- Centre policies and procedures.
- Child guidance practices.
- Health and safety procedures.
- Emergency procedures.
- Supervision expectations.
- Inclusion and diversity practices.
- Confidentiality requirements.
- Licensing requirements.
- Program philosophy and curriculum.

Employment Status

The Centre may classify employees as:

Probationary Employees

Employees who have completed less than three months of service or who are within their probationary period.

Permanent Employees

Employees who have successfully completed their probationary period and whose employment has been confirmed by management.

Employment classifications are subject to applicable employment legislation and Centre policies.

Staff Evaluations and Performance Reviews

Staff performance is reviewed regularly to support professional growth and maintain quality programming.

Performance reviews may include:

- Classroom observations.
- Goal setting.
- Professional development planning.
- Feedback discussions.
- Annual evaluations.

Staff are encouraged to participate actively in their professional growth and continuous improvement.

Director and Management Responsibilities

The Director and management team are responsible for ensuring the safe, effective, and professional operation of the Centre.

Responsibilities may include:

Program Administration

- Maintaining licensing compliance.
- Implementing Centre policies and procedures.
- Overseeing daily operations.
- Supporting program quality and curriculum development.
- Monitoring enrollment and waitlists.
- Maintaining required records and documentation.

Staff Leadership

- Recruiting and hiring staff.
- Orienting new employees.
- Providing coaching and mentorship.
- Conducting performance evaluations.
- Supporting professional development.
- Maintaining staffing schedules and ratios.
- Ensuring compliance with Centre policies and licensing requirements.

Family and Community Relations

- Meeting with prospective families.
- Addressing concerns and complaints.
- Maintaining positive family relationships.
- Coordinating communication with community partners.
- Supporting family engagement initiatives.

Health and Safety

- Ensuring compliance with health, safety, fire, and licensing requirements.
- Maintaining emergency procedures.
- Supporting safe medication administration practices.
- Monitoring staff and child records.
- Promoting healthy and safe learning environments.

Financial and Operational Responsibilities

- Managing budgets and expenditures.
- Monitoring revenue and expenses.
- Maintaining financial records.
- Overseeing grants, subsidies, and funding requirements.
- Purchasing supplies and equipment.
- Ensuring adequate insurance coverage.

Assistant Director

The Assistant Director supports the Director in the daily operation of the Centre and may assume leadership responsibilities in the Director's absence.

The Assistant Director assists with:

- Staff supervision.
- Program implementation.
- Family communication.
- Licensing compliance.
- Health and safety procedures.
- Daily operational needs.

Commitment to Quality Care

The Centre believes that investing in staff qualifications, professional development, leadership, and continuous learning creates a positive environment for children, families, and educators and supports the delivery of high-quality early learning and childcare services.

Early Childhood Educator Responsibilities and Staff Orientation

Early Childhood Educators

Early Childhood Educators are responsible for the daily care, supervision, safety, learning, and well-being of children enrolled at We Care Daycare & Out of School Care.

Educators work collaboratively with management, families, community partners, and support professionals to provide high-quality early learning and childcare experiences.

Qualifications

Educators must possess certification issued by the Government of Alberta, including one of the following:

- Early Childhood Educator Level 1
- Early Childhood Educator Level 2
- Early Childhood Educator Level 3

In addition, educators must:

- Hold a valid Standard First Aid and CPR Certificate.
- Meet Criminal Record Check and Vulnerable Sector Search requirements.
- Demonstrate professionalism, reliability, flexibility, and positive interpersonal skills.
- Be physically capable of performing childcare duties.
- Demonstrate a commitment to ongoing professional development.

Program Responsibilities

Educators are responsible for:

Program Planning

- Planning and implementing developmentally appropriate learning experiences.
- Supporting children's interests, strengths, and emerging skills.
- Providing a balance of indoor, outdoor, active, quiet, individual, and group experiences.
- Creating inclusive learning environments that support all children.
- Observing, documenting, and evaluating children's development and learning.
- Contributing to program reviews and quality improvement initiatives.

Child Development and Inclusion

- Supporting children's social, emotional, physical, cognitive, and language development.
- Collaborating with families and support professionals when individualized supports are required.
- Participating in meetings related to individual support plans, developmental goals, and inclusion strategies.
- Supporting children with diverse learning and developmental needs.

Environment and Materials

- Maintaining organized, safe, and engaging learning environments.
- Ensuring materials and equipment are developmentally appropriate and in good repair.
- Maintaining classroom inventories and supply requests.
- Supporting children's independence and exploration.

Family and Community Relationships

Educators will:

- Welcome children and families each day.
- Support smooth transitions into care.
- Communicate regularly with families regarding children's experiences and development.
- Maintain confidentiality.
- Collaborate respectfully with families, specialists, schools, and community agencies.
- Share information with management regarding concerns, observations, and program needs.

Supervision and Leadership

Depending on qualifications and responsibilities, educators may:

- Support and mentor new staff.
- Assist practicum students and volunteers.
- Provide guidance to substitutes.
- Support implementation of Centre policies and procedures.
- Participate in team planning and collaboration.

Professional Responsibilities

All educators are expected to:

- Follow Alberta Child Care Licensing legislation.
- Follow Centre policies and procedures.
- Maintain professional boundaries.
- Attend staff meetings and training opportunities.
- Participate in professional development.
- Dress appropriately for childcare environments.
- Maintain confidentiality.
- Use respectful and professional communication at all times.

Personal telephone use should be limited to break periods except in emergency situations.

Health and Safety Responsibilities

Educators are responsible for:

- Maintaining active supervision of children.
- Following emergency procedures.
- Participating in fire drills and emergency preparedness activities.
- Reporting hazards, incidents, injuries, and concerns immediately.
- Completing required documentation.
- Maintaining current emergency contact information.

- Administering medications in accordance with Centre policies.
- Following infection prevention and control practices.
- Supporting safe transportation and field trip procedures.
- Reporting suspected child abuse or neglect as required by law.
- Releasing children only to authorized individuals.

Food Services Staff (Cook)

Where applicable, the Centre may employ food services personnel responsible for food preparation and kitchen operations.

Qualifications

Food services staff must:

- Hold a valid Food Safety Certificate where required.
- Meet Criminal Record Check requirements.
- Follow Alberta Health Services food handling standards.

Responsibilities

Food services staff may be responsible for:

- Preparing Centre-provided snacks.
- Accommodating approved dietary restrictions and allergies.
- Maintaining sanitation and food safety standards.
- Maintaining food inventories and supply orders.
- Cleaning and sanitizing kitchen areas and equipment.
- Recording menu substitutions and changes.
- Supporting healthy nutrition practices.

Staff Orientation

All new employees participate in a structured orientation process designed to ensure they understand the Centre's philosophy, policies, procedures, and expectations.

Prior to commencing independent duties, employees will receive orientation related to:

1. Centre philosophy and program approach.
2. Policies and procedures.
3. Child guidance practices.
4. Active supervision requirements.
5. Emergency procedures and evacuation plans.
6. First aid procedures.
7. Health, safety, and infection control practices.
8. Medication administration procedures.

9. Recognition and reporting of child abuse and neglect.
10. Transportation and field trip procedures.
11. Inclusion and diversity practices.
12. Confidentiality requirements.
13. Program planning and documentation procedures.
14. Family engagement expectations.
15. Workplace health and safety procedures.

New staff may be assigned a mentor or supervisor during orientation to provide guidance and support.

Probationary Period and Performance Review

New employees will complete a probationary period in accordance with Centre policy and applicable employment legislation.

During the probationary period, management will evaluate:

- Job performance.
- Professionalism.
- Reliability and attendance.
- Interactions with children and families.
- Compliance with Centre policies.
- Ability to work collaboratively with the team.

Performance discussions may occur throughout the probationary period and formal reviews may be completed at its conclusion.

The Centre is committed to supporting staff success through mentorship, coaching, professional development, and ongoing communication.

Cultural, Religious, and Gender Inclusion Policy

We Care Daycare & Out of School Care is committed to providing an inclusive, welcoming, and respectful environment where all children, families, staff, students, volunteers, and community members feel valued, supported, and respected.

We believe that diversity strengthens our community and enriches children's learning experiences. We recognize and celebrate the unique backgrounds, experiences, identities, abilities, cultures, languages, traditions, beliefs, and family structures represented within our Centre community.

Cultural and Religious Inclusion

The Centre is committed to fostering an environment that is free from discrimination, prejudice, harassment, and bias.

We promote inclusion by:

- Respecting and valuing diverse cultural, ethnic, linguistic, and religious backgrounds.
- Creating learning environments that reflect the diversity of our community.
- Providing books, materials, music, activities, and experiences that represent a variety of cultures and perspectives.
- Encouraging children to learn about and appreciate similarities and differences among people.
- Supporting children's sense of identity, belonging, and self-worth.
- Promoting kindness, empathy, respect, and understanding.
- Working collaboratively with families to learn about their traditions, customs, languages, and celebrations.

The Centre strives to recognize and celebrate a variety of cultural, religious, and community events throughout the year in ways that are respectful, inclusive, and developmentally appropriate.

Families are encouraged to share cultural traditions, celebrations, stories, music, foods, languages, and experiences that are meaningful to them.

All activities and discussions will be presented in a respectful, educational, and age-appropriate manner.

Equity and Non-Discrimination

The Centre does not tolerate discrimination, harassment, bullying, or exclusion based on:

- Race.
- Ethnicity.
- National origin.
- Language.
- Religion or belief.
- Family structure.
- Gender.
- Gender identity or expression.
- Disability or ability.
- Age.
- Socioeconomic status.
- Any other protected characteristic recognized by applicable legislation.

All children and families will be treated with dignity, fairness, and respect.

Gender Inclusion and Equality

The Centre is committed to creating an environment where all children feel accepted, respected, and free to explore their interests, abilities, and identities without stereotypes or limitations.

Staff will:

- Encourage all children to participate in a wide variety of activities and experiences.
- Support children's individual interests and choices.
- Avoid reinforcing gender stereotypes.
- Provide materials and learning opportunities that reflect diverse roles and experiences.
- Treat all children equitably and respectfully.
- Model inclusive and respectful language and behavior.

Children will be encouraged to:

- Explore their interests freely.
- Develop confidence in their abilities.
- Respect the choices and differences of others.
- Build positive relationships with peers and adults.

Family Participation

Families play an important role in helping children understand and appreciate diversity.

Parents and family members are encouraged to participate in Centre activities through:

- Storytelling.
- Cultural presentations.
- Music and dance.
- Family celebrations.
- Field trips. (With P/C check including VSS)
- Volunteer opportunities. (With P/C check including VSS)
- Sharing traditions, languages, and experiences.

These opportunities help children develop a broader understanding of the world around them and foster a sense of belonging within the Centre community.

Commitment to Belonging

The Centre is committed to creating an environment where every child and family:

- Feels welcomed.
- Feels safe.
- Feels respected.
- Feels represented.

- Feels valued.
- Experiences a sense of belonging.

By working together with families, staff, and community partners, we strive to build a caring and inclusive environment that celebrates diversity and supports the well-being and success of every child.

Health and Medication Policy

The health, safety, and well-being of children is a priority at We Care Daycare & Out of School Care.

All employees working directly with children are required to maintain a valid First Aid and CPR certification that meets Alberta Child Care Licensing requirements. Staff are trained to recognize illness, injury, medical emergencies, and situations requiring first aid intervention.

When necessary, staff will provide first aid care to children in accordance with their training and the Centre's policies and procedures. Staff are responsible for assessing situations and determining whether additional medical attention is required, including contacting Emergency Medical Services (911) when appropriate.

As required by Alberta Child Care Licensing legislation, parents and guardians must provide written consent authorizing the Centre to provide first aid and emergency care to their child when necessary. This authorization forms part of the registration package completed upon enrollment.

