



**Kidzclub Ltd – Out of School Care Program  
Parents Handbook  
Policies and Procedures**

**Edition 2 – September 2021**





**Contents**

Child Care Philosophy and Mission ..... iv
1. Curriculum and Programming/Planning..... 1
1.1. Kidzclub Curriculum..... 1
1.2. Kidzclub Planning ..... 2
2. Interaction and Communication with Children..... 6
2.1. Interactions and communications general principles..... 6
2.2. Children Involvement Policy..... 6
2.3. Positive Child Guidance. Guiding children’s behavior. .... 7
3. Other children Policies..... 10
3.1. Anti-Bullying Policy ..... 10
3.2. Inclusion/Diversity Policy ..... 11
3.3. Toy Policy..... 12
3.4. Homework Policy ..... 13
3.5. Technology Policy ..... 13
4. Health Policies ..... 15
4.1. Potential Health Risk Policy ..... 15
4.2. Supervised Care for Sick/Injured Children Policy..... 16
4.3. Medication Administration and Storage ..... 16
4.4. Provision of Health Care Policy..... 17
4.5. Hand Washing Policy..... 17
4.6. Non-Toxic Art Supplies Policy ..... 17
4.7. Sun Exposure/Sunblock Policy ..... 17
4.8. Insect Repellant Policy..... 18
4.9. Cleaning and Sanitizing Policy ..... 18
4.10. Smoking Policy ..... 18
4.11. Nutrition Policy ..... 18
5. Safety Policies ..... 20
5.1. Equipment and Environment Safety Policy..... 20
5.2. Staff screening and Child/Staff Ratio Requirements Safety Policy ..... 20
5.3. Effective Supervision of Children Safety Policy ..... 20
5.4. Off-site Activities Safety Policy..... 21
5.5. Weather Outdoor Safety Policy ..... 22
5.6. Emergency Evacuation Policy..... 22
5.7. Emergency Closures: Weather, Outbreak ..... 23
5.8. Children Arrival and Departure Safety Policy..... 23
5.9. Accident/ Incident/ Illness Policy ..... 23
5.10. Child Abuse ..... 24
5.11. Lockdown Policy ..... 25



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**6. Family Relations and Communications and Administrative Policies ..... 26**

6.1. Family and parents relations statement and Procedures ..... 26

6.2. Valuing diversity in families ..... 26

6.3. Sharing information and how to find information ..... 27

6.4. Complaint policy for families ..... 27

6.5. Open Door Policy ..... 27

6.6. Family/Parent Involvement Policy ..... 27

6.7. Parents' consents ..... 28

6.8. Confidentiality policy ..... 28

6.9. Attendance Policy ..... 28

6.10. Enrolment Policy ..... 29

6.11. Fee Payment Policy and Procedure ..... 30

6.12. Termination Policy ..... 30

6.13. Transportation policy ..... 30

**7. Community – Policies and Procedures ..... 32**

7.1. Community organizations and services collaboration ..... 32

7.2. Neighborhood Walks/Community Parks and Field Trip ..... 32

7.3. School Partnership Policy ..... 34

7.4. Volunteer Policy ..... 35

**8. Parent Agreement ..... Error! Bookmark not defined.**



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## Child Care Philosophy and Mission

The KIDZCLUB Out of School Care Program (further referred to as Program) philosophy and mission are based on principles of fostering children well-being, learning, growth and development through play and exposure to meaningful and fun experiences in combination with positive guidance and designed to address child development in all developmental areas and based on children's mental, emotional, spiritual and physical needs, abilities and interests and in accordance with developmental stages in supportive, positive, nurturing, inclusive, physically and emotionally enriched and safe environment and in collaboration with families.

It is our mission to ensure that our children grow emotionally and physically healthy and, overall, happy; and that each child will have a great start in life, will have a better opportunity to fulfill his/her potential and become confident, independent, responsible and contributing members of society.

It is our mission to achieve the best learning and emotional outcomes for children through exercising some core beliefs:

- It is vital to build a relationship with each child based on trust, respect and through constant support;
- It is vital to enhance each child's individuality and to celebrate each child's uniqueness;
- It is paramount to exercise positive guidance to promote respect and self-regulation skills,
- We believe that when children are given the opportunity to solve problems, they will become more independent and more confident to explore the world around them while interacting with each other positively and respectfully.
- Children benefit educationally, socially, and emotionally from learning and growing through play, free exploration, and spontaneous and planned activities.
- We believe that children need and want time and freedom to experiment, explore, move, laugh, think, play and be creative.
- It is our goal to provide children with opportunities and experiences that nurture growth and learning and support ideas through planning and encouragement in different developmental domains: cognitive, physical, social, emotional, spiritual, physical.



# 1. Curriculum and Programming/Planning

Programming is an integral part of the services provided by our programs and staff and is a stepping stone to the achievement of our child care philosophy.

For optimal learning outcomes, we believe that it is important to expose children to as many play/learning opportunities/experiences as possible. Therefore, it necessary to provide a meaningful Program curriculum and careful weekly planning. Our fun activities are designed to foster growth in all developmental areas and keep children engaged and happy.

Our curriculum and program planning designed to involve children in a variety of experiences to widen horizons, enlarge experiences, stimulate imagination and reflection, promote active explorations, promote competence and confidence, build on skills, and learn through play

Our curriculum and planning are also designed to cover important concepts for optimal learning and emotional well-being outcome; and to develop and build on necessary skills and knowledge.

We believe that these goals are better achieved through combinations of planned/traditional (initiated by staff and lead by staff or by children) curriculum as well as flight/emergent curriculum. As a part of flight curriculum, children are involved in: spontaneous/free play activities (initiated and led by children) which when appropriate are extended to teaching opportunities; activities based on teachers' observations (lack of skills or knowledge or specific interest of children); and activities planned according to children's specific requests/interests/input. Activities initiated by teachers can still be led by children.

## 1.1. Kidzclub Curriculum

Our curriculum is based on a set of learning blocks outlining important concepts as well as seasonal celebrations, topics and activities.

Curriculum blocks and content related to the block's topics are designed to support different areas of learning and supported with fun/play activities related to the subject.

Curriculum blocks, topics, and activities are flexible and depend on children's interests and staff observations and can be changed to flight/emergent curriculum at any time.

Our curriculum and planning provide planned, spontaneous and free play activities simultaneously.

### **Suggested Curriculum Blocks and learning opportunities within the block:**

- All about me - activities supporting emotional well-being, self-esteem, sense of belonging and security, confidence, celebration of each child's uniqueness, leadership, family/cultural traditions and heritage
- All about others - activities supporting social skills, socially acceptable behaviours, problem solving, cooperation, kindness, manners and empathy
- Nature around us - activities related to planet green and nature around us
- Inclusiveness and Diversity - activities related to multiculturalism, different abilities, celebrate differences, respect all
- Healthy living - activities supporting physical wellbeing, healthy food, active living, body awareness, safety
- Feelings and emotions - activities fostering emotional well-being, feelings, emotions, self-regulation skills
- Community living - activities designed to embrace immediate and wider communities, and living together



- Just for fun – all other topics, activities and seasonal celebrations.

## 1.2. Kidzclub Planning

Program planning is developed each week and is based on a combination of curriculum topics, principles of flight curriculum, observations and children's specific requests/inputs

Planning includes the following areas to plan for or to attend to during the day:

- Literacy - Examples: various activities involving math, reading, writing (reading books, flannel stories, reciting poems, word searches, bingo, math/ literacy interactive and board games, homework, internet research, etc.)
- Craft - Various craft and art projects
- Music/dance/drama - Examples: Songs, dances, listening to classic music, coloring to music, music games, staging plays and puppet shows, introducing children to music concepts and instruments
- Science and technology - Examples: various science experiments, observations of nature, internet researches, technology applications, discovering technology by disassembling different equipment
- Gym/sport/recreation - Examples: Recreational and team-building games, gymnastics, basketball, soccer, hockey, etc
- Circle activities - Inspirational topics, conversations, sharing experiences, circle games, children meetings, transitional activities, fingerplays, interactive games, etc.
- Activities outside - Various activities outside: playground, parks, community walks to be engaged in active play and to learn about the natural world
- Games - Various favorite games

During the day children also can be engaged in:

- Interest Clubs
- Special projects

During the year, we also plan for:

- Internal and external field trips
- Community guests and community involvement
- Special events and celebrations

### Curriculum, Planning and Activities implementation criteria

The following criteria are considered when planning and selecting activities:

- Our curriculum, planning and selection of activities are based on children's needs, abilities and interests and is done through observations and implementation of children's ideas and initiatives
- Children's ideas gathered during children's meetings, surveys, children's requests
- Staff support children's participation in activities through encouragement, non-material incentives and inspiration
- Along with planned experiences, staff use naturally occurring instances during children's play as teaching/learning opportunities



- When necessary, program uses current and valid child development evaluation tools such as Nipissing, Ages and Stages, etc.
- Children are always given choices and can choose what they want to do and are encouraged to try something new and different through incentives and inspiration
- Self-selected and open-ended experiences and opportunities are provided to encourage creative expression and independence
- A variety of planned and spontaneous/free play activities are incorporated and can occur simultaneously
- Materials and opportunities for children to play in a variety of group sizes are intentionally provided to meet children's personal needs.
- Planning, schedules, daily routines and transitions are flexible to meet individual needs and to allow for free play and exploration
- Planning reflects the cultural/family heritage of the children
- Planning is based on current best practices

### **Curriculum and Planning anticipated outcome**

The everyday programming incorporates experiences to nurture and promote children's development in all developmental domains.

