



Prince Rupert Daycare & OSC

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PARENT HANDBOOK

Dear Parents/Guardians,

Welcome to Prince Rupert Daycare!

For many children, this will be their first time leaving the comfort and familiarity of their home to venture into a new and exciting world of discovery. Our goal at Prince Rupert Daycare is to ensure that each child feels comfortable and secure while they embark on this journey.

Our educators will work hand in hand with each of you to ensure the transition from home to Centre goes smoothly. We feel it is important to keep you updated daily on your child's activities and routines, as well as provide observations related to their development. Our educators, Centre Director and the rest of our Prince Rupert Daycare team are available as resources at any time.

Each year, Prince Rupert Daycare reviews and revises the guidelines and policies outlined in this handbook to ensure our childcare standards continue to meet or exceed the requirements set up by our licensing bodies. Should our policies change, we will provide you with reasonable notice of modifications that will impact on you and your child.

Our team at Prince Rupert Daycare endeavors to achieve the highest quality care for your child. Please feel free to contact your Centre Director on any matter regarding your child or the Centre.

We look forward to sharing your child's early years with you and your family.

Sincerely,

Center Director

Mission, Vision, and Goals: Develop, Nourish and Inspire

Develop the Mind

Your child will benefit from our age-appropriate, professional and well thought out curriculums, designed to establish a strong skill base and love of learning. Our learning environment is play-based, which supports our children to discover new concepts, uncover hidden mysteries and imagine new possibilities, all while allowing them to learn at their own pace. Early learning enables children to develop the confidence to tackle problems, overcome obstacles and succeed. We understand the impact quality education can have on young children and are committed to fulfilling a high level of excellence within our Centre. The core of that excellence begins with our educators who are trained and qualified to provide a superior level of instruction and teaching.

Nourish the Body:

Activity, fitness, and play are all key elements to our program. With regular outdoor time and planned indoor activities, our children experience a world of movement, dance, and recreation. At Prince Rupert Daycare, we have incorporated nutrition and physical fitness into our programs. In consultation with Registered Dietician & Nutritionist we have developed a menu that provides fresh food, prepared daily. Our daily menu plan follows Canada Food Guide recommendation as well Alberta Health Guidelines. Our guidelines reduce the intake of sugar and salt in children's diets and meet all recommendations from Canada's Food Guide. Our menus are rotated each week and can be adapted to meet the needs and concerns of children's allergies.

Inspire the Soul:

The Prince Rupert Daycare environment encourages a child's individuality, creativity, and exploration. We help develop children's social, emotional, and physical needs as they grow, develop, and mature throughout their journey. We promote freedom and independence while emphasizing the importance of teamwork and social skills. We celebrate differences and emphasize inclusion, while maintaining a strong sense of connection within the communities we serve. Prince Rupert Daycare demonstrates and practices respect in our center and classrooms, for each other and our families, while always representing a commitment to our values.

Learning by doing (Play-Based) an Emergent Approach:

Our program believes children learning on their feet, using their hands, and communicating their ideas in a number of ways. Children often communicate their ideas by making artwork out of natural materials found in the earth. Visual and Tactile stimulation motivates a child's deep engagement with their surroundings making for a rich and rewarding.

Our educators pay close attention to the unique interests and development of each child, evolving a course of investigation tailored to their personal interests and curiosities. Classroom activities and long-term projects are then created with these in mind.

Prince Rupert Daycare classrooms are full of what we call learning "provocations." A child might see a bouquet of flowers next to an intentionally placed set of water color paints and a blank piece of paper. A tiny sign might read "What do you see?" encouraging the children to make a painting. These visually stimulating invitations are meant to create engaged children. Provocations prompt exploration: exploration stimulates the brain; stimulated brains evolve into inspired learners.

Our center has a private outdoor playground where children learn and play. Outdoor spaces are nature-based environments set up to act as another classroom that inspires children to explore and investigate.