Parent Responsibility for Ill or Injured Children

Parents and guardians are responsible for ensuring that they, or an authorized emergency contact, are available to pick up their child promptly when contacted by the Centre due to illness, injury, or medical concerns.

When a child becomes ill, is injured, or displays symptoms that prevent them from comfortably participating in the program, staff will contact the parent or guardian and request immediate pick-up. If the parent or guardian is unavailable, emergency contacts listed on the child's registration form will be contacted.

It is the responsibility of parents to maintain current telephone numbers, addresses, and emergency contact information at all times. Parents are required to ensure that at least two reliable emergency contacts are available and able to pick up their child if the parent is unable to do so.

While awaiting pick-up, the child will be cared for by staff in a quiet and comfortable area away from other children as appropriate. Staff will monitor the child's condition and provide first aid and comfort measures as required.

If a child is not picked up within a reasonable period of time and their condition deteriorates, worsens, or staff believe the child requires urgent medical assessment or treatment, the Centre

reserves the right to contact Emergency Medical Services (911) and arrange transportation by ambulance to the nearest medical facility.

The health, safety, and well-being of the child will always take priority over transportation arrangements or delayed pick-up.

Under no circumstances will Centre staff transport a child to a hospital or medical facility in a personal or Centre vehicle. If immediate medical attention is required, Emergency Medical Services will be contacted.

Any costs associated with ambulance transportation, emergency medical treatment, hospital care, or related services remain the responsibility of the child's parent or guardian.

All illnesses, injuries, incidents, emergency medical responses, and communications with parents or emergency contacts will be documented and maintained in the child's confidential file in accordance with Centre policies and Alberta Child Care Licensing requirements.

Medication, Herbal Remedies, Emergency Medication and Additional Medical Procedures Policy

The purpose of this policy is to ensure that all medications, herbal remedies, emergency medications, and additional medical procedures required by children enrolled at We Care Daycare & Out of School Care are administered safely, accurately, and in accordance with Alberta Child Care Licensing requirements.

For the purpose of this policy, "medication" includes prescription medications, over-the-counter medications, herbal remedies, emergency medications (such as EpiPens and inhalers), medicated creams, and any additional health care procedures authorized by a physician and parent or guardian.

The Centre is committed to ensuring that medications are:

- Properly labeled and stored.
- Administered only with written parental authorization.
- Administered according to physician, pharmacist, or manufacturer instructions.
- Administered by trained and authorized staff.
- Documented accurately.
- Monitored for potential side effects or adverse reactions.

All medications must be handled, stored, administered, and documented in accordance with the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, Alberta Health Services recommendations, and Centre policies and procedures.

The Centre recognizes the importance of working collaboratively with families to support children's health needs while ensuring the safety and well-being of all children in care.

Medication Administration Policy and Procedure

All medications, herbal remedies, emergency medications, and medical procedures will be administered in accordance with the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, Alberta Health Services recommendations, and Centre policies and procedures.

Administration of Medication

The Centre will only administer medication when all of the following requirements have been met:

- Written authorization has been provided by the parent or guardian.
- The medication is prescribed or recommended by a physician, pharmacist, or other authorized health care professional, where applicable.
- The medication is in its original container with the original label intact.
- The label clearly identifies:
 - The child's name.
 - Name of the medication.
 - Dosage.
 - Method of administration.
 - Date prescribed (if applicable).
 - Storage instructions.
 - Expiry date.
- The parent or guardian has completed and signed the Centre's Medication Authorization Form.
- The first dose of any new medication has been administered at home whenever possible.
- Staff have received any necessary instructions regarding the administration of the medication.

Medication Administration Policy (Continued)

To support children's health needs while minimizing disruptions to their daily routine, parents are encouraged to administer medication at home whenever possible and in accordance with their physician's instructions.

- If a medication is prescribed **twice daily**, parents are requested to administer the medication **before the child arrives at the Centre and again after the child is picked up**, following the physician's prescribed schedule.
- If a medication is prescribed **three or more times per day**, Centre staff may assist with administering medication during child care hours, provided all required medication authorization forms have been completed and the medication is supplied in its original, pharmacy-labeled container.
- All medications administered at the Centre must comply with the Centre's Medication Administration Policy and licensing requirements.
- Parents must provide clear written instructions, including dosage, administration times, and any special storage requirements.

- Centre staff reserve the right to request additional documentation from a physician or pharmacist when necessary to ensure the safe administration of medication.

Our goal is to work collaboratively with families to ensure children's medical needs are met while maintaining a safe and efficient child care environment.

Medication Authorization Forms

The Medication Authorization Form must include:

- Child's full name.
- Name of medication.
- Dosage and administration instructions.
- Time(s) medication is to be administered.
- Reason for medication.
- Possible side effects or reactions.
- Start and end dates for administration.
- Parent or guardian signature.
- Date authorization was provided.

A separate medication form must be completed for each medication.

The Centre will not administer medication if the required documentation has not been completed.

Medication Administration Records

Each time medication is administered, staff will document:

- Child's name.
- Medication administered.
- Date and time administered.
- Dosage given.
- Name or initials of the staff member administering the medication.
- Any observations or reactions.

Medication records will be maintained in the child's confidential file in accordance with Centre record-keeping procedures.

Monitoring and Communication

Following administration, staff will monitor the child for any adverse reactions or unusual symptoms.

Parents will be informed of:

- Medication administration as required.

- Any missed doses.
- Any adverse reactions or concerns.
- Any medication-related incidents.

Storage of Medication

The Centre will ensure that:

- All non-emergency medications are stored in a locked container inaccessible to children.
- Refrigerated medications are stored in a locked container within the refrigerator.
- Medication is stored according to manufacturer or pharmacy instructions.
- Expired medication will not be administered.

Emergency Medication

Emergency medications such as EpiPens, inhalers, seizure medications, or other life-saving medications will be:

- Easily accessible to staff.
- Inaccessible to children unless approved under an individual care plan.
- Accompanied by written parent authorization and medical instructions.
- Available during indoor activities, outdoor play, transportation, and field trips.

Medication authorization forms and emergency care plans will be kept in an accessible location known to staff and portable for off-site activities and field trips.

Self-Carry Emergency Medication

Where permitted by legislation and supported by an individual care plan, children may be authorized to carry specific emergency medications such as inhalers or EpiPens.

This authorization must be agreed upon by:

- The parent or guardian.
- The Centre.
- The child's physician or healthcare professional when appropriate.

Non-Prescription Creams and Topical Products

Parents wishing staff to apply diaper creams, sunscreen, lip balm, insect repellent, or other topical products must complete the appropriate consent form if necessary.

All products must be clearly labeled with the child's name and stored according to Centre procedures.

Over-the-Counter Medication

For the safety of all children, the Centre does not administer over-the-counter (OTC) medications unless they have been prescribed by a physician and are accompanied by the required documentation.

This includes, but is not limited to:

- Acetaminophen (Tylenol)
- Ibuprofen (Advil, Motrin)
- Cough and cold medications
- Allergy medications
- Teething gels or remedies
- Herbal or natural health products

All medications administered at the Centre must be provided in their original container with a pharmacy label indicating the child's name, medication name, dosage, and administration instructions.

Parents requiring medication to be administered during child care hours must complete all required medication authorization forms prior to administration.

The Centre reserves the right to refuse the administration of any medication that does not meet licensing requirements or cannot be safely administered within the child care setting.

The Centre's primary concern is the safety and well-being of the child. Emergency medication procedures will be reviewed regularly with staff and families to ensure prompt and appropriate responses during medical emergencies.

Staff Training

Only staff who hold a valid First Aid and CPR certification and who have been trained in the Centre's medication administration procedures may administer medication.

Staff will follow all Centre documentation, storage, monitoring, and reporting requirements when administering medication.

Field Trips and Off-Site Activities

Medication required during field trips, transportation, or off-site activities will accompany the child.

Staff will ensure that:

- Medication authorization forms are available.
- Emergency care plans are available.
- Medication remains secure and accessible.

- Staff responsible for the child are aware of the medication requirements.

The health, safety, and well-being of the child will always be the primary consideration when administering and managing medications within the Centre.

Emergency Medication Policy

We Care Daycare & Out of School Care is committed to supporting children who require emergency medications while ensuring their health, safety, and well-being.

Emergency medications may include, but are not limited to:

- EpiPens.
- Inhalers.
- Seizure rescue medications.
- Emergency allergy medications.
- Other physician-authorized emergency medications.

Parent Requirements

Prior to a child attending the Centre with emergency medication requirements, parents or guardians must:

- Complete and sign the Centre's Emergency Medication Authorization Form.
- Provide detailed written instructions regarding the administration of the medication.
- Provide any physician-directed care plans or emergency action plans.
- Ensure all emergency medications are current and have not expired.
- Notify the Centre immediately of any changes to the child's medical condition or medication requirements.

The Centre strongly recommends that parents provide a recent photograph of their child to be attached to the child's emergency medication plan. This assists staff in quickly identifying the child during an emergency.

Storage of Emergency Medication

Emergency medications will:

- Be clearly labeled with the child's name.
- Be stored in a location that is inaccessible to other children.
- Remain readily accessible to staff at all times.
- Accompany the child during outdoor play, field trips, transportation, and off-site activities.
- Not be stored in a locked container if immediate access may be required during an emergency.

Staff will ensure all educators responsible for the child know the location of the medication and understand the child's emergency care plan.

Administration of Emergency Medication

In the event of an emergency, staff will administer emergency medication according to:

- The parent's written authorization.
- The physician's instructions.
- The child's emergency care plan.
- Centre first aid and emergency procedures.

All staff administering medication must hold a valid First Aid and CPR certification that meets Alberta Child Care Licensing requirements.

Following administration of emergency medication:

- Emergency Medical Services (911) may be contacted when required.
- Parents or guardians will be notified immediately.
- Appropriate documentation will be completed.
- The incident will be reviewed with the family.
- Child Care Connect will be informed if necessary.

Self-Carry Emergency Medication

Where appropriate and permitted by Alberta legislation, children may be authorized to carry specific emergency medications such as inhalers or EpiPens.

This arrangement requires written agreement between:

- The parent or guardian.
- The Centre.
- The child (when developmentally appropriate).
- The child's physician or health care professional when required.

The Centre reserves the right to determine whether self-carrying medication is appropriate based on the child's age, maturity, ability to use the medication safely, and overall safety considerations.

Medication Return and Replacement

Parents are responsible for:

- Replacing expired medications immediately.
- Ensuring medications remain in good condition.
- Providing replacement medications when required.

Where emergency medication is shared between home, school, and the Centre, parents may be required to sign medication transfer records when medication is transported between locations.

Potential Health Risks and Illness Exclusion Policy

We Care Daycare & Out of School Care is committed to promoting a healthy environment for all children, families, and staff.

To help reduce the spread of illness and communicable diseases, parents and guardians are asked to keep children at home when they display signs or symptoms of illness that may affect their ability to participate in the program or pose a health risk to others.

Children Should Remain Home If They:

- Have a fever.
- Are vomiting.
- Have diarrhea.
- Have a new or unexplained rash.
- Have a persistent or unexplained cough.
- Have a known or suspected communicable disease.
- Require more care and attention than staff can reasonably provide while maintaining supervision of other children.
- Head Lice
- Display symptoms that may place other children or staff at risk.

Examples of symptoms that may require exclusion include:

- Conjunctivitis (pink eye).
- Unusual skin discoloration.
- Difficulty swallowing.
- Persistent or unexplained pain.
- Green, yellow, or excessive nasal discharge accompanied by other symptoms.
- Evidence of infection.
- Rapid, labored, or difficult breathing.
- Lethargy, unusual fatigue, or weakness.
- Excessive coughing or sneezing.
- Head Lice
- Any illness that prevents participation in normal daily activities.