#### *Promoting physical wellness and physical literacy*

- Physical activity inside and outside promoted to minimize the time that children are sedentary
- Developing gross and fine motor skills
- Develop strong and healthy hearts, strong, efficient muscles and flexibility
- Increasing body awareness
- Promoting self-care concepts: nutrition, hygiene, health
- Exploring rhythm and movement
- Improving eye-hand coordination and perceptual skills and dexterity

#### *Promoting Social Development*

- Fostering respect, responsibility and reverence for self and others
- Getting along in a group. Fostering and learning cooperation, team-work and leadership skills
- Encouraging children to practice positive, responsible and socially acceptable behaviors
- Help children recognize and identify their personal feelings/emotions and feelings of others
- Expressing feelings appropriately. Self-regulation and Self-control skills.
- Respecting ethnic/cultural/age differences
- Learning problem solving and conflict resolution skills

#### *Promoting Intellectual/Cognitive Development*

- Providing experience and building skills related to math, reading, writing, language and science
- Providing experiences to improve/increase memory
- Promoting children's curiosity about the world by encouraging observation, exploration and experimentation





- Provide hands-on opportunities for children to use their senses to investigate, experiment and discover

#### *Promoting Creative Development*

- Variety of creative expression is encouraged through art, drama, music, dance, movement and speaking, etc.
- Fostering imagination and creativity through a variety of both led and open-ended creative experiences
- Providing multiple tools and materials for artistic, musical and dramatic expression

#### *Promoting Emotional Development*

- Promoting positive self-image and self-esteem,
- Forming secure attachments and promoting sense of security and trust
- Promoting sense of self-awareness and belonging
- Promoting sense of competence and confidence
- Developing independence and initiative
- Promoting autonomy, resilience and responsibility

#### *Promoting spiritual development*

Spirituality is an important dimension of the holistic development of young children which involves promotion of qualities that will make children contributing, self-starting, responsible, creative, competent and independently thinking members of society, while being happy and emotionally sound.

- Equipping children with skills to evaluate and consciously build on the moral norms and ideals towards themselves, other people, society, and the world generally
- Forming personal identity, feelings of cooperation and solidarity and mutual support as a member of broad community, society and world community
- Value the world as a common home for all and seeing ourselves as a part of world community
- Teaching children that spiritual/inner qualities are more important than material wealth
- Promoting respect and love for family and family values
- Promoting humanitarian concepts and shaping important personality traits: kindness and compassion, serenity, courage, quiet confidence, tolerance, modesty, sympathy, empathy, being helpful, gratitude, humility, patience, loyalty, self-awareness, moderation
- Making people of foremost importance or respecting and valuing people's humanity and life
- Shaping a more grand vision of the world including compassion and love for nature and how to take actions to protect it
- Establishing a connection to and respect of history and of national and world historic and cultural heritage
- Exposing children to different cultural heritage through the greatest examples of art, literature, music, science, philosophical ideas and folklore
- The value of living in peace and harmony with yourself, other people and nature. Teaching mindfulness

#### **Playing Environment Policy**

Staff ensure that all activities are provided in well-designed, engaging and stimulating physical indoor/outdoor learning environments to foster the optimal development in children



## Indoor

The following play stations, activities and opportunities are open all day every day:

- Imaginative play
- Dramatic play
- Building/construction play
- Board games and puzzles
- Active, physical play
- Quiet area for children to rest
- Reading, writing activities area
- Craft, coloring and sensory play area
- Science experiences
- Music experiences

## Outdoor

Children's development is supported through outdoor environments with active play spaces and opportunities to experience and learn about the natural world.

- Outdoor play space is equipped for a variety of developmental experiences and physical activities. Sport, playing and science equipment are taken outside upon staff discretion and when the weather permits
- Opportunities are provided for children to explore and learn nature and play in a natural setting, collect and play with natural materials



## 2. Interaction and Communication with Children

### 2.1. Interactions and communications general principles

The way adults interact with children plays a very important role in children's learning, development and overall well-being

Positive, respectful, responsive, guiding, emotionally nurturing and supportive interactions, relationship, and communications is an integral part of the services provided by our program and staff and is a stepping stone to the achievement of our child care philosophy. These interactions are our goal and paramount in children's emotional development and well-being:

Positive interactions and communications with children criteria and procedures:

To ensure the best learning and emotional outcome staff build a trustful relationship with children and create a peaceful and safe environment through following the basic communication/interactions guideline outlining key strategies and techniques:

Interactions are positive and respectful. Warm, yet assertive

- Staff treat each child equally and fairly
- Staff acknowledge children, listen carefully, respond attentively and show interest, empathy/concern when the children communicate/share with them
- Talk to children at a developmental level they understand. Always use child appropriate and developmentally appropriate language
- Staff provide positive reinforcement, acknowledge children, recognize the skills, accomplishments, efforts, positive behaviour and contributions of peers. Staff recognize children's unique qualities and backgrounds, and recognize and value each child's individuality, temperament and character
- Staff foster strong emotional attachments with children and support, acknowledge and validate children in sharing about themselves, expressing themselves, their feelings, their needs and desires
- Staff acknowledge and respond to children's needs and cues in an appropriate, timely, caring and consistent manner
- Staff respect each child and are sensitive to each child's needs, showing empathy for children
- Staff show children that they care about them and want them to be happy
- Staff value each child's right to have their personal space, feelings and belongings respected
- Staff recognize children's right for fair choices and right to express an opinion
- Staff seek, support, show interest, enthusiasm and value and recognize children's ideas, opinions, initiatives, feedback, inputs and perspectives
- Staff encourage children to make choices and explore personal interests, strengths, abilities, talents and emerging skills
- Staff support and provide opportunities for children to demonstrate their independence and growing confidence and leadership skills.
- Staff do not force children to participate in activities but rather use encouragement, incentives and inspirational techniques

### 2.2. Children Involvement Policy

Children involvement routines are a paramount part in establishing positive and respectful interactions and recognising children

Staff involve children in developing program routines and choosing activities



Staff use children's input, ideas and initiatives to develop weekly planning

**Children involvement practices:**

Child involvement in program planning and routines are elicited through:

- Children meetings
- Staff regularly ask children directly what they would like to do.
- Staff encourage children to use the voting system when activities are selected when needed and appropriate
- Staff observe children play and extend the play or use the play as a teaching opportunity
- Staff observe children play to determine children's interests, activity needs, toy/equipment needs to use for planning
- Children are encouraged to choose their group/activity leaders
- Staff use a poster for children to fill in their ideas
- Staff use survey
- Staff use suggestion box

**2.3. Positive Child Guidance. Guiding children's behavior.**

**Positive child guidance statement:**

It is paramount to exercise positive guidance to promote social development and acceptable social behaviors. The Program's child guidance policy is based on a democratic and authoritative approach and is designed to ensure that children in our care can learn, develop and reach their potential in a respectful, warm, and child-friendly environment

We strive to provide an environment where discipline occurs naturally through self-control, problem solving, children's engagement in interesting activities, limit setting, redirection, natural and logical consequences, and through modeling respectful interactions.

The Program will ensure that any action taken in the case of unacceptable behaviors is reasonable within the circumstances

The Program will not use any disciplinary measures listed below:

- Inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation
- Deny or threaten to deny any basic necessity or
- Use or permit the use of physical restraint, confinement or isolation:

**Positive child guidance basic approaches and proactive strategies to prevent challenging behavior**

- Careful planning based on observations of each child and in consideration of children's developmental levels, needs and interests
- Ensure that children's basic needs are met
- Ensure that children's emotional needs are met
- Set developmentally/ability appropriate expectations, boundaries, and rules
- Provide with simple and clear instructions.
- Explain that most of the rules are set for safety reasons
- Always talk to children and explain the reasons for your actions/decisions when appropriate



- Use observations to identify causes of challenging behaviors and modify the environment and supervision to reduce issues/causes that may be triggering the behavior.
- To avoid problematic behavior staff will introduce (or extend) spontaneous or planned activities using encouragement, inspiration or by offering choices to children
- Provide positive reinforcement and feedback for positive/appropriate behaviors
- Provide a variety of choices and a sufficient number of toys to reduce conflict between children
- Provide engaging activities according to children's interests.
- Model, coach, explain, and help children to understand the benefits of positive and respectful interactions/relationships and positive social behavior.