Guiding Principles:

Prince Rupert Daycare follows the guiding principles of 'Flight: Alberta's Early Learning and Childcare Framework:

- Children's life-long health, well-being, learning, and behavior are strongly connected to their early childhood experience.
- Childhoods differ depending on social, cultural, and economic circumstances.
- Children interact and learn in multiple learning communities and their learning is profoundly influenced by the relationships within and between these communities and specifically with respect for the family relationship.
- Children thrive when they are nurtured in close, consistent relationships, and their families benefit from these close caring relationships as well.
- Children are active co-constructors of knowledge through first-hand experiences and in reciprocal relationships with people and things in their environment.
- Children are unique learners who construct and represent knowledge using multimodal literacies for exploration and expression.
- Children are citizens and active participants in society.

Role of Educators:

Educator at our center is ***a co-constructor*** who guides, nurtures, and assists in problem solving; ***a researcher*** who learns and observes; ***a documenter*** who listens, records, and evaluates; ***a child advocate*** who takes on an active role in the community, and ***a passionate social advocate*** for issues related to child learning.

Sharing Child's Learning

All educators at our center conscientiously document each child's everyday learning and participation. When it comes to identifying specific strengths and challenge areas, this becomes an enormously necessary process. It is done through creative media such as video and photography, as well as conversation transcripts and learning stories. At our center we record and report children's everyday learning using manual recording (writing on everyday learning record book or using digital means.

Prince Rupert Daycare Programs

Prince Rupert Daycare offers a wide variety of developmentally appropriate programs for children with a blended approach combining FLIGHT: Alberta's Early Learning and Childcare Framework and Emergent (child lead) curriculum. Our team aims to provide a well-balanced learning environment where children are free to observe, question, experiment and explore.

Programs and Age Groups:

Infant	:	Newborn - 19 Months
Toddler	:	19 months - 36 months (3 years)
Pre-school	:	3 years - 4 years
Pre-Kindergarten	:	4 years - 5 years (not attending Kindergarten)
Kindergarten/OSC	:	5 Years and older (attending school; Kindergarten and grade 1 and up)

Everyday Programing:

Your child will be invited to explore a topic based on the interests of the children in the classroom. These interests are determined by written observations of the educators based on what the children are playing and talking about. After observing the children's interests, educators plan a play-based learning experience for the children using an inter-disciplinary approach to learning. The natural pace of individual and group learning can emerge without the constraints of the clock. The educators will create documentation panels to record and follow the learning experience of the children throughout the class projects. These panels will be shared with the children and parents through display in or outside the classroom. The observations will also be documented using the template and shared with parents to keep parents informed of their children's interests and skill development.

Daily Activities:

Books and Literacy: Books allow children to enter a world of "make believe", learn about new and exciting things, and gain an understanding of the function and purpose of the written language. A wide selection of books and a quiet place for reading fosters a love of literature.

Puzzles & Manipulates: Small muscles in the hand are developed while handling and positioning puzzle pieces. The recognition of shape and pattern needed to complete puzzles are an important pre-reading and pre-writing skill.

Blocks and Floor Toys: Manipulation of blocks (stacking, balancing, arranging, and lifting) helps children develop gross motor and fine motor skills needed to develop the pincer grip. Blocks provide opportunities for expressing creativity, developing problem solving skills and familiarity with size, weight, and shape.

Group Time: Group time is an important part of the classroom's routine. It is a time for story and language development, music and movement activities, and other varied learning experiences. Children learn to respond to the needs of others while in a group situation.

Pretend Play: Every room has a pretend and learn area devoted to developing a child's sense of "make believe". Dramatic plays and social interactions begin here but are not confined to this space. Dramatic play grows from the experiences of the children and is a meaningful way for children to share both experiences and knowledge of the world.

Sensory Play: Sensory activities allow children to play and explore materials with all their senses. Children develop in all learning domains as they explore, create, and play with these materials. Some materials you might find at the sensory tables include sand, water, rice, or cornstarch goop.