The Centre reserves the right to determine whether a child is well enough to safely participate in the program.

Participation in Program Activities

Children attending the Centre must be well enough to actively participate in the daily program, including indoor activities, outdoor play, meals, rest periods, and regular routines.

If a child is unable to participate in the program due to illness, discomfort, excessive fatigue, or requires a level of care that exceeds what can reasonably be provided in a group child care setting, the parent/guardian will be contacted and required to arrange for the child to be picked up.

Examples may include, but are not limited to:

- A child who is unable to participate in indoor or outdoor activities.
- A child who requires constant one-to-one attention due to illness or excessive fatigue
- A child who is excessively tired, lethargic, or uncomfortable.
- A child who is unable to follow the daily routine due to illness or symptoms.
- A child who appears too unwell to benefit from or safely participate in the child care program.
- Children attending the Centre must be well enough to participate in the daily program. If a child is unable to participate in regular activities, requires a level of care beyond what can reasonably be provided in a group child care setting, or is not well enough to engage in the daily routine, the parent/guardian will be contacted and required to pick up their child.
- The decision regarding a child's ability to remain in care will be made by Centre management.
- This policy is not intended to be punitive and is not a topic for debate or disagreement. It is in place to ensure that the Centre can maintain a safe, healthy, and appropriate level of care and supervision for all children in attendance. Child care programs are designed to meet the needs of groups of children, and when a child's illness prevents them from participating comfortably and safely in the program, alternative care arrangements may be required until they are well enough to return.
- The Centre appreciates parents' cooperation and understanding as we work to support the health, safety, and well-being of all children and staff.

The Director or designate will determine whether a child is well enough to remain in care. The health, safety, and well-being of all children and staff will be considered when making this decision.

Antibiotics

If a child has been prescribed antibiotics for a contagious illness, parents may be asked to keep the child home until:

- The child has received antibiotics for at least 24 hours when applicable.
- Symptoms have improved.
- The child is able to comfortably participate in the program.

Illness While Attending the Centre

Staff are trained in the prevention, recognition, and management of illness and communicable diseases.

If a child becomes ill while attending the Centre, staff may:

- Assess the child's symptoms.
- Monitor the child's condition.
- Take the child's temperature when appropriate.
- Provide comfort measures and first aid if required.
- Separate the child from group activities while maintaining supervision until pick-up occurs.

Symptoms that may result in immediate parent notification include:

- Fever.
- Vomiting.
- Diarrhea.
- Difficulty breathing.
- Unexplained rash.
- Extreme lethargy.
- Severe discomfort or pain.
- Signs of a communicable disease.
- Head Lice
- Any symptom that prevents participation in normal activities.

Parent Pick-Up Requirements

If staff determine that a child is too ill to remain at the Centre, the parent or guardian will be contacted and required to arrange immediate pick-up.

If the parent or guardian cannot be reached, emergency contacts listed on the child's registration form will be contacted.

Parents are responsible for ensuring that emergency contact information remains current and that authorized emergency contacts are available when needed.

If a child is not picked up within a reasonable period of time (1 hr from the time of the first call) and the child's condition worsens, deteriorates, or requires urgent medical attention, the Centre reserves the right to contact Emergency Medical Services (911).

The health and safety of the child will always take priority over transportation arrangements or delayed pick-up.

Any costs associated with ambulance transportation or medical treatment remain the responsibility of the parent or guardian.

Documentation

When a child becomes ill while attending the Centre, staff will complete appropriate illness documentation which may include:

- Date and time symptoms were observed.
- Description of symptoms.
- Staff member making the observation.
- Time parent or emergency contact was notified.
- Time the child was picked up.
- Actions taken by staff.
- Any medical treatment or first aid provided.

Documentation will be maintained in accordance with Centre policies, Alberta Health Services recommendations, and Alberta Child Care Licensing requirements.

Return to Care

Children may return to the Centre when:

- They are well enough to participate in regular program activities.
- Symptoms have improved.
- Any required exclusion period has been completed.
- Staff determine that the child no longer presents a health risk to themselves, other children, or staff.

The Centre may request medical documentation when necessary to support a child's safe return to care.

Emergency Medical Treatment Policy

The health, safety, and well-being of children are of primary importance at We Care Daycare & Out of School Care.

In the event of a serious illness, injury, accident, allergic reaction, seizure, breathing difficulty, or any other medical emergency, staff will take immediate action to ensure the child receives appropriate care.

Emergency Medical Response

If a child requires immediate medical attention, staff will:

1. Assess the child and provide first aid within the scope of their training.

2. Contact Emergency Medical Services (911) immediately when warranted.
3. Follow all instructions provided by emergency responders.
4. Contact the parent or guardian as soon as possible.
5. Contact emergency contacts if parents cannot be reached.
6. Ensure all relevant medical information accompanies the child if transported by ambulance.

The Director, Floor Supervisor, or designated staff member will coordinate emergency response procedures and communications with families.

Non-Emergency Illness or Injury

If a child becomes ill or injured but does not require emergency medical treatment, parents or guardians will be contacted and asked to arrange immediate pick-up.

While awaiting pick-up:

- The child will be supervised by staff.
- The child will be provided comfort and appropriate first aid if necessary.
- Staff will continue monitoring the child's condition.
- The child may be separated from group activities when appropriate to protect the health and safety of others and to provide individualized care.

Delayed Pick-Up During Illness or Injury

Parents and guardians are responsible for ensuring that they, or an authorized emergency contact, are available to pick up their child promptly when contacted by the Centre.

If a child is not picked up within a reasonable period of time and the child's condition worsens, deteriorates, or staff believe urgent medical assessment is required, the Centre reserves the right to contact Emergency Medical Services (911) and arrange transportation by ambulance to the nearest medical facility.

The child's health and safety will always take priority over transportation arrangements or delayed pick-up.

Any costs associated with ambulance transportation, emergency medical treatment, or hospital services remain the responsibility of the child's parent or guardian.

Transportation to Medical Facilities

Under no circumstances will Centre staff transport a child to a hospital, medical clinic, or health care facility using a personal vehicle or Centre vehicle.

If transportation to a medical facility is required, Emergency Medical Services (911) will be contacted and ambulance transportation will be arranged.

A staff member may accompany the child, if necessary, until a parent, guardian, or emergency contact arrives.

Allergies and Medical Conditions

Parents must inform the Centre of any medical condition that may require emergency treatment, including but not limited to:

- Severe allergies.
- Asthma.
- Seizure disorders.
- Diabetes.
- Anaphylaxis.
- Cardiac conditions.
- Other significant medical concerns.

Parents are responsible for:

- Providing all required emergency medications.
- Completing all required medical and medication forms.
- Providing updated medical information.
- Ensuring medications are not expired.

The Centre can only administer medication in accordance with written authorization and instructions provided by the parent and/or physician.

Allergy Awareness

To reduce the risk of allergic reactions, the Centre makes reasonable efforts to minimize exposure to common allergens and follows individual allergy management plans.

Staff will receive information regarding children with severe allergies and emergency medications will remain readily accessible at all times.

Documentation and Reporting

All illnesses, injuries, accidents, incidents, emergency medical treatments, and ambulance calls will be documented.

Documentation may include:

- Description of the incident.
- Date and time of occurrence.
- Staff involved.
- First aid provided.
- Parent notification details.

- Emergency services involvement.
- Follow-up actions taken.

Parents or guardians will be asked to review and sign incident reports when applicable.

Incident reports will be maintained in the child's confidential file in accordance with Alberta Child Care Licensing requirements.

Where required by legislation, serious incidents will be reported to Alberta Child Care Licensing and other applicable authorities.

Continuous Review

The Director and management team will review incidents, illnesses, injuries, and accident reports regularly to identify trends, evaluate procedures, and implement preventative measures where appropriate.

Incident reviews may be discussed during staff meetings, training sessions, and health and safety reviews to support continuous improvement and enhance the safety of children, families, and staff.

Supervised Care for Sick Children

We Care Daycare & Out of School Care is committed to protecting the health, safety, and well-being of all children and staff.

If a child becomes ill while attending the Centre, or if staff determine that a child is too ill to comfortably participate in the program, the child will be provided with supervised care until they can be picked up by a parent, guardian, or authorized emergency contact.

When appropriate, the child may be moved to a quiet area away from group activities while maintaining continuous supervision. The purpose of this temporary separation is to:

- Provide comfort and individualized care to the child.
- Reduce the risk of spreading illness to other children and staff.
- Allow staff to monitor the child's condition.
- Support the child's health and well-being while awaiting pick-up.

The child will remain under the supervision of a qualified staff member at all times.

Parents or guardians will be contacted immediately when a child becomes ill and may be required to arrange prompt pick-up depending on the child's symptoms and ability to participate in the program.

If a parent or guardian cannot be reached, emergency contacts listed on the child's registration form will be contacted.

If a child's condition deteriorates or requires urgent medical attention while awaiting pick-up, Emergency Medical Services (911) may be contacted in accordance with the Centre's Emergency Medical Treatment Policy.

Communicable and Contagious Disease Policy

The Centre follows Alberta Health Services (AHS) guidelines and Child Care Licensing requirements regarding communicable and contagious diseases.

When a child is diagnosed with, suspected of having, or displaying symptoms of a communicable disease, the Centre may be required to:

- Exclude the child from care for a period of time.
- Notify Alberta Health Services when required.
- Follow recommendations provided by Alberta Health Services.
- Implement additional cleaning, sanitization, and monitoring procedures.
- Inform families of potential exposures while maintaining confidentiality.

Examples of communicable diseases may include, but are not limited to:

- Chickenpox.
- Hand, Foot and Mouth Disease.
- Pink Eye (Conjunctivitis).
- Influenza.
- COVID-19 (if applicable).
- Gastrointestinal illnesses.
- Strep Throat.
- Measles.
- Mumps.
- Whooping Cough.
- Other reportable diseases identified by Alberta Health Services.

If a communicable disease is identified within the Centre, information from Alberta Health Services may be posted on parent information boards, distributed electronically, or shared with families to provide information regarding:

- Signs and symptoms.
- Transmission methods.
- Prevention strategies.
- Recommended treatment.
- Exclusion requirements.
- Return-to-care guidelines.

The Centre will make every effort to maintain confidentiality and will not disclose the identity of affected children, families, or staff except where required by law.

Families are expected to inform the Centre as soon as possible if their child is diagnosed with a communicable disease or has been exposed to a reportable illness.

The Centre reserves the right to request medical documentation confirming that a child is able to safely return to care when required.

By working together, families, staff, and health professionals can help reduce the spread of illness and maintain a healthy environment for all children and staff.

Accident and Illness Reporting Policy

We Care Daycare & Out of School Care is committed to ensuring that all illnesses, injuries, accidents, and medical emergencies are responded to promptly, appropriately, and in accordance with Alberta Child Care Licensing requirements.

Parents and guardians will be notified as soon as possible whenever their child experiences a significant illness, injury, accident, or medical emergency while attending the Centre.

Response to Illness or Injury

If a child becomes ill or is involved in an accident while attending the Centre, staff will:

1. Ensure the immediate safety of the child and others.
2. Comfort and assess the child.
3. Administer first aid when necessary and within the scope of staff training.
4. Monitor the child's condition.
5. Contact the parent or guardian as soon as possible.
6. Contact emergency contacts if parents cannot be reached.
7. Seek emergency medical assistance when required.

The child's health and safety will always be the primary consideration when determining the appropriate response.

Emergency Medical Care

If a child requires immediate medical attention:

- Emergency Medical Services (911) will be contacted immediately.
- Staff will follow the instructions provided by emergency responders.
- Parents or guardians will be notified as soon as possible.
- Emergency contacts will be contacted if parents cannot be reached.