### **Reactive strategies for challenging behavior:**

When children display challenging behavior then the following methods are used to protect rights of other children and make learning and playing experiences enjoyable for all:

- Anticipate, respond and intervene in inappropriate behavior, potential conflict situations, aggressive behavior or bullying in a prompt and respectful manner
- Talk to the child and use reasoning. Remind the rules and explain the reason behind the rules. Remind the rights of others and the safety concerns to the child and others
- Talk to the children to understand what caused inappropriate behavior and try to come up with problem solving strategies together
- When reasoning and talking do not resolve the situation, then staff will apply related logical/natural consequences that are reasonable in the circumstances
- Divert the child and redirect him or her to a new activity.
- Have the child take a break from an activity

If the child presents severe and/or consistent behavior challenges that may involve hurting themselves, others, breaking equipment, etc. staff will:

- Complete an incident report
- Inform the child's parent(s)/guardian(s) of recurring unacceptable behavior
- Consider inviting a third party to help staff and the child (only with parental consent)

If all attempts were made to help the child but the behavior is not improving the child might be expelled from the program (usually after three incident reports)

### **2.4. Problem Solving and Self-Control**

Problem solving and learning self-control are an important teaching strategy to prevent undesirable behavior and important skills to develop responsible, competent and resilient children.

- We guide children as they begin to develop problem-solving skills
- We teach children problem-solving and self-control techniques as a part of the curriculum and when incidents occur and encourage children to use them
- When staff observing children being unsuccessful at solving problems by themselves, or a child approaches staff for help, then staff will intervene and assist children in negotiating a mutually satisfactory solution to deal with the conflict

### **2.5. Program Guiding Rules to Set Limits and Expectations:**

The Program has 4 behavioural rules:

1. Respect for Self (Be Safe)



## Staff Handbook

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All participants are expected not to endanger their own personal safety

2. Respect for Others (Be Polite and Kind)

All participants are expected not to endanger the safety of other participants, to be polite, to share when asked politely, and to verbally solve problems

3. Respect for Equipment (Be neat)

All participants are expected to use program equipment properly so that the safety of other participants is not jeopardized and the equipment is not damaged

4. Respect for Environment (Be neat)



## 3. Other children Policies

### 3.1. Anti-Bullying Policy

#### Statement of Intent

The Program is committed to providing a caring, friendly and safe environment for all of our participants so they can learn and play in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. When aggressive actions or bullying occurs, staff intervene promptly. All participants should have confidence to know that incidents will be dealt with promptly and effectively.

Our program takes bullying seriously. Participants and families/parents should be assured that they will be supported when bullying is reported

Bullying will not be tolerated

#### Tip for parents

If you notice aggressive behaviors in your children, talk to them. But be objective. You don't want to sound too nosy or concerned. Make sure your children understand that you will not tolerate bullying. Give clear rules and instructions. Most importantly, spend more time with your child. With both parents working, many families find it hard to find time to be around their children. But parents' involvement is crucial in children's development and not just bullying prevention. Be aware of who your child's friends are. Find out how they spend their free time. Build on your child's talents and positive attributes. Enroll them in other activities such as guitar or piano lessons. Encourage him or her to get involved in social activities. Lastly, work with your child's school and school counselors.

#### What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Verbal bullying - Name-calling, sarcasm, teasing, spreading rumors, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.
- Social Bullying - Mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti intended to put others down.
- Physical Bullying - Hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching.
- Cyber Bullying - Using the internet or text messaging to intimidate, put-down, spread rumors or make fun of someone.

#### Recognize the Signs and Symptoms if your child are being bullied

A child may indicate by signs or behavior that he or she is being bullied. Staff and families/parents should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to be truant
- becomes withdrawn, anxious or lacking in confidence



- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school
- comes home with clothes torn or books damaged
- has possessions which are damaged or go missing
- asks for money or starts stealing money (to pay bully)
- has lunch or other monies regularly lost
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behavior could indicate other problems however bullying should be considered a possibility and should be investigated.

**Bullying Reactive Procedures:**

- Staff intervene promptly with any cases of aggressive/bullying behavior
- The bully (bullies) may be asked to genuinely apologize. Staff will talk to the bully (bullies). Other consequences may take place depending on a seriousness of the incident/s.
- All attempts will be made for the participants to reconcile
- All attempts will be made to help the bully (bullies) change their behavior and stop from reoccurring
- In cases of serious bullying, the incidents will be recorded by staff in an incident report
- In serious cases parents will be informed and will be asked to come in for a meeting to discuss the problem
- In serious cases suspension or expulsion will be considered
- If necessary and appropriate, police will be consulted

**3.2. Inclusion/Diversity Policy**

The Program incorporates inclusive approaches that respect children’s diversity and value children’s individual needs and backgrounds

The Program is committed to providing experiences for children to promote equality and inclusion for all types of diversity





Please note that we will act in response to any discriminatory behavior by staff or parents. Displays of openly racist insignia, distribution of racist material, name-calling or threatening behavior are unacceptable on or around the program premises and will be dealt with in a firm manner.

**Inclusiveness goals:**

- Support children and facilitate a safe environment for children to express their diverse feelings
- Provide opportunities that allow children to use their own diverse abilities, skills and talents
- Respond to the diverse interests of the children and their families
- Creating an environment of mutual respect and tolerance
- Provide positive, non-stereotyping information about diverse ethnic and cultural groups and people with disabilities

**Inclusiveness Procedures**

- Incorporate experiences, cultural backgrounds and heritage of the families attending the program in daily program planning
- Promote equality amongst all children and plan for experiences promoting tolerance, acceptance, understanding, equality and respect for all
- Respect children's cultural needs. Children are given opportunities to exercise their own spiritual beliefs/practice, and cultural/family traditions (prayer, dietary requirements etc.)
- Provide support to families and children with special needs

**Inclusion/Diversity Planning**

The experiences offered in our Program encourage children to develop positive attitudes about themselves and people who are different from them. Our programs do this by:

- Celebrating a wide range of cultural festivals and events
- Inviting families to share their cultural traditions and celebrations
- Planning for activities and experiences with multicultural and diversity content
- Diversity and multicultural play materials are available for children
- Ensuring that activities offered are inclusive of children with special educational needs and children with disabilities
- Encourage all children to include others with diverse needs in their conversations and play
- Provide children with experiences planned to celebrate individual differences and unique qualities
- Ensuring that children speaking languages other than English are free to express themselves in their home languages

**3.3. Toy Policy**

Parents are advised not to allow their children to bring toys from home

- This will prevent competition, theft and disappointment
- Exceptions are made for special occasions at the Program Supervisors discretion

The Program has an adequate supply of toys and equipment for all children and will not be held responsible for theft or damage of toys brought from home



### 3.4. Homework Policy

Our Program understands that homework contributes toward building responsibility, self-discipline and lifelong learning habits

- Space - Our Program has a dedicated space for homework completion that is well-lit and quiet
- Time - Our Program does not dedicate time in our program to homework completion
- Responsibilities of Staff - Help with, give feedback and/or correct homework - Be supportive when the student gets frustrated with difficult assignments
- Responsibilities of Parents - Set a regular time with Program staff if they want their child to work on their homework
- Responsibilities of Children - Set aside a regular time for studying during Program hours - Use the designated quiet, well-lit homework area

### 3.5. Technology Policy

Technology is an important part of modern life and children in our Program have access to technology devices

Technology is used intentionally and focused on intended learning outcomes and educational purposes

The Program ensures that the use of technology is limited to ensure that children have quality time playing and interacting with friends for developing social skills and bonds

Use and content of technology devices is at the discretion of the Program Supervisor and monitored at all times. A technology log is maintained.

