

WE CARE DAYCARE
&
OUT OF SCHOOL
CARE

PARENT
HANDBOOK

120 5701 17TH AVE SE

Revised NOV 2023

PLAY, LAUGH, LEARN & GROW

Intake Process:

Our application process features a number of steps designed to ensure that children receive the best possible childcare available to them. The intake process will best meet the needs of each individual child and family.

Orientation & Tour:

Parents new to our program can arrange to have a tour of our facility. Tours can take place at any time at the convenience to the family. Tours may last up to one hour depending on each family's individual needs. Parents are welcome to ask as many questions as necessary to help with their decision to enroll their children into our program. To assist new children, settle down we offer a 3-day transition period for families to come in for couple hours at a time. Longer transition periods can be discussed with administrative staff and parents to accommodate child/parent's needs. Transitioning start times will be anytime between 8:00-230 pm daily. We will work with families to draw up a schedule to introduce the different routines in our program. Internal transition from one room to another is scheduled between room staff and parents would be notified in advance.

- An informational meeting and tour of our center for parents and children is scheduled
- Once family has decided to attend our center, a \$175.00 registration fee will be required
- Once registration fee has been received parents will receive a registration package
- Parents complete the registration package prior to child attending (no child can attend prior to registration package being completed)
- Parents and Director go over revises' intake process, registration package and fee structure.

Dear Parents

On behalf of our centre, allow us to welcome you and your child to our program. If this is your child's first year at, our centre or if you are seasoned program veteran, thank you very much for your support and commitment to our program. We offer industry leading, quality childcare that is conveniently, located in the heart of Forest Lawn surrounded by numerous schools and community supports. We believe in 4 fundamentals that we practice every day in everything we do: We strive to provide innovative and exciting experiences where children can learn and develop through play and exploration during the critical hours. Individualized planning and supportive interactions between our educators and the children help us to create an atmosphere that feels safe and encourages feelings of self-worth, creativity and leadership

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

Welcome:

This handbook has been created to help you familiarize yourself with your child's new program. It will provide you with helpful information about our program and policies and will help answer some questions you may have. Please review it carefully and keep it as a future reference while your child is attending our program. If you have any questions, concerns, ideas or comments concerning the centre, please feel free to speak to the Director, Floor Supervisor or any staff Educator.

Our Mission

To provide families with a high-quality child-care option where parents & educators work together to ensure the well-being of all children in an inclusive, regulated, monitored, contracted and approved Facility Based Childcare Program.

Vision

Our vision is to promote the health and well-being of all children in our care. We will work in partnership with families, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibility to their children. The Centre also works in partnership with colleagues, educators and other service providers in the community to support the well-being and inclusion of all children and their families.

The centre enhances the future for children by providing support and education to families, educators, and co-educators. Educators pursue, on an ongoing basis, the knowledge, skills, and self awareness needed to be professionally competent. They also demonstrate integrity and caring in all of their professional relationships.

Our Philosophy

Children are a part of a family, community and a busy interactive world. Our centres curriculum reflects the importance of connections between all of these relationships with each other, their family, their culture, their community and the world around them. Our aim is to develop positive bonds and connections between our children, our families and our educators. Nurturing each child's identity as a "Mighty Learner and Citizen." We believe that in order to enhance and foster the children's ability to learn through play, they need opportunities to explore the world around them. Children at the centre are given every opportunity to develop their physical, social, cognitive and creative skills in a supportive environment. Although the educators formulate daily routines and program plans, these serve as guidelines only. Flexibility, rather than total structure, is the intent. Through active learning experiences that incorporate what the children are interested in, the children are encouraged to be the authors of their own learning. We believe in natural connections through play; they engage in self-discovery, problem solving and collaboration with their peers. As they explore the environment examining relationships between objects, actions and people, the children learn a variety of concepts that they will later apply to new situations and experiences. Children are adventurers and explorers, and as educators, we are guides assisting them in the understanding and expanding of their discoveries. We believe that this gives them a foundation to move forward within the world.

Our Program

Our Centers offer a full day program for children aged 0 months to a child under the age of 13 years, or a child under the age of 14 years who because of a special need requires child care.

THE CHILDREN'S CENTER - Our Licence capacity is 124 children all day. 106 Daycare Children and 18 Out of School Care Children. (3413 19th Ave SE, Calgary, AB, T2B 0A6)

WE CARE DAYCARE – Our Licence capacity is 156 children all day. 68 Daycare Children and 88 Out of School Care Children. (120 5701 17 Ave SE, Calgary, AB, T2A 0W3)

Nutritious snacks with multicultural focuses are provided. We use a child-centered approach, where educators pay close attention and respond to each child's interests, abilities and learning style. Using a variety of hands-on materials, learning is made fun and functional. It is our goal to create a warm and nurturing environment enriched through a "learning through play" curriculum and which recognizes and promotes the development of each child in accordance with their individual needs. Goals are set for each child in all areas of development. Program planning incorporates a variety of planned and spontaneous activities to enhance each area of development. Our program also provides an inclusive program where children with and without disabilities participate in the same routines and play experiences. Educators in inclusive programs learn to recognize children as distinct individuals with special strengths and needs. Our program will modify its environment to support children's success. We will meet all social, physical, intellectual, creative, emotional, special needs and holistic goals.

STAKEHOLDER:

Stakeholders that early childhood educators can engage in a community partnership include:

- families.
- peers, leadership, and committee of management (within early childhood education service)
- other local early childhood education services.
- local schools and school educators.
- local government.

Definition of a Stakeholder. A stakeholder is any person, organization, social group, or society at large that has a stake in the business. Thus, stakeholders can be internal or external to the business. A stake is a vital interest in the business or its activities.

At our centre families, staff, local education services, local schools and governments are our stakeholder. Attracting, retaining and generating loyalty from our community is the core market and it is critical to long-term financial success.

LEARNING AREAS

Our curriculum is made up of six learning areas:

Social Skills & Diversity

Emotional Skills

Cognitive Abilities

Communication, Language, Literacy

Physical Health/ Holistic Play

Imagination & Creativity

Through these learning areas children will learn to express themselves, engage in individual group interactions and use classroom materials productively and purposefully. Through age-appropriate activities children develop and enhance their skills, giving them a stronger foundation for the future.

At our centre we focus on three methods of learning:

Emergent Curriculum – this is based on the child and teacher interests and passions.

Flexibility and creativity are key components

Play Based Learning - The Early Years Learning Framework defines play-based learning as a context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations'. Children may engage in play on their own and explore different materials. Play based learning helps children develop social skills, motivation to learn, and even language and numeracy skills. Taking initiative, focused attention, and curiosity about the world are all a part of play. Children are naturally wired to do the very thing that will help them learn and grow. We will also incorporate Flight Alberta's Early Learning and Care Framework where educators make curriculum decisions "in the moment" extending play and learning through thoughtful reflection and dialogue with children, families.

Montessori - Practical life in Montessori is purposeful activity, develops motor control and coordination, and develops independence, concentration, and a sense of responsibility. The exercises in practical life cover two main areas of development: care of self, and care of the environment.

Meeting the needs and interests of a child is our #1 priority. Our educators are committed to providing every child with the opportunity to reach their full potential.

Overview:

The Centre is open Monday to Friday from 6:30 a.m. to 6:00 p.m. except for Statutory Holidays or as stated on our Holiday Schedule.

Registration:

- There will be a registration fee of \$175.00 per family,
- Each new parent is provided with a registration package,
- Parent Handbook, will be reviewed and acknowledgement will be signed
- A tour will be given,
- All questions will be answered & any assistance will be provided
- Transition will be provided if needed and requested for the child
- All subsidy help will be provided

Please Note

All registration and information forms must be completed in full and submitted to the Director of the Centre before any child can attend, this is mandatory.

Disenrollment:

Parents are required to provide a minimum 30 days written notice to THE CENTRE, or the financial equivalency.

If parents of OOSC-eligible children choose to stay an additional year, parents need to communicate their decision to their director in writing prior to July to ensure space availability.

The center reserves the right to terminate enrollment without notice for the following reasons:

- non-compliance with policies and procedures, including documentation
- adults choosing to exhibit behavior that threatens the physical or emotional safety of the children and educators on site

Acknowledgment of Agreement:

Parents registering their children at the centre are required to sign that they have read and agreed to the terms and policies outlined in the registration form/parent handbook. Your signature on these forms indicates that you have read, understood and agreed to follow the practices and procedures that accompany each policy. Refusal to sign and agree to the policies will result in your inability to register. All policies are included in Parent Handbook, on our website or you may request a hardcopy for your convenience.

Our Goal

For Families:

- To provide a loving, nurturing environment for their child that is an extension of their family unit.
- To provide access to resources and information within the community to meet their family needs.

For Children:

- To promote each child's healthy motor, cognitive, social-emotional, adaptive and communication development.
- To promote each child's understanding and pride in being a part of a global world where all people are equal and part of a larger community.
- To provide an environment that is dynamic and responsive to each child's individual developmental needs and abilities.

Our Program:

Our Center has a Daycare and OOSC

First a Daycare program, License capacity 68 children with 5 classrooms

Infant Room: 0m-19m 10 (0m – 12m: 3 & 12m – 19m: 7)

Toddler Room: 19m – 3y 05

Toddler Room: 19m – 3y 16

Preschool Room: 3y – 4y 29

Sr Pre-School/Kinder Room: 4y + 08

Second an OOSC program, License capacity 88 children with 3 classrooms

Kinder Room: 13 Small OOSC: 18

Big OOSC: 57

Infant Room: 0m-19m

Our infant room has children 0m – 12m with & 12m – 19m. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots. Since the infant room is usually the parent's first experience with childcare, we strive to be a comforting presence in parent's lives. We strive to help the babies reach their developmental milestones, including rolling, sitting, crawling, standing, and eventually, walking. The classroom provides a warm, nurturing environment where each baby is special and babies are encouraged to explore and develop new skills at their own pace. Equipment and toys are safe and age appropriate. The room arrangements satisfy individual needs by allowing space for eating, sleeping, and playing. Cribs will be provided for infants 0m-12m and infant beds will be provided for infants 12m-19m to support safe infant furnishings. All infant furnishings align to the Canada Consumer Product Safety Act or by the Statutory Directory. The infant room schedule allows flexibility to meet each child's needs as well as leaving room for some planned activities. It also facilitates the infant's curiosity and promotes self-learning, which aids mastery of the skills necessary for problem resolution.

Toddler Room: 19m-3y

Our toddler room has 19m – 3y. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots. Blocks and Balls, Push and Pull toys, Climbers and Clangors, and anything that looks like it might be edible; these are things that interest the Toddlers. This is the age of great explorations and curiosity. Most seem to have a no fear policy about them as they explore their surroundings. We address the very active needs of the Toddler by providing a schedule that will satisfy much of their curiosities about the world around them. It has a balanced assortment of quiet and active activities and a form for expressing their creative juices as well as opportunities for all the sensory experiences they need to be satisfied for a moment. Teachers provide that secure and dependable setting where warmth and nurturing abounds. Our educators recognize that a constant testing of limits and expressing opposition to teachers is a part of developing a healthy sense of self. Teachers give positive worded directions and state what the child may do for example (“bang on the drum”) as opposed to what the child should not do (“don’t bang on the drum”) Educators speak firmly and directly to toddlers for overly dangerous behaviour. Children are praised for their accomplishments and helped to feel increasingly competent and in control of themselves. Educators recognize that most of the time when toddlers are aggressive, hurting and biting other children it is only because they lack the skills to cope with frustrating situations. Our educators will provide children environments that are beautiful, joyful, and rich with opportunities to flourish in.

Preschool Room: 3y-4y

Our preschool room has 3y – 4y. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots. In our preschool room you will find the room divided into carefully planned interest areas. It will be filled with bright, primary color boards and a variety of materials for your child to manipulate, explore, snuggle, play with, and share. The room is especially designed to encourage your child's natural curiosity and desire to learn about her/his world. Preschool classrooms are usually organized around interest areas or learning centers. These defined areas allow children to play and explore materials with the guidance of the teacher either individually or in small groups. Low shelves often separate the centers, but children move freely among them. Skills that lead to reading and writing and math are not confined to specific centers, but rather reinforced in different ways throughout the centers via communication, exploration and play. Your child's classrooms will have many of the following learning centers, but the arrangement and composition of the centers will vary. There are

areas such as science, dramatic center, water play, sand play, large motor play, small motor play, carpet toys, puzzles, art table and even a small computer area, music/dancing area and reading corner. As 3-year old's start coming into their own, it's important they have time and space to explore their independence in a safe and supportive environment. In our 3-year-old care program we help develop autonomy and an openness to learning. We encourage respectfulness and nurture social development skills. Our flexible program provides lots of opportunities for individual and group learning in language, music, communications and problem-solving skills. And because 3-year old's also have so much energy to burn, our exciting outdoor play areas offer plenty of room for active play. Your child will also have their own personal learning journal so you can see what they've been up to.

Sr. Preschool / Kinder: 4y+

Our Sr Preschool/Kinder has 4y +. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. We offer Kinder full day and ½ day programs at our center. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots. Our Preschool/Kinder program, with qualified educators, offers a secure and encouraging environment for children to develop autonomy, focus on respectful relationships and understand social courtesies. We engage children with individual, small group and whole group experiences and structured group sessions for discussion times, music and language. All activities are designed to be flexible and are focused on the learning experience rather than the academic outcome, while literacy and numeracy is introduced naturally through every day experiences. Our 4+ program for those children is aimed at preparing our young people for school. We focus on helping children understand and deal with their emotions, to be able to initiate friendships and develop self confidence and self-esteem. We know that social and emotional readiness will assist in successful entry to school, allowing them to be effective learners. We will also introduce some Montessori Practical life theory for parents who are interested

Montessori - Practical life in Montessori is purposeful activity, develops motor control and coordination, and develops independence, concentration, and a sense of responsibility. The exercises in practical life cover two main areas of development: care of self, and care of the environment.

Kinder / OOSC:

Our Kinder/OOSC program has 6y +. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots.

We offer Kinder full day and ½ day programs at our center, as well as before and after school care, ½ day Fridays, all PD Holidays and all Non-School Day Holidays. Our Kinder and OOSC programs are organized into specific play centers (i.e., costumes, housekeeping, blocks, homework, reading area, library, art, music, technology, science center, puzzles, manipulative toys, board games, dramatic play and sports). Large outdoor play areas with parks are also attached to every center. Arts and crafts, science, multiculturalism, active play, group games and outdoor play are all integral main components of our daily programming.

The most successful after school programs leverage schools, families, and communities to ensure the success of children. Strong partnerships are not just a nice feature of an afterschool program, partnerships

are becoming a “nonnegotiable element of supporting learning and development across all the contexts in which children learn and grow. After school programs are an extension of the classroom and as such when afterschool programs are aligned with classroom topics, and if families are re-enforcing these topics at home, children’s education will prosper. While after school programs are an extension of the classroom, it’s still important to retain some separation between regular day and afterschool due to possible overload. Strong partnerships help children learn in every activity, and as children learn the benefits of afterschool programs will be more pronounced.

A high-quality afterschool program is a place where children aren’t only safe, they thrive. We try to provide this environment for them here. Our room is full of activities such as puzzles, games, table toys, floor toys, sensory activities, water play, sand play, dramatic play, science area, home work area, quiet area, arts & craft area, Game Cube, Wi, Free Dance, Karaoke, and much more.

Outdoor Play

Our Day Care has a playground attached to the centre and has neighbourhood parks within walking distance. Children also go on community walks. Children play outside at least once per day, weather permitting. As per Licensing Regulations:

Throughout the school year, the children may be taken off premises to a local park or for a walk (Weather permitting). THIS WOULD INCLUDE BUT NOT LIMITED TO: PLAYING AT PLAYGROUND (FOREST LAWN RAMP PARK, PENNBROOK MEADOWS SCHOOL PLAYGROUND, ELLISTON PARK, DOLLAR STORE, 7-ELEVEN, LIBRARY, MC DONALD, All Community walks around the daycare (NEIGHBOURHOOD WALKS/PARKS)

Valley View School Park (4105 26 Ave SE)

Catholic School Playground Holy Trinity School (1717 41 St E)

Catholic school playgrounds Holy Cross Elementary School Park(3719 26 Ave SE)

Valley View Water Park/Holy Cross (28 Street SE)

Patch Project Field (1839 34 Street SE)

Mac Donald Play Place (4615 17th Ave SE)

Husky Slurpee Day (3819 17th Ave SE)

7-11 Slurpee Day (3725 30th AVE SE)

Tim Horton's Treat Days (3525 26 Ave SE)

Elliston Park (6224 17th Ave SE)

Pearce Estate Park (1440 17a St SE)

Dollar Store (1919 31 St SE)

Library (4807 80 Ave SE)

Community walks around the daycare (NEIGHBOURHOOD WALKS)

These activities are easily accessible by walking and will be supervised by your child’s educator. Only Preschool, Kinder and OOSC children will be allowed to go on off site activities. Infants and Toddlers

will not be allowed on any off-site activities except on NEIGHBOURHOOD WALKS IN STROLLERS. Please fill out the following forms for your consent for off-site activities. Children who do not have a completed form will not be able to participate.

Maps will be added to consent form.

Note: Please note that the following form is only for short distance off-site activities and does not include field trips. Those types of excursions will need additional paperwork that will be handed out as needed.

Previously, any time a child care program had an off-site activity, the parent had to be advised and provide consent. This placed administrative burdens on child care programs, especially when off-site activities occurred regularly at frequently-visited locations. Programs will be allowed to get one-time consent (annually) for regularly occurring off-site activities and would not be required to be renewed for each activity, unless the parent withdraws consent, or any aspect of the off-site activity changes (i.e., location change). Under these changes, programs would be required to post in a prominent location that is accessible to parents indicating where the children are and how to contact the program. If the off-site activity is an exception to their frequent visits (e.g., the program is attending a museum for a field trip), formal parent consent will still be required.

Outdoor play space

Daycare outdoor play space is adjacent to the program premises and accommodates at least 50% of the licensed capacity at a level of not less than 2 square metres for each child under 19 months of age and not less than 4.5 square metres for each child who is 19 months of age or over.

The outdoor play space is securely enclosed on all sides and all entrances to and exits from the outdoor play space that do not lead into the interior of the program premises are kept closed at all times while children are using the outdoor play space.

To help make outdoor play more enjoyable for children, we ask that children come to the Centre with appropriate outdoor clothes (e.g., hats, mittens, warm jackets, snow shoes, etc.). If you are sending your child to the centre in a winter jacket, please ensure that the drawstrings are removed from the jacket hood. We want to avoid having these get caught on playground equipment. We do not go outside when the temperature is below – 20C (including wind chill), or above +29C (including heat index). Appropriate attire for summer is a summer hat, t-shirts, shorts for summer. The centre asks that the parent provide sunscreen during the summer months for their child. Please clearly label the bottle for staff. We are mandated by law to take the children outside. Parents who feel that their child is not well enough to participate in outdoor activities must keep them out of daycare until they are able to participate in all activities.

Our playground provides safe, attractive, durable, and environmentally-friendly rubber and artificial turf surfacing that children can enjoy for years to come. Our playground is surrounded by appropriate fencing allowing for 2 main emergency exits. This helps us to supervise our children and keep unwanted people out of the area. All areas of our playground space are visible to staff and easily supervised at all times for adequate supervision and staff are placed at all points of the play space to avoid blind spots and to respond to the children's needs. Our play space has several areas of shade to protect children from the sun. There are 2 separate play spaces for Infant/Toddlers and Preschoolers. Our Infants/Toddlers will be taken on daily neighbourhood walks using our daycare strollers. There is no tree or tall objects to obstruct any views for safety. The layout and equipment adhere to the different groups of children and the maximum group sizes.

Outdoor Play

Our Out of School Care children will use neighbourhood parks within walking distance. Children play outside at least once per day, on school days depending on time and 2 times per day on non school days depending on time and weather permitting. During holidays children will also walk to library.

Parks within walking distance:

Valley View School Park (4105 26 Ave SE)

Catholic School Playground Holy Trinity School (1717 41 St E)

Catholic school playgrounds Holy Cross Elementary School Park(3719 26 Ave SE)

Valley View Water Park/Holy Cross (28 Street SE)

Patch Project Field (1839 34 Street SE)

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7-11 Slurpee Day (3725 30th AVE SE)

Tim Horton's Treat Days (3525 26 Ave SE)

Elliston Park (6224 17th Ave SE)

Pearce Estate Park (1440 17a St SE)

Dollar Store (1919 31 St SE)

Library (4807 80 Ave SE)

Community walks around the daycare (NEIGHBOURHOOD WALKS)

All off site rules will be followed

When children go to the park, they take their outdoor wagon of toys.

All Children take their back packs with their water bottles.

Staff will take OOSC Emergency bag which contains first aid box, portable records, any emergency medication children may require, daycare cell phone, sign in and out sheets, and any thing else that may be needed.

Floor Supervisor will check in on children and staff at outdoor space

Safe boundaries will be maintained by having large pylons on the outdoor space/children will be made aware of their boundaries during circle time on a daily basis

Children will follow all crossing guard regulations/traffic regulations that may apply Educators

will conduct safety sweep/list prior to children playing in the play space

Maps to each park attached.

Nutrition

Our centre provides an AM snack, Mid-day snack and a PM snack to its registered children. We DO NOT provide lunches. Parents will be required to provide their own lunches for their children. All food provided to children is as per Canada Food Guide requirements & Alberta Nutrition Guidelines. Our snack menu is posted in each room, as well as the kitchen, and at the front entrance where parents are able to view them daily on the parent board. Our menu is rotated on a four-week basis. It is reviewed and changed seasonally. Parents are provided a copy of the menu upon request. Snacks will incorporate at least 2 food groups per day. Staff will ensure that children are fed at appropriate times and that sufficient quantities are provided to each child, according to their needs. AM snack is provided between 630am to 900am. Mid day snack is served between 1000am to 1030am depending on the room. PM snack is provided between 230pm and 430pm depending on the room. Infants ages 0m – 12m parents are responsible for providing formula and or blended food. Infants 12 months and older, children will be fed according to parents' instruction. If your child has food allergies or restrictions, you will be asked to provide your child with sufficient snacks for the day to be served to them at the centre. If you will be providing snacks, please ensure that the food you provide meets the Canada Food Guide requirements & Alberta Nutrition Guidelines. We ask that you do not send your child soda or candy from home. Meal time is considered a social activity. Children are to be seated and calm during meals and snacks. All snack dishes are returned to the kitchen after use and are washed and sanitized as per AHS standards. All dishes are allowed to air dry before they are stored or reused. Children are encouraged to participate in mealtimes which foster social development and proper eating habits. Educators allow the children to be independent and make their own choices about what they would like to eat, although they are supported and encouraged to try new things. Our centre does serve halal, and vegetarian snacks. We will do our best to support all dietary restrictions. Please ask us if you have any specific need.