Music & Movement: Music time is an important and fun part of the children's day. As children move and sing, they breathe more deeply delivering more oxygen to the brain. Music enhances mood, memory and attention, teachers incorporate various activities including movement and sing along to the program. Research believes that music rhythms, patterns, contrast and varying tonalities are a powerful way to present information to children. The extracurriculars program offers a dedicated time each month with a professional music instructor introducing various genres of music.

Creativity: Children are free to explore various art and collage materials in this area. The children are encouraged to express themselves through different mediums with the focus on the process rather than the product.

Naps & Quiet Time: Nap time is important for infants, toddlers, preschoolers, and some kindergarten children. Infants sleep "on-demand", based on their own schedule. For other age groups, our daily schedule incorporates a balance of active and quiet play, including a rest period. During this time, children are encouraged to rest, but not required to sleep. Children who do not sleep are allowed to get up and participate in quiet activities after a period of rest, while still respecting the quiet time so others can nap.

Outdoor Play: Outdoor play develops gross motor skills such as climbing, running, jumping, and throwing. Children cannot develop the fine motor skills required for writing before the large muscles of the arms are developed. Outdoor activities develop spatial and body awareness. Children experience what it is like to fly when they jump, what it means to go under, around, through and over. A full knowledge of where they are in relation to the other objects and what they can do is essential before children can begin to be in full control of their body. Ball games teach children to throw, kick, roll or bat at targets. Hand-eye coordination is an essential skill developed through these activities.

Complementary Activities

Cultural Activities: Our program at BrightPath is planned to encourage the children's understanding of and involvement in the broader community. The program includes various ethnic and cultural activities. Cultural pictures, puzzles, manipulative toys, books, dolls, dress up clothes, decorations, and music are incorporated to develop an awareness of the variety of cultures which exist in our society.

Loose Parts: Loose parts are open-ended materials that can be arranged, re-arranged and combined in many ways. The loose parts can include items from nature such as pinecones, sticks, rocks and seashells or synthetic items. Children are free to choose and create with any combination of materials. Loose parts allow for creative expression, imagination, risk taking, an understanding of cause and effect and problem solving.

Inter-Curricular Programs: Music and fitness (dance, yoga) programs are provided throughout the year at our center. These are inclusive programs facilitated through the activity fee. The programs are taught by professional instructors that have been trained in various disciplines.

Science and Nature: A nature and science center is an integral part of the classroom and offers hands-on learning. The nature and science learning centers include a variety of science tools, materials, and

collections for children to explore and investigate. The materials in the classroom are chosen to support science concepts being explored based on children's interest and concern for our environment.

Field Trips: Our program believes nature is the best teacher. To provide this learning opportunities, our program organizes field trips throughout the year (mostly during summer months). Parents' consent will be collected before taking children on trips. There may be an additional cost for most field trips.

Starting Your Journey at Prince Rupert Daycare

Orientation and Transition:

The Centre will provide opportunities for transition into the program to allow children to be gradually introduced to become familiar with the classroom routines, activities, educators, center personnel and their peers. This experience is an essential part of ensuring that your child is comfortable during their first week of care. Orientation sessions are usually held between 9:00 and 11:00 daily based on availability, with parents pre-booking prior to enrollment. Parents are required to stay on site as the child is not yet registered to the program.

During the transition period parents are recommended to;

- Share their experience with educators.
- Be familiar with center's everyday routine
- Discuss the typical daily routine of the child (especially for infants and toddlers)
- Likes and dislikes of the child
- Share if there is any special arrangement needed i.e., meal plan, medication, allergies, custody arrangement etc.
- Meet the Center Director to collect more information about the center and complete the forms and consents as required.

First Day: What to Prepare

- Indoor shoes (these are required to stay at the Centre)
- Outdoor shoes
- Nap bedding (A sheet & blanket in a bag)
- Diapers, wipes and diaper cream if applicable (ensure they are clearly labeled)
- Spare clothing
- Weather appropriate clothing
- Water bottle and milk bottle (if your child requires)
- Milk (if special type required) – please ensure this is labeled correctly with child's full name.
- Hat and sunscreen in the spring, summer, and fall
- Family picture
- Medication form (if required) along with medicine.