#### Technology use criteria and conditions

- Computers (internet), television, videos:
  - Computers, video devices or television can be used no more than four times a month for entertainment purposes (such as games and movies)
  - Movies must be rated 'G' only (at the discretion of the Program Supervisor a 'PG' rated movie might be allowed upon staff previewing)
  - If any child or staff has an issue with the selection of movies, shows or music for any reason it may be turned off/changed at the discretion of Program Supervisor or the child might be offered a different activity (if movies are watched as a part of a group activity for example)
  - Various internet resources/shows/programs/videos can be used by Program staff any time for educational purposes and as a means to deliver curriculum topics
  - At the discretion of the Program Supervisor extra time might be allowed to use any electronic devices by children for educational purposes or related to planning purposes. For example, to complete homework, to do research or to play educational (math, literacy) games
- Gaming devices
  - Gaming devices including personal gaming devices can be used no more than four times a month on designated days. Computers can be replaced with gaming devices and vice versa.
  - Volume on the personal gaming devices must be off at all times
  - Content of selected computer (or gaming devices) games, music, videos, shows, movies cannot involve any blood or violence, coarse language or any inappropriate connotation or innuendo language, nudity or any mature subject matter
  - Each child cannot spend more than 20 minutes on computers or gaming devices for recreational purposes and no more than four times a month
  - Please refer to the Computer Games Website List in the Program files for a list of appropriate games



- It is required that children who bring personal gaming devices to the Program share with others
- Stereo devices and personal listening devices
  - Music may be played at the discretion of the Program Supervisor for educational and for entertainment purposes at any time
  - Children may listen to personal listening devices outdoors only
  - Staff are not allowed to listen to personal listening devices at any time when children are in attendance
- Cellular phones
  - Children must keep cell phones in their bags for emergency use only
  - Staff must keep personal cell phones in their bags for emergency use only
  - Program cell phones (or personal cell phones if used as a program cell phones) are on and carried by staff at all times in case of emergency.
  - Walky-talky can be used to communicate between staff
- Cameras (pictures and videos)
  - Camera use is monitored by program staff at all times
  - No staff is allowed alone with a child and the camera
  - All pictures and video taken must be shown to the Program Director for approval within one business day of it being taken
  - Any pictures taken of children who are restricted by parental consent on the PIPA permission form shall be deleted at the end of day
- Cameras (pictures and video) can be used for:
  - Documentation of events (talent show, parties, etc.)
  - Documentation of children's work
  - Documentation of activities for promotional/advertisement purposes and to be posted on the Program website or newsletter



## 4. Health Policies

### 4.1. Potential Health Risk Policy

Our program aims to protect, maintain and improve the health of each participant.

In order for the children to get the most out of their time in our program and make sure the environment is safe for all we ask parents to keep children at home and seek medical attention when children are sick.

We ask that children not attend our program if they display any of the following symptoms:

- Fever (38°C or higher)
- Diarrhea or vomiting
- New or unexplained rash/skin condition
- Eye discharge, including pink eye
- Persistent pain
- Cough

The staff will assess the child. If a child has or displays any symptoms of illness, or if a staff member knows or has reason to believe that a child might be ill and poses a health risk, or if staff believe that the child requires greater care and attention than can be provided without compromising the care of the other children in the program, then the Program will ensure:

The staff will not accept the child in the Program

- If the child exhibit signs of sickness while in the Program then staff will notify the parents for the immediate removal of the child from the Program premises
- If a parent/guardian fails to arrange for the immediate removal of a child, or the child has to wait to be picked up, then the Program will ensure that the sick child is supervised (within the staff sight) and kept as far away as possible from the other children in the program
- Staff will complete the sick log
- The child cannot return to the Program until staff are satisfied that the child no longer poses a health risk to other persons on the Program premises and is symptom free for at least 24 hours, or until staff obtain a physician's note indicating that the child does not pose a health risk to persons on the program premises
- If your child is diagnosed with a communicable/contagious disease/infection then please inform the Program Supervisor or Director as soon as possible so that notice can be posted for the other parents

It is our hope that we can educate participants about healthcare issues such as:

- Signs and symptoms that you are getting sick
- How to take care of yourself when you are sick
- How to be safe when you are sick
- The benefit of recreational activities
- Healthy eating/nutrition
- The importance of staying hydrated
- Basic hygiene and so on



## Potential Health Risk Procedures

Staff will record illness on the illness log sheet in order to identify patterns or clusters of similar symptoms of illness at the child care facility. The log will include: the name of the child, date the child was observed to be ill, name of staff member who identified the child was ill, time the parent was initially contacted, name of staff person who contacted the parent, time the child was removed from the program and the date the child returned to the program.

An outbreak may be suspected in a child care facility when there are two or more children with the same category of symptoms that started within 48 hours of one another. When a potential outbreak is identified staff will immediately report to AHS Zone Public Health.

All parents will be informed during orientation of the Program's management of children who are ill and all parents are given a parents handbook containing this policy.

### 4.2. Supervised Care for Sick/Injured Children Policy

Staff must ensure that a sick child is kept as far away as possible from the other children

The sick child must be directly supervised by a primary staff member if the child is under the age of 6 or has a disability that requires direct care

A sick child older than age of 6 should be visible to the prime staff member at all times

### 4.3. Medication Administration and Storage

The staff administer, or allow the administration of, medication to a child during program hours only when:

- the written consent of the child's parent(s)/guardian(s) has been obtained on a Medication Consent Form
- the medication is in the original labeled container
- the medication is administered according to the labeled directions

When medication is administered to a child during program hours we record the following information on the Medication Consent Form:

- medication name
- time of administration
- amount administered
- initials of the administrator

Please note that the information listed above will be kept in the child's records in conjunction with the Children's Records Policy.

### Medication Storage

The Program ensures that medication is stored in the following manner:

- Emergency medication is stored in an unlocked security box that is placed in a location that children cannot reach
- All other medication is stored in a locked security box that children cannot reach



- Medication required to be used by a particular child to prevent a medical emergency is accessible by staff and the child but is not accessible by other children in the program. The medication has been agreed by staff and the child's parent on a medication consent form
- If the medication requires refrigeration the medication will be stored in a locked security box located in the staff room refrigerator

In the case of an off-site activity we ensure that:

- Emergency medication, and all other medications, will be stored in the First Aid Kit and held by the staff at all times
- If the medication requires refrigeration it will be stored in a cooler and held by staff at all times

#### **4.4. Provision of Health Care Policy**

Staff are permitted to provide health care during Program hours only if:

- The written consent of the child's parent has been obtained
- The health care provided is in the nature of first aid

#### **4.5. Hand Washing Policy**

The Program believes that lifelong hygiene habits are formed in childhood and the number one way to reduce the spread of germs is for staff and children to wash their hands frequently and properly.

All staff, volunteers and children will wash their hands at the following times:

- Upon arrival for the day
- Whenever they are dirty
- Before and after eating
- Before and after handling food
- Before and after giving medication
- After using the toilet
- After coming in contact with bodily fluids (mucous, blood, vomit) and wiping noses, mouths and sores
- After handling pets or other animals
- After gym/floor play
- Coming in from outdoors

#### **4.6. Non-Toxic Art Supplies Policy**

The Program uses a variety of art supplies such as markers, crayons, paints and clay for creative expression and representation of ideas and feelings. All art supplies are purchased through school supplies catalogs and retail stores. All labels are carefully read and examined prior to purchase to ensure that the supplies are safe and free from toxic ingredients.

#### **4.7. Sun Exposure/Sunblock Policy**

During warmer months children are required to wear hats when outside in the sun.



Parents are required to provide sunscreen (SPF 15+) for their child (Program staff will demonstrate how to effectively apply sunscreen to your child)

Staff will not apply sunscreen without parental consent

#### **4.8. Insect Repellent Policy**

Insect repellent should be provided by the parents for their child's needs (products containing low levels of Deet and recommended by Health and Welfare Canada are best)

Staff will ensure that sunscreen is applied at least 20 minutes before insect repellent to prevent over-absorption of Deet (Program staff will demonstrate how to effectively apply sunscreen to your child)

Staff will not apply the insect repellent without parental consent

#### **4.9. Cleaning and Sanitizing Policy**

Equipment, toys and objects used or touched by children will be cleaned and sanitized as follows:

- Toys/equipment/objects that are frequently used or touched by children must be cleaned and disinfected when soiled (every day, weekly at a minimum)
- Any items mouthed by children must be cleaned and disinfected immediately and before use by another child
- Carpets/stuffed animals/blankets can be spot cleaned immediately or cleaned and disinfected when soiled (weekly, monthly at a minimum)
- Countertops/tables/food preparation surfaces (including cutting boards) must be cleaned and disinfected before and after use by children (playing or eating) or food preparation (daily minimum)
- Any surface which comes into contact with body fluids must be disinfected immediately

#### **4.10. Smoking Policy**

Due to the growing hazards of smoking and second-hand smoke it is Program policy to provide an environment free of tobacco/cannabis smoking and vaping for all participants

We ensure that no staff or volunteer shall smoke or vape any substance on the program premises

We ensure that no staff member or volunteer shall smoke or vape at any time or place where child care is being provided

All programs are located in smoke-free buildings

#### **4.11. Nutrition Policy**

We will require parents to provide lunch and snacks for children and we will ensure that lunch and snacks are provided to children at appropriate times and in sufficient quantities in accordance with the needs of each child

Children can eat during the Program whenever they are hungry

At all times we encourage parents to avoid sending their children with pre-packaged/store bought meals and snacks and promote fresh as better



We encourage parents to follow recommendations from the Canada Food Guide or Alberta Nutrition Guidelines

If there are vending machines in the Program facility, all participants are not permitted to use them during Program hours

We are a peanut/nut-free Program

**Estimated lunch/snack times:**

- Regular Program Day - Afternoon Snack 2:40-4:00 pm
- PD Day/Non-Regular School Day (Full/Half Day):
  - Morning Snack 8:30am-9:00am
  - Lunch 11:30am-12:00pm
  - Afternoon Snack 2:40-3:00pm

Staff are encouraged to eat with the children during snack and meal times to model proper nutrition, eating habits and routines.