Our primary staff will ensure that:

- The manner in which children are fed is appropriate to their age and level of development
- Children are seated while eating and drinking, and
- No beverages are provided to children while they are napping

Social:

We encourage children to make friends and develop relationships with others, including our educators. We support children in developing their problem-solving and conflict resolution skills. We provide cooperative team experiences where children will learn about group dynamics and working with others. The educators assist children in every facet of their social development and are models of respectful interaction with children and adults of various age groups.

Physical:

For young children physical activity means the opportunity to move around and play with other children. We encourage children to enjoy both indoor and outdoor play in order to develop their large and small muscle skills. Our program gives some time to physical activity that benefits the child. Increased movement and physical activity create healthy habits and has numerous benefits for our children. It helps improve confidence, self-esteem and also in developing healthier social, cognitive, and emotional skills. It also helps in building strength, self-confidence, concentration, and coordination from an early age. Our educators will provide opportunities for physical activities both indoor and outdoors for children to participate within, where exploration and play are encouraged. Age-appropriate opportunities will be provided for all children to participate in

Intellectual:

We encourage children to try new things in order to broaden their experiences in the world. Through our programming, we aim to provide children support for their emergent literacy, math, science and language development skills.

Creative:

We provide numerous opportunities for children to express themselves through art, music and drama. We provide materials and props that promote and support a child's imagination, creativity and need for exploration.

Emotional:

We encourage children to feel pride and develop their self-confidence. We help children develop independence, self-control and a positive attitude. We want children to develop their own self-esteem by:

- We feel the most important thing is to show children lots of love and acceptance. We will do this by spending time with them and giving them lots of hugs and affection.
- Focusing on the children by playing with them and listening when they talk. Showing interest in their activities, projects, or problems. Let them guide play, and be willing to do the things they want to do.
- Providing structure and rules and being consistent. We will decide on and enforce clear rules and limits that are right for the children's age and developmental stage. Telling them what we expect, and what the consequences will be if the rules aren't followed. This helps the child feel safe and secure. This will help them gradually grow more confident about making their own decisions.
- Telling our children, we are happy when they cooperate or help us, follow rules, or do other positive things. Explain what we like about their behaviour.
- Helping our children find something they are good at and enjoy doing. Understanding and respecting that they will be good at some activities and not good at others. We never humiliate or put down the child for not succeeding.
- Supporting our children and offer genuine praise. Encouraging them to try new things, and tell them we are proud. Praise their efforts and skills, being specific in what we say and are praising. We don't over-praise every accomplishment, because it will only take away from the things they do succeed at and that took real effort. Remind our children that learning new skills takes time and practice, and that no one can master everything. We also talk about our own successes and failures and what we've learned from them.
- Helping our children learn from their mistakes. Talking to them about what can be done differently next time, and how they can control their own behaviour.
- Providing our children with responsibilities and opportunities to contribute in the centre. For example, we assign centre chores, or ask for help preparing with snacks. This teaches our children that they are important.

- Being a role model. Show our children what it means to love oneself, be willing to do and try new things, and model how we cope with set-backs or challenges. Show our children the rewards of patience, persistence and doing things as well as you can.
- Offering choices and the chance to problem-solve, appropriate to the child's age and developmental stage, so that the children learn that they have control over their life.
- Creating a safe, loving environment where our children can feel comfortable, secure and happy.

Mental

Children grow and learn best in a safe environment where they are protected and loved with plenty of opportunities to play and explore. Our centre will provide support and will encourage nurturing relationships, create a safe positive environment, nurture confidence and provide social opportunities. Our educators will provide age-appropriate activities, age-appropriate toys, age-appropriate programming, and age-appropriate surroundings. Children are co-constructors in developing intellectually by exploring and experimenting in the environment that we are providing and sharing ideas and information.

Spiritual Needs

Our centre will encourage children to celebrate their uniqueness and support each one of their differences. We will create a safe, open and welcoming environment for children to explore their cultural differences. Educators will encourage children to celebrate their own identities and diversities.

Parents are asked about their cultural background and their child's cultural background. Parents will be asked about traditions that are followed, and any religious food restrictions that we may be able to help with i.e., halal, vegetarian. This is so our educators and our office staff can incorporate as many of these traditions as possible into the child's routine at the centre. This not only allows the child to feel comfortable, but also gives the other children a diverse mix of programming and activities.

Our centre will take pride in getting to know each child and the family. We will encourage the family and extended family members of the child to be involved and participate in programs and activities. We will help children and families to meet and socialise with other families. Encourage families to talk about cultural diversity with their children.

Cultural diversity in childcare provides a range of opportunities for children and families to celebrate differences. It's one aspect of diversity, which also embraces differences in gender, disabilities, age, social, and economic backgrounds.

Cultural diversity promotes different cultures, racial and ethnic groups within our community. Educators show their respect for diversity by celebrating those differences. By encouraging families to participate in cultural activities and programs, it strengthens children's self-identity and promotes an inclusive practice in childcare.

Holistic Play Based Goals

We use the terms “holistic” and “play-based” to describe the Alberta goals. The word holistic means that we always consider the whole child in our work—intricately entwined in relationships, in play, in learning, and the environment. Children’s care, play, learning, and development are always considered within the context of family, social, and cultural practices and traditions and the early childhood community. The word play-based brings attention to the central role of play in curriculum meaning making. Children’s play is central to this curriculum framework as an active, exploratory, creative, expressive process, deeply embedded in children’s everyday experiences and through which children participate in, learn about, and actively make sense of the world.

Children with Special Needs

We recognize all aspects of diversity including ability, age, appearance, belief, class, culture, family, composition, and gender. We believe that all families should have access to the same level of childcare. We will enroll any child whose needs can be met in our program, regardless of a particular diagnosis or area of diversity. If we need to provide extra support to a child beyond the ability of our existing service, we can apply for support funding through Alberta Human Services. All children learn and grow at different paces. All children are unique in their own way. Children learn best in a developmentally appropriate program that offers them the supports they need to participate successfully. Many children with disabilities can benefit from simple accommodations and modifications (i.e.; visual schedule, cutting tasks in half) while other children may need more specialized, individualized supports provided by an aide accessed through FSCD or The Learn Program through Providence. These professionals will work with the children, and their families to help the children learn and thrive in an inclusive environment. We are here to help you.

We accept the Early Childhood Professional Association of Alberta's Code of Conduct to ensure that our educators understand their ethical obligations to the children of our centre, and work with each other to promote quality family child care for families in the community. The Canadian Child Care Federation's 8 Principles of Ethical Practice are followed; they are:

- 1) Early child care educators promote the health and well-being of all children.
- 2) Early child care educators enable children to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child's progress in all areas of development.
- 3) Early child care educators demonstrate caring for all children in all aspects of their practice.
- 4) Early child care educators work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children.
- 5) Early child care educators work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
- 6) Early child care educators work in ways that enhance human dignity in trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.
- 7) Early child care educators pursue, on an ongoing basis, the knowledge, skills and selfawareness needed to be professionally competent.
- 8) Early child care educators demonstrate integrity in all of their professional relationships.

Inclusive Program Policy:

Statement:

Inclusion of children with developmental disabilities provides an essential opportunity for mutual learning, acceptance and awareness of each other's needs Policy:

We are committed to providing care to children and families with exceptionalities as long as.

- a) The child's exceptional needs can be met to the fullest in order to positively ensure his/her overall growth and development.
- b) The child can be included positively into group settings.
- c) The parent/s support and co - operation is evident.
- d) The total number of children with disability and without disability is balanced according to the needs of everybody.

Guidelines:

- a) Schedule an interview with the family and the child.
- b) Ensure completion of all the required forms for the intake.
- c) Collect all the relevant information needed for special need funding.
- d) Consult with the other involved professionals.

Procedures:

- a) Become familiar with the child's disability
- b) Analyze the interaction of the child with disabilities in conjunction with the educator(s).
- c) Consider what type of support will be needed.
- d) Investigate the need for extra funding and staff, if needed.
- e) Establish effective communication channels between parents and the Centre.
- f) Set up a short term (1-6 months) trial basis to determine if the inclusion into the program will provide positive experiences for the child, family and other children.
- g) Develop an Individual Program Plan (goals, objectives-including specific activities and resources).
- h) Schedule regular case conferences with parents and other professionals-keep written records.
- i) All children's records will remain on current files as long as the child is at the Centre.
- j) Records and data shall be released to other agencies providing that the parent/guardian has given written permission.
- k) The parent's willingness to comply with the Centre's recommendations is essential in order to work with the child. Upon consultation with the family if the support is not evident a private meeting will be set up.

Orientation Policy and Procedure:

Our centre will ensure that new families are welcomed to the Daycare and Out of School Care program and provided with an overview of the Centers Policies and Procedures. We are here to assist families in dealing with barriers to access community resources and services. Please let us know what you need anything and we will do our best to help you. We have access to computer and fax machine for those parents who need assistance.

Procedures:

When welcoming a new child and family to the Centre, the following procedure is typically what takes place:

- The Director will meet with the family and give a tour of the centre.
- The Director will review the centre's program and various policies with the family and answer any questions the family may have.
- When a family is ready to enroll their child in our centre, the parents will be asked to complete our Registration Package which includes our Registration, Health and Emergency forms and provide \$150.00 Registration fee which is non-refundable.
- The Parents and Director will review and sign the centre's contract, located inside the Registration Package.
- Parents will be required to pay the registration fee of \$175.00 to hold a spot for their child on our waiting list. Should you choose not to have your child attend at our centre after the registration fee has been paid this amount will NOT be returned back to you. If the child is starting right away, Parents will be required to pay the full first month fees (less subsidy amounts) if subsidy is in place. If subsidy is NOT in place the parent will be required to pay the full fee and once subsidy is in place the balance amount will be reimbursed.

- Parents will be provided a copy of the Parent Handbook if requested or a copy is available on line and will be asked to review and sign the Parent Handbook acknowledging receipt and review of the contents.
- Prior to the child starting at our centre, Parents are welcome to arrange for their child to visit the centre with their child to help the child's transition into our program.

Admission Policy:

Admission to our centre is open to any child:

1. Between the ages of 0 months and 13 years' old or 14 years with special needs
2. Whose family is a resident of Calgary or surrounding areas
3. Is receiving Alberta Child Care Subsidy or paying on their own (FULL FEE)
4. Whose individual needs and family needs can be met through our programs

Spaces are filled on a first come first served basis and in accordance with our space availability. If the center is filled to capacity, subsequent spaces will be filled with children chosen from a waiting list of eligible children. Children are allocated spaces in such a way as to maintain our age groupings. If you wish to reserve a spot for your child, we will require a \$175.00 non-refundable deposit. Spaces are not saved for children who are leaving the center during the summer months or for extended periods of time during the year/vacations. If you wish to save your child's spot upon your return, you must provide the Centre with a fee discussed with the Director. Normally this is the full fee to hold your space. This has to be discussed prior to your vacation/departure. If fees are not discussed in advance and the full amount is not paid your space will be terminated. Should you choose not to have your child attend at our centre after the deposit is paid, the deposit will be forfeited.

Fees/Late Payments/NSF:

Monthly fees are set in accordance with our centre's fee schedule in effect at the time of registration for the specific age group which your child is enrolled in. Fees are subject to change upon notice. Fees remain in effect regardless of extended absences, illness or vacations unless discussed with the office. Fees are due on the 1st day of each month, with a grace period to the 3rd day of the month. There is an additional cost of \$10.00 per day per child after the 3rd day of the month for late payment of fees, unless prior arrangements have been made with the Director. Non-payment of fees will result in immediate suspension of child care services until fees are paid. (Termination to take place after prior notices of nonpayment have been given and non-payment continues to occur).

The current bank charge will be applied for any NSF or returned cheque, plus a \$25.00 handling fee.

Receipts:

Daycare receipts will be issued to parents every month upon request. Yearend receipts will be issued by our accounting firm Feb 28 of every year upon request.

Method of Payment:

You may pay monthly fees by way of cheque, cash or E-transfer at asifa.hirji@live.com

Late FEE

If you are going to be late to pick up your child, please call the center ASAP to let us know. A late fee of \$5.00 per minute per child is applicable for late pick-ups of your children. These fees help to cover the overtime wages for staff that remain at the Centre with your child. Please note that two (2) staff are required to be at the center during closing due to safety, and late pick-ups result in both of these staff members being delayed.

Our staff put in long days with your children, they all have families to get home to as well as their own responsibilities. It is unfair to the staff who have to stay after 6:00pm.

We absolutely understand that late situation may occur, if it is a onetime situation the late fee may be excused depending on the situation and the late pickup time.

Please remember that this fee will be charged and it is the parent's responsibility to pay the staff that is with your child.

If you have any questions please speak to the office.

Subsidy:

Subsidy is available for eligible families. To determine eligibility, please visit the following website:

<http://humanservices.alberta.ca/financial-support>

If you will be receiving subsidy, you must be approved for subsidy prior to your child attending at the centre. Proof of approval must be provided to the office prior to starting. If you wish to start prior to approval being received, you will be required to pay the full monthly fee and you will be credited the following month, if applicable. If your child does not attend the centre for the requisite number of hours as per subsidy requirements, you will be responsible for the difference. We are happy to assist you with your subsidy applications and provide you with computer if needed. We can fax or scan any information that subsidy requires. Our door is always open!

IT IS YOUR RESPONSIBILITY TO KEEP YOUR SUBSIDY VALID AND UP TO DATE. IF YOUR SUBSIDY EXPIRES AND IS NOT RENEWED ON TIME, YOU WILL BE RESPONSIBLE FOR FULL FEES UNTIL SUBSIDY APPROVAL IS PROVIDED TO US.

Please note that the subsidy office is quite busy and it is best to provide all documents required for renewal at least one (1) month prior to subsidy expiry to avoid disappointment. If you provide documents late, you may be required to appeal the subsidy office to back-date your subsidy, which is not guaranteed. Subsidy may be applied for on-line at the website above. To be considered full-time, a subsidized day care child must be at the center a minimum of 100 hours per month, and a subsidized Out of School Care child must be at the center a minimum of 50 hours per month. We are happy to assist you with your subsidy applications and provide you with computer if needed. We can fax or scan any information that subsidy requires. Our door is always open!

Center Hours and Operations:

Our center is open Monday to Friday from 6:30 a.m. to 6:00 p.m. Parents are required to pick up their children by 5:45 p.m. to allow our staff time at the end of the day to clean up the center and prepare for the following day. The center is closed on some statutory holidays and will remain open on some statutory holidays. For the statutory holidays that we are open on we will in Lieu of close during the Christmas Season. Notices of closures will be provided in the monthly newsletters and will be posted throughout the center prior to the closure dates. Parents will receive notice closure upon registering at the centre. Statutory Holidays:

The center observes the following statutory holidays:

New Year's Day CLOSED	Family Day CLOSED
Good Friday CLOSED	Easter Monday OPEN
Victoria Day CLOSED	Canada Day CLOSED
Labor Day CLOSED	Thanksgiving Day CLOSED
Remembrance Day OPEN	Christmas Eve 6:30-12:00 or CLOSED
Christmas Day CLOSED	Boxing Day CLOSED

New Years Eve 6:30 – 12:00 or CLOSED

If any of these holidays falls on a Saturday or Sunday, the center may close for a day in lieu of that holiday. Please check the holiday schedule posted at the front of the daycare or in your registration package.

Smoking/Vaping Environment

In accordance with the Early Learning and Child Care Regulations, our educators or volunteers will ensure that no person smokes or vapes any substances on the program premises, or at any time or place where child care is being provided.

Our educators or volunteers shall not smoke or vape any substances on the premises or at any other location where child care is being provided to the children in the program.

Our educators or volunteers shall not leave any substances or materials related to smoking or vaping in a place on the program premises that is accessible to children or at any other location where child care is being provided to the children in the program.

As children are not always able to move away from a smoker or vaper as adults are able to, we will strictly adhere to the smoke free environment policy. The objective of this policy is to protect all persons from the effects of environmental tobacco/vaping smoke, including passive smoking.

Parents, family members or relatives of children enrolled at the service will not be permitted to smoke on the premises and will adhere to our Smoke Free Environment Policy.

Withdrawal:

One-month written notice must be provided for permanent withdrawal of a child from the centre. Please remember that fees will still apply if one month written notice is not given. This is mandatory and will not change under any circumstances. Any unpaid fees will be sent to collections. Please note that if fees are not paid by the 20th of each month, child care will be suspended as of the 21st of the month unless arrangements have been made with the office.

Termination of Enrolment:

If we feel that our centre is not able to meet your child's needs, we will strive to help you and your child find a suitable child care centre for your child. We will provide one (1) month notice of termination of child care services.

Immediate Termination:

Immediate termination of child care services is within the discretion of the centre's Director. Immediate termination will take place under the following circumstances:

- Any kind of abuse against educators or children at our centre; and
- Non-payment of fees (termination to take place after prior notices of non-payment have been given and non-payment continues to occur).
 - Please note that if fees are not paid by the 20th of each month, child care will be suspended as of the 21st of the month unless arrangements have been made with the office.
 - Please note that if you take holidays your fees are still required to hold your space. If fees are not paid promptly, we will terminate your space. There is no further discount if you are on holidays. Your full payment is due.

Programming and Interaction:

Arrival/Departure and Expectations of Parents

Attendance sheets are a vital part of our head count process and is used to ensure that we account for all children in each room on a regular basis. As this is a matter of your child's safety and security, we ask that you adhere to our expectations of arrival and departure. All parents must accompany their child to the classroom and notify a staff member in the room that the child has arrived and sign their child in. Please round the time that your child is signed in to the nearest 5 minutes. The same procedure must be followed at the end of the day. Children are not permitted to leave the room unless a parent has come to pick them up and has signed them out for the day. Again, please round the time that the child is signed out to the nearest 5 minutes. Please make sure to initial in the requisite spot when you have signed your child out. At the end of each week, parents are required to sign their child's attendance sheet. If you are receiving subsidy, only the parent who has applied for and received subsidy may sign the sheet at the end of the week.

During licensing visits, Early Learning and Child Care Regulations (Statutory Director) will check each individual Attendance Sheet to ensure that children are signed in and out. We would appreciate your help in ensuring that our Attendance Sheets are up-to-date and accurate. If your child will be picked up by someone else, please notify the staff when you drop off your child or call the centre and leave a message. Please notify us even if the child is going to be picked up by someone authorized on your child's registration package. Children will not be released to any person other than those indicated on the authorized pick-up list. In the event that someone not on the authorized pick-up list will be picking up

your child, a written note and signature will be required. Please notify anyone picking up your child that photo ID will be required before the child is released to them.

Communication with Staff and the Centre:

Please let your child's educator or Floor Supervisor know of any situations at home which may cause your child to behave differently (i.e., lack of sleep, a parent out of town, death in the family, etc.) It is very important that educators and parents have an open line of communication when it comes to the children enrolled in our centre.

Developmental Goal Setting:

Our educators are encouraged to engage parents in conversation when they drop off their children or pick them up at the end of the day. In this informal conversation's educators are to talk with the parents about their child's daily activities and any concerns they may have. At this time educators can ask the parents if they are working on any specific goals with their child, e.g. toilet training, eating vegetables, tying their shoes, playing with something other than a toy truck, or any other developmental goal the parent may be working on.

For e.g., toilet training: all children before entering preschool room should be toilet trained; however, we treat each child as an individual and if your child is not toilet trained, we will help you, but we ask that you in return help us. We ask that you continue to bring pull ups for nap time and during the day we will leave your child in underwear and bring your child more often to the wash room so to help your child train.

Notes about these goals should be recorded in a notebook to be shared with other educators working with that child, and where appropriate a plan should be established with the parents to assist in attaining these developmental goals. Detailed plans should be documented and stored in the child's file.

Developmental / Screenings / Assessments / Referrals:

We believe that every child is unique and is growing and developing at his or her own rate. Children's growth patterns are rarely smooth and linear. Sometimes growth and/or development seem to be at a standstill. This often happens just before a big step in a child's development. Parents are asked for input in regards to their children's development. The Daycare shall partner with the Parent Link program to provide opportunities for children to be screened using the Ages and Stages Developmental Questionnaire or Nipissing. While the ASQ event is a once-a-year project, at any time should staff have any concerns regarding a child's development a referral to the Health Unit or to Parent Link for a developmental screening or assessment is recommended. Parent Link can provide an ASQ at any time during the year. Educators may make the referral directly to a parent or may ask the Director to make the referral. Educators will inform the Director of their intent to make this recommendation prior to discussing their concern with the parent and will document this referral in the child's file. If parents require any further information on Developmental / Screenings / Assessments / Referrals please see the office. We will assist you, provide you with information as well as if need we are here to help your complete application forms, use computer fax and scan. Please let us know what you need.

AGES AND STAGES QUESTIONNAIRES (ASQ-3 & ASQ:SE):

The first 5 years of a child's life are very important. We want to help you provide the best start to your child's life. As part of our service, we provide the Ages and Stages Questionnaire to our families once to twice per a year, to help keep track of your child's development. We complete this questionnaire on your child and upon your request this is available to you. The questions are specific to the age of your child and include questions about your child's communication, gross motor, fine motor, problem solving, personal-social skills and social emotional development. If the questionnaire shows that your child is developing without concerns, we will provide some activities designed to encourage your child's development. If the questionnaire shows some possible concerns, we will contact you and set up a meeting to review further going over plans for follow up, community resources/services that may be useful.