Under no circumstances will Centre staff transport a child to a hospital or medical facility using a personal vehicle or Centre vehicle.

If transportation is required, ambulance services will be used.

When appropriate, the Director, Floor Supervisor, or designated staff member may accompany the child until a parent, guardian, or emergency contact arrives.

Any costs associated with ambulance transportation or medical treatment remain the responsibility of the parent or guardian.

Documentation

All significant illnesses, injuries, accidents, and medical emergencies will be documented using the Centre's Incident/Injury Report forms.

Reports may include:

- Date and time of the incident.
- Location of the incident.
- Description of the illness, injury, or accident.
- Cause of the incident, if known.
- First aid or treatment provided.
- Names of staff involved.
- Parent and emergency contact notifications.
- Any follow-up actions taken.

Parents or guardians will receive a copy of the report and may be asked to sign acknowledging receipt.

A copy of the report will be maintained in the child's confidential file.

Injury and Illness Log (Illness Report)

The Centre maintains an Injury and Illness Log to assist with:

- Monitoring incidents and trends.
- Identifying potential safety concerns.
- Supporting continuous quality improvement.
- Implementing preventative measures.

The log may include:

- Child's name.
- Date of incident.
- Nature of illness or injury.
- Staff involved.
- Brief description of the event.
- Follow-up actions.

Licensing Notification

Where required by Alberta Child Care Licensing legislation, serious incidents, injuries, illnesses, or medical emergencies will be reported to the appropriate licensing authority within required timelines.

Examples may include:

- Injuries requiring medical treatment.
- Ambulance transportation.
- Hospitalization.
- Serious accidents.
- Other reportable incidents identified by legislation.

The Centre will cooperate fully with any investigations or follow-up requirements.

Review and Continuous Improvement

The Director and management team will review accident, injury, illness, and incident reports regularly to:

- Identify patterns and trends.
- Assess risks and hazards.
- Improve safety practices.
- Review supervision procedures.
- Enhance preventative measures.

Information gathered through incident reviews may be discussed during staff meetings and training sessions to support ongoing improvements in the health and safety of children, families, and staff.

The Centre is committed to maintaining a safe, healthy, and responsive environment where children's well-being remains the highest priority.

Incident Reporting Policy

We Care Daycare & Out of School Care is committed to maintaining a safe environment for children, families, staff, students, and volunteers. While every effort is made to prevent incidents, situations may arise that require documentation, reporting, investigation, and follow-up.

Reportable Incidents

The Centre will report serious incidents in accordance with the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, and any applicable reporting requirements.

Examples of reportable incidents may include, but are not limited to:

- Emergency evacuations.
- Unexpected program closures.
- An intruder on Centre premises.
- Serious illness or injury requiring emergency medical attention.
- Illness or injury requiring overnight hospitalization.
- Medication administration errors resulting in illness or injury.
- Death of a child.
- Missing or lost child.
- Removal of a child by a non-custodial parent or unauthorized individual.
- Allegations of physical, emotional, sexual abuse, or neglect by staff, students, volunteers, or contractors.
- A child involved in an offence under federal or provincial legislation.
- A child left on Centre premises after operating hours.
- Any incident that significantly affects the health, safety, or well-being of a child.

Incident Response Procedures

When a serious incident occurs, staff will:

1. Ensure the immediate safety of all children.
2. Provide first aid or emergency care as required.
3. Contact Emergency Medical Services (911) when necessary.
4. Notify the Director, Floor Supervisor, or designate immediately.
5. Notify parents or guardians as soon as possible.
6. Complete all required internal documentation.
7. Submit required reports to Alberta Child Care Licensing or other authorities when required.

The Centre will cooperate fully with any investigations and provide all necessary documentation.

Internal Documentation

All incidents will be documented using the Centre's Incident Report forms.

Documentation may include:

- Date and time of incident.
- Individuals involved.
- Description of the incident.
- Actions taken.
- First aid or medical treatment provided.
- Parent notifications.
- Follow-up actions.

Incident reports will be maintained in confidential files in accordance with privacy legislation and Centre policies.

Incident Review

The Director and management team will regularly review incidents to:

- Identify trends.
- Evaluate risks.
- Improve procedures.
- Enhance supervision practices.
- Implement preventative measures.

Incident information may be reviewed during staff meetings and health and safety discussions to support continuous improvement.

Biting Policy

Biting is a developmentally common behaviour for some infants, toddlers, and young children. While the Centre recognizes that biting can occur, staff work proactively to reduce and prevent biting incidents.

When a biting incident occurs:

- Staff will immediately intervene.
- The child who was bitten will receive comfort and first aid as required.
- The child who bit will be redirected and supported using age-appropriate guidance strategies.
- Staff will assess the circumstances that led to the incident.
- Parents of both children will be notified.
- Incident reports will be completed when appropriate.
- Parent meeting in the office as needed.

To protect confidentiality, the identity of all children involved will remain confidential.

Staff will work with families to develop strategies to reduce repeated biting incidents.

If a child demonstrates ongoing behaviours that present a significant safety risk to themselves or others, the Centre may work with families, community supports, and specialists to develop an appropriate plan. If the Centre is unable to safely meet the child's needs within available staffing and resources, alternative care arrangements may be discussed.

Infection Prevention and Cross Contamination Policy

Purpose

The purpose of this policy is to promote a healthy environment and reduce the spread of illness, infection, and communicable diseases within the Centre.

All staff; students, volunteers, and contractors are required to follow infection prevention and control procedures at all times.

Health and Safety Practices

The Centre follows Alberta Health Services recommendations and Child Care Licensing requirements regarding:

- Hand hygiene.
- Cleaning and sanitization.
- Food safety.
- Diapering procedures.
- Laundry procedures.
- Waste disposal.
- Infection prevention and control.

Staff will receive training on infection prevention and control practices.

Cleaning and Sanitization

The Centre maintains daily, weekly, monthly, and seasonal cleaning schedules.

Health and safety checklists may include:

- Playground Safety Checklists.
- Indoor Environment Safety Checklists.
- Daily Cleaning Checklists.
- Weekly Cleaning Checklists.
- Sanitization Records.

These records will be maintained and reviewed regularly.

Surfaces and Equipment

Staff will ensure:

- Eating surfaces are cleaned and sanitized before and after meals and snacks.
- Diapering surfaces are cleaned and sanitized after each use.
- High chairs, potty chairs, and infant equipment are sanitized after use.

- Toys, furnishings, and equipment are cleaned and sanitized according to Centre schedules.
- Frequently touched surfaces are cleaned regularly.

Only approved cleaning and sanitizing products will be used and stored safely away from children.

Waste Disposal

- Soiled diapers will be disposed of immediately in designated containers with secure lids.
- Garbage will be removed regularly.
- Recycling will be stored and removed according to Centre procedures.
- Waste containers will be cleaned and sanitized regularly.

Bedding and Personal Items

Each child will have their own:

- Bedding.
- Linens.
- Personal care items.

Children will not share:

- Blankets.
- Sheets.
- Toothbrushes.
- Hairbrushes.
- Washcloths.
- Other personal hygiene items.

Bedding and linens will be cleaned regularly and immediately if soiled.

Food Safety

The Centre follows safe food handling practices and Alberta Health Services recommendations.

Where required:

- Staff will complete food safety training.
- Food preparation areas will be cleaned and sanitized regularly.
- Food allergies and dietary restrictions will be carefully managed.
- Cross-contamination risks will be minimized through proper food handling procedures.

The Centre is committed to maintaining a clean, healthy, and safe environment that supports the health and well-being of all children, families, staff, students, and visitors.

Children's Records Policy

We Care Daycare & Out of School Care maintain accurate and confidential records for each child enrolled in the program in accordance with the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, privacy legislation, and Centre policies.

Child records are maintained securely and are accessible only to authorized staff and regulatory authorities as required.

Parents and guardians are responsible for ensuring that all information provided to the Centre remains current and accurate. Any changes to contact information, emergency contacts, medical information, custody arrangements, or authorized pick-up individuals must be provided to the Centre immediately.

Required Child Information

At the time of registration, parents or guardians will be required to complete enrollment and consent forms containing, where applicable:

- Child's full legal name.
- Child's date of birth.
- Home address. (As Needed)
- Parent(s) or guardian(s) names and contact information.
- Home, work, and cellular telephone numbers.
- Email addresses.
- Emergency contact names and telephone numbers.
- Names of individuals authorized to pick up the child.
- Custody, guardianship, or court order information where applicable.
- Child's physician and medical clinic information. (As Needed)
- Alberta Health Care number (optional but recommended).
- Allergy information.
- Medical conditions or diagnoses that may affect the child's care.
- Medication requirements.
- Dietary restrictions or special nutritional needs.
- Individual support plans or medical action plans where required.
- Written authorization for emergency medical treatment.
- Written authorization for medication administration.
- Transportation authorizations where applicable.
- Field trip and excursion authorizations where applicable.
- Photograph and media permissions where applicable.
- Any additional information required to support the child's health, safety, and well-being.

Medical Records

The Centre will maintain records relating to:

- Allergies.
- Medical conditions.
- Emergency medications.
- Medication administration records.
- Illness reports.
- Injury and incident reports.
- Emergency care plans.

Parents are responsible for notifying the Centre immediately of any changes to their child's health information.

Confidentiality

All child records are confidential and will be stored securely.

Information will only be shared:

- With authorized Centre staff who require the information to care for the child.
- With parents or legal guardians.
- With regulatory authorities as required by legislation.
- With external professionals when authorized by the parent or guardian or where required by law.

Record Retention

Child records will be maintained and retained in accordance with Alberta Child Care Licensing requirements and applicable legislation.

Records will be stored securely during the retention period and disposed of confidentially when no longer required.

Parent Access

Parents and guardians may request access to their child's records in accordance with applicable privacy legislation and Centre procedures.

The Centre is committed to maintaining accurate, complete, and confidential records to support the health, safety, development, and well-being of every child enrolled in the program.

Administrative Records Policy

We Care Daycare & Out of School Care maintain accurate, current, and confidential administrative records in accordance with the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, employment standards, privacy legislation, and Centre policies.

Administrative records are maintained on-site and made available to regulatory authorities upon request.

The Director or designated management staff are responsible for ensuring that all administrative records are accurate, complete, current, and securely stored.

Required Administrative Records

The Centre will maintain, update, and securely store the following administrative records:

Attendance Records

- Daily child attendance records.
- Parent sign-in and sign-out records.
- Staff attendance records where applicable.
- Transportation attendance records where applicable.
- Field trip attendance records where applicable.

Attendance records must accurately reflect the arrival and departure times of all children and are used to support supervision, emergency preparedness, and licensing compliance.

Staff Records

The Centre will maintain personnel records for all employees, students, contractors, and volunteers as required.

Staff records may include:

- Employment applications and resumes.
- Employment agreements.
- Government of Alberta Early Childhood Educator certification.
- Orientation and training records.
- Performance evaluations.
- Professional development records.
- Emergency contact information.
- Required policy acknowledgements.

Certification Records

The Centre will maintain evidence of:

- Early Childhood Educator Level 1, Level 2, or Level 3 certification.
- Standard First Aid and CPR certification.
- Food Safety certification where applicable.
- Additional training and professional development records.

Staff are responsible for ensuring certifications remain valid and current.

Criminal Record Checks

All employees, students, volunteers, contractors, and any individuals who may have direct contact with children must provide:

- A Criminal Record Check.
- A Vulnerable Sector Search where required.

Criminal Record Checks must:

- Be dated no earlier than six months prior to commencement with the Centre.
- Be provided within the timelines required by Alberta legislation.
- Be renewed and updated as required by legislation and Centre policy.