**Emergency supplies of snacks for children**

The program supplements the snacks provided by parents in case children are not provided with snacks.

**Food Handling and Manner of Feeding Policy/Procedures**

The way food is handled influences the amount of nutrients in food, its safety, its appearance and its taste. Handling means everything that happens to food while it is being grown, processed, stored and prepared for eating.

Program complies with Alberta Health Services. Staff complies with all health, safety and nutritional standards outlined by Alberta Health Services.





## 5. Safety Policies

The program follows all regulations outlined in the Licencing Act and Regulations.

Fire drills are conducted and recorded every month. Off-site emergency evacuation drill is conducted every 6 months.

The Program ensures that the physical environment is safe at all times both inside and outside

### 5.1. Equipment and Environment Safety Policy

- A daily safety inspection of the indoor/outdoor program premises is conducted to ensure potential hazards are addressed
- All equipment and supplies are regularly checked for cleanliness and safety and any dangerous items are repaired or discarded
- Children are not allowed to bring skateboards, rollerblades, rollerskates, heelies, scooters or any other devices that are potential safety hazards for the children
- Running is discouraged inside the premises
- All staff belongings are stored in a safe place away from the children's reach. All staff bags are closed and stored in a safe place away from the children's reach
- All medications are stored away and not accessible by children
- All dangerous substances are kept out of play areas

### 5.2. Staff screening and Child/Staff Ratio Requirements Safety Policy

All staff and volunteers will be screened to ensure that they are fit to work with children. All staff and volunteers who have unsupervised access to children are required to have a clear criminal records check including vulnerable sector search (intervention records check)

All staff and volunteers who have unsupervised access to children are required to have first aid training

The Program ensures that each staff member and volunteer who has access to the children in our program is an adult (18 year of age or older)

The Program follows the ratio regulations specified in the Child Care Licensing Regulations and the ratio is maintained at all times.

For kindergarten and school age (5-12yrs old or grades KG-6) the ratio is 1 staff to 15 children

If there is only one staff member on the premises then the ratio is 1 staff to 6 children

The applicant must also be a permanent resident or a Canadian Citizen

All potential staff will have at least one interview with the program director

All potential staff are required to present at least two references, which will be checked by program director

### 5.3. Effective Supervision of Children Safety Policy

Staff practice effective supervision which is meant to reduce risks and prevent harm to the children in their care by preventing injuries and accidents. It also promotes positive, responsive and intentional learning environments for children and child care providers.



Providing competent, effective and direct supervision of children's play indoors and outdoors is one of the most important things provided by child care staff. It also leads to staff being involved and familiar with the children in their care and to the assessment of supervision practices on a regular basis to ensure that they continue to promote safety and to meet the needs of children.

Effective supervision is based on:

- Conducting a regular head count and referencing it with attendance
- Position equipment and arrange the environment to allow caregivers to supervise the children's play
- Know which individuals are authorized to pick-up a child from the program in place of a parent
- Notice when children arrive and leave the program and ensure that both arrival and departure times are accurately recorded
- Avoid carrying out activities that may draw staff attention away from active supervision
- Continual assessment of the children's behavior, activities and skills

#### **5.4. Off-site Activities Safety Policy**

The child's parent(s)/guardian(s) will be advised in advance of the field trip including all details about the activity (time, address, transportation, contact information, supervision staff) usually via newsletter or/and yearly calendar. All parents are requested to sign field trip activity consent for each field trip. Child cannot participate in the field trip if the consent form is not signed.

Parents are required to sign community walks consent form included in registration package once.

Every time staff takes children off-site, the staff will leave a note on a door (Program entrance) stating where the children are and contact numbers

The following safety precautions are taken on neighborhood walks and field trips:

- Staff must take attendance and perform a head count of the children before leaving the centre (entering the bus), upon arrival at the destination (leaving the bus), before leaving the destination, and upon arrival back to the center whether walking, by school bus or public transportation
- The ratio will always be maintained and on field trips there may be additional adults that accompany the group (either extra staff or volunteers)
- Safety rules and expectations will be reviewed with children and their chaperones prior to departure from the center
- Caregivers will position themselves appropriately among the children with one in front, one in the back and the remainder interspersed
- When travelling by bus, one leader will lead children out of the vehicle and one will be the last person out of the vehicle
- Children are asked to not bring money to the program. If they have money then staff are not responsible for its whereabouts or if the money goes missing
- Children who have behavior problems or cause safety concerns to the group as a whole will not participate in the next scheduled field trip. We do not wish to use this measure of discipline and will exhaust all other options first. We will speak with parents before this consequence is applied. We use this policy to help to ensure the safety of your child as well as all other children in the program



## 5.5. Weather Outdoor Safety Policy

It is our hope that action taken within the scope of this policy educates children about their own personal safety when venturing outside.

The Program's staff are required to take all children outside for at least 15 minutes every day. It is at the discretion of the Program Supervisor to replace outdoor play with gym activities if staff believe that weather conditions may cause a potential health risk or if the child is not dressed appropriately.

Any outside and off-site activities that require staying outside or walking will be cancelled and children will stay inside:

- If the temperature is at -15°C or below children will not be taken outside
- If the humidex is 45 or higher children will not be taken outside
- If a child is sent to the Program without the appropriate clothing for the weather
- If a child is visibly sick he or she will be kept inside
- If a parent would like their child to stay inside, this must be provided in writing

Upon Program staff discretion the child may be given an outfit from the "lost and found" so that he or she has the proper clothing for outside unless parents give the staff an instruction not to do so.

## 5.6. Emergency Evacuation Policy

The Program believes that prevention and rehearsal is the key to safety and emergency management. Evacuation/fire drills are held every month and off-site evacuation drills are conducted every six months to familiarize staff, participants and parents/guardians. Drills are recorded and posted on the staff board.

All equipment at the Program is regularly inspected and maintained and meets code.

Emergency evacuation map, gathering areas and emergency exits are posted on a parent/staff board

In the event of emergency evacuation from the Program staff and participants will follow the evacuation and off-site evacuation procedure/routes/gathering places

Evacuation will be conducted by staff, by either the preferred route or the alternate route, and children taken to the designated gathering area where they and all adults will be immediately counted

Program Supervisor and primary caregivers will be responsible for the evacuation of all children in their room/area. The Program Supervisor is designated to check the additional areas (bathrooms, hallways, etc.)

Program Supervisor will call 911, inform parents, contact school authorities (if the program located in the school) and licencing authorities in the event of an emergency evacuation

Program Supervisor will remain at the Program premises and await emergency services and children's pick-up

Evacuation plans have been shared with fire and licencing inspectors and have been approved

In the event of emergency evacuation staff and participants will gather at the East side of the playground and attendance will be taken. If necessary, the Program will be relocated to the Sacred Heart Church (1307 – 14th St. SW, Calgary, Alberta)

### Non-Evacuation Emergency Procedures:



In the event of an emergency that does not involve evacuation then staff will enact the following procedures:

- Seek help from on-site Program staff, Program Supervisor, Program Director
- Call 911 if appropriate or any other emergency lines
- If Program staff are not available then contact on-site designated emergency contacts: principal, teachers, caretaker
- Contact licencing office/inspector
- Contact parents

### **5.7. Emergency Closures: Weather, Outbreak**

In the event that inclement weather, disease outbreak or any other emergency causes the Program to close then the following will occur:

- Parents will be informed by phone and by e-mail that the Program is closed and that they will need to pick up their child
- If it is not possible to contact the parents then the listed emergency contacts will be informed
- School administration will be informed
- Licencing office will be notified of any emergency closures

### **5.8. Children Arrival and Departure Safety Policy**

Kindergarten children are picked up and transitioned to the Program directly from the KG room

School-age children come to the Program from the classroom by themselves

If the children do not arrive within 5 minutes from the start of the Program then staff will:

- Contact the school office to have children paged
- Contact the parents (emergency contacts if parents are not to be reached) to locate children
- If the children are not located within 15 minutes then staff will call the police and the licencing intake line to report lost child (Refer to attendance policy)

Parents/authorized persons must drop-off and pick-up children at/from the program in person, make sure that staff see the parents/authorized persons and make sure that the attendance drop off/pick up time is indicated on attendance sheet

Generally, persons picking up children must be at least 18 years old and bring a valid photo identification.

If a parent or 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 to leave with the child.

### **5.9. Accident/ Incident/ Illness Policy**

An incident means: a serious illness or injury to a child that occurs while the child is attending the Program and any other incident that occurs while a child is attending the Program that may seriously affect the health or safety of the child

In the event of serious injury or illness then staff will attend the child and apply first aid or/and provide a safe and quiet area to wait for parents to pick-up or for emergency services to arrive.



## Incident Reporting Policy

Primary Staff /Supervisor/ Director will report the incident immediately to the licensing intake line at Calgary and Area Child and Family Services Authority (local children services office) every time a serious illness, injury to a child or any other incident occurs that may seriously affect the health or safety of a child.