Late Drop-Off and Absences:

Please drop off and pick up your child during regular operating hours, which are from 6:30 a.m. to 5:45 p.m. Our program works best when children arrive at the center at a regular time every day. This helps with our daily planning with respect to meals and staffing. If your child is going to arriving at the center after 9:00 a.m., we ask that you give us a call so that we can take that into account when planning our day. Please do not drop your child off at the center between 11:30 a.m. and 2:30 p.m. as this is our scheduled nap time. If you wish to drop off during this time, please let us know in advance so that we can plan for this. Children who are dropped off during these times often do not nap and disrupt the valuable sleep time of others. Due to age, limited child staff ratios mandated by Early Learning and Child Care Regulations, we cannot simply move a child from one room to another in order to accommodate latecomers. If you are going to be picking up your child late, please call the centre and let them know. If your child is not picked up by 5:45 p.m. and we have not heard from you, educators will call the contact/emergency numbers on your child's registration form. Late pick-ups will be charged \$5.00 per child for per minute for every minute after 6:00 p.m. This late fee is to be paid directly to the staff member who has had to wait for you. If your child will be absent, please call the center by 10:00 a.m. and notify the centre.

Vacations:

If your child will be away from the centre for an extended period of time, please let us know at least 2 weeks in advance. Please note that fees remain in effect regardless of absences due to illness or vacation and or center closures. Please see the office if you wish to discuss this further.

Registration:

Your child's registration package contains a lot of very important information. Please ensure that you fill out all of the forms accurately so that we may reach you if necessary. It is important that you notify the office in the event of changes in address, phone number, emergency contact, etc.

WE CANNOT STRESS THIS ENOUGH, AS WE NEED TO BE ABLE TO CONTACT YOU IN CASE OF AN EMERGENCY. Please remember at the time of registration there is a \$175.00 registration fee required which is non-refundable.

Daily Items:

Clothing: Please ensure your child arrives in play clothes. We do lots of art projects, play with the water table, and encourage self-help skills even when children make a mess. Please have a change of clothes in your child's cubbie at all times. Your child will require a pair of indoor shoes. For fire safety, shoes will be worn at all times. Regular outside play is a part of any well-rounded Early Childhood Program. We go outside everyday unless the weather is truly unpleasant. Please be sure that your child has appropriate clothing to ensure his or her comfort and safety in unexpected weather conditions. In the winter, a warm jacket, snow pants, hat, waterproof mittens, and snow boots are required for each day. Wet weather requires rubber boots and rain pants. For hot summer days, a sun hat, sunscreen, T-shirt, shorts or bathing suit are recommended. ** Please label all of your child's belongings.

The following is a list of daily items your child will require:

Baby Room Supply List:

- Disposable diapers, diaper wipes, special creams or powders, etc.;
- Milk or formula in plastic bottles
- Food
- A change of clothes
- Appropriate winter or summer attire
- Sun screen as needed
- Any naptime toys (e.g., a pacifier) as needed.
- Special comforters

Toddler Room Supply List:

- Disposable diapers, diaper wipes, and special creams or powders, etc.;
- A change of clothes
- Any naptime toys (e.g., a pacifier) as needed
- Sippy cups
- Seasonal items: Summer – Sunblock, hats, mosquito repellent, refillable water bottle. Winter – Winter boots, mittens, hat, coat, snowsuit, etc.

Preschool Room Supply List:

- A change of clothes
- Seasonal items: Summer – Sunblock, hats, mosquito repellent, refillable water bottle. Winter – Winter boots, mittens, hat, coat, snowsuit, etc.
- Whatever parents need to bring

Kindergarten/Before & After School Room Supply List:

- A change of clothes
- Seasonal items: Summer – Sunblock, hats, mosquito repellent, refillable water bottle.
Winter – Winter boots, mittens, hat, coat, snowsuit, etc.
- Whatever parents need to bring

We try our best to keep track of your child's belongings, however we are all human, we ask that you label every item your child brings from home (laundry markers work well).

If an item is needed for your child's daily needs, you will receive a note in your child's cubby.

Daily Routines:

Our daily routines are a general overview of how the children's days are structured. Each group has an established a routine that is flexible and adaptable to the changing needs of the children. Outdoor play is part of every day at the center (weather permitting) and so we strongly urge you to send your child to the center with clothes that are appropriate for the conditions outside. Daily routines are posted in each room. A variety of activities and items are provided for the children's use throughout the day including push toys, books, art and craft items, manipulative toys, and water and sand tables etc.

Photography:

Photos and movies are sometimes taken for use within the child care centre with the children. Occasionally these, or other pictures, may be used in the media or for educational purposes. Whenever possible, this will be cleared with parents, but this is sometimes difficult or impossible in cases where pictures contain large groups of children or are used several years after they are taken. Names of the children are never used with their photos.

If you do not wish your child's picture to be used for publications or newspaper/television stories about the child care centre or for educational purposes, please notify the educators or the Director at the time of registration. We will then ensure that your child's picture is not taken.

Capacity:

Physical Space Requirements

Capacity of children per room:

Infant Room: 0m-19m	10 (0m – 12m: 3 & 12m – 19m: 7)
Jr. Toddler Room: 19m – 3y	05
Sr. Toddler Room: 19m – 3y	16
Jr. Preschool Room: 3y – 4y	29
Sr. Preschool Room/Kinder: 4y +	08
Kinder Room	13
Small OOSC	18
Big OOSC	57

Room Measurements in Square Meters:

Infant Room:	30.15 sqm
Jr. Toddler Room:	16.35 sqm
Sr. Toddler Room:	50.00 sqm
Jr. Preschool Room:	88.28 sqm
Sr. Preschool Room/Kinder:	27.00 sqm
Kinder	32.74 sqm
Small OOSC:	45.84 sqm
Big OOSC	144.90 sqm

Teachers per Room: When rooms are full

Infant Room:	3
Jr. Toddler Room:	1
Sr. Toddler Room:	3
Jr. Preschool Room:	4
Sr. Preschool Room/Kinder:	1
Kinder	1
Small OOSC:	2
Big OOSC	4

Total Measurement for Daycare (Square Meters 211.78)
 Total Measurement for Out of School Care (Square Meter 223.48)
 Total Measurement for Daycare & OOSC (Square Meter 435.26)
 Total Measurement for Play Space (Square Meters 142.75)
 Total Measurement for Entire space (Square Meters 557.41)

Play space ... accommodates at least 50% of the licensed capacity at a level of not less than 2 square meters for each child under 19 months of age and not less than 4.5 square meters for each child who is 19 months of age or over

[Child Care Licensing Regulation, Alberta Regulation 143/2008; Schedule 1 section 19(1)]

The mathematical calculation for required play spare area is:

$$\text{Play Space} = ((u19/2) \times 2 + (o19/2) \times 4.5)$$

In square meters

Based on the numbers you showed me, the capacity is 10 under19 and 58 over19

$$\text{So: } P_s = (10/2) * 2 + (58/2) * 4.5$$

$$= 5 * 2 + 29 * 4.5$$

$$= 10 + 130.5$$

$$= 140.5 \text{ square meters required minimum space}$$

Educators Ratios and Supervision:

The educators at our centre will strive to create a positive atmosphere that is safe for all children by actively supervising, interacting and supporting the children in our care. Educators will maintain a high standard of supervision, at all times, while our children play and learn. Children will be supervised in accordance to the Ratios and Maximum Group Size regulation in the Early Learning and Child Care Regulation (as per the charts below).

Awake Children

Age of Children Primary Staff Member to Children Ratio Maximum Number of Children in a Group

<u>Awake Children Age of Children</u>	<u>Primary Staff Member to Children Ratio</u>	<u>Maximum Number of</u>
<u>Children in a Group</u>		
Infants 0 mon to Less than 12 mon	1:3	6
12 mon to 19	1:4	8
19 mon less then 3y	1:6	12
3 years to less Then 4 years	1:8	16
4 years and older	1:10	20
Kindergarten & OOSC	1:15	30

Our centers ensure that, at all times while children are sleeping, the following requirements are met with respect to the minimum primary staff member to children ratio:

<u>Sleeping Children Age of Children</u>	<u>Primary Staff Member to Children</u>
<u>Ratio</u>	
Infants less then 12 mon	1:6
Infants 12 mon less then 19 mon	1:8
19 mon to less then 3 years	1:12
3 years to less 4 years	1:16
4 years and older	1:20

Mixed Group

<u>Age of the Child</u>	<u>Primary Staff-to-child ratio</u>	<u>Max # of Children per group</u>
19 mon to less than 3 years	1:6	12
19 mon to less than 3 years	1:8	16
3 years to less than 4.5 years	1:10	20
Kinder/OOSC	1:15	30

Ratio for mixed age groups will be determined based on the age of the majority of the children of the group.

Mixed-age groups daycares and out-of-school care programs are now able to mix children of different age groups (older than 19 months) throughout the day. The staff-to-child ratio is calculated based on the majority age of the children.

Our centre will be using the mixed age group ratio based on attendance through-out the day. Our 4 years and older age group will use this time as a transition time to prepare for kindergarten allowing Kinder and OOSC to mentor.

Please note children in school are not permitted to be in daycare during school hours:

- **Early Learning and Child Care Regulation**

This regulation sets minimum standards for licensed daycares, preschools, and other programs, including health, safety, quality of care, and supervision.

- **Alberta government**

The Alberta government monitors and inspects licensed daycares to ensure they meet health, safety, and program quality standards.

- **Kindergarten hours**

Most kindergarten programs in Calgary are half-day, with hours varying by school.

Minimum Staffing

When there are more than seven children on or off program premise it is required to have a minimum of two adult staff members on duty; one of whom is a primary staff member.

At our center, ratios must be maintained at all times. Being “in ratio” means that each staff has visual contact with all of the children in her/his care.

This includes the following situations:

Taking children to the bathroom

Going to get supplies

Using the telephone

Daycare program will have 1 in every 3-primary staff certified at a minimum of Level 2 between 8:30-4:30. All other primary staff at all other times will be certified at a minimum Level 1. Uncertified staff will obtain certification within 6 months of commencement. Until certification is obtained staff will not have unsupervised access to children at any time.

OOSC program will have 1 in every 4-primary staff certified at a minimum of Level 2 between 8:30-4:30. All other primary staff at all other times will be certified at a minimum Level 1. Uncertified staff will obtain certification within 6 months of commencement. Until certification is obtained staff will not have unsupervised access to children at any time.

- Program supervisors are now permitted to be included in the staff to child ratio in times of need (when opening or when an early childhood educator is sick)

Criminal Record Check, to ensure the children who will be accessing the Centre are as safe as possible, you must submit a current criminal record check and vulnerable sector search for the individual applicant, corporate directors, corporate officers and any other current staff who will have access to children or the ability to view a child's records. The criminal record check and vulnerable sector search must be dated no earlier than six months prior to the date of application, and can be obtained by contacting your local law enforcement agency (e.g., local RCMP detachment or municipal police). All volunteers will now require a criminal record check.

Staff Supervision Policy:

Our room is set up so that each classroom educator is able to see all aspects of the room in one glance. Our staff is required to take continuous head counts of all the children within the room and are encouraged to communicate with one another about all necessary classroom situations. Regular safety checks are routinely completed and children are never left unattended. Our educators are also in charge of observing the children continuously throughout their class time and ensuring that any safety situations are preventatively and proactively handled. Educators are prohibited to do actions that deter their attention away from the children. Such actions may include: cell phone use, reading, excessive administrative tasks, and cleaning. All of these methods are to be used both indoors and outdoors (if necessary). At the time of being hired, all of our educators will be required to take a tour of our facility so that they are aware of our physical environment in which they will be working. This will help them to be sure that they can effectively handle classroom management responsibilities. At the time of pick-ups and drop offs, parents are required to sign their children in and out of our facility. Using those numbers, our educators

must do continuous head counts to ensure that all children are accounted for. Children are also required to leave with a properly identified adult as they leave the facility. Our educators will not release a child until an adult is accompanying them, and it must be an adult who has the parents' consent to pick the child up. If needed, some adults may be required to show photo ID to verify who they are. Our center supervision practices strive to meet the developmental needs of each child. At all times, staff are to observe the children whether it be through record observations or playing with them. This way, staff may become engaged with the children (but never having their back turned to any portion of the classroom) and play with them or may be taking notes for Interests/needs/abilities of each child, finding themes of emergent curriculum based on the play with children, or completing records for children (anecdotal records etc.). This way, our educators can ensure that we are providing the children with what each of their unique requirements are within our classroom.

Staff must be aware of the programs' indoor and outdoor physical environments: Educators must complete the Safety Checklist for the program's indoor and outdoor premises on a daily basis and any hazards (e.g., broken equipment) must be removed before the children arrive in the rooms or playground.

Educators must make sure that parents sign their children in and out during arrival and departure times, and that times are accurately recorded. Educators must ensure they remember the location of emergency medications, first aid kits and emergency contact numbers (portable records). Our centre promotes child safety through supervision and protocols are in place to ensure that children are accounted for at all times, whether on or off the centre's premises, when arriving or leaving the centre's premises, or when entering or leaving a vehicle. The centre will review its policies on a regular basis with all educators when there are programming changes (e.g., summer months), educator changes or when new children arrive at the centre. Educators must do regular head counts of the children, including during transitions times (e.g., from indoor to outdoor play), when children leave or return to their rooms, when children enter or exit a vehicle (bus or day care Van), and when children leave or return to the center (e.g., during field trips). Head counts also ensure that educators to child ratios are maintained at all times. Educators must actively supervise children at all times. This helps to reduce the risk of accidents or injuries, and also promotes a positive, responsive and intentional learning environment for the children. Educators get involved with and get familiar with the children that are in their care. This is very important for the purposes of effective supervision of children. The Educator and Director will assess staff supervision on a regular basis to ensure that educators are promoting the safety and comfort of the children and are meeting the development needs of children under their care.

Building, Play Area, Materials and Furnishings Policy:

Daily inspection is done to ensure that the building, play areas and furnishings are in good repair. The materials and furnishings are hygienically sanitized. There is a checklist that educators must check off and initial to document indoor cleaning and sanitization. Our building has a net floor area of 3 square meters per child for daycare or 2.5 square meters per child for OOSC per child. All indoor and outdoor furnishes are child sized and maintained in good repair, learning materials are safe and developmentally appropriate for children and of sufficient quantity and variety for children. All books, toys, and play equipment support literacy development and are easily accessible for children. Individual beds are provided for all children.

Nap/Rest Policy (Day Care Children Only):

At our centre, rest is an important aspect of the children's daily routine. For our kindergarten and preschool rooms, rest time is between 12:30pm to 2:30pm. Children are encouraged to lay down quietly on their mats/cots to allow anyone who wishes the nap the opportunity to do so. Children who are still awake are offered quiet activities on their mats/cots or at the table area. For our older babies and toddlers, rest time starts at 11:45 a.m. and ends whenever the children have woken up. Younger babies do not have a fixed rest time and are permitted to sleep on their own schedule. Cribs will be provided for infants 0m-12m and infant beds will be provided for infants 12m-19m to support safe infant furnishings. All infant furnishings align to the Canada Consumer Product Safety Act or by the Statutory Directory. Out of school care children do not nap.

Toy and Blanket Policy:

In our program, we provide toys and materials that will foster creativity, allow children to role play and express themselves emotionally, enhance imagination, stimulate language development, foster social and cooperative play skills, facilitate motor development and promote positive values and attitudes, including acceptance and equality. We have found that toy selection is very important when working with groups of children. Children's abilities to play happily and constructively differs with the size of the group and the play equipment available to them. Therefore, we ask that you do not bring toys to the center, with the exception of soft cuddly toys and blankets which can be used during rest time. On special occasions (e.g., celebrations, theme days, show and tell, etc.), children may be permitted to bring special toys or books from home. The educators will let you know what types of items will be permitted taking into account the occasion and the program planning. Please note that any items brought from home are the responsibility of your child. The centre is not responsible for any items that children bring from home. By enrolling your child at our centre, you are absolving the centre of any liability for lost or damaged items that are brought from home.

Nutrition:

Our centre provides an AM snack, Mid-day snack and a PM snack to its registered children. We DO NOT provide lunches. Parents will be required to provide their own lunches for their children. All food provided to children is as per Canada Food Guide requirements & Alberta Nutrition Guidelines. Our snack menu is posted in each room, as well as the kitchen, and at the front entrance where parents are able to view them daily on the parent board. Our menu is rotated on a four-week basis. It is reviewed and changed seasonally. Parents are provided a copy of the menu upon request. Snacks will incorporate at least 2 food groups per day. Staff will ensure that children are fed at appropriate times and that sufficient quantities are provided to each child, according to their needs. AM snack is provided between 630am to 900am. Mid day snack is served between 1000am to 1030am depending on the room. PM snack is provided between 230pm and 430pm depending on the room. Infants ages 0m – 12m parents are responsible for providing formula and or blended food. Infants 12 months and older, children will be fed according to parents' instruction. If your child has food allergies or restrictions, you will be asked to provide your child with sufficient snacks for the day to be served to them at the centre. If you will be providing snacks, please ensure that the food you provide meets the Canada Food Guide requirements & Alberta Nutrition Guidelines. We ask that you do not send your child soda or candy from home. Meal time is considered a social activity. Children are to be seated and calm during meals and snacks. All snack dishes are returned to the kitchen after use and are washed and sanitized as per AHS standards. All dishes are allowed to air dry before they are stored or reused. Children are encouraged to participate in mealtimes which foster social development and proper eating habits. Educators allow the children to be independent and make their own choices about what they would like to eat, although they are

supported and encouraged to try new things. Our centre does serve halal, and vegetarian snacks. We will do our best to support all dietary restrictions. Please ask us if you have any specific need.

Our primary staff will ensure that:

- The manner in which children are fed is appropriate to their age and level of development
- Children are seated while eating and drinking, and
- No beverages are provided to children while they are napping

Children with Allergies

Our center will enroll children with allergies and to the best of their abilities, create an environment that minimizes the risk of exposure to allergies. This policy recognizes that the risk of accidental exposure can be reduced but not eliminated.

Each child's needs will be assessed individually to determine if the centre can manage the allergy safely. The centre reserves the right to refuse registration if it is determined by the program Director that the allergy is not safely manageable. Parents wishing to enroll their child (ren) in our program must discuss the child's allergies with the Director in advance of registration to determine if the Centre can manage the child's allergies.

To determine manageability, we look at the following factors:

- a) Type of allergy,
- b) Number of allergies,
- c) Level of severity,
- d) Can exposure to allergen be managed safely and reasonably?
- e) Are educators and parents comfortable with level of risk that is inherent?

Once it is determined that the allergy is manageable, then the following procedures must be followed before the child can be admitted into the program:

- The parent will provide an Allergy Information sheet that is signed by the child's physician.
- The parent will complete the allergy form that has been prepared by the center. The parent will be able to meet and discuss this information with the centre's educators.
- The parent will give written consent to advise other parents in the center about their child's allergies and to allow us to post the child's Allergy Alert form in the center.
- The parent will provide all necessary medications.
- The parent will demonstrate the administration of the medication/ treatment to the program staff.
- The program director and the parent will prepare a plan that outlines who will provide the food for the child (the center or the parent or a combination of the two).
- The parent and program director will review the plan and the child's needs on a regular basis.
- It is the parent's responsibility to notify the program coordinator, educators and cook of any changes to the child's allergy.
- Any changes to the child's allergies must be noted and signed by the child's physician.

Pick Up and Drop Off:

Transportation to and from the centre is the responsibility of parents. Please Park in the parking lot and reinforce safe practices through the following:

- Do not allow the children to open car doors.
- Do not allow children to run or walk in the parking lot unattended.
- Bring your children directly to their classrooms and notify the teacher that your child is there.
- Do not allow your children to be outside unattended.

Transportation Policy:

Program supports families who need assistance to transport children enrolled into other local neighboring programs for a fee. Please check with us for fees and schools we transport to and for spots availability as spots are limited. We reserve the right to cancel transportation services to any local school program for any semester or school year. Parents will be notified to make alternate arrangement on days when we feel that the weather is unsafe for a staff to transport a child. We currently transport to Kindergarten, Preschool and OOC programs. Parents are required to sign a transportation contract and inform us of any changes to their pickup or drop off schedule. Transportation contract form includes name of child (ren), school year, and specific school name, drop off and pick up time. Parents will be informed about type of transportation provided, all stops within the transportation routine if applicable, and staff-child supervision arrangements.

There are 2 forms of transportation:

1. Daycare Van (the Van)
2. 3rd

Party Charter School Bus

3rd Party Charter School Bus:

Please be advised that our center will be hiring a third-party company to transport children to and from school every day. THIS IS DUE TO THE REGULATION IN ALBERTA
TRANSPORTATION. JR'S TRANSPORTATION SERVICES has been contracted by our centre to provide this service. There will be an added cost of \$65.00 per child every month added to your daycare fees for bussing if you require pick up and drop off to school. If you have any questions, please see the office. I will be more than happy to explain the cost of transportation.

We will continue to provide the best care for your children.

All JR'S TRANSPORTATION SERVICES drivers go through an extensive review, and training program prior to being able to drive for JR's Transportation Services. Their drivers take pride in the fact that their service has been rated as exceptional by those that have traveled with them. Please see our transportation safety policy for all precautions taken.

Again, please feel free to see me in the office if you have any questions or concerns regarding transportation.

Appropriate registration forms will be provided in your package. No child will be transported to and from school without written consent from the parent.

General

We transport children to and from the following neighbourhood schools: (Please check with office) Maps will be provided to each school.