Individuals who do not meet screening requirements will not be permitted unsupervised access to children.

Licensing and Regulatory Records

The Centre will maintain records relating to:

- Child Care Licensing inspections.
- Licensing reports and correspondence.
- Incident reports.
- Serious occurrence reports.
- Health and safety inspections.
- Fire inspections.
- Emergency preparedness records.
- Required government reporting.

Health and Safety Records

The Centre will maintain:

- Emergency contact information.
- Medication administration records.
- Injury and illness reports.
- Incident logs.
- Emergency drill records.
- Cleaning and sanitization records.
- Playground and room safety inspection records.

Confidentiality and Record Storage

Administrative records will be stored in a secure manner and accessed only by authorized individuals.

Information contained within administrative records is confidential and will only be shared:

- With authorized Centre personnel.
- With regulatory authorities as required by law.
- With individuals authorized by the employee, parent, or guardian.
- As otherwise required by legislation.

Record Retention

Administrative records will be retained and disposed of in accordance with Alberta legislation, licensing requirements, employment standards, and Centre policies.

The Centre is committed to maintaining accurate and complete administrative records to support the safe, effective, and professional operation of the program.

Portable Emergency Information Records Policy

We Care Daycare & Out of School Care maintain Portable Emergency Information Records for all children enrolled in the program.

The purpose of these records is to ensure that staff have immediate access to essential emergency information whenever children are away from their classroom, participating in outdoor activities, being transported, attending field trips, or during emergency evacuations.

Each classroom maintains a Portable Emergency Information Binder containing current emergency information for every child in that group. These records must accompany children whenever they leave their designated classroom or program area.

Portable Emergency Information Records must be taken:

- On all field trips and excursions.
- During outdoor activities when appropriate.
- During emergency evacuations.
- During transportation to and from school.
- During transportation for field trips or special events.
- Whenever children leave the Centre premises.

Each classroom is equipped with a designated emergency backpack containing:

- Portable emergency records.
- Emergency contact information.
- Emergency medication plans as required.
- First aid supplies where applicable.
- Other emergency materials required by Centre policy.

Staff are responsible for ensuring that portable emergency information remains readily accessible and accompanies the children at all times during off-site activities.

Required Information

Portable Emergency Information Records may include:

- Child's full name.
- Date of birth.
- Parent or guardian names.
- Parent or guardian telephone numbers.
- Emergency contact names and telephone numbers.
- Authorized pick-up information.
- Medical conditions and health concerns.
- Allergy information.
- Emergency medication requirements.
- Medication authorization information.
- Emergency medical treatment authorization.
- Individual medical or support plans where applicable.
- Any additional information necessary to protect the child's health, safety, and well-being.

Portable emergency records will also include emergency contact numbers such as:

- Emergency Medical Services (911).
- Police Services.
- Fire Services.
- Poison and Drug Information Services.
- Centre contact numbers.
- Other emergency resources as required.

Parent Responsibility

Parents and guardians are responsible for providing accurate emergency information at enrollment and updating the Centre immediately whenever changes occur, including:

- Telephone numbers.
- Addresses.
- Emergency contacts.
- Medical information.
- Allergies.
- Medication requirements.
- Custody arrangements.
- Authorized pick-up individuals.

The Centre may periodically request families to review and update emergency information to ensure records remain accurate and current.

Confidentiality

Portable Emergency Information Records contain confidential information and will be handled in accordance with privacy legislation and Centre confidentiality policies.

Staff will ensure that records are:

- Securely stored.
- Accessible only to authorized personnel.
- Protected during transportation and off-site activities.
- Returned to their designated storage location following use.

Maintaining accurate and accessible Portable Emergency Information Records is an important component of the Centre's emergency preparedness and child safety procedures.

Off-Site Activities Policy

Purpose

We Care Daycare & Out of School Care believe that off-site activities provide valuable educational, recreational, social, cultural, and physical learning opportunities that enhance children's development and connection to their community.

Off-site activities allow children to explore their surroundings, participate in community experiences, develop physical skills, and learn about the world around them while under the supervision of qualified staff.

Regular Off-Site Activities

Throughout the year, children may participate in regular off-site activities within walking distance of the Centre, weather permitting.

Examples of regular off-site activities may include, but are not limited to:

- Community walks.
- Neighbourhood exploration.
- Local parks and playgrounds.
- Open fields and green spaces.
- Community events.
- Library visits.
- Seasonal community activities.
- Educational neighbourhood outings.
- Treat days and community partnership events.

Regular off-site activity locations may include:

- Valley View School Playground and Water Park.
- Holy Trinity School Playground.
- Holy Cross Elementary School Playground.
- Holy Cross Park.
- Holy Trinity Park.
- Patch Project Field.
- Elliston Park.
- Pearce Estate Park.
- Local Library.
- Al Medina Park.
- Community parks and green spaces.
- Other locations approved by the Director.

Additional locations may be added from time to time as programming needs evolve.

Age Groups Participating

- Preschool children may participate in approved off-site activities.
- Kindergarten children may participate in approved off-site activities.
- Out of School Care children may participate in approved off-site activities.
- Infants and toddlers may participate in neighbourhood walks when developmentally appropriate and transported safely in strollers or approved transportation equipment.

Parent Consent

Parents and guardians will be required to provide written consent for regularly occurring off-site activities as part of the registration process.

Children without completed authorization forms will not be permitted to participate.

Parents will receive additional information regarding locations, routes, and supervision procedures as required.

Maps and route information may be attached to consent forms when appropriate.

Field Trips

Regular off-site activities are different from field trips.

Field trips involving transportation, admission fees, special events, or destinations beyond regular walking distance require separate parental consent and additional documentation.

Parents will receive advance notice and specific consent forms for all field trips.

Supervision Requirements

Staff-to-child ratios will be maintained in accordance with Alberta Child Care Licensing requirements at all times.

During off-site activities, staff will:

- Maintain active supervision of all children.
- Conduct regular head counts.
- Conduct head counts before departure, during the activity, and upon return.
- Ensure children remain with their assigned group.
- Follow all Centre supervision policies.
- Monitor children's safety at all times.

Required Procedures for Off-Site Activities

Prior to leaving the Centre, staff will:

- Obtain Director approval when required.
- Ensure appropriate staffing and supervision arrangements are in place.
- Leave a list of participating children at the Centre.
- Leave the names of supervising staff.
- Leave a contact telephone number for staff accompanying the children.
- Record departure and estimated return times.
- Record the destination and planned route.

Staff will carry:

- Portable Emergency Information Records.
- Emergency contact information.
- Emergency medication and care plans.
- Portable first aid kit.
- Cell phone or other means of communication.
- Emergency contact numbers.
- Attendance records.

Emergency Procedures During Off-Site Activities

In the event of an emergency, staff will:

- Ensure the immediate safety of all children.
- Provide first aid where appropriate.
- Contact Emergency Medical Services (911) if required.
- Contact the Centre.
- Contact parents or guardians as soon as possible.
- Follow Centre emergency procedures.

Portable emergency records and emergency medications will accompany children on all off-site activities.

Transportation

When transportation is required, the Centre will follow all applicable transportation policies, Alberta legislation, and safety requirements.

Transportation methods may include:

- Walking.
- Centre-owned vehicles.
- Chartered transportation services.
- Public transit when approved.
- Other approved transportation arrangements.

Transportation arrangements will be communicated to parents in advance whenever applicable.

Documentation

Off-site activities will be documented as required by Centre policies.

Documentation may include:

- Attendance records.

- Permission forms.
- Head count records.
- Incident reports.
- Transportation records.
- Emergency response documentation where applicable.

The safety, supervision, and well-being of children will remain the primary consideration during all off-site activities.

Transportation Records and Accountability Policy

We Care Daycare & Out of School Care is committed to maintaining accurate transportation records to ensure the safety, supervision, and accountability of all children during transportation activities.

Transportation records support child accountability, emergency preparedness, communication, and compliance with Alberta Child Care Licensing requirements.

Transportation Records

The Centre will maintain current transportation records that are readily accessible to staff and management.

Records may include:

- List of schools serviced by the Centre, including addresses and telephone numbers.
- List of children requiring transportation services.
- School name, grade, and classroom teacher information where applicable.
- School instructional schedules.
- Transportation routes and schedules.
- Pick-up and drop-off locations.
- Emergency transportation contacts.
- Driver contacts information.
- Vehicle information.
- Transportation authorization forms.
- Attendance records.
- Transportation incident reports.

Attendance and Child Accountability

Accurate attendance records must be maintained at all times.

Transportation attendance records will:

- Identify all children scheduled for transportation.
- Record children entering and exiting the vehicle.
- Record absences and schedule changes.

- Support head counts and supervision procedures.
- Assist in emergency situations.

Transportation attendance records will be maintained in duplicate when required:

- One copy accompanying the driver and transportation staff.
- One copy remaining at the Centre.

Children who are absent or not requiring transportation on a particular day will be marked accordingly on transportation attendance records.

Portable Emergency Information

Staff transporting children will have access to:

- Portable Emergency Information Records.
- Emergency contact information.
- Emergency medical information.
- Allergy and medication information.
- Emergency care plans where applicable.

Emergency information must accompany children during transportation and be readily available to staff in the event of an emergency.

Head Counts and Verification

Staff will conduct and document head counts:

- Before children enter the vehicle.
- After children enter the vehicle.
- Upon arrival at destinations.
- Before departure from destinations.
- Upon return to the Centre.

Staff will ensure that all children are accounted for during every stage of transportation.

Emergency Preparedness

Transportation staff must have immediate access to:

- Emergency contact information.
- School contact information.
- Centre contact information.
- Emergency response numbers.
- Portable first aid supplies.
- Means of communication such as a cell phone.

In the event of an emergency, staff will follow the Centre's Transportation and Emergency Response Policies.

Record Storage and Confidentiality

Transportation records are confidential and will be stored securely.

Access will be limited to authorized staff, management, regulatory authorities, and other individuals as required by law.

The Centre is committed to maintaining accurate transportation records to ensure the safety, supervision, and well-being of every child participating in transportation services.

Emergency Preparedness and Evacuation Procedures

We Care Daycare & Out of School Care is committed to ensuring the health, safety, and well-being of all children, staff, students, volunteers, and visitors during emergency situations.

Emergency procedures are reviewed regularly with staff and practiced with children in a developmentally appropriate manner. Emergency evacuation routes are posted throughout the Centre and are reviewed with staff during orientation and ongoing training.

Emergency Evacuation Location

In the event that evacuation from the Centre is required, children and staff will proceed to the designated emergency evacuation site:

The Children's Centre

3413 19th Ave SE

The evacuation site is 5 MIN from We Care Daycare the Centre provides a safe location for children and staff until parents or emergency contacts can be reached.

Emergency Evacuation Procedures

In the event of a fire, gas leak, structural concern, environmental hazard, or any other emergency requiring evacuation:

Management Responsibilities

The Director, Assistant Director, Floor Supervisor, or designate will:

- Activate the fire alarm or emergency notification system.
- Contact Emergency Medical Services, Fire Services, Police, or other emergency responders as required.

- Ensure emergency responders are provided with relevant information.
- Confirm all rooms have evacuated.
- Meet emergency personnel upon arrival.
- Coordinate communication with families.
- Remain in charge of emergency operations until relieved by emergency personnel.

The Director or designate will be the last person to leave the building after ensuring all children, staff, and visitors have safely evacuated whenever it is safe to do so.