All staff involved or who witnessed the incident will complete the Program incident report form immediately following the incident. After completing the incident report form the parent(s)/guardian(s) must be asked by the Program Supervisor to read and sign the completed form no later than by the end of the next Program day.

We will ensure that all incidents are analyzed annually and a report is submitted to the regional child care office

- The original incident form will be kept in the child's onsite file
- The parents will be given a copy

## Incident/ Injury/ Serious Illness Procedures

The Program Director/ Supervisor, or Program primary staff in the absence of Director/ Supervisor, will complete following procedures:

- Contact and inform the parent/guardian about the incident via cell/home/work phones
  - If it is not possible to contact the parents:
  - Leave a message conveying all information about the accident or illness as well as the next steps in the chain of contact and the next steps in caring for their child which may include additional information on medical attention and the Program phone number
  - Call the child's emergency contact as listed in child's registration form/file. If it is not possible to contact the listed emergency contact then the staff will leave a message conveying all information about the accident or illness
- If the accident, injury or illness requires immediate medical attention then staff must immediately call 911
- Make an initial incident report to the local child care licensing office (see the incident reporting policy)
- Contact the Program Supervisor/ Director and school authorities (if the Program is located in school)

If the child becomes ill in non-emergency manner then the Program Supervisor will follow the procedures outlined in potential health risk and health care policies

The child will receive medical attention, if necessary, as follows:

- If the child has a minor injury that is treatable through standard child care first aid CPR/AED Level B then the Program Supervisor/ Director/ Primary staff member will apply medical attention to the child on the premises until contact is made with the parent/guardian or emergency contact, or a parent/guardian or emergency contact arrives at the facility to take responsibility for the child

A first aid kit is available at the facility and at the facility's main office

## 5.10. Child Abuse

Section 4(1) of the Enhancement Act states: "any person who has reasonable and probable grounds to believe and believes that a child is in need of intervention shall forthwith report the matter to a supervisor."

Child, Youth and Family Enhancement Act definition of child abuse:



- Child abuse is a general term used to describe behavior on the part of a parent/guardian or a staff/volunteer member that results in significant negative emotional or physical consequences for a child

A child is defined as under the age of 16 and abuse can appear in the following forms:

- Physical abuse is the intentional application of force to any part of a child's body such that injuries are sustained. It may be a single incident, a series or a pattern of incidents
- Sexual abuse includes any sexual touching, sexual intercourse or sexual exploitation of a child by a caretaker who could be a parent, guardian, another relative or any person in whose care the child has been left
- Neglect is any act of omission which causes significant negative emotional and physical consequences
  - Physical neglect is the failure to meet the physical needs of a child which include adequate nutrition, clothing, shelter, health care and protection from harm
  - Emotional neglect is the failure to meet the emotional needs of a child for affection, a sense of belonging and self-esteem. It can range from passive indifference to outright rejection

The Program and its staff members have a legal obligation to report suspected child abuse

To report abuse a person does not have to be certain that abuse has occurred

Staff must understand that if they have evidence of possible child abuse and they do not report it to their supervisor/ childcare services then they will be liable to both legal consequences and consequences from the Program up to and including termination for cause

### **5.11. Lockdown Policy**

It is the policy of the Program to protect persons served, employees, visitors and property in the event of violent or dangerous situation. Not all potential emergencies can be anticipated therefore emergency plans shall provide for adaptability to multiple situations

The lockdown of a building or group of buildings is an emergency procedure intended to secure and protect anyone within the proximity of an immediate threat

This lockdown procedure is used whenever it may be more dangerous to evacuate the building than to stay inside

A lockdown is implemented when there is a serious security risk (e.g. violent or armed intruder) to building occupants



## 6. Family Relations and Communications and Administrative Policies

### 6.1. Family and parents relations statement and Procedures

The Program goal is to have supportive and respectful relationships with families. By establishing and maintaining strong rapport between families and staff and supporting home to school transitions with consistency, we give peace of mind to the families involved in our Program. Proper communications between parents and Program is important because it makes us partners in the education of their child/children and it helps us to provide learning opportunities that match each child's pace and style and ensure that the Program meets family's needs. It also helps us to know more about families and enables us to share our observations or concerns with parents and gives parents an opportunity to share their concerns/ideas with us.

The Program works in partnership with families and respects their beliefs and expertise in their child-rearing role in the children's lives as primary caregivers

The Program aims to support families through parental involvement, sharing of resources and providing information regarding additional support for their children

The Program respects the diversity of the children and families that we serve

The Program respects children's home traditions and language

#### Family and Parents Relations Procedures

We provide families with a clear intake and orientation process in order to establish positive relationships between children's families and the Program and to familiarize parents with our philosophy, policies and mutual expectations

We help families complete the registration process and apply for financial support

We provide families with a parent's handbook (can be found at [www.kidzclubchildren.com](http://www.kidzclubchildren.com)) outlining specific information about our philosophy, goals and objectives, policies and procedures and ongoing practices during enrolment or orientation

Staff communicate with parents on a daily basis during drop-off and pick-up to maintain rapport, to establish positive relationship/connection and to make parents feel included

During pick-up and drop-off staff and parents have an opportunity to briefly share information about the child's day, bring up concerns and suggestion/requests, and to discuss children and family's needs

The Program schedules meetings with parents at their convenience to get to know the family and children better, to discuss children's experiences at the Program, children's and family's needs and any requests/concerns/issues or ideas for improvement

Parents are encouraged to socialize with other Program parents at drop-off and pick-up

We act as facilitators for families in locating, contacting and accessing programs and services offered by other community and social organizations and specific supports for their children. The community resources binder and community information for families is available at the Program and on our website

The Program appreciates the contributions of families to the children, Program and community

### 6.2. Valuing diversity in families

We welcome diverse families to participate in our Program.

Families who speak languages in addition to English might be referred to translation services

We offer a flexible payment system for families of differing means and offer information regarding sources of financial support

We work in partnership with families/parents to ensure that the medical, cultural and dietary needs of children are met



We provide community resources information to help families with diverse needs

Program invites parents to share information about their cultural heritage, racial and linguistic backgrounds, spiritual practices, family structure, beliefs and values

Program plans for experiences that reflect family's traditions and languages

### **6.3. Sharing information and how to find information**

The Program intends to implement clear, simple practices that promote regular exchange of information with families about the Program and community

All parents/guardians are updated about the Program, Program changes, surveys, improvements, community information and upcoming events as well as any reminders through the use of:

- Monthly newsletter
- Website: [www.kidzclubchildren.com](http://www.kidzclubchildren.com)
- Face-to-face and via phone
- Parents board
- Posters
- E-mail

### **6.4. Complaint policy for families**

- The Program provides all families of registered children with the parent handbook which is either included in each registration package or given during orientation.
- Parents are required to sign the last page of the handbook to acknowledge reading and understanding the contents of the handbook, program policies and rules
- Any concern about the behavior or treatment of a child should be brought to the attention of either the staff member involved, the Program Supervisor or to the Program Director.

### **6.5. Open Door Policy**

The Program believes that families/parents are the most significant adults in a child's life and that quality child care for their children includes good communication between our staff and the families and parents that we serve

We have an open-door policy which means the following:

- Any family is welcome to participate in our Program and spend time playing with their children
- Parents can drop-in to the program at any time to visit announced or unannounced
- Staff and administration are consistently available to families/parents

Open door policy might be suspended upon Program Director discretion and due to any health concerns

### **6.6. Family/Parent Involvement Policy**

Family/parent participation, input and feedback plays an integral part in our program and in improvement of our program to better meet family's needs.

Parents are encouraged to observe the program at any time of the year and are always welcome to schedule a personal meeting with the Program Supervisor or Director to discuss any concerns, issues or ideas for improvement of the program.

Family/Parent involvement is achieved through the following means:

- Parents annual survey





- In-take survey/interview is available for parents to share the information about the family and the child(ren)
- Suggestion box is available at the entrance
- Parental volunteering
- Parental program planning ideas survey
- Parental participation in some of the program's planned activities:
  - Parents' presentations
  - Program parties
  - Sharing special talents and knowledge
  - Sharing cultural heritage, traditions and celebrations

### **6.7. Parents' consents**

Upon registration, parents are asked to sign consent/permission forms: "non-guardian pick up", "sunscreen and insect repellent", "disclose child specific information", "off-site activity" (community walks), "administration of first aid and/or health care", "medication administration".

Program asks parental consent for children to participate in some specific activities that may not be celebrated/allowed at home. For example, "Halloween Party", "Beauty Salon", etc.