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Transportation Safety Policy

- Each driver will hold a class 4 driver's licence and police clearance
- Each bus will have commercial plates
- Each bus will have vehicle insurance/Passenger hazard insurance
- Each bus will carry Safety Fitness Certificate
- Each bus will have a safety policy
- Each bus will have a vehicle maintenance policy
- Each bus will have Driver Qualification record
- Each vehicle will be equipped with a first aid kit, fire ext. and emergency identification and contact information for all children being transported (Portable Records), as well as a means of immediate communication to summon help (such as a cell phone).
- Each bus will have a sign in and sign out sheet for AM & PM
- Each vehicle will undergo a safety inspection every 6 month (CVIP)
- Each vehicle will undergo a maintenance check list every day
- Each bus will have trip maintenance records
- Each bus will have driver service records
- When vehicles are used for transporting children, a back-up vehicle will always be available and will be dispatched immediately in case of an emergency and or cabs will be made available.
- Each bus will carry orange pylons for warning devices
- At least one child caregiver will accompany children on the bus and the caregiver will hold a valid first aid certificate.
- Each bus will have 1 educator assisting the bus driver with police clearance, first aid and Level on file

For the convenience of transporting children to the neighborhood schools that we service, we use our Day Care Van (the "Van") or JR's Transportation (Yellow School Bus). We transport our Kindergarten and Out of School Care children by way of the Van or Yellow School Bus. All children transported in the Van or Yellow School Bus are properly restrained by the use of booster seats and seat belt restraints or at all times. Only 13 children will be transported in the Van at any given time or 40 children in the Yellow School Bus with Staff Ratio in place. For the convenience of transporting children on field trips, we use the Van. In emergency situations, however, we may use the licensed daycare car. In the event that the Van is required for transportation during a field trip, the centre will ensure that all Transport Canada guidelines are followed with respect to the use of booster seats and seat belt restraints. Permission form for their transportation to and from their designated school is attached to the Registration Package. Parents and/or Guardians are required to sign this transportation form in order for us to be able to transport your child (ren) to school. For any other transportation situation, such as field trips, parents and/or guardians will be

required to provide consent for transportation in the Consent Forms to be provided and signed prior to the scheduled field trip. If your child is not attending on a particular day, please call and inform the centre.

If a child does not show up at the designated meeting place of the school, Educators will contact the school to determine whether the child was absent. Educators will also contact the day care to ensure that no messages were left by the parent regarding the child. If the whereabouts of the child are still unknown, staff will contact the parents. If a child's whereabouts are unknown after 15 minutes of their school being let out, and efforts to reach parents and/or emergency contacts have been unsuccessful, the police will be contacted 911.

All children will be dropped off at school at their designated bell times, breakfast club times, or when the playground supervisor is. Kinder children will be dropped off to their teachers. OOSC children will be dropped off to playground supervisor.

Pick up for Kinder children will be from the office and for OOSC from the playground supervisor or their teachers, at their dismissal time.

Please note that No child will be able to be transported to and from school or field trips without written consent from the parent. It is also the parent's responsibility to inform the centre of any changes in their schedule.

Safety Orientation:

Safety orientation is given to all children (returning and new registrations) who will be transported in the Van or Yellow School Bus prior to the actual date of transportation. Safety orientation is mandatory regardless of when the child starts attending the centre. Safety Orientation will include specifics regarding:

- Introduction to the Educator/Bus Driver who will be driving the Van or Yellow School Bus and the educator assisting on the Van or Yellow School Bus
- Safe behavior when riding in the Van or Yellow School Bus (this will be posted in the OOSC rooms at all times & will be revised with the children on a weekly basis or as needed)
- Designated meeting places at each school where they will meet educators or the Van or Yellow School Bus will be parked
- Assignment of "buddies" for younger children who will meet children and accompany them to meet educators and/or the Van or Yellow School Bus
- Emergency procedures for children in the event that the Van or Yellow School Bus does not show up as scheduled. In this scenario, children will be told the following:
 1. To wait until all children have arrived at the designated meeting spot
 2. To go to the office as a group and wait for the educator and/or Van or Yellow School Bus
 3. The Educators will call the school to advise of the late pick up
 4. The children will be made aware of the names and vehicles of emergency pick-up educator.
Motor Vehicle Accidents or Break Downs during Transportation of Children In the event that the Van or Yellow School Bus is involved in an accident or breaks down while transporting children, the educator in charge will do the following:
 5. Make sure all of the children are uninjured and/or assess any injuries in the event of an accident.
 6. Advise the Director by cell phone when it is safe to do so.

7. Call as many cabs as necessary to transport the children to their destinations. If additional staff is necessary, arrangements will be with the Director for the provision of said educator.
8. In the event of an injury, an ambulance will be called to transport any injured children to the nearest hospital. Educator will accompany any children that require medical attention to the hospital. Once the hospital has authorized a child to leave the hospital, educator will accompany the child via cab to school. In the event that an ambulance is required, Parents and/or Guardians will be asked to share the cost of the ambulance.
9. Parents will be informed of any incidents as soon as it is safe and the educator or Director is able to do so.
10. The children's respective schools will be informed of any absence or delay

If the program transports children between school and the program premises; a description of the steps staff takes when a child fails to show at the arranged pick-up time or location.

Before School Care

- The child's parent(s) sign the child in when they arrive at the daycare.
- The parent(s) is asked to notify the center if their child will be absent. AM/PM
- If the parent(s) fails to notify the centre, the primary educator contacts the parent(s). (Just to double check for pick up)
- The primary educator leaves with all of the children and rides the bus/van with the bus driver to their designated schools.
- All vans/buses have sign in and out books, first aid bags, portable records, fire ext. and cell phones.
- The van is owned and operated by the centre and the Bus is owned and operated by JRS Transportation Services, driven by a qualified driver (Class 4)

OOSC Children

- A primary staff goes to the school to pick up the children.
- The parent(s) is asked to notify the center if the child will be absent.
- If the parent(s) fails to notify the center, the primary educator will go to school office to find out if the child attended school.
- If the child was absent from school and we were not notified we will call the parent and confirm.
- The primary educator communicates with the center regarding any children that were absent from school.
- The children are all accounted for/counted and signed into the bus attendance (sign in/out sheets)
- The children are dropped off at the centre.
- If a child is missing at the pickup point all efforts will be made to locate the child. If the child has not been located within 5 minutes, 911 will be called.

Communication to Parents about Supervision Policy

The Supervision policy is communicated to parents through the Parent Handbook at orientation time. Parents are required to complete and sign a form at the back of the Parent Handbook indicating that they have read and understand all policies outlined, as well as the Parent Handbook in its entirety.

Field Trip:

Purpose to provide educational, social, cultural, environmental and recreational experiences for children attending our centre.

Policy:

All field trips will be an educational, social, cultural, environmental and recreational experience for children. These experiences will be chosen with input from the children and may take place at various locations around the City of Calgary. Toddlers and Infants do not participate in field trips. (SORRY)

General Procedure:

All Parents and/or Guardians must sign a permission slip allowing their child (ren) to attend each specific field trip. Educators will explain to both children and parents where the children will be going, safety procedures and behavioral expectations for children, educators and volunteers (if any), and what to expect of each particular field trip. The Supervisor in charge will review and complete a volunteer policy with any volunteers. The cost of field trips will be taken in advance and must be paid for your child to attend the field trip. If you do not want your child to attend field trips, you will need to find alternate care for him/her on field trip days as there will not be additional staff at the center to care for your child.

Health and Safety Procedure:

In the event of an emergency, by signing our field trip consent forms, parents authorize our center to obtain any medical attention or emergency care required and assume any financial costs associated with said care. If a child's behavior on a field trip puts his/her safety, or the safety of others, at risk, that child's Parent and/or Guardian will be called to pick up the child from the field trip location and that child may not be allowed to attend at the next scheduled field trip. Any incidents must be documented by the child's educator and provided to the Director to make a fair conclusion in this regard. The educator in charge of each group must take all portable emergency files, first aid kits and any medications required to the field trip location with them. In the event of an emergency, first aid medical care will be the first course of action. The child's Parent and/or Guardian will be contacted and asked for further direction regarding the child's care. The Director will then be notified of the situation.

Preparing for the Field Trip:

As most field trips take place during the summer months, educators will provide children with Summer Orientation at the beginning of Summer Vacation. Summer Orientation will include discussion of the rules and expectations of behavior during field trips. There will also be an extensive discussion of what a child is to do in the event of an emergency. Rules, expectations and emergency procedures will be reviewed again with children before every single field trip.

Volunteers:

Parents and other volunteers are encouraged and welcomed to volunteer their time and accompany us on our field trips. As indicated, volunteers will not count as primary staff for the purposes of maintain staff to children ratio. Typical volunteer duties include, but are not limited to, the following:

- Helping ensure children are safe and secure during transportation
- Helping children get ready for field trips, such as sunscreen and mosquito repellent application and putting on shoes
- Helping ensure children stay with their group
- Helping staff organize washroom breaks. Prior to volunteering, Volunteers will be required to review and sign our Volunteer Policy and Volunteer Agreement. Prior to a field trip, Staff Members will review with Volunteers the general rules of the facility and the rules of field trips to ensure consistency in treatment of children.
- ALL VOLUNTEERS ARE REQUIRED TO HAVE A VALID CRIMINAL RECORD CHECK, INCLUDING A VULNERABLE SECTOR SEARCH IN PLACE BEFORE ATTENDING ANY VOLUNTEER DUTIES.

Transportation:

Any form of transportation used for the field trips must be approved by Transport Canada guidelines (e.g. Bus, LRT, charter bus, Van, etc.) Any transportation owned and used by our centre must be approved by Transport Canada (see Transportation Policy). Children will not be transported by a privately-owned vehicle at any time. Parent Volunteers choosing to transport their own child in their own vehicle or utilizing a different mode of transportation during a field trip absolve the center from any liability with respect to any accidents, damage or vandalism that may occur. Parent Volunteers choosing to leave their vehicle at the center and use the center's form of transportation during a field trip absolve the center from any liability with respect to any vandalism or accidents that may occur to their vehicle as a result of leaving said vehicle at the center while on the field trip.

Forms and Approval:

All permission forms must be signed by each child's Parent and/or Guardian. If a permission slip is not signed, the child will not be permitted to attend the field trip. Verbal authorization does not constitute sufficient permission. All medication administration forms must be signed by each child's Parent and/or Guardian. If a child requires medication in the event of an emergency (e.g., an EPI pen) and said medication is not provided by the child's Parent/Guardian, the child will not be permitted to attend the field trip. Any Volunteers will be required to sign a Volunteer Policy and Procedure form. All sign-in sheets must be completed prior to departure from the centre.

The Supervisor of each age group is responsible for documenting movement from the centre to the field trip destination as set out in the center's Field Trip Safety Checklist. The Supervisor of each group must complete and update the center's Field Trip Safety Checklist throughout the entirety of the field trip to ensure that all children are accounted for at the beginning of the field trip, during the field trip and upon arrival back at the center.

Volunteer Policy:

We welcome Volunteers interested in being involved with our center. The purpose of Volunteers is to provide extra support and aide to our centre, whether we are in the center or on a field trip. Volunteers do not count as staff for the purposes of maintaining staff to children ratios. All Volunteers will be required to read, understand the Parent's Handbook, Staff Handbook, and sign the Centre's Volunteer Agreement to ensure understanding of our program and appropriate actions when dealing with children.

There are 2 types of Volunteers that may be at a center at any given time:

(1) Parent Volunteers; (2)

Regular Volunteers; Screening

Process:

All educators & volunteer will go through a screening process where resume, certificates, police clearance, first aid, background check information, and 3 references must be provided from non-relatives that corroborate that providers suitability for working with children. During the interview an interview questionnaire will be filled to determine if they are a right fit for our center to either volunteer or hire. Once the process is complete the Director will determine what the next step will be if it is volunteering or a new hire. Each volunteer or a new hire will be assigned a mentor to make sure that the volunteer/staff package is filled out appropriately and all policies and procedures are explained and demonstrated. The Mentor or Floor Supervisor will be available for further assistance, explanations or clarification of policies and procedures at any time.

Parent Volunteers:

Our centre encourages its families to share their cultural experiences and/or preferences by volunteering their time and knowledge to the children registered in our programs. Parent Volunteers are always welcome on field trips or other excursions away from the center. Parent Volunteers are not permitted to have unsupervised access to children (other than their own child (ren) and are not permitted to take the children anywhere outside the presence of a qualified educator of the center.

Centre Volunteers:

Often in the pursuit of their child care certifications, our center will allow Centre Volunteers to work at the center to gain experience in the field. All Centre Volunteers must be over the age of 18 years and are required to provide the center with a recent and original criminal record check including a vulnerable sector search with 8 weeks of starting their position, which is dated not earlier that 6 month prior to the date of commencement with the program and every 3 years after that date. We will also ask our volunteers to provide 3 references and there will also be an interview process to go through.

All volunteers will also be responsible for signing in and out of the binder, stating the date, classroom and hours worked for filing purposes.

All volunteers must follow the guidelines of policies and procedures within the center and Early Learning and Child Care Regulations. All Volunteers must ensure a valid Criminal Record Check is in place before they begin.

Volunteer Procedure:

1. All Volunteers are required to sign and review the Parent Handbook, Staff Handbook and a Volunteer Agreement prior to volunteering at our centre.
2. Before beginning Volunteer work, all Volunteers must undergo the same orientation which educators partake in. This includes a discussion of the rules of the centre, the daily routine of each group, and the expectation of Volunteers.
3. Volunteer duties will primarily consist of tasks which are meant to assist the educators.
4. This may include tasks such as supervising children, whether indoors or outdoors, helping children dressed to go outdoors, retrieving items, tidying the room, helping staff during nap time, helping the children wash their hands, ensuring children are safe and secure during field trip transportation, etc.
5. Volunteers are not permitted nor expected to discipline children. If you see a child misbehaving, please alert the closest educator so that they may deal with the issue in accordance with our centre's Child Guidance Policy.
6. Volunteers must not be left unsupervised at any time by a qualified educator and must be in direct communication with a qualified educator or supervisor at all times.
7. In the event that a Volunteer is assisting on a field trip, Volunteers will have the approved center emergency numbers as well as cell phone numbers of qualified educator during field trips but will in no way be responsible for the initial call in the event of an emergency.

Child Guidance Policy:

The Child Guidance Policy applies to the Toddler, Preschool, Kindergarten and Out of School Care age groups. Our Centre strives to provide a safe environment in which children are expected to be respectful to themselves, others and to property, whether belonging to them or others. Politeness, cooperation and responsibility all follow from our primary rule of

Respectfulness. Appropriate behavior management is used to guide, protect and enhance self-esteem.

Both preventative and intervention strategies are used to encourage positive behavior. Preventative methods begin with role modeling by the educator. When a child's caregivers are polite and considerate to others, they set the tone for everyone at the center. Each child's individual needs, development level, family and cultural experiences are taken into account when determining and encouraging ageappropriate behavior. Distracting children, offering them choices and keeping them engaged in developmentally appropriate activities, and effective transitions from activity-to-activity help to prevent difficult behavior in children. Consistency is key when explaining consequences of behavior and setting limits. Please note that our centre has a ZERO TOLERANCE POLICY with respect to violent behavior. Kicking, hitting, biting, pinching, etc. are not allowed and will result in immediate removal from the group or activity. Continued violent behavior will result in dismissal from the center after discussion and incident reports with the child's parents.

Infant Child Guidance Policy:

Our goal for the infants enrolled at our center are the same as the older children at our centre, which is to develop and encourage behavior necessary for success in the future – self-control and self-discipline. Due to this age group and level of understanding, the above-noted strategies will not be used in this group in the event of misbehavior. Our goal is to provide a safe environment in which children are expected to be respectful of themselves, others and to property whether belonging to them or others. Politeness, cooperation and responsibility all follow from our primary rule of Respectfulness. Appropriate behavior management is used to guide, protect and enhance self-esteem. Both preventative and intervention strategies are used to encourage positive behavior. Preventative methods begin with role modeling by the staff. When a child's caregivers are polite and considerate to others, they set the tone for everyone at the center. Each child's individual needs, development level, and family and cultural experiences are taken into account when determining and encouraging age-appropriate behavior. Distracting children, offering

them choices and keeping them engaged in developmentally appropriate activities, and effective transitions from activity-to-activity help to prevent difficult behavior in children. Consistency is key when explaining consequences of behavior and setting limits. Our educator is dedicated to working with all children to develop life skills such as self-control and self-discipline

Child Guidance Policy:

At Our Centre, guidance is used as a means to help children gain an understanding of problemsolving skills, self-regulation, control and to help them use positive interactions with one another. Our discipline policy facilitates a positive approach when dealing with each unique conflict situation. According to the Early Learning and Child Care Regulations: Educators will use disciplinary action within reason. At no time will an educator:

1. Inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation,
2. Deny or threaten to deny any basic necessity, or
3. Use or permit the use of any form of physical restraint, confinement or isolation,
4. Embarrass or humiliate a child.

In the event that a child becomes aggressive, the educator will remove the child from the situation to ensure that no other child is danger. It is our intent to provide each child with a learning experience should an altercation arise. Talking about feelings, emotions, appropriate ways to use words and evaluating choices are often the most useful tools staff members utilize in such situations. Each circumstance is different but will be dealt with using sensitivity, care and fairness. If at any time, a child becomes upset, they will be comforted and re- directed as needed.

Our educator will do the best they can to prevent conflict problems by having the children follow simple rules, provide consistency regarding the rules, highlight appropriate behavior using words/ gestures, model proper behavior, and monitor the classroom very carefully at all times with proper supervision.

If at any time, an educator violates the child guidance policy, their actions will result in immediate dismissal from our program.

Although all methods vary depending on children's ages and level of development, we strive to teach problem-solving skills and assist children in becoming independent. If an intervention is required the child's age, level of development, incident and outcomes of incident shall be taken into consideration. If there is an intervention due to a child's behavior a Behavioral Incident Report is required.

The staff will plan their programs as to minimize behavior problems by:

Engaging Programming:

Activities that are developmentally appropriate and based on children's interests will keep young children busy and less prone to behavioral problems.

Adequate Supplies:

Ensuring adequate numbers of toys and other supplies reduces the competition for desirable items. Providing a variety of options and centers makes redirection easier when there are other enticing activities for children to choose.

Routine:

A daily routine is established to provide predictability and a balance between active/quiet and self-directed/teacher-directed activities.

Transition:

Transitions between activities are carefully planned to make these times positive experiences for the children.

Supervision:

Caregivers are to focus their attention on the children, guiding their behavior, facilitating their learning, interacting, listening and encouraging them as they strive to overcome new challenges.

Positive communication:

Positive communication is used to explain why the child's behavior is inappropriate and to encourage the child to come up with other positive problem-solving methods.

Positive reinforcement:

Caregivers reinforce positive behaviours by giving children attention and being positive role models.

Consistency:

Caregivers are consistent with all children. Limits and expectations are consistent amongst all adults as to allow for overall consistency within the program.

Clear limits:

Children are given clear limits. Boundaries and expectations expand as children develop.

Modeling: educators clearly demonstrate compassionate, caring behaviors that set examples for children to follow.

Validating feelings:

Children's feeling and emotions are acknowledged to support their emotional development.

Intervention Techniques

Redirection:

Positive communication is used to explain why the child's behavior is inappropriate. An 'I' message is used to express concerns about the behavior followed by a suggestion for an appropriate behavior to replace it.

Tone:

A kind yet serious tone delivered by intervening adults reinforces children's sense of security and lets them know the situation is under control. Raising your voice is very ineffectual and is not an acceptable professional response.

Non-judgmental explanations:

Children are provided with explanations as to how their behavior affects themselves and others.

Ignoring:

From time to time ignoring a particular behavior is the best option.

Passive interventions:

Our educators will give children time to work through their own problems but are there to support the children as required.

Anticipation:

Sometimes behaviours become predictable, as educators come to know the children in our care it becomes possible to anticipate what will "set them off" and steps can be taken to minimize the risk of a negative reaction.

Problem solving:

Childcare educators help young children to begin to develop their problem-solving skills. This can be very simple such as asking if there is a way to share this toy or is there another way to do what they want to do. There are some teaching aids that promote the development of problem-solving skills.

Natural and logical consequences:

Childcare educators can begin to help children learn about natural consequences, e.g. if you refuse to wear your shoes your feet will get cold. Children see the results of their own behavior and begin to modify it accordingly.

Physical intervention:

Safety is our primary concern and when necessary, children are to be separated if one or more children are in danger of being physically hurt. At no time should any individual child be isolated as punishment, if necessary, the child may need to receive individual attention from a childcare worker or another educator.

Prohibited Discipline:

Any type of physical punishment including spanking and any type of harsh, humiliating or degrading physical, verbal or emotional behaviors are strictly prohibited in the centre.

Seeking Help:

No one person has all the answer all the time. Sometimes a child will respond differently to a different staff member, do not be afraid to ask for help. If any behavioral problem persists, bring this forward with co-workers and the Program Supervisor to explore possible solutions.

Special Needs Children:

Some children have physical, mental or emotional developmental issues that manifest in challenging behaviors. For some children, this is a chronic condition but for others may be a reaction to recent events in their life. In such cases a plan will be needed to reduce the incidence of such behaviors and creative solutions found. In some cases, an aid may be needed.

Accepting Limits:

In the event of a child continually displaying unacceptable behavior, educators will endeavor to work closely with parents to produce an action plan that will encourage consistency in dealing with behavior management. This will need to be arranged with the Program Supervisor and Director.

Reporting Behaviours:

Incidents of certain unacceptable behavior are to be reported on the Behavior Incident Report form. These forms are to be shared with the parents. This includes any time a child hits or bites another child. When in doubt discuss the incident with the Program Supervisor to determine if a written report is warranted.

Parental Meeting:

Should a child's behavior become too difficult to manage, the primary caregiver will consult with the Floor Supervisor and/or Director. If needed a meeting with the parents will be scheduled. If there is no resolution to this matter, the parent will be advised that the daycare is unable to manage their child's behaviors and that alternative care is required. All other avenues of support will be explored including the possibility of an aid for the child however we do provide group care and some children may not adapt to the daycare setting.

Communication to Parents – Ref. Child Guidance Policy

The discipline policy is communicated to parents through the Parent Handbook. Parents are required to complete and sign a form at the back of the Parent Handbook indicating that they have read and understand all policies outlined, as well as the Parent Handbook in its entirety. Discipline incidents will be discussed privately with parents.

Communication to Staff Child Guidance Policy

Educators are expected to be knowledgeable in the field of child development, with an understanding of the importance of child-adult relationships and have reasonable and ageappropriate expectations. Our child guidance policy is communicated to educators through the Staff Handbook, and educators are required to sign that they have read and understand it. This is done on a yearly basis. At our centre we believe in helping children build positive self-images. We respectfully understand that parents are first and foremost in their child's life and that they may have their own beliefs and values surroundings guidance techniques. Our philosophy at the centre is that in order to effectively guide children, our educators must foster language development by modeling positive and open communication through the use of gentle guidance and redirection. Discipline methods will not include hitting, spanking, shoving, or requiring a child to repeat inappropriate physical movement. Methods will not include any statements or action that causes a child to lose self-esteem or dignity.