Not to Bring:

- Home toys (soft stuffy toy for comforting child is allowed)
- Cell Phone, Tablet/iPad/computer (noise canceling headphone is allowed if required)
- Outside food (except if child requires for special diet plan)

Connecting During First Week

Our childcare educators understand that it is difficult for parents/guardians to leave their child for the first time and encourage parents/guardians to call throughout the day to check on their child's progress. The center will provide parents/guardians daily updates in the form of reports through available tools for babies, toddlers and preschoolers detailing their daily activities including toileting, fluids intake, nap times, activities, and other notes as applicable.

Child Guidance Policy

Guidance is very important in building accountability, responsibility, respect for others and most importantly, self-respect. Children are encouraged to remember that they are responsible for their behavior and they are to understand that any behaviors which disrupts or detracts from the safe and positive climate of our Centre is discouraged.

We will help the child to identify the problem, help the child solve the problem and resolve the conflict in a positive manner and arrive at a mutually agreeable solution.

The Educator is Expected to:

1. Observe:
During children's play most conflicts occur over property, territory or privileges. The educator is expected to closely observe, as conflicts are often preventable.
2. Guide/Model Problem Solving:
 - Intervene when conflict is noticed
 - Identify and sum up the problem in a non-judgmental manner
 - Ask questions as some problems may require further investigation until a statement can be made that the children feel comfortable with
 - Decide on a mutually agreeable solution and follow through (this may involve notifying the parent of the conflict)
3. Facilitate Effective Problem Solving

During the problem-solving process, the educator is expected to stay calm (it is difficult to solve problems when educator is emotional and owns the problem), take time (proper solving requires time and energy), keep the child's perspective (children's small problems and conflicts are important to them).

Our Centre also employs other methods to avoid conflict such as redirection, offering choices and restructuring the environment.

Our Guidance philosophy is one which we feel best meets the needs of the children. We encourage children to talk about their feelings rather than to use aggressive behavior to express feelings of anger, hurt or confusion. We encourage children to independently deal with their conflicts and encourage them to reach a solution.

- Disciplinary action is to be reasonable given the particular circumstances.
- Under no circumstances can the following actions be employed or applied:

1. Physical punishment, restraint, confinement, or isolation,
 2. Verbal or physical degradation
 3. Emotional deprivation,
- An educator must not deny or threaten to deny any necessity.
 - Educators will be using the proactive supervision and intervention to prevent:
 - Child hurt other children.
 - Child hurting himself/herself.
 - Child destroying equipment or property.
 - Child bullying others in any way

Methods of Handling Disciplinary Actions:

- Educators will communicate with children using positive statements.
- Educators will communicate with children by getting down to their eye level and talking to them in a calm quiet manner about what behavior is expected.
- After the child is reminded of the appropriate behavior, he/she will be redirected through alternatives/ choices to another activity or area.
- Educators will promote and encourage appropriate behavior through knowledgeable program planning, modelling desirable behaviors, and socially acceptable language.
- The goal that we are striving for is for children to take responsibility for their own actions and behaviors.

Strategies for Guiding Positive Behavior:

- Substitution: When two children want the same toy, another similar toy will be provided for one child. We will present the new toy in a positive, cheerful way.
- Redirection: Same principle as substitution, but instead a child will be moved along into a different area or to a different activity.
- Encouraging the use of Language: Children need to learn to express themselves verbally and need to feel understood. By listening to children and showing them, they are being understood, can prevent frustrations coming out in other, less desirable ways.
- Physical Proximity: By circulating throughout the classroom and staying close to the children, our educators will prevent many problems before they start.
- Activities: By providing a wide variety of challenging, diverse activities, the day will run much smoother. The children will be busy in a constructive way.
- Appropriate Expectations: By knowing what to expect (and what cannot be expected) of children at certain ages, educators will avoid creating a situation ripe for frustration.
- Praise and Reinforcement: Children want to please adults. Educators will encourage, reward, and build upon appropriate behavior.
- Modeling: Educators will model the manners and behaviors children need to see.
- Environment: Educators will ensure that the arrangement of the room and schedule are working for the children and will be responsive to the children's needs.