Staff Responsibilities

Staff will:

- Remain calm and reassure children.
- Follow posted evacuation routes.
- Use primary evacuation routes whenever safe to do so.
- Use secondary evacuation routes if primary routes are inaccessible.
- Take attendance records, portable emergency information records, emergency medications, and emergency backpacks.
- Escort children safely from the building.
- Conduct head counts before leaving, during evacuation, and upon arrival at the evacuation site.
- Maintain supervision of children at all times.

Emergency Supplies

Emergency backpacks and portable records will accompany children during evacuations and may include:

- Emergency contact information.
- Attendance records.
- Emergency medication and care plans.
- First aid supplies.
- Emergency communication devices.
- Other required emergency documentation.

Accountability Procedures

Upon arrival at the evacuation site:

- Staff will immediately conduct head counts.
- Attendance records will be verified.
- Staff will report attendance results to the Director or designate.
- Children will remain with their assigned group.
- Continuous supervision will be maintained.

Parents will be contacted once all children and staff have been safely accounted for.

Parents or authorized emergency contacts may be asked to pick up children from the evacuation location depending on the nature and duration of the emergency.

Re-Entry to the Building

No person may re-enter the Centre following an evacuation unless authorized by:

- Fire Services.
- Emergency responders.
- The Director or designate after approval from emergency authorities.

Personal belongings must be left behind during an evacuation. The safety of children and staff takes priority over all personal property.

Types of Emergencies

Emergency procedures may be activated for situations including but not limited to:

- Fire.
- Gas leak.
- Bomb threat.
- Explosion.
- Flood.
- Water failure.
- Power outage.
- Structural damage.
- Severe weather.
- Tornado.
- Severe winter storm.
- Hazardous material spill.
- Toxic fumes.
- Intruder or security threat.
- Medical emergency.
- Community emergency.

Shelter-in-Place and Lockdown Procedures

Where evacuation is not the safest option, the Centre may implement shelter-in-place or lockdown procedures as directed by emergency responders.

Staff will follow Centre emergency procedures and directions from emergency personnel to ensure the safety of all children and staff.

Emergency Drills

To ensure preparedness:

- Fire drills will be conducted monthly.
- Additional emergency scenarios will be practiced throughout the year.
- Emergency procedures will be reviewed regularly with staff.
- Written records of drills will be maintained.
- Emergency plans will be reviewed and updated as needed.

Communication with Families

The Centre will make every effort to communicate with families during emergencies using available methods including:

- Telephone calls.
- Text messages.
- Email communication.
- Emergency contact notifications.

Families are responsible for ensuring emergency contact information remains accurate and current at all times.

The Centre is committed to maintaining a safe, organized, and effective emergency response system to protect the health, safety, and well-being of all children and staff.

Emergency Evacuation Plan

Fire, Natural Disaster, Gas Leak, Structural Failure, or Other Emergency Requiring Evacuation

In the event of an emergency requiring evacuation, the safety of children and staff is the first priority. Staff will remain calm, follow emergency procedures, and ensure all children are safely evacuated from the building.

Step 1 – Emergency Notification

- The Director, Assistant Director, Floor Supervisor, or designate will activate the fire alarm if necessary.
- The Director or designate will immediately call 911 and provide emergency responders with details of the emergency.
- Staff will begin evacuation immediately upon hearing the alarm or receiving instructions to evacuate.

Step 2 – Infant Room Evacuation

- Infant Room staff will safely evacuate all infants through the designated front exit near the Toddler Room.
- Staff will take:
 - Emergency Backpack.
 - Portable Emergency Records.
 - Attendance/Sign-In Book.
 - Emergency medications.
- Additional staff and the Cook will assist with the evacuation of infants as needed.
- Infants will proceed directly to the designated evacuation site.

Step 3 – Toddler Room Evacuation

- Toddler Room staff will evacuate children through the designated front exit near the Toddler Room.
- Staff will take:
 - Emergency Backpack.
 - Portable Emergency Records.
 - Attendance/Sign-In Book.
 - Emergency medications.
- Staff will proceed directly to the evacuation site.

Step 4 – Preschool Room Evacuation

- Preschool staff will evacuate children through the designated lower-level exit and rear exit located near the Preschool Room.
- Staff will take:
 - Emergency Backpack.
 - Portable Emergency Records.
 - Attendance/Sign-In Book.
 - Emergency medications.
- Staff will proceed directly to the evacuation site.

Step 5 – Preschool/Kinder (4+ Years) Room Evacuation

- Preschool/Kinder staff will evacuate children through the designated lower-level exit and rear exit located near the Preschool Room.
- Staff will take:
 - Emergency Backpack.
 - Portable Emergency Records.
 - Attendance/Sign-In Book.
 - Emergency medications.
- Staff will proceed directly to the evacuation site.

Step 6 – Out of School Care Evacuation

- OOSC staff will evacuate children through the designated stairwell and front exit.
- Staff will take:
 - Emergency Backpack.
 - Portable Emergency Records.
 - Attendance/Sign-In Book.
 - Emergency medications.
- Staff will proceed directly to the evacuation site.

Step 7 – Management Responsibilities

- The Assistant Director, Floor Supervisor, or designate will assist rooms requiring additional support during evacuation.
- The Director or designate will:
 - Check all classrooms.
 - Check washrooms.
 - Check kitchen areas.
 - Check office areas.
 - Check storage rooms and common areas.
 - Ensure all children, staff, visitors, students, and volunteers have exited safely.
- The Director will be the last person to leave the building whenever it is safe to do so.

Step 8 – Office Emergency Records

The Director or designate will take:

- Office Emergency Backpack.
- Master Portable Emergency Records.
- Emergency contact information.
- Cell phone.
- Other emergency documentation as required.

Where safe to do so, doors may be closed behind staff when exiting.

Step 9 – Accountability at Evacuation Site

Upon arrival at the evacuation location:

- Staff will immediately conduct head counts.
- Attendance records will be verified.
- All children will remain with their assigned group.
- Staff will report attendance results to the Director.
- Continuous supervision will be maintained at all times.

Parents and guardians will be contacted once all children and staff have been safely accounted for.

Children will remain at the evacuation location until:

- Emergency personnel authorize re-entry to the building; or
 - Parents or authorized emergency contacts arrive to pick up their child.
-

Designated Emergency Evacuation Site

The Children's Centre

3413 19th Ave SE
Calgary, Alberta
403-828-4409

Location: 5 min from We Care Daycare

Important Reminders

- Remain calm and reassure children.
- Do not stop to collect personal belongings.
- Portable emergency records and emergency medications must accompany children.
- Maintain supervision and conduct frequent head counts.
- No person may re-enter the building until authorized by emergency responders or the Director following clearance from emergency authorities.
- The safety and well-being of children always takes priority over property or belongings.

Monthly fire drills and regular emergency preparedness drills will be conducted and documented to ensure staff and children are familiar with evacuation procedures.

We Care Daycare & Out of School Care is committed to protecting the health, safety, and well-being of all children, staff, students, volunteers, and visitors during emergency situations.

All staff are trained in emergency procedures and emergency drills will be conducted regularly throughout the year.

Lockdown Procedure

A lockdown may be implemented when there is an immediate threat or potential danger to children or staff within or near the Centre.

Examples include:

- Intruder on or near the premises.
- Police activity in the area.
- Violent or threatening individual.
- Community emergency.
- Any situation where authorities advise the Centre to secure the building.

Lockdown Procedures

1. The Director, Assistant Director, Floor Supervisor, or designate will immediately call 911 if emergency services have not already been contacted.
2. All exterior and interior doors will be secured.
3. Staff will:
 - Bring all children indoors immediately.
 - Account for all children through attendance verification and head counts.
 - Close and secure classroom doors.
 - Turn off lights.
 - Close blinds and curtains where available.
 - Silence electronic devices when possible.
4. Children and staff will move to designated safe areas away from windows and doors.
5. Staff will:
 - Remain calm.
 - Reassure children.
 - Maintain supervision.
 - Conduct ongoing attendance checks.
6. No one will enter or leave the building during a lockdown unless directed by emergency responders.
7. Parents will be contacted when it is safe and practical to do so.
8. The lockdown will remain in effect until emergency responders or authorities provide an official all-clear.

Shelter-in-Place Procedure

A shelter-in-place may be implemented when it is safer to remain inside the building than evacuate.

Examples include:

- Severe weather.
- Wildfire smoke.
- Hazardous materials release.
- Environmental emergencies.
- Air quality concerns.
- Community emergencies.

Shelter-in-Place Procedures

1. Bring all children and staff indoors immediately.
2. Secure all exterior doors.
3. Close all windows and exterior openings.
4. Shut down ventilation systems if directed by emergency authorities.
5. Conduct attendance checks.
6. Monitor emergency broadcasts and instructions from authorities.
7. Continue programming while maintaining readiness for further instructions.

Severe Weather Procedures

Tornado or Severe Wind Event

If a tornado warning or severe weather emergency occurs:

Staff will:

- Bring all children indoors immediately.
- Move children to the lowest level of the building when possible.
- Stay away from windows, glass doors, and exterior walls.
- Move into interior rooms, hallways, or washrooms.
- Conduct attendance checks.
- Reassure and supervise children at all times.

Warning signs may include:

- Dark or greenish skies.
- Funnel clouds.

- Large hail.
- Strong rotating winds.
- Loud roaring sounds similar to a freight train.

Children and staff will remain sheltered until authorities issue an all-clear.

Flooding, Water Failure, or Structural Concerns

If flooding or structural concerns threaten the safety of the building:

- Staff will relocate children to safe areas.
 - The Director will contact emergency services if required.
 - If necessary, the Centre's evacuation procedures will be activated.
 - Portable emergency records and medications will accompany children.
-

Wildfire Smoke and Air Quality Emergencies

If wildfire smoke or poor air quality impacts the Centre:

Staff will:

- Keep children indoors.
- Monitor air quality advisories.
- Limit outdoor activities.
- Close windows and exterior doors.
- Follow guidance from local authorities and Alberta Health Services.

Symptoms that may indicate smoke exposure include:

- Coughing.
- Difficulty breathing.
- Eye irritation.
- Sore throat.
- Headache.
- Increased fatigue.

Parents may be contacted if a child experiences symptoms requiring medical attention.

Evacuation Due to Natural Disaster

If emergency authorities' direct evacuation of the Centre, or conditions make remaining in the building unsafe:

Staff will immediately implement the Centre's Emergency Evacuation Plan.

Children will be transported or escorted to the designated evacuation site:

The Children's Centre

3413 19th Ave SE

Calgary, Alberta

403-828-4409

Location: 5 min from We Care Daycare

Portable emergency records, attendance records, emergency medications, and emergency supplies will accompany children during the evacuation.

Parents will be notified as soon as all children and staff have been safely accounted for.

Emergency Preparedness

The Centre will:

- Conduct monthly fire drills.
- Conduct periodic lockdown and shelter-in-place drills.
- Review emergency procedures with staff regularly.
- Maintain emergency contact information.
- Maintain emergency supplies and portable records.
- Review and update emergency plans annually or whenever operational changes occur.

The safety and well-being of children will remain the Centre's highest priority during any emergency situation.

Program Closure Due to Unforeseen Circumstances

The safety, health, and well-being of the children, families, and staff are always our highest priority. While we make every reasonable effort to remain open and provide uninterrupted care, there may be rare occasions when circumstances beyond our control require the Centre to close immediately, delay opening, or close early.

Unexpected situations may include, but are not limited to:

- Water service interruptions or water contamination advisories.
- Power outages or extended electrical failures.
- Loss of heat or air conditioning when the building becomes unsafe or unsuitable for occupancy.
- Gas leaks, fire, smoke, or other building emergencies.
- Flooding, sewer backups, or plumbing failures.
- Structural damage or any situation that makes the building unsafe.
- Severe weather, natural disasters, or emergency orders issued by municipal, provincial, or emergency authorities.
- Public health emergencies or other situations that prevent the Centre from operating safely.