Suspected Child Abuse:

In accordance with Alberta Legislation on the duty to report child abuse or neglect the center shall comply fully with this Legislation and cooperate with the Authorities. The centre shall ensure all educators fully understand their duty to report; if an educator suspects a child is being abused or neglected this will be reported to the local authority office. Educators must document all suspicious behaviors. The Act provides for the protection of the identity of persons reporting child abuse – the centre will not inform parents when reports of suspected child abuse have been made to the authorities.

Adult Staff Interaction:

All educators are required to interact with children respectfully. The following are descriptions of positive ways we encourage our staff to interact with children:

- Follow the children – let the children initiate the activity or interaction whenever possible - Invite the children to engage in activities and always give them a choice
- Show confidence in the children's abilities by allowing them to do as much possible by themselves

We also help the children achieve independence by

- Respecting the child's right to do something by him or herself
- Defining clear boundaries of acceptable behavior
- Redirecting children, you are engaged in unacceptable behavior instead of disciplining them, when possible
- Structuring appropriate consequences which help a child accept responsibility for his or her behavior or misbehavior.

Inclusion and Diversity:

As early child care educators, we see each child as an individual with their own unique qualities, characteristics and skills and we strive to recognize each child's uniqueness. At our centre, we create an environment in which children are exposed to different cultures and backgrounds and are encouraged to explore, experiment and create in a diverse and multicultural environment. In the pursuit of exploring the various lives of the children in our centre, our community and our world, we will often discuss and read with the children about various beliefs, lifestyles or customs. Any material will be presented to the children in an objective manner and is intended to aid the children in developing positive self-image and a feeling of pride in themselves and the community in which we live.

Holiday Celebrations:

Holiday celebrations are an excellent way to promote diversity and learn about other cultures and religions. Some holidays can be appropriately celebrated with special snacks. Others may be best honored through activities such as food drives, charitable collections or visits from special guests. If your family celebrates particular holiday that you would like presented at the center, please discuss with the educator and arrange an appropriate way to celebrate at the centre.

Technology Policy Video Games, Computer Games, Personal Handheld Entertainment Devices and Cell Phones

Policy when it comes to technology. It is intended for both parents and students at the center. Our centre is making this Policy available to parents and children because it is important that we work together to make sure each child knows the rules. I want every parent to work together with me to make sure each child remains safe in the technology world. The children will be supervised while on the internet but it is still important that we make sure they understand the rules.

To Students and Parents: While students are at centre and on internet:

1. Do not bring food or drinks near any technology devices,
2. Always make sure it okay with the educator before attempting to access the internet with your technology device,
3. Do not give out any personal information such as your name, address or phone number while on the internet, always ask the teachers if you are unsure,
4. Always use two hands when carrying any tech devices,
5. Never run when carrying any tech devices,
6. Do not throw, hit or damage devices,
7. If something pops up and you don't know what to do or something makes you uncomfortable, always get the teacher to help,
8. Do not bring any devices from home without the permission of your parents
9. Do not bring any devices from home without the permission of your teacher, provide all technology devices to your teachers to keep in the electronic bin Be responsible and make good choices when exploring with your technology devices,
10. There will be a designated area for the use of technology.
11. Teachers will always be available around the technology area,
12. There will be a sign in and sign out sheet for children. (time limits will be set) 13. 15 min on school days and 30 min on non-school days (this is dependent on each child's individual needs, and as per parent requests)
14. Any use of TV's will be for special occasions as stated on program planning sheets. This will only be for Preschool, Kinder and OOSC.
15. All TV shows will be G rated for Pre-School and PG rated for Kinder and OOSC with parent consent.
16. Children under 2 years of age will strictly use TV, iPad, or any tech device for music and dancing. Absolutely no TV shows for children under 2 years of age. For children under 2 years of age tech devices or TV will only be used at play times and will be added to programming sheets.
17. Both children and parents will sign the technology policy, if the child is able to acknowledge.
18. Parents and children should be aware that children will be given 3 attempts to abide by this policy, failure to do so will mean your child will be suspended from using technology for 1 week. There will be an incident report and parents will be made aware as to the suspension of the technology device for 1 week.
19. If there will be 3 suspensions form the technology policy, your child will be suspended from the technology policy for the duration for the school year. There will be a parent meeting set up to discuss this further. We can revisit the technology policy with the parents and the child at that time.

20. The center has several large screen T.Vs. Children only watch G programs and only on planned occasions. The T. Vs can also be hooked up to a lap top, for playing educational games, videos and dance music.
21. Please remember that any electronics brought from home is the sole responsibility of the parent and the child. The center and the educator will not be held liable for any lost or stolen electronics at the daycare.
22. Children will not be allowed to use their Video Games, Computer Games, Personal Handheld Entertainment Devices and Cell Phones for the purpose of taking pictures and or making personal calls from their devices. Any attempt to take pictures or make calls will result in withdrawing from the program as this is a breach of privacy.

Christmas:

At our centre, we love the Christmas season and are excited to celebrate with the children enrolled in our center. Notices of any celebrations during the Christmas season will be posted around the center. We will be hosting an annual Christmas Pot Luck at our Centre. Children and their families are all welcome and encouraged to attend. Signs will be posted to indicate the time and date of the Christmas Pot Luck.

Summer:

We will be holding an annual Summer Family Barbeque at our Centre. Children and their families are all welcome and encouraged to attend. Signs will be posted to indicate the time and date of the Summer Family Barbeque.

Birthdays:

At our centre, we encourage celebrating each child's birthday and we go out of our way to make sure that each child feels special on their special day. If you are going to be sending food for your child's birthday, please ask your child's educator first. Healthy eating and habits are an important objective at our center and so we ask that you do not send candy or other sweets (i.e., cupcakes or cake) for your child's birthday. However, we would welcome healthy snacks such as fruits, veggies, cheese, crackers, etc. If you are sending cake, please keep in mind that we are a NUT-FREE center. Thank you!!

Communication Policy:

Open Door Policy

Parents are welcome to visit their children at any time throughout the day. Please keep in mind that visits may prove to be disruptive to the other children in our care, as children have a hard time listening and following direction when there are disruptions to their daily routine. If you or an authorized family member would like to visit with your child for an extended period of time, please take the child out of the room and visit with them in an empty area of the center or the office. Please notify the educator that you are taking them out of the room, and after your visit is over, please bring the child back to the room and let the educator know that he or she is back in the room.

Communication with Families/Information Sharing:

Parent/educator communication is very important for your child's health and happiness. Please speak to your child's caregivers on a regular basis and compare what is happening at home and at the centre. We believe that parents and educators can learn from each other. Parents are invited and encouraged to participate in the program by volunteering or visiting the centre. Notices and special messages are posted on the Bulletin Boards in the front entrance. A newsletter will also be available quarterly either via e-mail or paper copy at your request. Please take the time to read our newsletters as they contain important

information and announcements. New policies are often announced via our newsletters and it is your responsibility to familiarize yourself with this information.

Although the Director and her designated staff may be available more often, regular office hours are from Monday to Friday between 830 a.m. 530 p.m. If you have any questions or concerns that you would like to share, please contact the Director during office hours or e-mailing

_____. We will do our best to respond to your e-mail or phone call within 24 hours. Families wishing to have a tour of the centre prior to enrollment must schedule an appointment with the Director or her designated staff. Please note that we always welcome feedback from our parents. If you have any questions or concerns about something that is happening in your child's room, please approach your child's educator or Floor Supervisor first. If your question or concern is not addressed to your satisfaction, please contact the Director.

Involvement of Children and Families in Planning:

As noted above, our centre has an open-door policy and parents are welcome to visit their children at any time. Parents are also welcome to partake in field trips and special events at the center. We welcome any suggestions (suggestion box) parents may have with respect to field trip and special event planning. We also like to include parents in fundraising events. Parents may donate items from home (e.g., old computers) or from work (e.g., scrap paper) for the children to use. Parents will periodically be asked to completely questionnaires or surveys on how the center is meeting their and their child's needs. Parent input into policies, procedures and any other ideas you may have to improve our program is most welcome. We ask that the survey be used to provide suggestions on how the center may improve, and also to tell us what we are doing right. As noted above, parents are welcome to share their thoughts anytime using any one of the following methods:

- Direct communication with the Director and/or staff members
- Telephone calls
- E-mails
- Suggestion box

Every year we will host various special potlucks to which children and their families are welcome. Specific events include the annual Summer Family Barbeque, Mother's Day Tea, Father's Day Tea, Halloween and Christmas parties. Parents are also invited to attend workshops. Any upcoming workshops will be posted on the bulletin board.

The Family's Role and Responsibilities

It is the parent's responsibility to ensure that educators are aware of their child's arrival and departure, as well as making sure they have signed them in and out of the Centre. If the parent or designated guardian is unable to pick up their child, you must notify us of the alternate person either by note, by phone call, by text message and or by e-mail. The alternate person must show picture ID. We will not release any child to someone not designated to pick him/her up.

If the child is going to be away from the centre, we ask that the parent notify the centre by no later than 9:00am that we can plan accordingly.

If your child will be arriving late please inform us at your earliest convenience, we ask that parents notify us so that we can plan accordingly for meals and accommodations.

Parents MUST notify the centre of any changes in address, phone # and emergency contact information. **WE CANNOT STRESS THIS ENOUGH** as we need to be able to contact you in case of an emergency.

Parents also need to ensure that the child comes to daycare prepared for the day. This includes having appropriate clothing, an adequate supply of diapers, wipes, (if needed) and any dietary requirements (if needed). Parents are encouraged to meet with their child's educator and set some goals as well as keep in contact with Program Floor Supervisor, for daily progress.

Grievance/Conflict Resolution Policy:

As a parent of a child attending our centre, any issues or concerns that you may have are of utmost importance to us. If any issue or concern arises, we ask that you immediately discuss it with your child's caregiver. If your concern is not resolved or addressed, please speak to the Director or her designated staff. The Director will do her best to resolve any issue or concern that you may have. Once the Director has reviewed and discussed your grievance with you, you will receive a final decision, either verbally or in writing, depending on the nature of the issue.

Complaint Policy:

If there is a complaint that is needed to be placed with/about the:

- Centre-Policy - Another Child
- Menu
- Hours
- Program
- Communication
- Payment
- Other

Arrange a private meeting with the Director/Owner. For all other complaints there is a suggestion box and form that can be filled out underneath the parent board. If it cannot be said at pick-up or drop-off times feel free to talk to Director/Owner. All complaints will be addressed and resolved within a timely manner. We value parent communication; it is very important to us.

Confidentiality Policy:

Any information provided to our centre for the purposes of enrollment is considered confidential and shall not be made available to anyone outside the centre. All staff members are required to sign a confidentiality agreement as part of their employment package.

Complaint Policy:

At our centre, we strive to meet the needs of every single child and family registered in our programs. It is important that parents clearly communicate their expectations to us so that we may be in a position to meet them. If issues arise, parents are encouraged to speak to the center's Director. Every concern will be addressed by the Director and any necessary actions will be taken. The parent will also be advised of any action taken by the Director. If a parent is not satisfied with the action that has been taken, he or she is welcome to contact the Alberta Child Care Licensing Office at _____.

Communication with Schools Partnership Policy:

Our Kindergarten and Out of School Care children are provided transportation to school every day. It is the Centre's responsibility to advise parents of the form of transportation, and any changes that may

occur. At the beginning of the school year, the Director or another designated educator will visit the neighborhood schools and discuss with them our transportation policy and the transportation plans for the school year. We will also request from the schools their monthly newsletters/calendars/addresses and contact information so that we may be up to date on information throughout the school year, including PD days and special events.

Community Partnership Policy:

Our staff is sensitive to the needs of the families in our care. When a parent approaches us with a concern and seeks help, we will be able to provide suggestions or research relevant resources to help the family in need. When necessary, appropriate referrals will be provided and printouts will be made available. We will then follow-up with the parent in order to determine if alternative resources need to be researched and provided. Lines of communication are kept open with the neighbourhood schools through staff visits and the monthly school newsletters which we request from the individual schools to be delivered to us monthly. A list of the children attending each school will be faxed to the schools at the beginning of the school year and on an ongoing basis if changes are made. Educators inform themselves of special events happening at the school so that we may take into account their programming when we develop ours.

The Parent Resource Binder is a good source for all parents seeking advice on various matters. We work with Family Matters Resource Centre for Families, Health Care and the Public Library. Members of the community may be invited to our center as guest speakers as a special even to further children's development (e.g., site visit by a dentist to discuss oral hygiene)

Staff Qualification and Development Policy:

Working with children on a daily basis requires specialized knowledge and skills to ensure daily programming and interactions are positive and challenging. All educators at our facility hold Early Childhood Educators Certificates Level 1, Level 2, or Level 3 and have been certified by the Government of Alberta. All educators must provide the center with original and recent criminal police checks prior to start work at our center. It is also a policy at our center that all educators working with children must have first aid certificates. First Aid workshops will be periodically held to ensure our staff keep their first aid certificates valid. We believe that our experienced and knowledgeable educators will create an exciting and safe learning environment for your child. Certifications and first aid certificates can be found on the Staff wall in the office. To assist our educators in their continued education, we will provide educators opportunity to upgrade and use professional development funding provided by the Government of Alberta. The educators at our center will also periodically attend workshops (either on site here or conjunction with another child care center) to continually upgrade their skill set. Information regarding these workshops is posted in the staff room.

The educators at our center consists of a Director, a Floor Supervisor, Early Childhood Educators, Cook, as well as, volunteers. There are two classes of Employees in the program.

1. Probationary - Less than three months of satisfactory service.
2. Permanent - More than three months of satisfactory service and whose position has been approved by the Director and or Floor Supervisor.

*Any one who will have direct contact with the children in a child care setting MUST go through a Criminal Record Check including a Vulnerable Sector Search within 8 weeks of starting their position, which is dated not earlier than 6 months prior to the date of commencement with the program and every 3 years after that date.

Director:

The centre's Director is the principal executor of the centre's policies concerning operations and programs. The Director is also responsible for the implementation, supervision, and coordination of all aspects of the operation of the center in compliance with the Early Learning and Child Care Regulations.

Floor Supervisor:

The Floor Supervisor will take on the role of Director when the Director is unavailable.

Qualifications of the Director and or Floor Supervisor:

The minimum requirement for the Director and or Floor Supervisor is that s/he must have completed a training program in early childhood education or equivalent. A minimum of 3-5 years of experience working with children and families required. Administrative and Supervisory experience is also necessary. A current First Aid Certificate, and Criminal Record Check including Vulnerable Sector Search.

Administration Duties:

- Be accountable for the financial management of the center, including revenue and expenses, payroll, records, bills, parent fees, bank deposits, statements, tax deductions on payments, grants, donations, petty cash, and subsidies.
- Develop and annual budget.
- Collect subsidy and parent fees.
- Maintain accurate attendance records.
- Organize and attend parent Advisory Committee Meetings and provide regular updates on program and center activities.
- Purchase supplies and equipment as needed.
- Assist with appropriate officials in meeting annual licensing requirements.
- Ensure comprehensive insurance coverage for the center.
- Establish and maintain Children and Staff's confidential records.
- Monitor availability of child care spaces and waiting list, and admissions, to maintain the maximum enrollment of children.
- Post all required and relevant information for parents, staff and visitors.
- Maintain updated inventory records of supplies and equipment.
- Respond to and distribute mail and other correspondence as needed.
- Establish open door policy for communication with staff and parents.

Staff Relations:

- Keep staff updated on policies, procedures, changed, admissions, current field of research and ideas through regular staff meetings and communications.

- Responsible for interviewing, hiring, orientations, disciplining, and dismissal of staff.
- Plan and arrange training workshops for staff development.
- Review and update job descriptions.
- Support and supervise staff and ensure staff follow duties set by the job descriptions.
- Complete annual staff evaluations.
- Ensure sufficient staffing at all times and maintain current substitute list.

Public Relations:

- Interview potential clients and register children.
- Address parent complaints/concerns/comments.
- Provide parents with information on program activities and changes.
- Update Parent Policy Manual and publicity materials.
- Act as a liaison between centre and community.
- Be knowledgeable about relevant community resources.
- Facilitate student teaching programs in cooperation with local educational institutions Health and Safety:
- Ensure delivery of medical procedures and medications as required.
- Maintain a healthy and safe environment, ensure Centre's compliance with fire, safety and health regulations.
- Maintain updated medical information on staff and children.
- Complete menu planning in consultation with a public health nutritionist and prepare daily meals
- Ordering and purchasing of groceries and cleaning supplies,
- Maintaining open communication between staff regarding food allergies and nutritional needs of the children.

Program:

- Carry out annual program reviews and recommendations.
- Assume educators' responsibilities for periods of time when necessary.
- Ensure that progress reports on children are written semi-annually and distributed to parents.
- Keep up-to-date on issues relating to program design and delivery.

Early Childhood Educators:

The permanent, full-time teaching staff are responsible for the daily care, instruction and supervision of the children at the center, under direct supervision of the Director and or Floor Supervisor. Educators are responsible for the daily planning, implementation and evaluation of the program activities.

Qualifications of the Early Childhood Educator:

Level 1 – Child Development Educator

Level 2 – Child Development Educator

Level 3 – Child Development Educator

The educators at our center must have completed a training program in early childhood education, or its equivalent, as outlined in the Early Learning and Child Care Regulations. Successful work experience in the field of early childhood education and the necessary personal qualifications, such as the ability to relate warmly to children, strong interpersonal skills, patience, dependability, flexibility, and physical stamina, are also required. All educators are required to have a current First Aid Certificate, and Criminal Record Check including Vulnerable Sector Search.

Program responsibilities – All Levels:

- In collaboration with the Director and or Floor Supervisor, plan and implement daily balance of creative and resourceful active/quiet, indoor/outdoor/ individual/group developmentally appropriate activities that will foster the development of each child.
- Keep updated on new program ideas and activities using resources.
- Maintain resource files/library for personal use and use by team for planning purposes.
- Maintain updated supply list for the classroom.
- Organize space, equipment and materials as needed, for activities, and in compliance with the Early Learning and Child Care Regulations, and center policies.
- Plan and implement activities, which stimulate creativity, learning, curiosity, exploration, community and multicultural awareness, and adaptive skills.
- Plan, implement and evaluate Individual Program Plans and progress reports as needed.
- Participate in case conferences relating to IPP's with parents, specialists, and Director.
- Comply with all center policies and procedures, philosophy and mission statement.
- Establish and follow daily schedule for children

Interpersonal Relations:

- Welcome families and integrate each “Mighty Learner” into group activities upon arrival.
- Maintain open communication and share ongoing information regarding concerns/comments about a child's program with parents, staff, specialists and director as needed and respecting confidentiality policies.
- Notify Director or Floor Supervisor of program needs.
- Supervise co-educators' assistants, substitutes, Practicum students and volunteers.
- Use appropriate language with children, and refrain from yelling, swearing, and using threats.

Professionalism:

- Be knowledgeable about and comply with the Early Learning and Child Care Regulations, and center policies.
- Dress appropriately at all times while employed at the center.
- Attend regular staff meetings.
- Maintain confidentiality of information relating to children, families, educators, and the Admin Staff.
- Make and accept personal calls only on breaks. (Except in cases of emergency)
- Each educator is required to participate in professional development - Educators must request approval of the Director to receive remuneration for training.

Health and Safety:

- Maintain current First Aid and Criminal Record Check including Vulnerable Sector Search.
- Comply with policy and responsibilities outlines in the Health and Safety Policy.
- Performs light household duties and simple repairs as required.
- Implement monthly evacuation procedure for fire and other hazard procedures, and perform duties as outlines in the emergency plan.
- Assist in maintaining readily accessible current list of emergency contacts and phone numbers for children and staff.
- Monitor and replenish First Aid supplies when used.
- Report accidents and injuries to Director/Floor Supervisor and Parent of the child and complete injury report.
- Change children's wet or soiled clothing when necessary.
- Report incidents of suspected child abuse as outlines in the Centre's provincial policies and procedures.
- Release children only to authorized individuals.

Cook:

The permanent, part-time cook is responsible for providing nutritionally appropriate meals and snacks for children aged 0 months to 13 years or 14 years if special needs. Other responsibilities include menu planning, purchasing, food preparation and service. The cook must have at minimum her food safe handling course certificate, level 1, Criminal Record Check and Vulnerable Sector Search.

Program Responsibilities:

- Prepare and cook main lunch meal and prepare 2 daily snacks.
- Able to cook a wide variety of dishes both Canadian and international • Prepare separate dishes for children with food allergies and sensitivities.
- Clean and sanitize kitchen and work areas
- Wash dishes
- Maintain inventory and records of food, supplies and equipment
- Manage kitchen operations
- Able to work with minimum supervision
- Keep records of menu changes
- Ensure the quality of food and determine size of food proportions

- Shop and prepare a list for menu items once a week

Staff Orientation:

All new employees will go through an interview process where resume, certificates, background check information, and 3 references must be provided. During the interview, an interview questionnaire will be filled out by the new hire to determine if s/he is the right fit for our center. Once the new hire has been selected after all checks have been cleared, a 1-day orientation process is requested of the new hire to determine if h/she is a good fit for our centre. Once the orientation is completed and it is determined that the fit is good a 30-day orientation process and 60-day probationary period will begin. Orientation begins on the first day of employment. Each new staff will be assigned a mentor to make sure that the new hire package is filled out appropriately and all policies and procedures are explained and demonstrated. A new educator may ask the Mentor or Floor Supervisor for further assistance, explanations or clarification of policies and procedures at any time. The orientation process covers the following:

- 1) Review new hire package
- 2) Review of center's Policies and Procedures in detail
- 3) Training in Emergency Procedures including the operations of fire extinguishers
- 4) First Aid procedures/not to be practiced if educator does not have valid first aid
- 5) Training and recognition of childhood illnesses and infectious disease control, including handwashing
- 6) Procedures and precautions for handling body fluids
- 7) Program schedules for the center Infants, toddlers, pre-school, ECS and OOSC
- 8) Review of Child Abuse policy and reporting procedures
- 9) Review program planning procedures for the center
- 10) Review all policies 1 time per year with educators or as needed and have them sign all policies and procedures.

Upon completion of the orientation process, new educator must have a complete understanding of centers Policies and Procedures and be able to function within the center independently. At this time the 60-day probation period will commence.