### **6.8. Confidentiality policy**

Program operates within Alberta's Personal Information Protection Act (PIPA)

Any information, comments or pictures collected by the program can be used for creation and distribution of promotional and educational materials and some child specific information might be shared with school, children support programs or counsellors to benefit the child

Sharing information procedure:

- Any information/comments related to child will be shared with parental consent
- Pictures and videos of children will be taken only with parental consent
- Parents' consent is voluntary and may be revoked at any time

### **6.9. Attendance Policy**

We ensure that all registered program participants arrive and depart the program space safely. The following steps will be taken to ensure that all program participants are safe in arriving and departing from the program space:

Arrival Morning

- It is the parent's responsibility to sign-in children in-person upon drop off
- All participants are expected to arrive at the program space within 5 minutes of the start of school bell ringing
- We request that parent(s)/guardian(s) of children inform the Program if their child will not be attending the program

Arrival Afternoon and early pick up

- All children registered in the program must arrive to the program after the school bell rings
- We request that parent(s)/guardian(s) pick up children directly from the program in case of early pick up. If the child was picked up before entering the program, parents must inform the Program



If any participants have not arrived at the program space within 5 minutes of the end of school bell then the program staff will:

- Call the main office/school/facility administration to enquire if he or she attended school or is involved with any extracurricular activities
- Check the main halls and playground area of the school for the child
- Have him or her paged to the main office

If the child is not accounted for through any of these methods the Program Supervisor will:

- Call the child's parent(s)/guardian(s) as listed on his or her emergency information sheet
- Call the child's emergency contact as listed on his or her emergency information sheet
- If the child has not been accounted for through any of the above mentioned methods (approximately 30 minutes after the child did not show up at the program), the Program Supervisor will call the police and report him or her missing

#### Departure

- All participants are expected to be picked up from the program space by 6:00 pm. There is a \$1/minute fee for late pick-ups payable in cash on the spot
- Parent(s)/guardian(s) are responsible for signing out children in-person
- If by 6:20 pm any participants have not been picked up from the program space and we have not heard from anyone with regards to being late, then the Program Supervisor will:
  - Call the child's parent(s)/guardian(s) as listed on his or her emergency information sheet
  - Call the child's emergency contact as listed on his or her emergency information sheet
  - If by 7:00 pm the child is not picked up and contact has not been made with any of the contacts listed above the Program Supervisor will call the Child Intervention Services Intake Line to report the situation
  - Parents must inform the program if the child will be picked by a person other than the parent

Please understand that, for the safety of all participants, children cannot sign themselves out of the program

Please understand that, for the safety of all participants, children must be signed out by a designated person: parents/guardians, emergency contact person, or person indicated on non-guardian pick up form

Please understand that we cannot withhold a child from a parent(s)/guardian(s) upon pick-up without a legal document specifying that he or she does not have legal access to their child, such as a custody agreement or restraining order

### **6.10. Enrolment Policy**

At a minimum, there must be 25 confirmed full-time registrants

Confirmed registration means that we have received a completed registration package for the registrant and a \$100 deposit

In the case that a family decides not to attend the program we reserve the right to keep a full deposit

In order for us to confirm that we will open for the new school year we must meet the above enrolment criteria by June 15 of each year

If we have 30 confirmed full-time registrants then all registrants after this will be placed on a waiting list

If at any time during the school year enrolment drops below the above enrolment criteria then the program reserves the right to close the program

Program reserves the right to increase the fee at any time if program expenses exceed the revenue



At the discretion of the program director, we may accept part-time and drop-off children

Parents are requested to complete and sign the registration form and sign all required consent forms included in registration package

Parents are required to sign "Parents agreement" included in Parents' Handbook upon enrollment to acknowledge that they are informed about program's policies and procedures

### **6.11. Fee Payment Policy and Procedure**

The following policies and procedures have been put in place in the event of outstanding fee payments.

This policy is non-negotiable unless otherwise arranged with the Program Director

Childcare payments are due by the 5th day of the month

Late payments will be penalized at the rate of \$5.00/day after the 5th day of the month

Bounced cheques, declined credit cards will result in a fine of \$25.00 and the refusal to accept cheques/credit cards as a form of payment in the future. Bounced cheques and declined credit cards must be paid in cash within 5 working days. If the payment is not received then the standard late fee policy will apply.

Proof of subsidy is required for reduced parent fees. Proof of subsidy must be provided within 1 month of a child's registration. If the proof is not provided then the parent/guardian will be obligated to pay the full fee.

It is the responsibility of the parent/guardian to ensure that fees are paid on time. If not, alternate arrangements must be made with Program Director.

In the case of late fee payments, the parent/guardian will be contacted by program staff on the 15th day of the month to create a payment plan.

The program reserves the right to remove a child from care if the above policies and procedures are not followed and if required payments or/and scheduled payments are not received by the program within 1 month of payment due date.

The program reserves the right to submit information about debts to a debt collection agency if required payments or/and scheduled payments are not received by the program within 1 month of payment due date.

### **6.12. Termination Policy**

The child/children might be withdrawn from the program due to the following reasons:

- Fee payment in arrears - Children can be removed from the program when parents are behind with their child's fees and when attempts for them to pay have failed
- Behaviour Issues
  - Children who exhibit serious behavior problems in the program even after all attempts to help them control their behavior including getting help from parents, school, and specialists can be removed from the program. This may include harming themselves or others (physically and emotionally), breaking equipment, or are continuously defiant to caregivers
  - The program reserves the right to remove child(ren) from the program after three incident reports

### **6.13. Transportation policy**

#### **Medical emergency transportation**

In case of medical emergency, we will call 911 and the child will be transported in ambulance emergency vehicle if necessary

#### **Methods of transportation for off-site activities**

Chartered buses are the preferred mode of transportation for off-site excursions



Calgary public transportation is an approved mode of travel for off-site activities that are located just out of walking distance from program facilities

Staff are required to ride with program participants on a bus or public transit with respect to staff and child ratios

The Program Director will plan the route taken to arrive safely and quickly at the location of the off-site activity

If public transportation is used, all participants and staff will be provided with tickets

Parents are required to sign off-site activity permission form

The bus will pick up and drop off participants from the program location. Drop-off at different locations is not permitted

Parents are required to sign a permission form which indicates pick-up and drop-off times



## 7. Community – Policies and Procedures

### Community involvement statement

Student learning is enhanced through the use of community resources

We believe that our program is not only a place to develop and support children, but also functions as learning centers for the entire community by providing information to all families and access to family and child services and other resources within the community. Overall community needs, preferences and resources determine the configuration of our program and services.

We aim to collaborate and seek working relationships with all stakeholders (families, community organizations and services, schools) to respond to the needs of the children and families we serve and to ensure constructive and beneficial outcomes for children in our care.

### 7.1. Community organizations and services collaboration

Our program initiates partnerships/relationships with various community agencies and relevant professional groups

We maintain a collection of information on resources and services and community events for children and families (resources binder, brochures, pamphlets, parent board)

We assist and help families in locating, contacting, and accessing various community supportive services (family and children centres, health/mental health, learning disabilities/special needs, recreation, family violence, cultural and linguistic services, financial support/subsidy, and other support services)

We provide information to families about programs and services offered by other community and social organizations (recreational programs or extra curricula programs for example)

We respond to community complaints and concerns

We invite community services/programs/ representatives to provide support to the program/staff, children, and families

We use community resources for internal/external field trips

Our program provides opportunities for children to become involved in community projects, recreational activities and special events. Staff encourage children's understanding of and involvement in the broader community

As a part of our involvement with communities we conduct fundraising events

### 7.2. Neighborhood Walks/Community Parks and Field Trip

Program staff believe that field trips and community walks are a vital part of the care experience. They allow the children opportunities to explore and learn about various events, projects and activities in and around their community and the City of Calgary. As such, it is our intention to include a variety of educational and recreational field trips/community walks (on non-instructional days at school) as part of our regular program plan.

We encourage children and families to make suggestions for field trips

We encourage family members to participate in any field trip that they are interested in; however, we reserve the right to limit participation and ask for admission fees from volunteers. The program will cover the majority of the costs associated with these field trips; however, we may ask families to contribute a portion of entrance costs for more costly adventures

In the event of a field trip, a field trip permission form will be signed by parents. The following information will be outlined on the form: the destination, address, the mode of transportation, the cost (if applicable), the staff members that will be attending and the time and date of the field trip. Parents' signatures will be required for each field trip



## Staff Handbook

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The children will go on walks in the community or to community parks. These walks or outings are accepted and signed for on the registration form when parents enroll children in our program and are not considered a field trip

Most of the time we use the school bus as a mode of transportation to a field trip destination. However, walks and public transportation are also used

Listed below are some of the community resources that our programs have taken advantage of in the past or look forward to using in the future:

Elbow River  
Lindsay Park  
Riley Park  
Stanley Park  
Rotary Park  
Edworthy Park  
Shakespeare in the Park  
Inglewood Aquatic Centre  
Callaway Park  
Spaceport  
Prairie Winds Park  
South Glenmore Park  
Shouldice Park  
Valleyview Park  
Canada Olympic Park  
Bowness Park  
Spruce Meadows  
Calgary Tower  
Inglewood Bird Sanctuary  
Calgary Zoo  
Kayben Farm  
Sunshine Adventure Park  
Prince's Island Park  
Glenbow Museum  
Shaker's Family Fun Centre  
Stampede  
Heritage Park  
Devonian Gardens  
Calgary Corn Maze  
Fort Calgary  
TELUS World of Science  
Calgary Chinese Cultural Centre  
Nose Hill Park  
Field trips and community walks might be cancelled due to poor weather

### **7.3. School Partnership Policy**

Our Program seeks to build relationships with the schools that the children attend in order to complement the program and share information, and for the benefit of the families and children.