In these situations, the Centre may be required to close with little or no advance notice. If a closure occurs during operating hours, parents or authorized emergency contacts will be notified immediately through our communication system and will be required to arrange prompt pick-up of their child.

If a child remains at the Centre after a closure has been announced, staff cannot continue operating indefinitely. Once the program is officially closed, staffing levels, licensing requirements, and the safety of the building may no longer allow us to continue providing care. For this reason, **children must be picked up as soon as reasonably possible.**

Parents are responsible for ensuring that their emergency contact information is always current and that authorized emergency contacts are available should they be unable to pick up their child themselves.

Please understand that these decisions are never made lightly. They are made only when it is necessary to protect the health, safety, and well-being of everyone in the Centre and to ensure we remain compliant with licensing regulations and emergency safety requirements.

The Centre is not responsible for alternative child care arrangements or any costs incurred by families as a result of emergency closures. In situations beyond our control, regular fees and policies will continue to apply unless otherwise communicated by management.

Important Emergency Contacts

WE CARE DAYCARE & OUT OF SCHOOL CARE

120 5701 17TH AVE SE

Calgary, Alberta T2B 0A6

Phone: (403) 828-4409

Emergency Services

Service	Phone Number
Emergency (Police, Fire, Ambulance)	911
Poison & Drug Information Service	(403) 944-1414
Poison & Drug Information Service (Alternate)	(403) 944-7075

Non-Emergency Contacts

Service	Phone Number
Calgary Fire Department (Non-Emergency)	(403) 287-4299
Calgary Police Service (Non-Emergency)	(403) 266-1234
Calgary Police Service (General Information)	(403) 268-3673
Alberta Health Services EMS Information	(403) 261-4000
Child Abuse Hotline (24 Hours)	1-800-387-5437
Child Abuse Hotline (Calgary)	(403) 943-7886

Hospitals

Hospital	Phone Number
Peter Lougheed Centre (Main Switchboard)	(403) 943-4555
Peter Lougheed Centre (24 Hours)	(403) 943-4999
Alberta Children's Hospital (Main Switchboard)	(403) 943-7211
Foothills Medical Centre (Main Switchboard)	(403) 944-1110
Foothills Medical Centre (24 Hours)	(403) 943-1315

Hospital	Phone Number
Rockyview General Hospital (Main Switchboard)	(403) 943-3000

Health and Community Services

Service	Phone Number
Public Health Nurse	(403) 248-8868
Communicable Disease Program	(403) 571-9190
Child Protection / Social Services	(403) 297-2995

Transportation Services

Service	Phone Number
Yellow Cab	(403) 777-7777
Co-op Taxi	(403) 299-9999

Designated Emergency Evacuation Site

THE CHILDREN'S CENTRE DAYCARE & OUT OF SCHOOL CARE

3413 19TH AVE SE

Location: 5 MIN FROM WE CARE DAYCARE

This emergency contact list will be reviewed annually and updated whenever contact information changes. A copy will be maintained in the office, emergency backpacks, transportation vehicles, and portable emergency records.

Promoting a Safe and Healthy Environment Policy

We Care Daycare & Out of School Care is committed to providing a safe, healthy, clean, and nurturing environment for all children, families, staff, students, volunteers, and visitors.

The Centre follows all applicable requirements of the Early Learning and Child Care Act (ELCCA), Child Care Licensing Regulation, Alberta Health Services recommendations, Occupational Health and Safety requirements, and best practices for child care programs.

General Health and Safety Practices

The Centre promotes a safe and healthy environment through the following measures:

- Maintaining a clean, safe, and well-maintained facility.
- Conducting regular health and safety inspections.
- Ensuring furnishings, equipment, and materials remain in good repair.
- Conducting regular emergency drills and emergency preparedness exercises.
- Maintaining accurate attendance records and supervision practices.
- Following infection prevention and control procedures.
- Providing ongoing staff training related to health and safety.
- Reviewing health and safety procedures regularly.

The Centre will:

- Conduct regular inspections of indoor and outdoor environments.
- Remove hazards immediately whenever possible.
- Restrict access to hazardous materials.
- Maintain emergency equipment and first aid supplies.
- Follow all public health recommendations.

Photos or videos of children will only be taken and used with parental authorization.

Programming, materials, and learning experiences will positively reflect the diversity of the children, families, and communities served by the Centre.

Outdoor Play Space and Playground Safety Policy

Outdoor play is an important part of children's development and daily programming.

The Centre provides outdoor play opportunities that promote physical activity, exploration, creativity, and healthy development.

Playground Supervision

Staff will actively supervise children at all times while outdoors.

Staff will:

- Position themselves strategically throughout the play area.
- Conduct regular head counts.
- Maintain sight and sound supervision of children.
- Monitor high-risk areas and climbing equipment closely.
- Ensure staff-to-child ratios are maintained at all times.

The outdoor play space is enclosed by secure fencing and gates.

Children will never be left unattended outdoors.

Playground Safety Inspections

Before children enter the outdoor play area, staff will:

- Inspect the playground for hazards.
- Remove garbage and debris.
- Check for broken equipment.
- Check for damaged toys or materials.
- Inspect for broken glass or sharp objects.
- Assess weather conditions.
- Ensure gates and fences are secure.

A Playground Safety Checklist will be completed as required by Centre procedures.

Playground Equipment

The Centre will:

- Maintain playground equipment in good repair.
- Remove damaged equipment immediately.
- Ensure equipment is age and developmentally appropriate.
- Follow applicable playground safety standards.

The Centre will not permit toxic plants, hazardous materials, or unsafe conditions within outdoor play areas.

Safe Food Handling Policy

The Centre follows Alberta Health Services food safety requirements and safe food handling practices.

Staff involved in food preparation will complete food safety training as required.

Food Safety Procedures

Staff will:

- Wash hands before handling food.
- Clean and sanitize food preparation areas regularly.
- Use appropriate food storage procedures.
- Maintain proper food temperatures.
- Prevent cross-contamination.
- Follow allergy management procedures.
- Ensure food preparation equipment is clean and sanitized.

Food preparation surfaces, equipment, utensils, sinks, and food storage areas will be cleaned and sanitized regularly.

Frozen foods will be thawed safely using approved methods.

Hot foods will be maintained at safe serving temperatures and cold foods will be refrigerated appropriately.

Disposable paper products will be used where appropriate to reduce cross-contamination risks.

Hand Hygiene Policy

Proper hand hygiene is one of the most effective ways to prevent the spread of illness and infection.

Each classroom is equipped with:

- Running water.
- Liquid hand soap.
- Disposable paper towels.
- Hand hygiene supplies.

Children Must Wash Their Hands

Children will be assisted and encouraged to wash their hands:

- Before eating.
- After eating.
- After using the toilet.
- After diaper changes.
- Before and after water play.
- Before and after sensory play when appropriate.
- After outdoor play.
- After coughing or sneezing.
- After blowing their nose.
- Whenever hands are visibly dirty.

Staff Must Wash Their Hands

Staff will wash their hands:

- Before starting work.
- Before and after handling food.
- Before and after feeding children.
- Before and after assisting children with toileting.
- Before and after diapering.
- Before and after administering medication.
- Before and after contact with bodily fluids.
- After cleaning or sanitizing.
- After outdoor supervision.
- After coughing, sneezing, or blowing their nose.
- Before leaving for the day.
- Whenever hands become contaminated or visibly dirty.

Handwashing Procedure

Proper handwashing includes:

1. Wet hands with warm running water.
2. Apply liquid soap.
3. Rub hands thoroughly for at least 20 seconds.
4. Clean between fingers, backs of hands, and under fingernails.
5. Rinse thoroughly.
6. Dry hands using disposable paper towels.
7. Dispose of paper towels appropriately.

The Centre is committed to maintaining high standards of cleanliness, health, safety, and supervision to support the well-being of all children in our care.

Nut-Aware and Allergy Safety Policy

We Care Daycare & Out of School Care strives to provide a safe environment for all children, including those with severe food allergies.

Due to the potential for life-threatening allergic reactions, the Centre is a **Nut-Aware Facility**.

Parents, staff, students, volunteers, and visitors are asked not to bring products containing:

- Peanuts
- Peanut butter
- Peanut oils
- Tree nuts
- Nut oils
- Foods that clearly contain nuts

While the Centre takes reasonable precautions to reduce exposure risks, we cannot guarantee a completely nut-free environment.

Parents of children with severe allergies are encouraged to work closely with the Centre to develop individual allergy management plans.

Homework Policy (Out of School Care)

The Out of School Care Program provides children with an opportunity to complete homework assignments in a quiet and supportive environment.

A designated homework area will be available for children who wish to complete schoolwork.

Staff will:

- Encourage independent learning.
- Provide reasonable assistance when requested.
- Help children develop responsibility and organizational skills.
- Support a positive learning environment.

Homework remains the responsibility of the child and family. Staff cannot guarantee that all homework will be completed during program hours.

Children who are disruptive within the homework area may be redirected to another activity and may return once they are prepared to participate appropriately.

Anti-Bullying and Respectful Relationships Policy

We Care Daycare & Out of School Care is committed to providing a safe, caring, inclusive, and respectful environment where all children feel welcomed, valued, and supported.

Bullying, harassment, intimidation, exclusion, threats, and repeated aggressive behaviour are not acceptable.

Staff will:

- Promote kindness, empathy, and inclusion.
- Teach conflict resolution and problem-solving skills.
- Model respectful behaviour.
- Intervene promptly when concerns arise.
- Support children in developing positive social skills.

When concerns occur:

1. Staff will investigate and gather information.
2. Parents of involved children may be notified as appropriate.
3. Staff and families will work together to identify contributing factors.
4. Individual support plans may be developed when needed.
5. Community supports or outside agencies may be consulted where appropriate.
6. Progress will be reviewed regularly with families.

The focus will always be on teaching skills, restoring relationships, and supporting positive behaviour rather than punishment.

Distal Supervision Policy (Out of School Care Only)

Children who are 9 years of age and older may be provided opportunities for distal supervision when developmentally appropriate.

Distal supervision allows children to participate in approved activities while not under constant direct supervision, but while remaining under intermittent observation and monitoring by staff.

Distal supervision may only occur when:

- Parents have provided written consent.
- Staff determine the child is capable of participating safely.
- Activities are age appropriate.
- The location is approved by staff.
- The child remains within established boundaries.
- Staff can maintain regular visual or physical checks.

Children may lose distal supervision privileges if they:

- Leave approved areas.
- Fail to follow directions.
- Demonstrate unsafe behaviour.
- Place themselves or others at risk.

The Centre reserves the right to suspend or revoke distal supervision privileges at any time.

Program Evaluation and Continuous Improvement Policy

We Care Daycare & Out of School Care is committed to continuous improvement and ongoing evaluation of all programs, policies, procedures, and services.

Program evaluation helps ensure:

- Compliance with legislation and licensing requirements.
- High-quality care and education.
- Safe and healthy environments.
- Positive outcomes for children and families.
- Ongoing professional growth and development.

Program Evaluation Methods

Licensing Reviews

The Centre is regularly monitored by Alberta Child Care Licensing.

Licensing inspections and compliance reviews assist the Centre in maintaining regulatory standards and identifying opportunities for improvement.

Health Inspections

The Centre may be inspected by Alberta Health Services to ensure compliance with public health requirements.

Fire and Safety Inspections

The Centre may participate in inspections and reviews conducted by Fire Services or other regulatory agencies.

Parent, Staff and Child Feedback

The Centre values feedback from:

- Parents and guardians.
- Staff members.
- Children (when developmentally appropriate).
- Community partners.

Surveys, questionnaires, meetings, suggestion boxes, and informal discussions may be used to gather feedback.