Upon Completion of the 60-day probationary period all new educator will sit with the Director and Floor Supervisor to go over performance and expectations. Our center will use this opportunity to evaluate employee's capabilities, work habits and overall performance. Either the employee or our center may end the employment relationship at will and at any time during or after the probationary period with just cause to be documented and explained in written notice to be signed by both parties.

Cultural and Religious Equality Policy:

A non-racist environment will be encouraged through; hiring staff and educators that represents the best qualified person. Offering programming that unifies rather than divides, that is, based on finding points of commonality, capacities, talents and concerns, which all human beings share. Teaching children to play, and function in general, as one and as peacemakers; instilling in the children an appreciation of the rich diversity of humanity and encouraging children to value the good in cultures that differs from their own. With help and in partnership with families, in the required atmosphere of harmony and freedom from prejudice and fanaticism, various religious and ethnic celebrations will be recognized, at the discretion of the Director and educators.

Gender Equality - A non-sexist environment will be encouraged by:

-Parental involvement in the Centre such as field trips and story-telling

-hiring male child care worker(s), if possible-showing women and men in non-traditional roles whenever possible

-Never discriminating against or putting down the choices a child makes

Health and Medication Policy:

All employees working with the children are required to have first aid certification and training for children. It is expected, and required, that educators will be able to perform first aid on any child whom requires it. The trained educators are responsible for making the decision whether further action (such as calling an ambulance) should be made. To comply with Early Learning and Child Care Regulations, parents must comply with written consent that their child is able to receive the provision of health care and that the health care provided is in the nature of first aid only. This written consent has been provided in your registration package.

Medication, Herbal Remedies, Emergency Medication and Additional Medication Policy and Procedure:

The purpose of this policy is to ensure children registered in our centre are receiving proper delivery of prescribed medications, herbal remedies, emergency medications and/or additional medications and procedures (generally referred to as “Medication” in this handbook). Proper delivery includes proper handling, proper dosages, proper administration and proper timing of administration by qualified educators.

Policy:

All Medication must be handled and monitored in accordance with the Early Learning and Child Care Regulations incorporated therein.

Administration of Medication

Our centre abides by the following rules and requirements for the administration of any medication or herbal remedy:

- The medication has been given to the child by a physician
- The prescription drug is in its original pharmacy container with the matching pharmacy label
- The prescription comes with a labelled document, signed by the parent, labelled with the child’s name, dose, date, time and storing instructions
- The First Dose has been given at home
- The parent has completely filled out the medication form provided for them at our centre that asks for these details: Medication is administered to the child according to the directions on the label.
- The child’s name, date, and length of time the child has been on the medication, how long the child will remain on the medication and full name of the medication
- Reactions or any side effects the child may have
- Time Medication is to be given
- Signature of the parent allowing the staff to administer medication

- Signature of the parent when the medication is given back each day
- Medication is only administered to a child when written consent has been provided by the parent
- Parental consent for administration of medication is stored in an accessible location that is known to all staff and is portable to bring along on off-site trips
- All staff administering medication must have an approved first aid certification, acceptable to the statutory director

Please note that our educator will not administer any medication if the proper paperwork has not been filled out and parents have not signed the written consent form. Each prescription medication must have its own separate form completed before being administered. This is to ensure that our educator is aware of what medications need to be given to which child, and the date and time it needs to be administered.

Once a child has been given their medication, they will be monitored by the educator to ensure no unexpected reactions take place. Parents will be notified of when medication has been administered (as per their instructions) and the prescription drug will be returned either at the end of the day and/or when the authorization period has ended.

We ask that families arrange for times of medication administration to be when their children are not present at our facility. We are aware that sometimes this is not possible, and in that case, we ask that the first dose is given at home so that we can be sure the child does not have any unexpected reactions.

If our educators must administer medication to your child, a form will be filled out and filed in an accessible location that is known to all educator and is portable to bring along on off site trips. Details such as the name of the medication, time of administration, amount given, and the initials of the person who administered the medication will be recorded. These forms will be kept in each room in the medication binder. Once the medication is completed this form will go into the child's file folder in the office which is kept confidential under locked key.

All educators administering medication must have an approved first aid certification, acceptable to the statutory directory

All non-emergency medication will be stored in a locked container in the classroom or fridge (whichever is necessary) that is inaccessible to children.

- Policy states that medication that may be needed in an emergency is stored in a place that is inaccessible to children but not locked.

As a licence holder, our centre must ensure that:

- All medication is stored in a locked container that is inaccessible to children, and
- Medication that may be needed in an emergency is stored in a place that is inaccessible to children. If a child is requiring over the counter creams to be applied, a diaper / cream permission form must be filled out.

Changes will allow children access to certain emergency medication, such as puffers and EpiPen's. Both the program operator and parents of the child will be required to agree to the child accessing emergency medication.

Emergency Medication:

If your child requires the use of an emergency medication such as an EPI Pen or an inhaler, parents MUST fill out and sign a detailed medication form with full instructions on how to use the medication if required. These medications will NOT be stored in a locked container, but will be stored away from any child's reach, in a properly labeled area for easy access by educators.

We ask that if your child needs emergency medication, you also submit a recent photo of your child, to be placed with the appropriate paperwork for the medication. This will ensure that the staff are all aware of who the medication belongs to.

We recommend that each child who needs emergency medication have a separate dose to be kept at school; however, if this is not possible, the medication will be returned at the end of each day/class. The parent will be required to sign a document for the return of the medication each day, once it has been given back by an educator.

⌚ If the emergency medication has to be administered, the educator will follow the guidelines written out by the parent and will follow the facility's first aid policy, all educators administering medication must have an approved first aid certification, acceptable to the statutory directory. The attending educator will be required to fill out the appropriate paperwork and discuss it with the parent and/or other educators necessary.

Changes will allow children access to certain emergency medication, such as puffers and EpiPen's. Both the program operator/parents and child will be required to agree to the child accessing emergency medication.

Emergency medication is inaccessible to all other children and can only be accessed by educators and the child who requires the medication in the case of an emergency. This medication will be kept in a labelled container under the child's name only accessible to the child.

Parents and program operators must agree in writing to the emergency medication plan and ensure the particular child who requires the medication and others in the program have the well being considered.

Please note that Tylenol and Advil are not considered Emergency Mediation.

Potential Health Risk:

We ask that you please keep your child home if they have the following signs or symptoms of illness (adapted from the Child Care Licensing Regulation):

- Vomiting, having a fever, diarrhea, or a new or unexplained rash or cough
- Requiring greater care and attention than can be provided without compromising the care of the other children in the program
- Having or displaying any other illness or symptom that may pose a health risk to the staff or other children such as
- Conjunctivitis
- skin discoloration
- difficulty swallowing
- consistent complains of undiagnosed pain

- known or suspected communicable disease (please see communicable disease policy)
- Green or discolored discharge from the nose
- Evidence of infection
- Rapid or difficulty with breathing
- Lethargy and abnormal tiredness and/or weakness
- Excessive coughing and sneezing

If your child is required to be on antibiotics, we request that you keep them home until it has been 24 hours since the first dose was administered and the child is no longer exhibiting signs/ symptoms of their diagnosed illness.

Our educator is trained in the prevention, early detection and management of illness and communicable diseases. They are aware of when a child should be excluded from the program and are trained how handle such circumstances.

If a child begins to show physical symptoms of being ill, they will be taken aside by an educator and their temperature will be taken to assess their symptoms. Such symptoms may include, but are not limited to, a verbalization of feeling sick, extreme lethargy, abnormal body movements (such as hunching over, or clutching a body part such as the stomach), discolouration of discharge from the eyes, nose or mouth, vomiting or diarrhea.

If children become ill while attending our program, our educator will fill out the Alberta Health Services Child Care Facility Illness Incident Log Sheet and our internal illness record (providing information such as the educator who identified the child as being ill, time the parent was initially contacted, name of the educator who contacted the parent, time the child was removed from the program and when the child returned to the program) so that we can ensure the health and safety of not only your child, but those who are around them as well.

If at any time, an educator knows or has a reason to believe that a child is exhibiting signs or symptoms or illness, they are required to contact the parent/guardian and arrange for their immediate removal from the facility.

Emergency Medical Treatment:

If the child needs immediate medical attention due to an injury (Accident) or for any other cause; the Director or Floor Supervisor will call 911 and follow the directions provided by the 911 operator.

The Director or Floor Supervisor will then contact the parent or emergency contact person on file. If the child does not require immediate emergency medical attention the parent will be asked to pick the child up from the centre as soon as possible. While the child is waiting, he/she will be given care according to his/her needs. The child will be comforted and assessed by the staff who are supervising the child. In the event of a serious injury the centre must always ensure the child gets the medical attention he/she needs in a timely fashion. In all cases of suspected illnesses and injuries, the child will be kept away from the other children, they will be separated from the classroom and taken to the office. Here, they will be cared for with comfort by a primary educator while they await the arrival of their parent/guardian. This policy is place to protect the health and safety of the other children and educator in our facility and to provide your child with individualized care while they are sick. Under no circumstance will the educator transport a child to the hospital. If a child requires immediate medical attention, we will call 911 and an ambulance may be dispatched. Please note the cost for the ambulance will be the responsibility of the parent. If your child has a condition that may require emergency medical treatment such as the administration of an Epi-Pen it is important that you make the daycare aware of this condition upon enrollment. The parent

must provide the daycare with the emergency medicine in its original container with instructions for use. We can only administer the medicine as per the written instructions. It is equally important to make us aware of other conditions that may require immediate emergency medical attention but where no emergency medicine is prescribed such as a nut, seafood or bee sting allergy reaction. In such cases we would arrange for emergency transport via ambulance to the hospital for treatment. As a precaution, we avoid all shell fish and foods with nuts at the daycare. All incidents and illnesses will be documented and parents will be asked to sign the report.

All incidents and illnesses will be documented and parents will be asked to sign the report. These reports will be kept in the children's files locked in the office. Our educator will fill out an incident /accident report forms and personally file it with the Licensing Division of the Government of Alberta as needed. We will keep track of all records as a way of identifying areas of improvement, issues and trends or potential issues so that future incidents/accidents can be prevented and avoided.

All incidents and accidents will be reviewed every month by the Director and Floor Supervisor. The notes will be discussed with staff at our regular staff, to receive feedback on how to be proactive instead of reactive.

Supervised Care for Sick Children:

If your child becomes ill, or is deemed ill by a primary educator, they will be separated from the classroom and taken to the office. Here, they will be cared for with comfort by a primary educator while they await the arrival of their parent/guardian. This policy is place to protect the health and safety of the other children and staff in our facility and to provide your child with individualized care while they are sick.

Supervision Policy and Procedure:

Our centre ensures at all times that educators effectively supervise children's play and behavior in both indoor and outdoor settings. Our primary indoor play space layout adheres to the different groups of children, and the maximum group size. The educators in the room position themselves to be able to see all aspects of the room, even the blind spots. Effective supervision prevents injuries, accidents, and reduces harm to children. Supervision practices are reviewed annually and at staff meeting or as needed. Our policy is able to demonstrate that children are safe and are supervised in accordance with their developmental needs being met by the primary educator at all times. It also promotes safe, positive, responsive and intentional learning environments for children and staff. Good classroom design is the first step in effective supervision. Our classrooms are designed with low shelves, clear traffic patterns, and safe materials. Our educators teach children the safety rules for the classroom. Our daily safety inspection ensure that all safety measures have been taken to keep children safe at all times. Good teaching is good supervision. Educators join children in their interest areas. Observe the children. Have meaningful conversations. Sit or kneel at the children's eye level. Interact with children so they know their strengths and needs. Use what they learn about children to make changes to the environment or activities. Use positive guidance techniques to help keep children safe. Children's needs change all the time. Supervision must change, too. Our educators think on their feet to keep all children safe. Our staff is also required to take continuous head counts of all of the children within the room and are encouraged to communicate with one another about all necessary classroom situations. Educators and Floor Supervisor continuously check sign in sheets as well as white boards and communicate to make sure that all children are accounted for at all times of the day.

Preschool children still need supervision during rest time. Usually, preschool-age children rest during a set time of the day (rather than napping on individual schedules like infants and toddlers). During rest

time, typical ratios are relaxed. (Sleep Ratios are followed) however, the staff member who leaves the classroom must stay in the facility or a support staff is in place. Maximum group size must be maintained. Remember to take each child's individual needs into consideration. If a child with mobility issues (e.g., a child who requires a walker or wheelchair) or special health concerns (e.g., seizures, sleep apnea, asthma) is napping in the room, additional adults will aide. Always consider the number of adults who would be required to help evacuate the children in the event of an emergency.

Our classroom design always offers children places they can go to be alone. Daycare can be an overwhelming world! It is important, though, that you can see and hear children at all times — even when they are in spaces designed for privacy. Consider designing privacy spaces with open tops, low barriers, or some sort of visible access, at all times. Toileting is another time when older children may desire privacy. Your role is to help children use the restroom facilities safely and independently. It is not necessary to see each child as they use the restroom, but you should be able to hear all children. You should also be able to enter the restroom quickly to provide assistance. Educators should be present to supervise hand washing and make sure other sanitation procedures are followed.

Because outdoor play is active, children will usually need more supervision outdoors. Adult-child ratios must be followed at all times. Our educators are able to communicate with one another for help if needed without leaving the children. A walkie-talkie or approved cell phone (used only in emergencies) is an excellent tool for such a situation. Playground design is an important part of supervision. Our equipment is organized so educators can see all children at all times. There are no blind spots (tunnels around corners, large stones children can hide behind, enclosed structures). Our educators work together to identify “hot spots” where children usually need assistance or where they have a hard time seeing children. Educators are encouraged to stand strategically so they can supervise all areas. This means educators will not stand or sit together on the playground. Educators will be spread out, watching, listening, and interacting positively with children. Be wary, however, of having long discussions or intense play with a child or small group of children while supervising a zone. It is difficult to supervise all children while engaged with a group. Our educators will be assigning certain members to supervision and other to play and conversation. Working as a team is most important.

Educators are prohibited to do actions that deter their attention away from the children. Such actions may include: cell phone use, reading, excessive administrative tasks, and cleaning. All of these methods are to be used both indoors and outdoors (if necessary). At all times staff are actively participating in or guiding children's activities, while being attentive, alert, and watchful of each child, as well as engaged with the groups.

At the time of pick-ups and drop offs, parents are required to sign their children in and out of our facility. Using those numbers, our educators must do continuous head counts to ensure that all children are accounted for through out the day. Children are also required to leave with a properly identified adult as they leave the facility. Our educators will not release a child until an adult is accompanying them, and it must be an adult who has the parents' consent to pick the child up. If needed, some adults may be required to show photo ID to verify who they are. Our center supervision practices strive to meet the developmental needs of each child. At all times, educators are to observe the children whether it be through record observations or playing with them. This way, educators may become engaged with the children (but never having their back turned to any portion of the classroom) and play with them or may be taking notes for

Interests/needs/abilities of each child, finding themes of emergent curriculum based on the play with children, or completing records for children (anecdotal records etc.). This way, our staff can ensure that we are providing the children with what each of their unique requirements are within out classroom. Educators have the ability to identify where extra supervision is required to position equipment and arrange the environment to allow themselves to supervise the children indoor and outdoor space, rest and

bathroom area. During staff orientation the Floor Supervisor or Mentor will ensure new educators spend time in all rooms where childcare is being provided so to familiarize themselves in the environment both indoors and outdoors learning appropriate supervision techniques. School age children are provided guidance and are distally supervised based on their age and development and parent consent.

Educators must be aware of the programs' indoor and outdoor physical environments

Staff must complete the Safety Checklist for the program's indoor and outdoor premises on a daily basis and any hazards (e.g., broken equipment) must be removed before the children arrive on the premises.

Communication to Parents about Supervision Policy

The Supervision policy is communicated to parents through the Parent Handbook. Parents are required to complete and sign a form at the back of the Parent Handbook indicating that they have read and understand all policies outlined, as well as the Parent Handbook in its entirety.

This is also done during the orientation process while going over the Parent Handbook with parents.

Effective Supervision Strategies and Procedures:

Educators must always:

1. Be aware of the physical environment:

- Conduct regular safety checks of the program premises and equipment to remove hazards – daily checklists are to be completed for the playrooms and the playground.
- Position equipment and arranging the environment to allow a clear view of the children's play and rest areas.
- Know which individuals are authorized to pick-up a child from the program in place of a parent. • Be aware when children arrive and leave the center, ensuring that both the arrival and departure times are accurately recorded.
- Use a consistent system during head-counts or roll call (counts should be done during all transitions, including when children leave or return to the classroom or playground, during regular play activities, leaving for and returning from school, before entering and after (reviewed annually or as needed) leaving a bus during field trips). Staff must, at all times, have a current and up to date checklist of children in their care to ensure all children are present and accounted for.
- Know where emergency medications, first aid kits, and emergency contact numbers are kept.
(Portable records)
- Establish simple rules for children (for example: "When we are indoors, we walk" or "Walking for safety",).
- Monitor children at all times.

2. Observe children's play and behavior by:

- Directing and closely monitoring children when carrying out activities that may involve some risk, such as, playing near water, near doorways or transition times when children may gather in larger groups.

- Observing play and anticipating what may happen next in order to assist children and intervene in the event of potential danger.
- Listening closely to children, even those who are not in direct sight (such as those in outdoor play spaces or areas where children nap).
- Positioning staff to allow for the supervision of the entire group of children. • Monitoring children's health to identify early signs of fever, illness, or unusual behavior.
- Watching and participating in children's play to ensure that children are playing in a safe manner.

Contagious Diseases:

Our centre may be required to report your child's illness to Alberta Health Services if it is considered a contagious disease. If at least one child in care develops an illness or disease identified on the Communicable Disease Policy, the center's Director will have information about the disease posted on the parent board from public health explaining how it is prevented, how it can be caught and how to manage it.

Accident/Illness Policy:

According to the Early Learning and Child Care Regulations, parents will be notified immediately following an accident or serious illness involving their child. The child will also receive appropriate medical attention as necessary to the situation.

In the event that your child becomes ill or is involved in a serious accident while attending our program, parents will be notified immediately via phone. Our educators will use the phone numbers that you, the parent, provide on your registration forms. If both parents/ guardians are unable to be contacted, our educator will contact your emergency contacts that have been written in your child's records.

If your child requires medical attention as a result of the accident or serious illness, our staff will ensure that your child receives the care that they require immediately following the incident. If such a situation should arise, these are the steps that our staff will take:

1. The child will be comforted and assessed by the staff who are supervising the child
2. First aid will be administered if necessary
3. IF the child needs emergency care at a hospital, an ambulance will be called immediately. The Director, or Floor Supervisor will accompany the child to the hospital (if the parent is not present). They will stay with the child until the parent/ guardian arrives at the location which their child is taken to.
4. Parents and/or Emergency contacts will be called. Any arrangements that have been made will be discussed with the parent/guardian at that time.
5. Both the Director or Floor Supervisor will be notified
6. Our educator will fill out an incident report form and personally file it with the Licensing Division of the Government of Alberta. We will keep track of all records as a way of identifying areas of improvement, issues and trends.

Our educator records the injury/medical emergency on Injury/Incident Report, which is/are kept in each classroom and then filed into the child's file folder in the office which is kept confidential under locked key.

The report includes:

- date, time, place and cause of the injury/medical emergency (if known),
- treatment provided,
- name(s) of staff providing treatment, and
- persons contacted.

A copy is given to the parent/guardian the same day and a copy is placed in the child's file.

For major injuries/medical emergencies, parent/guardian signs for receipt of the report and a copy are sent to the licence no later than the day of or immediately the day after the incident.

An injury and or illness is also recorded on the Injury Log, which is located in the Director's office. The entry will include the child's name, staff involved, type of injury or illness and a brief description of incident.

The child care licence office is called immediately for serious injuries/incidents which require medical attention.

Incident Reporting:

Our centre has a goal to uphold a high standard of safety and care for your children; however, we are aware that incidents may happen. Our educator is committed to ensure that we keep track of any such incidents in the following ways:

1. If at any time a serious illness or accident occurs, such as emergency evacuation, unexpected program closure; intruder on program's premises; serious illness or injury that requires the program to access emergency medical attention or require overnight hospitalization of child; error in administration of medication; death of a child; unexpected absence of a child from the program(example: missing or lost child); child removed from program by non-custodial parent or guardian; allegation of physical, sexual, emotional abuse and or neglect by a staff member or volunteer; commission of offence by a child; child left on premises after program has closed) our Director will call our designated Statutory Director and fill out a Government of Alberta Incident report form. We will provide all of the necessary documentation and assistance which will be required in the investigation following the incident.
2. An internal incident report form will be filled out by educator for our records so that we may analyze the incident and resolve any problems that need to be remedied.
3. Any illness that is reported will be filled out in the Alberta Health Services Child Care Facility Illness Incident Log Sheet and any remedy required by AHS will be done immediately
4. At the end of each licensing term, the Owner/Director will fill out a Government of Alberta Incident Reporting Annual Summary and Analysis Report form to be submitted to the licensing officer and Regional Child Care Office. This will provide a track record and summary of any serious incident or illness so that we may be able to identify any trends or issues, if any.

As per the Child Care Licensing Regulations, set out by the Government of Alberta the term “Incident” is defined by a serious illness of, or injury to a child that occurs while they are attending our program. It also includes any other incident that occurs while the child is attending our program that may seriously affect the health or safety of any child. The term “incident” may include but is not limited to the following:

- Emergency evacuation
- Unexpected program closure
- Intruder on the program premises
- Illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in the hospital overnight
- An error in the administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid
- the death of a child
- an unexpected absence of a child from the program (example lost child)
- a child removed from the facility/program by a non- custodial parent or guardian
- an allegation of physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer
- the commission of a child of an offense under an Act of Canada or Alberta
- a child left on the premises outside of the programs operating hour

All incidents and illnesses will be documented and parents will be asked to sign the report. These reports will be kept in the children's files locked in the office. Our staff will fill out an incident /accident report forms and personally file it with the Licensing Division of the Government of Alberta as needed. We will keep track of all records as a way of identifying areas of improvement, issues and trends or potential issues so that future incidents/accidents can be prevented and avoided.