Program staff are acquainted with children's teachers, school staff, and school administration and respond to their requests

The Program Director regularly meets with school administration/ school principal for exchange of information, updates, discuss possible improvements and concerns

The program follows and supports school philosophy, guidelines, and practice

The program and the school communicate and share information with parental consent with regards to children attending the program to benefit the child

#### **7.4. Volunteer Policy**

The program will devote time and energy to the individuals, programs, associations and organizations whose goals are considered strategically relevant to the mission of the company and require volunteer efforts.

Volunteers are welcomed and treated as valuable and integral members.

In the program, only primary childcare staff with policy clearance and First Aid certificate will have direct unsupervised access to the children

All volunteers are not responsible for the supervision of any children, will never be left alone with a child/group of children and cannot be counted in the staffing ratios

Volunteers can be involved in any aspect of the program's activities

In some cases, volunteers can be assigned to supervise children and lead the activities. In this case, the volunteers are required to provide police clearance including vulnerable sector search, intervention, and First Aid certificate

#### **Volunteer screening and volunteer involvement procedure:**

The volunteer screening process is consistently applied. All persons applying for volunteer positions must be interviewed to determine their suitability for the role and for the organization

The program may conduct reference checks for volunteer candidates

All program volunteers are expected to adhere to the organization's policies regarding confidentiality, harassment, conflict of interest, and health and safety during the performance of their volunteer work as they are acting as representatives of the program



## 8. PARENTS ORIENTATION and ACKNOWLEDGMENT

Dear Parents, welcome to Kidzclub. Please read and understand the outline/summary given below of some of our policies. It will give you an idea of our objectives and expectations. If you have any questions or need more detail, please contact the director at **403-478-3123**

**Please initial beside each statement, sign this form, and return this page with your registration package before your child's first day of attendance. See the Parents' Handbook for full Policies list at [www.kidzclubchildren.com](http://www.kidzclubchildren.com) or ask staff for hard copy. Upon registration, time will be booked for full orientation**

Name of a Parent and a Child \_\_\_\_\_

\_\_\_\_ We are open Monday to Friday from 7:00 am to 6:00 pm. The program is usually open during PD days and other non-instructional days in School. The program is closed during school breaks and statutory holidays

\_\_\_\_ Program locations: 1. School Gym from 7:00-8:00 (drop off); 2:35-6:00 (pick up) and 2. Kindergarten room from 8:10-2:435 (if picking up during this time, call the program staff). Enter the program through the gym door during this time.

\_\_\_\_ Contact the program to enter the school/program at any times

\_\_\_\_ Program contacts: Program phone: 403-437-3634 – to be used for pick up/drop of or any other inquiries. Program Director – 403-478-3123, Program Supervisor 403-667-6591; Program Assistants.

\_\_\_\_ We will maintain ongoing communication with parents verbally on daily basis, though e-mails, through meetings. Program conducts the parents' survey and gathers parents' ideas about planning. Parent's suggestion box located at the Program entrance.

\_\_\_\_ Meetings, orientations, interviews, paperwork: appointment has to be scheduled

\_\_\_\_ Information about Program policies and expectations are located in the Parent's handbook, which can be found at [www.kidzclubchildren.com](http://www.kidzclubchildren.com). You can also ask for a [hard copy](#).

\_\_\_\_ It is parents' responsibility to read the Program Policies listed in the Parents handbook

\_\_\_\_ Program calendar, Program schedule, Program Newsletter, program Curriculum, program planning and other program and community information can be found on the program's website [www.kidzclubchildren.com](http://www.kidzclubchildren.com) and on a parent board (located at the Program entrance)

\_\_\_\_ Monthly updates can be found in the Program monthly Newsletter e-mailed to parents

\_\_\_\_ Licensing certificate and licensing reports can be found on the Parent's board at the Program entrance

\_\_\_\_ Program emergency signs are located at the School front door

\_\_\_\_ If the children are off-site, the sign will be located at the Program front door

\_\_\_\_ Parents are responsible to sign children in and out in person.

\_\_\_\_ If the subsidized child attends less than 100 hrs (kindergarten) and less than 50 hrs (school age), the parents will be charged the difference between reduced subsidy and the program fee.

\_\_\_\_ Children belongings should be labeled. Program is not responsible for lost or damaged personal belongings and toys.

\_\_\_\_ Children must have indoor shoes they will be using only in the program (not school indoor shoes)

\_\_\_\_ Kindergarten children will have an optional nap time. Please provide with a blanket to use during nap time

\_\_\_\_ Parents are responsible for providing children with lunch and snacks enough for all day. Program has only emergency snacks.

\_\_\_\_ Program follows the Positive Child Guidance procedures (see child guidance Policy in Parent Handbook)

\_\_\_\_ Children having the following symptoms must be kept home: fever over 37.2 degrees C, vomiting, diarrhea, discharge from eyes or ears; coughing, sneezing or any other communicable illness like chicken pox, mumps, etc.

\_\_\_\_ Parents will be asked to pick up the child from the program if they appear to the staff to be ill or injured, and if the parents are unavailable the listed emergency contact will be required to pick up the child.

\_\_\_\_\_ If the child requires to use emergency medication or any other medication or herbal remedy while in the program, the medication administration consent form must be signed and medication administration/storage plan must be discussed with the staff

\_\_\_\_\_ in case of a serious accident or injury while in the Program, the staff will attend the child or/and call 911 if necessary, call parents, complete and Accident Report with detail of what happened.

\_\_\_\_\_ If the child(ren) does not show up in the Program and cannot be located within 5 minutes, Staff will call Police.

\_\_\_\_\_ Only parent/guardians and emergency contacts indicated in registration form can pick up the child(ren) unless written consent is given for another person to pick up the child/ren. Generally, persons picking up children must be at least 18 years old and have photo identification.

\_\_\_\_\_ If the child is not picked up till 6:30 and parents/guardians/emergency contacts cannot be reached, the staff will contact authorities.

\_\_\_\_\_ Children have to be picked up before 6 pm. You will be charged a late fee of a dollar per minute past the closing time. Parents should call the Program if running late.

\_\_\_\_\_ Monthly fees are payable on the first up to fifth day of each month. I understand that the late fee of \$5 per day will be charged after 5<sup>th</sup> day. There will be a charge of \$25 for N.S.F cheques.

\_\_\_\_\_ Any type of bullying is not tolerated in the Program.

\_\_\_\_\_ Child(ren) might be suspended or expelled from the program after three incident reports.

\_\_\_\_\_ Parents are advised to apply for subsidy. The information on subsidy can be found at <https://www.alberta.ca/child-care-subsidy.aspx>. Subsidy application form can be obtained on-line or from the daycare. We will guide parents who qualify for Provincial Subsidy through the application process.

\_\_\_\_\_ Parents are responsible to warn program staff if the child will not be attending the Program

\_\_\_\_\_ The parents should inform program staff of any changes in the registration information immediately.

\_\_\_\_\_ The parents have to give at least two weeks' notice for enrollment cancellation to avoid the late notice fee

\_\_\_\_\_ All Program staff have training and certification and at least one staff will have First Aid and CPR certification.

\_\_\_\_\_ All staff is required to attend workshops/conferences on ongoing basis to keep updated with the best practices

\_\_\_\_\_ Staff have the obligation to report suspected child abuse.

\_\_\_\_\_ Fire drills are held every month. In case of emergency evacuations, the children will be taken to the school playground fence and to the Sacred Heart Church if it is unsafe to return to school

\_\_\_\_\_ If the enrollment criteria in the Operations Policy is not met, the program will close. The fee can be increased at any time.

#### **Planning and daily routines**

\_\_\_\_\_ Program's curriculum based on themed and flight curriculum concepts

\_\_\_\_\_ Program planning designed to accommodate all developmental areas. Planning done every week and includes activities related to: literacy, craft, music, science, physical activities and includes children's interests.

\_\_\_\_\_ Daily routine includes: snacks; circle activities; free play and planned activities; play outside. Daily schedule is flexible and depends on children's interests

\_\_\_\_\_ Room layout designed for activities for younger and older children; for physical activities and table top activities

\_\_\_\_\_ "Computer" time is limited in the program

\_\_\_\_\_ please, put "yes" in this line, if you'd like to volunteer

Signature: \_\_\_\_\_ Date \_\_\_\_\_