Inclusion and Outcome Measures

Where applicable, outcome measures, individual support plans, and inclusion initiatives will be reviewed to ensure children's needs are being effectively supported.

Continuous Improvement Planning

Following evaluations, management and staff will:

- Review results.
- Identify strengths.
- Identify areas for improvement.
- Develop action plans.
- Monitor progress toward goals.

Program improvements will be discussed during staff meetings and incorporated into annual planning.

Lost and Found Policy

A Lost and Found area is maintained for misplaced clothing and personal belongings.

Parents are encouraged to label all items with their child's name.

The Centre is not responsible for lost, damaged, or misplaced personal belongings.

Lost and Found items will be reviewed periodically and unclaimed items may be donated to a charitable organization at the end of each season.

Parent Resources

Parents seeking additional information regarding child care services, licensing requirements, child development, and family supports may access information through:

- Alberta Early Learning and Child Care resources.
- Child Care Licensing information.
- Early Childhood Development resources.
- Alberta Health Services.
- Canada Food Guide.
- Inclusive Child Care supports.
- Community family resource centres.
- Public libraries.
- Child development and parenting resources.

Additional resources are available upon request and staff would be pleased to assist families in locating information and community supports that may be helpful.

Community Resources and Community Partnerships Policy

We Care Daycare & Out of School Care believes that strong partnerships with families, community organizations, schools, and support agencies enhance children's learning, development, health, and overall well-being.

We recognize that children and families benefit when communities work together to provide support, resources, and opportunities that promote positive outcomes.

Our Centre is committed to building meaningful relationships with community organizations and connecting families with resources that may assist them in meeting their individual needs.

Community Partnerships

The Centre works collaboratively with a variety of community agencies and organizations, including but not limited to:

- Family Resource Networks (FRN)
- Family Support for Children with Disabilities (FSCD)
- Providence Children's Centre and Inclusive Child Care Supports
- Alberta Health Services (AHS)
- Calgary Public Library
- GRIT Calgary Society
- Sunrise Community Link
- Family Matters Resource Centre
- Ronald McDonald Care Mobile
- Aga Khan Foundation – Expanding Imaginations Program
- Local schools and school boards

- Child development specialists
- Speech and language consultants
- Occupational therapists
- Behavioural consultants
- Community recreation programs
- Local cultural and community organizations

Additional partnerships may be developed as community needs and resources evolve.

Supporting Families

The Centre may assist families by:

- Providing information about community resources.
- Making referrals to appropriate agencies.
- Connecting families with support services.
- Supporting access to inclusive child care services.
- Sharing educational and parenting resources.
- Participating in community events and initiatives.

Families requiring assistance are encouraged to speak with the Director or designate for additional information.

Community Involvement

The Centre believes in giving back to the community and encouraging children to become active and caring members of society.

Children may participate in age-appropriate community projects and activities such as:

- Community clean-up projects.
- Nature walks and environmental stewardship activities.
- Charitable initiatives.
- Food drives.
- Fundraising activities supporting community organizations.
- Cultural celebrations.
- Community awareness projects.

These activities help children develop empathy, citizenship, responsibility, and an appreciation for their community.

Parent Involvement Policy

We Care Daycare & Out of School Care recognizes that parents and guardians are children's first and most important teachers.

Families are encouraged to actively participate in Centre activities and contribute to their child's learning experience.

Parent involvement may include:

- Participating in field trips and excursions.
- Attending family events and celebrations.
- Sharing cultural traditions and experiences.
- Volunteering during special activities.
- Participating in surveys and program evaluations.
- Providing feedback and suggestions.
- Donating materials or resources.
- Participating in parent meetings and workshops.

The Centre respects that every family has different interests, schedules, and abilities. Opportunities for involvement will be flexible and inclusive.

Parents as Partners

We Care Daycare & Out of School Care values open communication and collaborative relationships with families.

The Centre maintains an open-door policy and welcomes parental involvement.

Parents are encouraged to:

- Discuss their child's development and progress with educators.
- Share information about their child's interests, strengths, and needs.
- Participate in surveys and feedback opportunities.
- Attend family events and information sessions.
- Contribute ideas that support program development and improvement.

Strong partnerships between families and educators support positive outcomes for children and contribute to a welcoming and inclusive learning environment.

Community Consultation Policy

We Care Daycare & Out of School Care recognizes the importance of collaboration with families, professionals, schools, service providers, and community organizations.

Stakeholders may include:

- Children.
- Families.
- Educators.
- Directors and administrators.
- Community agencies.
- Inclusion specialists.
- Health professionals.
- Schools and school personnel.
- Government representatives.
- Community organizations.

Children and families often experience challenges that extend beyond the child care environment. Through community consultation and collaboration, the Centre can better support the individual needs of children and families.

Community consultation may assist with:

- Child development concerns.
- Behavioural support.
- Inclusion planning.
- Family support services.
- Health and wellness needs.
- Access to specialized resources.
- School transitions.
- Community engagement opportunities.

The Centre believes that effective collaboration requires:

- Mutual respect.
- Open communication.
- Shared problem solving.
- Trust.
- Family-centered decision making.
- A commitment to the best interests of the child.

All consultation involving children will be conducted with appropriate parental consent, confidentiality, and respect for privacy requirements.

Role of Community Consultants and Service Providers

Community consultants, specialists, and support agencies may assist the Centre by:

- Providing recommendations and strategies.
- Supporting children's developmental goals.
- Participating in meetings with families and staff.
- Assisting with Individual Program Plans (IPPs) where appropriate.
- Providing staff training and resources.
- Supporting inclusive child care practices.

The Centre, families, and community partners work together as a team to promote the health, safety, learning, development, and well-being of each child in our care.

Forms of Communication Policy

Media and Photography Policy

We Care Daycare & Out of School Care recognizes the importance of protecting the privacy and confidentiality of all children and families enrolled in our programs.

Employees, volunteers, students, contractors, and visitors are prohibited from posting photographs, videos, personal information, or program-specific information regarding children, families, or staff on social media, websites, or any public platform without prior written authorization from the Centre and the child's parent or guardian.

Parents and volunteers attending Centre events are asked to respect the privacy of all families and refrain from posting photographs or videos containing other children without obtaining permission from those children's parents or guardians.

Photographs of children may only be used:

1. For promotional or advertising purposes related to We Care Daycare & Out of School Care.
2. On the Centre's website, brochures, newsletters, or marketing materials with written parental consent.
3. When local media are covering a Centre-sponsored event taking place in a public setting and written consent has been obtained where required.

Parents who do not wish their child's image to be used must indicate this on the Photo Consent Form included in the registration package.

The Centre reserves the right to remove or request removal of any photograph or video that compromises the privacy, dignity, or safety of children, families, or staff.

Social Media Policy

We Care Daycare & Out of School Care values professional boundaries between staff, families, and children.

To maintain professional relationships and protect the privacy of all parties:

- Staff members are prohibited from adding, following, messaging, or communicating with currently enrolled children or their parents/guardians through personal social media accounts.
- Staff members are prohibited from sharing confidential Centre information, photographs, videos, or discussions involving children, families, coworkers, or Centre operations through social media.
- Parents and guardians are asked to communicate with staff through approved Centre communication methods rather than personal social media platforms.
- Social media platforms are not considered official methods of communication for attendance, schedule changes, concerns, complaints, incidents, or emergencies.

Examples of social media platforms include, but are not limited to:

- Facebook
- Instagram
- TikTok
- Snapchat
- X (Twitter)
- LinkedIn
- WhatsApp
- Threads
- Messenger

Families are encouraged to follow the Centre's official social media pages for general announcements, upcoming events, and program information. Children's photographs will only be posted when written parental consent has been obtained.

Parent and Family Communication

We Care Daycare & Out of School Care believes that open communication between families and educators is essential to a child's success.

The Centre communicates with families through:

- Email
- Text messaging
- Phone calls
- Written notices

- Newsletters
- Parent boards
- Communication boards
- In-person discussions
- Parent meetings

Parents are encouraged to regularly review all communications to stay informed of Centre activities, policies, upcoming events, and important notices.

Parent Boards and Communication Boards

Parent information boards are located throughout the Centre and contain important information including:

- Licensing information
- Health and safety notices
- Program updates
- Menus
- Community resources
- Child development information
- Upcoming events
- Field trip notices
- Emergency information
- Seasonal reminders

Families are encouraged to review the boards regularly.

Newsletter

We Care Daycare & Out of School Care distributes newsletters periodically throughout the year.

Newsletters may include:

- Program updates
- Upcoming events
- Community information
- Seasonal activities
- Policy updates
- Child development information
- Important reminders

Newsletters may be distributed electronically or in hard copy format.

Liability for Personal Belongings

The Centre exercises reasonable care in the supervision of children and the handling of personal belongings.

However, the Centre is not responsible for lost, stolen, or damaged personal items brought from home, including but not limited to:

- Clothing
- Footwear
- Toys
- Blankets
- Electronics
- Jewelry
- Personal accessories

Parents are encouraged to label all belongings clearly.

Where damage occurs due to intentional misuse, vandalism, or repeated inappropriate behaviour, the Centre reserves the right to require repair or replacement of damaged Centre property or equipment at the parent's expense.

Outstanding Accounts and Collections

Parents are responsible for ensuring that all fees and charges are paid according to the Centre's fee schedule.

The Centre will make reasonable efforts to collect overdue accounts through:

- Statements
- Email reminders
- Telephone calls
- Written notices
- Meetings with families

If an account remains unpaid after reasonable collection efforts have been exhausted, the Centre reserves the right to refer the account to a third-party collection agency and/or pursue other legal remedies available under Alberta law.

Any costs associated with collection efforts may become the responsibility of the account holder were permitted by law.

Babysitting and Private Child Care Arrangements

We Care Daycare & Out of School Care discourages private childcare arrangements between staff and currently enrolled families due to potential conflicts of interest and professional boundary concerns.

Any staff member wishing to provide babysitting or childcare services to a currently enrolled family must:

- Notify the Director in advance.
- Receive written approval from the Director.
- Understand that such arrangements are private agreements between the staff member and family.

The Centre assumes no responsibility or liability for any private arrangements made outside Centre operating hours.

Social Functions and Professional Boundaries

Staff members are expected to maintain professional relationships with currently enrolled children and families at all times.

Attendance at private family social functions, including birthday parties and family gatherings, should be discussed with the Director in advance.

Approval may be granted where appropriate; however, staff must continue to maintain professional boundaries and avoid any appearance of favoritism or conflict of interest.

Parent Handbook Review Policy

This Parent Handbook is reviewed annually and updated as required to ensure compliance with:

- Alberta Early Learning and Child Care Act (ELCCA)
- Child Care Licensing Regulation
- Alberta Health Services requirements
- Current Centre practices and procedures

The review process may include feedback from:

- Parents and guardians
- Staff members
- Community partners
- Licensing representatives
- Management

Suggestions received through surveys, meetings, and ongoing communication may be considered during annual reviews.

Updated versions of the handbook will be made available to families as revisions occur.

We Care Daycare & Out of School Care reserves the right to amend, revise, or update any policies, procedures, fees, schedules, programming, operating hours, or other information contained in this handbook as required to comply with legislation, licensing regulations, funding requirements, health and safety directives, or the operational needs of the Centre. Families will receive reasonable notice of significant changes whenever possible.

Parent Acknowledgement

I, _____, parent/guardian of
_____, acknowledge that I have received,
reviewed, and understand We Care Daycare & Out of School Care Parent Handbook.

I understand and agree to follow the policies and procedures outlined within the handbook and have had the opportunity to discuss any questions or concerns with the Director or designate.

Parent/Guardian Signature: _____

Print Name: _____

Date: _____

Centre Representative: _____

Date: _____