All incidents and accidents will be reviewed every month by the Director and Floor Supervisor. The notes will be discussed with staff at our regular staff meetings, to receive feedback on how to be proactive instead of reactive. Please note all first aid procedures are followed by a staff member with approved first aid certification acceptable by the statutory director.

All incidents are analyzed annually and Incident Reporting Annual Summary and Analysis Reports are submitted to the regional child care office.

Biting:

Part of our program is to work with children to prevent biting incidents. If an incident of biting occurs at the center, educators will quickly intervene and will express disapproval to the child who has bitten, but will not react harshly to that child. The bitten child will be comforted and first aid will be administered if necessary. Parents of both children involved will be notified via a written Incident/Accident Report (see above). The identity of each child will be kept confidential at all times. Our center works within a “3 Bite Policy.” If a child is involved as a biter on three (3) separate occasions, they may be removed from the center. Instances of biting leading to severe injuries may lead to immediate removal.

Cross Contamination/Health Policy and Procedure:

Purpose:

The purpose of this policy is to ensure maintenance of the health and wellness of each individual person attending and working at our centre. This will be achieved by creating, implementing, reviewing and monitoring a set of policies that meet the best practice recommendations set by Early Learning and Child Care Regulations and the health authorities operating in our region, and to ensure that procedures are understood and followed in this regard. Cross Contamination Health Policy Safety and health policies, procedures and checklists for our centre must be reviewed and followed by all educators to protect the health and safety of each person in the center pursuant to best practice recommendations set by Early Learning and Child Care Regulations and the health authorities operating in the region.

Procedure:

- Each educator must do the Home Study/on line Course in Food Safety
 - All kitchen staff must complete the Food Safety Course/ & Sanitation and Hygiene Certificate •
- Each checklist for Health and Safety will be performed, recorded and filed for further verification.

Health and Safety checklists include the following: Playground Safety Checklist; Room Safety Checklist; Daily Cleaning Checklist; and, Weekly Cleaning Checklist.

Surfaces and Equipment:

1. Table surfaces must be sanitized with a solution of bleach diluted pursuant to best practice before and after breakfast, lunch and snack are served, or whenever soiled by another activity throughout the day.
2. Single use disposable towels will be used to wash tables and other surfaces and will be disposed of after use in a garbage can with a tightly fitted lid. In order to prevent cross contamination, multiuse materials should not be used when sanitizing tables and other surfaces.
3. Diapering surfaces, high chairs and potty-training chairs are to be sanitized with a solution of bleach diluted pursuant to best practice after each use by a child.
4. Furnishings, equipment and play materials should be disinfected on regular bases as per the Daily and Weekly cleaning checklists posted in each room.
5. Soiled diapers and other garbage must be disposed of in garbage cans with tightly fitted lids placed in each room. The soiled garbage bag must be tied before being taken out of the garbage can to prevent accidental spillage and contamination of surrounding areas. A clean disposable bag will then be placed in the garbage can and the garbage lid will remain closed. Garbage cans must be regularly sanitized as per the Weekly cleaning checklist posted in each room.
6. Recyclables must be disposed of in a designated recyclable container with a tightly fitted lid. The soiled recyclable bag must be tied before being taken out of the container to prevent accidental spillage and contamination of surrounding areas. A clean recyclable bag will then be placed in the container and the lid will remain closed.
7. Each child's bed and linen are to be labelled with his or her name and is stacked in separate compartments so as to avoid contact with other beds. Under no circumstances are children to share linen or beds. Linen will be washed, at a minimum, on a weekly basis as per the Weekly Cleaning Checklist, and the mat underneath will be sanitized with a solution of diluted bleach. In the event that linens are soiled prior to the scheduled washing date, the soiled linens are to be stored in a closed container in the Laundry Room with a tightly fitted lid until they can be washed and the child will be provided with alternate linen in the interim. Extra linens are stored in the Staff Room in a plastic container with a tightly fitted lid.

8. Any personal grooming items that a child brings from home or is provided by the centre (e.g., toothbrush, hairbrush, washcloth, etc.) must be labelled with that child's name and stored in that child's cubby. Under no circumstances are children to share personal grooming items. Any personal grooming items which are provided by the center, such as washcloths, are to be washed on a weekly basis. Any personal grooming items which are brought from home must be sent home with the child at the end of every week for cleaning and sanitization by the child's Parents and may be brought back after the weekend.

Children's Records:

Our centre follows the Early Learning and Child Care Regulations. These standards require that the following records are kept in place:

Children's Records at the time of registration, parents will be required to fill out a Registration Package that will be filed in our records, to be kept on premises at all times in a secured location. It is also important that these forms are kept up to date. This form, also considered the Registration Package/Enrollment Forms, will be updated every 6 months by the Director or Floor Supervisor or updated as needed. These Forms will be maintained using paper format.

Our centre will require the following information to maintain these records:

Children's records

22(1) A licence holder must, in respect of each child, maintain on the program premises an up-to-date record containing the following information:

- (a) the child's name and date of birth;
- (b) a completed enrolment form;
- (c) the parent's name and telephone number;
- (d) the name and telephone number of a person who can be contacted in case of an emergency, if the child's parent cannot be contacted;
- (e) if medication is administered,
- (i) the written consent of the parent required under section 10(1) of this Schedule, and
- (ii) the information required under section 10(2) of this Schedule;
- (f) the particulars of any health care provided to the child, including the written consent of the child's parent required under section 10 of this Schedule;
- (g) any other relevant health information about the child provided by the child's parent, including the child's immunizations and allergies, if any.

(2) A licence holder must ensure that a record referred to in subsection (1) is available for inspection

(a) by the statutory director at all times, and (b) by the child's parent at reasonable times.

Administrative Records:

The Director, Floor Supervisor and educators at our centre are required to ensure the following Administrative Records are kept up to date, and on premises.

Administrative records

23(1) A licence holder must maintain on the program premises up-to-date administrative records containing the following information:

(a) particulars of the daily attendance of each child, including arrival and departure times;

(b) particulars of the daily attendance of each primary staff member, including

(i) arrival and departure times, and

(ii) hours spent providing child care;

(c) with respect to the program supervisor and each primary staff member,

(i) evidence of the supervisor's or member's child care certification, and

(ii) a current first aid certificate, where applicable;

(d) with respect to each staff member and each volunteer referred to in section 25(1)(a) of this Schedule, verification that a current criminal record check required under that section has been provided to the licence holder.

(2) A licence holder must ensure that

(a) the records referred to in subsection (1) are available for inspection by the statutory director at all times,

(b) the information referred to in subsection (1)(a) is available for inspection by the child's parent at rea

(b) the information referred to in subsection (1)(a) is available for inspection by the child's parent at reasonable times, and

(c) the information referred to in subsection (1)(a) and (b) is retained for a minimum period of 2 years.

(3) Records referred to in this section may be in either physical or electronic form.

- Criminal record checks for each staff member and volunteer including vulnerable sector search within 8 weeks of starting their position, which is dated not earlier than 6 months prior to the date of commencement with the program and every 3 years after that date.

- It is the centers policy that everyone who comes in contact with a child must hold a valid Criminal record check, including:

- Owners
- Directors
- Floor Supervisor
- Educators
- Cook
- Bus Driver (JR'S Transportation Services)
- Volunteers
- Parent Volunteers
- Students (Collage & University)
- Out Side Agencies working with children (Providence, Renfrew etc.)
- Base Corp Staff
- Anyone who comes in contact with children

Portable Emergency Information Records Policy:

Each room maintains portable records of the children's Emergency Information. This binder is to be taken out of the room during off-site activities, and Emergency Evacuation. All basic and important information about the children enrolled in our center is maintained in that binder and placed in the children's individual rooms. Educators readily has access to this binder at all times including field trips, off-site activities, and while being transported to and from school (Buses have their own portable bus binders).

There is a backpack located in each room which is to be used by educators to carry in case of Emergency. There is also a master portable emergency binder in the office for the Director and Floor Supervisor. Emergency information must be kept complete and current. New emergency information sheets (update forms) are provided to parents and asked to be returned on a regular basis or as needed. If, however, between that time there is any change to children's emergency information parents must notify the centre of these changes. **WE CANNOT STRESS THIS ENOUGH, AS WE NEED TO BE ABLE TO CONTACT YOU IN CASE OF AN EMERGENCY.**

Portable record

24 A licence holder must maintain a portable record of emergency information, including the following:

- (a) in respect of each child, the information referred to in section 22(1)(a), (c), (d) and (g) of this Schedule;
- (b) the telephone numbers of the local emergency response service and poison control centre.

Our portable records contain the following information and are updated monthly as children arrive, leave, move rooms, and information is updated:

- Childs Name, date of birth, and home address
- Parent's name, home address, and telephone number
- The name, address, and telephone number of a person who can be contacted in an emergency when the parent is unable to be reached
- Written consent of a parent for medication administration

- Written record of medication information
- Written consent of first aid and other relevant particulars for health care
- Any other medical information as needed by the facility such as immunizations and allergies, if any.
- Phone numbers of local emergency response services and poison control

Off-Site Activities:

Off-site Activity and Emergency Evacuation

Off-Site Activities

Throughout the school year, the children may be taken off premises to a local park or for a walk (Weather permitting). THIS WOULD INCLUDE BUT NOT LIMITED TO: PLAYING AT PLAYGROUND (FOREST LAWN RAMP PARK, PENNBROOK MEADOWS SCHOOL PLAYGROUND, ELLISTON PARK, DOLLAR STORE, 7ELEVEN, LIBRARY, MC DONALD, ALL NEIGHBOURHOOD WALKS)

- 1011-1425 52 St SE, Calgary, AB (FOREST LAWN RAMP PARK)
- 1827 68 St SE, Calgary, AB (ELLISTON PARK)
- 5645 Pensacola Crescent SE, Calgary, AB T2A 2G4 (PENNBROOK MEADOWS SCHOOL PARK)
- 4807 8 Ave SE, Calgary, AB T2A 4M1 ((FOREST LAWN LIBRARY)
- 5315 -17th Ave SE #23-28 (DOLLAR TREE)
- 3904 17 Ave SE (7-ELVEN)
- 4615 17 Ave SE, Calgary, AB T2A 0T9 (Mac Donald's)

(PLEASE SEE FULL LIST ABOVE)

These activities are easily accessible by walking and will be supervised by your child's educator. Children only in the Preschool, Kinder and OOSC rooms will be taken off premises. Infants and Toddlers will only be taken off premises on neighborhood walks in strollers. Parents will be provided a consent form at the time of registration for regular occurring off site activities, (THIS WOULD INCLUDE BUT NOT LIMITED TO: PLAYING AT PLAYGROUND, PLAYING AT THE FEILD, HUSKY, MC DONALD, ALL NEIGHBOURHOOD WALKS) Children who do not have a completed form will not be able to participate.

Maps will be added to consent form.

Note: Please note that the following form is only for short distance off-site activities and does not include field trips. Those types of excursions will need additional paperwork that will be handed out as needed. For specific field trips that are not a part of regular programming, parents are required to provide consent for each trip, and submit a signed consent form.

Parents will be advised of field trip activities through the monthly newsletters which will be sent home with their children. Then individual notices will be sent home for each child. The notice will indicate the date of the activity, the nature of the activity, description of how children will be transported to off site activities, (i.e., program owned bus, vans, city transit, hired bus service, parent transport, or walking) and arrival and departure times. Supervision ratios remain the same in accordance with Regulations during any off-site activity. Our centre must obtain written permission from each child's parent/guardian allowing the children to participate in off-site activities. During an off-site activity, staff are required to follow these procedures:

- Leave a list of children who are in attendance with them on the off-site activity on the door of the classroom as well as who the teacher in charge is.
- Leave a contact number of one of the supervising staff while they are out. (Carry cell phone)
- Leave a detailed explanation of where the off-site activity is, time of departure, and estimated time of return.
- Take portable records in respect of each child to off-site activities and during emergency evacuations
- Take a portable first aid kit.
- Staff must also carry with them the phone number for local emergency services and the poison control centre.
- Inform and get approval from the center Director of all off-site activities in advance. - Supervision & transportation arrangements specific to the activity are completed before the parent gives permission

Record Keeping During Transportation:

For the purpose of safe accounting of children at all times, and to accommodate emergency procedures, the following records must be kept posted near the phone:

- A list of neighborhood's schools, complete with addresses and phone numbers
- A list of children, complete with school name, grade and teacher's name
- A list of the instructional times of the neighborhood schools
- A transportation schedule outlining specific drop-off and pick-up times
- Phone numbers of emergency transportation contacts (e.g., the driver)
- A list of bus companies, driver names, bus numbers, and pick up/drop off times for children taking transportation other than the day care van; Attendance records must be kept up to date and transportation lists must be kept in duplicate – one to go in the Van and one to remain at the center. Children on the Van transportation list must be marked out as we receive notice of their schedule absence. Emergency information of children being transported by Van must be kept in the Van at all times.

Describe the Emergency Procedure

Emergency Procedures

Our centre will ensure that emergency evacuation procedures are made known to all educators and to children where developmentally appropriate. All emergency evacuation procedures will be posted at all entrances, exits, fire doors and in all classrooms and parent boards as well as portable binders. Emergency Evacuation

In the event of an emergency situation our Emergency Plan will be activated the children will be taken to:

BROTHERZ KUTZ

Address: 5315 17 Ave SE, Calgary, AB T2A 0W2

Phone: (403) 273-8789

(Next plaza beside our centre)

IN THE EVENT OF A FIRE OR EMERGENCY THE FOLLOWING PROCEDURE IS TO BE ADHERED TO: FOLLOW THE EMERGENCY EVACUATION ROUTE POSTED IN EACH ROOM AND AT EACH ENTRANCE. (This has been approved by the Fire Inspector at the time of Fire Inspection.

If our center must be evacuated, the staff will follow this emergency protocol:

- Director will raise the alarm through alarm system.
- Director will be responsible for contacting 911. In their absence Assistant Floor Director.
- Educators in each room are responsible in ensuring to take their emergency bags and portable records for their rooms and exit center safely with children.
- All children will be counted by the designated teachers.
- Cook to take all master copy of portables and cell phone and aide infants to safety.
- All rooms to meet at meeting point: KOREAN PRESBYTERIAN CHURCH.
- Remember to stay calm and reassure the children in your care.
- Director is last person to leave building after ensuring all other persons have exited the building.
- Leave all personal belongings behind, the children are your first priority.
- Director will meet with Fire Crew/Emergency Personal on their arrival.
- No one is able to re-enter the building, for any reason, unless instructed to do so by the program director or Fire Chief.

Causes for evacuation include but are not limited to: fire, bomb threat, explosion, flood, severe thunderstorm, severe winter storm, hurricane, tornado, toxic fumes, electrical, heat, water and structural failure.

Monthly fire drills will be conducted and all possible emergency scenarios covered on a rotating basis. Written reviews of the drills will be kept with the plan for reference and updating of plan as needed. These records will be posted on the parent board.

Evacuation routes posted in each area showing exits and directional will be followed.

Educators are required to bring the portable records from each room and will notify the parents/guardian via phone about the evacuation once everyone has been confirmed safe and accounted for. At that time, we ask that the parents/guardian promptly arrive to our evacuation site to accompany their children.

Director, Floor Supervisor and Educators are required to review and update the Emergency Evacuation Plan (including lock down procedures) annually (at Fire Inspection Review) to ensure that it meets the needs of the centre.

The plan must be shared with parents and any community member at the beginning of each review period, including our Fire Inspector and Police Contact may be invited to meet with centre administration to participate in awareness training.

Police or Fire Inspector will work closely with our centre in planning for and responding to a threatening incident or Fire as per our protocol. During an emergency, police or fire will assume command and control of the response and liaison with Director or Floor Supervisor.

For Emergency, Fire and or Natural Disaster

1. DIRECTOR OR ASSISTANT CALL 911
2. Infant room: Staff take all babies to the front exit located by the infant room. Early staff will take Emergency Bag, Portable Records and Sign in Book. Staff & cook will help in evacuating babies. Walk down to Brother Kutz in the next Plaza.
3. Toddler Room: Staff take all toddlers along with Emergency Bag, Portable Records and Sign in Book through the Exit at the back of the room. Proceed out the gate, turn right, walk down the alley. Watch for traffic, pass gas station, go to the side walk to Brother Kutz in the next Plaza.
4. 3-4.5 Staff take all Pre-Schoolers along with Emergency Bag, Portable Records and Sign in Book through the Exit at the back of the room. Proceed out the gate, turn right, walk down the alley. Watch for traffic, pass gas station, go to the side walk to Brother Kutz in the next Plaza.
5. 4.5-5 Years Room: Staff take all Sr. Pre-Schoolers along with Emergency Bag, Portable Records and Sign in Book through the Exit at the back of the room. Proceed out the gate, turn right, walk down the alley. Watch for traffic, pass gas station, go to the side walk to Brother Kutz in the next Plaza.
6. 5-6 Years Room: Staff take all Kinder's along with Emergency Bag, Portable Records and Sign in Book through the Exit at the back of the room. Proceed out the gate, turn right, walk down the alley. Watch for traffic, pass gas station, go to the side walk to Brother Kutz in the next Plaza.
7. OOSC Room 1: Staff take all OOSC Children along with Emergency Bag, Portable Records and Sign in Book through the Exit at the back of the room. Proceed out the gate, turn right, walk down the alley. Watch for traffic, pass gas station, go to the side walk to Brother Kutz in the next Plaza.
8. OOSC Room 2: Staff will take all children along with Emergency bag, Portable Records and Sign in book through the front door. Walk down to Brother Kutz in the next Plaza.
9. Assistant will help with children evacuation while the Director will be the last staff to leave the building after checking all the rooms, bathrooms, kitchen, and office.
10. Director will take office Emergency Bag, and Master Portable Records closing doors as she leaves.
11. Once the children are safely at Brother Kutz wait until it is safe to return to the center or until parents are notified to pick up their children.

BROTHER KUTZ CONTACT INFORMATION

ADDRESS: 5317 17 AVE SE

CALGARY, ALBERTA

PHONE: 403-273-878

Lock Down Procedure

In the event there is imminent danger to the Educators or children in the Center (whether Staff suspects threat or upon notification from local Authorities), the following procedures will be in effect:

1. Sound Alarm

2. Call 911

Follow the R- SAFE acronym

- R- REMAIN CALM
- S-SECURE If safe to do so:
 - Gather everyone in immediate area into the nearest securable classroom/space
 - Lock doors and barricade if possible
 - Turn off the lights
 - Close blinds and cover windows
- A- ALL QUIET Tell everyone to remain absolutely quiet
- F- FIND THE SAFEST SPOT Move everyone to a pre-determined safe area in the room.
- E- ELECTRONIC DEVICES OFF Tell everyone to turn off and put away all cell phones.

For Tornado, Flood, Hurricane, Wild Fire

Before

- Visit [Environment Canada](#) for up-to-date information on tornado, hurricane, wild fire conditions, storm maps and all-weather warnings.

Know the difference between a warning and a watch:

- o A tornado, flood, hurricane warning means it is already occurring or will occur soon in your area. Evacuate if advised to do so.
- o A tornado, flood, hurricane watch means it is possible in your area. Stay alert for more information.
- o Wild fire issues a Red Flag Warning when fire conditions are ongoing or expected to occur shortly. Fire Weather Watch: Be Prepared. ... A watch means critical fire weather conditions are possible but not imminent or occurring. Extreme Fire Behavior: This alert implies a wildfire likely to rage out of control.

Watch for danger signs: Tornado

- Dark, often greenish or orange-grey skies.
- Large hail.
- Large, dark, low-lying, rotating or funnel-shaped clouds.
- Roaring noise – similar to the sound of a freight train.
- Wait for the all clear before leaving your safe location and follow your evacuation guidelines if needed

Watch for danger signs: Hurricane

The warning signs of a hurricane are strong winds, dark clouds, blowing debris and water levels start to rise, barometers start to drop, cirrus clouds start to appear roaring noises and waves start to form white caps. You can turn to your local weather channel or radio.

Wait for the all clear before leaving your safe location and follow your evacuation guidelines if needed

It's difficult to predict floods, so you should always be aware of the conditions that lead can to them:

- Floods occur within six hours of a rain event.
- Listen for news of dam or levee failures.
- Watch for slow-moving storms that repeatedly move over the same area.
- Hurricanes are another big source of intense rain.
- If you see water is collecting in pools, this is a sign the ground is oversaturated with water and that flooding can occur.
- During flood watches, do not park your car near a river or on a street that you know floods. As land turns from fields or woodlands into roads and parking lots, it loses its ability to absorb rainfall.
- Be aware of a "flood watch" or "flood warning" from the National Weather Service.

Watch for danger signs: Wild Fire

Fire Danger Signs. Fire danger signs alert the general public when entering an area at risk of wild fire. Using one-sided and two-sided fire prevention signs can educate the public on the current fire danger today. Signs include features like fire level: low, moderate, high, very high and extreme.

Symptoms produced by wildfire smoke predominantly involve irritation of the respiratory tract and may include:

- Cough or shortness of breath.
- Scratchy or sore throat.
- Chest pain.
- Burning pain in the eyes.
- Runny nose or inflamed sinuses.
- Headache.

Guidelines for staying in the building:

- 1) The staff member who becomes aware of the Natural Disaster or warning must inform all other staff as quickly and safely as possible.
- 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.
- 3) Staff must immediately:
 - remain calm;
 - gather all children;
 - go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;
 - take children's attendance to confirm all children are accounted for;
 - remain and keep children away from windows, doors and exterior walls;
 - keep children calm;

- conduct ongoing visual checks of the children; and Listen to the radio for further information and instructions. Check with local authorities on follow up information.

PRE-EVACUATION PREPARATION STEPS

When an evacuation is anticipated, follow these checklists (if time allows) to give your Center the best chance of surviving a natural disaster.

Center Evacuation Checklist – How to Prepare for Evacuation:

Inside the Center

- Shut all windows and doors, leaving them unlocked.
- Remove flammable window shades, curtains and close metal shutters.
- Remove lightweight curtains.
- Move flammable furniture to the center of the room, away from windows and doors.
- Shut off gas at the meter; turn off pilot lights.
- Leave your lights on so firefighters can see your house under smoky conditions.
- Shut off the air conditioning.

Outside

- Gather up flammable items from the exterior of the Center and bring them inside (Playground furniture, children's toys, door mats, trash cans, etc.)
- Turn off propane tanks. (If you have one)
- Move propane BBQ appliances away from structures. (if you have one)
- Connect garden hoses to outside water valves or spigots for use by firefighters. Fill water buckets and place them around the house.
- Don't leave sprinklers on or water running, they can affect critical water pressure.
- Leave exterior lights on so your Center is visible to firefighters in the smoke or darkness of night.
- If you have your vehicle in the parking all doors and windows closed. Carry your car keys with you.
- Have a ladder available and place it at the corner of the Center for firefighters to quickly access your roof.

- Seal ground vents with wet towels.
- Patrol your Center and monitor the fire situation. Don't wait for an evacuation order if you feel threatened.
- Check on neighboring business and make sure they are preparing to leave.
- conduct ongoing visual checks of the children; and
- Listen to the radio for further information and instructions.
- Check with local authorities on follow up information.

Then follow Centers Evacuation
Plan to Designated Area

IMPORTANT ADDRESSES & PHONE NUMBERS

EMERGENCY (FIRE/POLICE/AMBULANCE) 911
POISON CONTROL CENTER 403-944-7075 OR 403-944-1414

NON-EMERGENCY

FIRE STATION 403-287-4299
POLICE NON-EMERGENCY 403-266-1234
POLICE EMERGENCY 403-268-3673
AMBULANCE 403-261-4000
CHILD ABUSE HOTLINE 1-800-387-5437 OR 403-943-7886

HOSPITALS

PETER LOUGHEED HOSPITAL MAIN 943-4555 24HRS 943-4999
ALBERTA CHILDRENS HOSPITAL MAIN 943-7211
FOOTHILLS HOSPITAL MAIN 944-1110 24 HRS 943-1315
ROCKYVIEW GENERAL HOSPITAL MAIN 943-3000
HEALTH NURSE 403-248-8868
COMMUNICABLE DISEASE 403-571-9190
SOCIAL SERVICES OR CHILD PROTECTION 403-297-2995
TAXIS YELLOW CAB 403-974-1111
TAXIS CO-OP 403-531-8294

Promoting a Safe and Healthy Environment Centre Policies and Procedures:

- The center is inspected annually by the Health Inspector as part of licensing renewal
- All appliances are kept in good repair
- Fire drills are practiced on a monthly basis
- Children are supervised and accounted for at all times throughout the day through the use of sign-in sheets and head counts
- Educators watch for and remove any safety hazards on a daily basis, such as broken glass, toys or equipment
- Toxic materials, such as cleaning fluids, are kept out of children's reach
- The use of aerosols is avoided
- The use of pesticides is avoided. If necessary, pesticides are used only when children are not present and in such a manner that their effect is worn off before the children return to the center. If unable to do so, children will be kept far away from areas where pesticides are used.
- Photos of children are only taken and used with parental consent
- Weekly planning must positively reflect the diversity of our center. Outdoor Play Space/Playground

. Staff must follow the following guidelines:

1. Wash hands frequently:
 - Use soapy hot water to wash hands (as hot as you can stand it).
 - Rinse hands under hot running water (again, as hot as you can stand it).
 - Dry hands with a disposable paper towel.
 - Discard of the paper towel in the trash bin.
 - Wash hands after the following.
 - Using the bathroom (Hepatitis A can be transferred through fecal matter)
 - Changing diapers (even if a glove was used)
 - Petting animals
 - Coughing or sneezing into your hand
 - Blowing your nose
 - Smoking;
 - Before handling food or changing food functions.
2. Sanitize the food preparation area frequently using 1 tablespoon of chlorine bleach mixed with 1 gallon of warm water (75 degrees Fahrenheit).
 - Food preparation area includes the counter tops and equipment, cutting boards, sinks, scrubber and brushes.
 - The staff must only use plastic cutting boards – not wood ones.
3. Prior to use, make sure your equipment is clean and not contaminated by children, pets, insects or dirty hands.
4. Use paper towels to clean up during food preparation and serving. Harmful bacteria quickly multiply on kitchen towels, sponges and cloths.
5. Thaw frozen foods in the refrigerator, microwave or by immersing the food in cold water.
6. Change gloves, utensils and dishes when changing food functions (i.e. switching from handling/preparing raw or fresh foods to serving fresh or cooked foods).
7. Keep hot food hot and cold food kept in the fridge. There is a fridge located in the Baby Room and Kitchen.

Hand Washing Policy:

Each room in the center has a sink with running water. Hand soap and paper towels dispensers are available for use by the children and educators. Hand sanitizer is also provided for the educators, parents and children, and anyone who enters and is moving around the centre from room to room.

- Immediately before and after eating
- After using the toilet or having soiled clothes or diapers changed
- Before and after using the water or sand tables
- After playing in the playground
- Whenever hands are visibly dirty • After coughing or sneezing; and
- After blowing their nose.

Staff are required to wash their hands in the following circumstances:

- Before starting work
- Immediately before and after handling food or feeding children;
- Before and after using the toilet, helping a child use the toilet or changing soiled clothes or diapers
 - Before and after coming into contact with any bodily fluid, including urine, fecal matter, vomit, etc.
- and whenever hands are soiled
- Before and after cleaning a child, the room, toys or the bathroom
- Before and after administering any medication or applying an ointment to a child • Before going home for the day

Nut Policy:

There are children who attend our center who have life threatening allergies to peanuts and other types of nuts. In order to provide a safe environment to these children, our center is PEANUT AND NUT FREE. Any food brought to the center, whether by children or educators, must be free of peanuts, peanut butter, peanut oil, nuts or nut oils.

Homework Policy (OSSC):

The Out of School Care room has a designated table/area for children to work on their homework when they arrive from school. If they need help, educators will make efforts to help them. Any child misbehaving at the homework table will be redirected to another activity to occupy their time and if they wish to go back can try again at a later time.

Anti-Bullying Procedures:

- Parents, educators and the Admin. Staff will discuss the areas of concern and try to discover the possible cause
- The parent will be reassured that it is the behavior and not the child that is inappropriate and unacceptable
- A plan will be developed between the Parents, educators and Admin. Staff to work together in the home and the center which will be reviewed on a regular basis. Timing of these reviews is to be mutually agreed upon between the parties
- Involvement of outside agencies for advice and practical help will be sought if necessary.

Distal Supervision (OSSC Only):

Children aged 9 or older may earn the privilege of distal supervision. This means that children may take part in individual or small group activities while on-site that are time, activity, and location specific while within intermittent direct supervision of an educator. The time, activity and location must be approved by the supervising educator, who will periodically check on the children. This allows children the opportunity to take on greater responsibility and earn confidence and trust. If a child demonstrates that they are not yet capable of making responsible choices during distal supervision, the privilege will be revoked.

Program Evaluation:

Evaluation of the program shall be conducted and reviewed to ensure that our centre operates within minimum licensing and that our intended outcomes are being achieved. These evaluations will be posted on our parent board located in the front entrance of the centre.

The following are the key means by which our program is evaluated:

Licensing:

Periodically our center is inspected by the Statutory Director. The results of all such inspections shall be posted in compliance with license standards.

All incidents are analyzed annually and Incident Reporting Annual Summary and Analysis Reports are submitted to the regional child care office.

Public Health:

Our center may also be inspected by the Public Health Officer. The results of such inspections shall be posted in compliance with the licensing standards.

Fire Inspections:

Our centre may also be inspected by the Fire Inspector. The results of such inspection shall be posted in compliance with the licensing standard

Surveys/Program Evaluation:

Surveys are done once per year. These are completed by parents, educators, and directors. Evaluations help the centre uphold the best practices and to make the program the best it can possibly be. With input from many sources, we are able to manage what everyone wants to see in the program and to fix any flaws or things that could be improved. Once evaluations are done the educator and directors discuss it at a meeting and write down what can be improved and how. Anything that may take time to improve is written in the future goals and they are discussed at each staff meeting, until completed.

Outcome Measures:

Outcome Measures Reports are required for the Inclusive Childcare program; such measures shall be conducted in compliance with contract standards.

Other:

From time-to-time other evaluation measures may be completed on the Daycare. Where appropriate such evaluations shall be shared with the parents and the staff.

Parental input and participation are encouraged by providing ideas that might be incorporated in the program. This can be done via office meeting and parent suggestion box located in all rooms and in the front entrance of the centre.

Lost-and-Found:

A lost-and-found box is provided for lost clothing. The educators are not permitted to assist you in finding your child's belongings during centre hours. If you let them know what is missing, they will look for it during clean-up time. All lost-and-found items will be cleared out at the end of each season and donated to the Thrift Shop.

Parents Resources Available:

The following resources are available if you as a parent wish to have a better understanding of the regulations governing child care services in Alberta:

- Choosing Child Care
- A Guide to Licensed and Approved Child Care in Alberta
- Healthy Child Care, Healthy Child: A Guide to Promoting Health and Preventing Illness –
- Early Learning and Child Care Settings
- Effective Supervision in Child Care Settings
- ELCCA
- <https://www.alberta.ca/assets/documents/cs-child-care-licensing-handbookforfacilitybasedprograms.pdf>
- Changes in child care <https://www.alberta.ca/assets/documents/cs-changes-in-child-care.pdf>
- Child Care Subsidy www.childcaresubsidy.com
- Child Care Certification Guide (All of the above are available on the Alberta Human Services website at <http://humanservices.alberta.ca/family-community/child-carepublications.html>)
- Canada Food Guide (Information can be found on the Health Canada website) • A Guideline to Children's Play Spaces and Equipment: A National Standard of Canada. (Available upon request)

Community Resources:

We use many community resources in our program to support you and your families. We believe in giving back to the community around us. Working on projects in and out of our physical building is very important to us. From holding community events, cleaning up the environment on nature walks, supporting not-for-profits by raising funds through events, and finding ways to make our city even stronger; we believe in giving back.

We use many community resources such as FRFP, FSCD, Providence, Calgary Public Health Center, Calgary Public Library, Grit, Sun Rise Community Link Center, Food Resources, Ronald Macdonald Care Mobile, Aga Khan Foundation (Expanding Imaginations) & Parent Link Center.

If you need any information on any of these programs or any other programs please see us in the office.

Parent Involvement:

Parental involvement is encouraged and welcomed. Parents need to be engaged in a variety of ways that best suit their individual interests, needs and abilities. Parents may help on a special off-site excursion (i.e., going on field trips) or a special activity (i.e., Christmas party or yearend); make donations to the center. Parents will also have opportunities throughout the year to attend special events. Parents will also be asked participate from time to time through surveys and other means. We strive to respond to the diverse interests and needs of the children and their families. On occasion, a family may be asked to come into the centre to help the children celebrate the diverse cultures we have within our community. Parent input into policies, procedures and any other ideas you may have to improve our program is most welcome.

Parents are also encouraged to take part in their child's program planning and provide insight and feedback into activities that meet the unique needs of their child.

Parents are Partners:

The centre has an open-door policy and parents are welcome at all times. Parental input and involvement are valued and encouraged. The program aims to make sure parents and children are happy with the service provided and is devoted to promoting communication between parents and staff.

Parents can be involved with our centre in many ways:

- by discussing their child's general progress and development with educators
- by filling out parent surveys to share feedback and ideas;
- by joining a parent group;
- by attending social events or information nights;

Community Consultation Policy:

In childcare, the term stakeholder typically refers to anyone who is invested in the welfare and success of a center and its children, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city.

Daycares deal with a wide variety of issues when dealing with families. Some of its causes are linked to factors outside the education system, such as personal, health or emotional difficulties, family problems or fragile socio-economic circumstances.

Daycare educators do not (and cannot) have the capacity to address all of these challenges, so it is essential that they work with wider stakeholders with the appropriate expertise.

This requires daycares to develop strong cross-sectoral collaboration with a wide range of external stakeholders, with each stakeholder playing a role to support the child's educational journey and nurture their learning experience. Different stakeholders can bring diverse and complementary perspectives in understanding barriers to learning and can offer solutions which are tailored to the specific needs of each

learner. They can also help to address barriers to learning beyond those in the immediate daycare environment, for example, by improving housing conditions, supporting parents to access employment, improving access to healthcare and other services, and making a wide range of extra-curricular opportunities available. The multi-faceted needs of the learners have to be the center of any form of collaboration, and to take a holistic approach.

Establishing cooperation between and among stakeholders takes time and requires all to participate as equal and willing partners. Developing trust, mutual respect and understanding needs nurturing, time and strong leadership. It is important to accept that friction and possible problems will occur, and to establish an open-minded environment where problems can be addressed and where professionals from different backgrounds can learn from each other and in ways that strengthen their professional.

What are the responsibilities of a Community Consultants?

This role is responsible for coordinating the full range of communications activities with Owner, Director and educators at the center. It supports the delivery of the organization's communications strategy working closely with Parents and Children. It also supports communication across the organization and board members. We all work together as a team to help improve the quality of care of each individual child involved.

FORMS OF COMMUNICATION:

Media Policy

All employees of the program are prohibited from posting any photographs or program specific information online to any social media sites, or other websites. Parents and volunteers who attend our events and take photos, are asked to refrain from posting any group photographs to any social media or other websites without the permission of the parents of the children in the photographs. The only time photos of children are permitted to be used is: 1. For advertisement of our program on our website. 2. In the case of the local media covering a our program or event taking place in a public space. If you would not like photos of your child/children used, please sign the appropriate papers in the registration package.

Social Media Policy:

For the protection of our educators and Families, we ask that there be no social media interaction between our children/families that attend our centre and the educators. Example of Social Media Outlets:

Facebook, Twitter, etc.:

We believe this is important to implement because these are personal outlets and are not professionally appropriate forms of communication between our Families and educators. If you do have information you would like to share, please feel free to exchange your email address and communicate that way; However Please "Like" us on Facebook, to view and follow us on events, programming, explorations, and announcements. Photography of children is not posted on our Facebook page.

Parent/Guardian Information:

Notice board is set up in the front foyer to display information about all programs and daily activities as well as other pertinent information that is required to be posted as described in the Act and Regulations. The Licence Holder must notify parents/guardians of all new postings that is available. Parents/guardians are to be informed of all changes to policies and procedures, including The Program Plan through out the year. (This is also done at Parent Registration and Orientation. Parents/guardians will receive a quarterly

newsletter which will inform them of any plans, events, changes, updates etc. In the event a child has an unplanned incident or accident the parent will first be notified with a personal phone call. This will then be recorded on an incident or accident report. The parent will sign the report at time of pickup.

Email, Letter, Communication Board/Effective Communication:

Effective communication is vital to our center's success. This includes not only working with the children, but also the center administrators communicating regularly and clearly with their educators and with the parents of the children who are enrolled in the center. Good communication can prevent misperceptions and mismatched expectations, encourage improved cooperation and foster a team approach to caring for the children.

Our administrators use a mix of written, verbal and electronic means to communicate with both parents and staff.

Please check postings on the communication board and/or white boards in the foyer frequently.

Electronic Communication:

Electronic communication is often the most expedient way to reach staff after hours or busy parents at any time. We plan to use email or text as a regular means of communication with parents and staff. We will make sure that both parents and staff are aware of this and know to check their email and text routinely for communications from the center. Our office will keep a current list of home email addresses for all your staff members and both home and work email addresses for the parents and guardians of the children at our center.

Newsletter: Our centre has a newsletter which is produced QUARTERLY. The newsletter will be available to you directly along with any other notices or bulletins. Newsletters are also posted on the parent boards.

Parent Board:

Director & educators provide and display information on our parent board located in rooms and in the front hallways (i.e., sun safety, bicycle safety, sibling rivalry, toilet training tips, allergies, summer fun ideas in the city, etc.)

and contact information. Parent handbook also include information about enrollment, payment, parents' responsibilities and what children are permitted to bring to school. Staff handbooks also include appropriate way to handle discipline or behavior problems, accepted methods of interacting with parents and pay schedules, along with staff performance objectives and conduct policies. If you wish a paper copy please see the office.

Other Forms of Communication:

For special events, field trips or urgent notifications, we will send home printed material. This will directly to the parent to make sure it is received. We will put up eye-catching posters in prominent places at the center to share information about upcoming special events or outings, and to remind parents of holiday closures or temporary changes in the center's operating hours. Daily reports will be sent home with infant parents describing the child's day, so parents know whether the child took a nap, played outdoors and ate his meals. Parents should also communicate to the center educator about any issues or developments that might affect the child's behavior — teething, potty training, an absent parent or new sibling all fall in this category.

Liability:

The Centre agrees to use all due care in the provision of service to the children and with regard to their personal belongings. The centre and educator will not, however, be held liable for any loss of or damage to clothing or other personal effects of the children. Furthermore, the centre and educator will not be held liable for accidents, injuries, sickness or disease that may occur to any child while in attendance at the centre.

Third Party Collection:

Administration will pursue collection of accounts through the issuance of statements, correspondence, and personal contact. After all methods of collection are exhausted, the Director of Finance and Administration for the Municipality of Alberta is authorized to submit your account to a collection agency.

Freelancing:

Employees may not babysit or in any way provide childcare services to children who are enrolled at the centre, either after working hours or on weekends or if have left the center of any reason. Such an arrangement would be considered a conflict of interest. This action must be discussed with the Program Director/Owner and signed off on. Please see Staff Handbook.

Social Functions:

Employees will maintain a professional relationship with currently enrolled children and parents at all times. Our educators will not attend social functions, such as birthday parties, outside of the centre as demands on staff time are high and staff at the centre do not want to precipitate hurt feelings or the perception of biased treatment of children. This action must be discussed with the Program Director and signed off on.

Added Child Safety:

The safety of children is of paramount concern to educators. To track all drop-offs and pickups of children, parents/guardians are required to sign children in/out on the daily attendance sheet. We ensure that at all times children will be accounted for both on and off program premises, when arriving or leaving the program premises or entering and leaving a vehicle.

Generally, persons picking up children must be at least 18 years of age and bring a valid photo identification. In exceptional circumstances, and only with the parent/guardian's written consent, a younger individual may be permitted to pick up a child.

When children are being picked up from the centre, educators will ensure that the person doing the pickup is authorized to do so and does not appear to be unwell or intoxicated. Additionally, if parent(s)/caregiver(s) arrive after 6:00pm to pick up their child(ren), late pickup procedures will be applied due to safety concerns and staffing costs (see below Late Fees).

Pickup by an unknown person

If the person picking up the child is not known to an educator; the educator will consult with other staff members to determine if any other staff knows whether or not this individual is authorized to pick up the child. If still unfamiliar to staff present, the child's file will be checked for the individual's name, and photo identification will be required. If the unknown person is not authorized to pick up the child, the parent must be contacted for permission. Should the parent(s) be unavailable, the child can not be permitted to leave with the unauthorized individual.

If an attempt is made to take the child, and the person refuses to leave the premises 911 (police) will be called by Director, Floor Supervisor or educator. Describe to the 911 operator/police:

- the name of the person
- the appearance of the person
- the appearance of their car (if driving)
- the direction they left, if they proceed to leave

Under no circumstances will the child be allowed to leave with this person.

The Director and Floor Supervisor will immediately continue to make attempts to contact the parent(s)/guardian(s). The Supervisor will follow the Incident Reporting Procedure with Licence Authority.

Pickup by a person who appears unwell

If a parent/authorized person appears to staff to be unwell/intoxicated when they arrive to pick up a child and staff is concerned for the safety of the child; staff will suggest that the parent/ authorized person not leave with the child. Staff can offer to call a cab or call another authorized contact person to assist. The Director/Floor Supervisor or staff will be involved to deal with this situation. Should the unwell/intoxicated person agree to a cab when the centre is closing, a staff will remain with the parent/authorized person until the cab has arrived.

If the unwell person insists on leaving the centre with the child, staff can not prevent the parent/authorized person from taking their child, as only CFS or a certified court order can permit this. In the event that safety concerns for the child are present, staff should call CFS or 911 and document the event including:

- time of incident
- location
- people involved/staff on duty
- your concern and details about the conversation
- any other relevant information
- your name and position

If the unwell/intoxicated person is driving the child and Director or Floor Supervisor is concerned, they should make note of the car, license number and probable destination, then call the police at 911. The Director or Floor Supervisor, who will follow the Incident Reporting procedures.

Late child pickup procedure

WCD close at 6:00 p.m. Parents are asked to plan sufficient time to dress their child, collect the child's clothes, artwork, speak to a staff (if necessary) and leave the centre by 6:00 p.m. If the parent/guardian is

aware that they are going to be late, they should call the Centre to advise staff of this and of their plan to pick up their child/ren. Due to the operational and staffing costs incurred when a parent/guardian is late, a late fee will be charged.

When a child is not picked up by 6:00 p.m., two staff will remain at the day care until the situation is resolved.

When the parent/guardian is late:

1. Contact the parent/guardian at the numbers on the child's file card
2. If contact with parent/guardian is not established, call the emergency contact(s) on the child's file card and make arrangements for the child to be picked up.
3. Contact the Supervisor/designate.
4. In the event that the parents/guardians/emergency contact(s) are not available and it is 630 pm; contact the appropriate Licencing Authority and follow their instructions. Under no circumstances is the staff to remove the children from the Centre.
5. If the parent/guardian is repetitively late, staff will notify the Supervisor/designate who will meet with the parents/guardians regarding the situation.

Staff on duty will complete a late fee payment form, which is to be signed by the parent/guardian. By signing the form, the parent/guardian acknowledges that they are late and agrees to the amount due. The fee is payable to the staff member(s) on duty.

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.

Handbook Review Policy

This handbook will be reviewed and updated annually. This review will incorporate changes with staff and parental input and management consent towards an improved program. The annual Parent Survey will be a great help in helping us continually review and update our policies and procedures as outlined herein.

PLEASE RETURN THE SIGNED ACKNOWLEDGMENT ALONG WITH YOUR CHILD'S REGISTRATION PACKET TO THE CENTRE PRIOR TO YOUR CHILD'S FIRST DAY AT OUR DAY CARE AND OUT OF SCHOOL CARE

Parent Acknowledgment

I, _____, parent/guardian of _____ acknowledge that I have reviewed the Day Care and Out of School Care Parent's Handbook and have discussed any concerns with the Director and/or her designate and that I understand and agree to follow the policies and procedures as outlined herein.

Signature of Parent/Guardian: _____

Print Name: _____

Date (MM/DD/YY): _____