- Consistency: Whenever possible, Educators will be consistent within the practices of the Care Centre, and with any special rules from home. Communication is essential!
- Rapport: Educator will get to know each child and develop meaningful relationships. Educators will strive to know each child's preferences, what they respond to, what agitates them, etc. Educators will develop a relationship with the children and families based upon mutual trust.

Code of Ethics for Childcare Educators:

- Work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children.
- Demonstrate caring for all children in all aspects of their practice.
- Work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual.
- Promote the health and well-being of all children.
- Pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
- Enable children to participate to their fullest potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
- Work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
- Demonstrate integrity in all of their professional relationships.

Communication and Everyday Reporting:

The Centre actively encourages effective communication between parents/guardians and the Centre. Your feedback and active involvement help us ensure that you and your child have the best experience with Prince Rupert Daycare. The following strategies are in place at each Centre to ensure effective communication:

- Daily two-way communication between parents/guardians and Centre personnel which is open and honest is an effective technique to share children's experiences, goals and expectations;
- Once a year, parents/guardians will be invited to participate in a survey to provide feedback regarding the program, personnel interaction, activities and suggestions for the future;
- Newsletters will be produced at a minimum of every 4-8 weeks and will include information such as: Centre information, parenting tips, highlighting policies and programming events for each class group;
- Centre personnel will provide families with information about the child's day in care including the following: activities that the child participated in, dietary intake, toileting information for infants and toddlers, sleeping patterns, and general disposition.
- If requested, we will arrange a mutually convenient time to conduct a Parent-Educator meeting to discuss the individual child;
- All Centre methods of communication (i.e., daily logbooks, communication books) will be reviewed with the parents upon their Centre orientation. We want to ensure parents/guardians are aware of all methods of communication available in the Centre.
- Parents/guardians are encouraged to volunteer in the program by attending special events at the Centre such as fundraisers, holiday celebrations, etc.
- Parents/guardians will be invited to attend Information evenings throughout the year.
- Parents/guardians are encouraged to evaluate the Centre and provide feedback accordingly. Constructive criticism is an effective tool to improve the service delivery provided by the Centre to children and families.
- There is a suggestion box at our Centre, and parents are encouraged to submit their feedback to us there. Parents are also welcome to email

- Parents/guardians are also encouraged to volunteer in the program by attending special events at the Centre such as fundraisers, holiday celebrations etc.
- A Parent Wish List is distributed to the families on a regular basis. We ask for input from our families to identify any items, special events that they would like to see at the Centre.
- ASQ's (Ages and Stages Questionnaire) is a screening tool that provides a quick look at how children are doing in the areas of communication, physical abilities, social skill and problem solving. This tool is provided to parents/guardians two times per year to complete.
- We encourage all families to provide current email addresses to ensure all correspondence can be communicated in a timely manner. Failure to provide email addresses or opting out can result in missed information that is important such as closures, cancellation of bussing, emergency evacuations etc. The Centre cannot be responsible for lack of communication if email information has not been provided or is not up to date.

Open Door Policy

The 'Open Door' philosophy encourages the participation of parents/guardians, extended families and members of the community to enrich the programs and care provided to children. Families are encouraged to visit the Centre during operating hours to experience first-hand the educational programs offered to children. These visits allow parents/guardians to gain a more thorough understanding of their child's development progress.

Updating Contact Information

Prince Rupert Daycare is required by Alberta Childcare licensing to request all parents/guardians update their contact information with the Centre. This usually occurs in September and April. It is the responsibility of the parent/guardian to ensure the Centre has correct contact information on file. Please consider updating us with changes to emergency contacts, mailing addresses (even if you leave Prince Rupert Daycare, specifically for your tax receipts), anything regarding custody or access to the child(ren), etc. Prince Rupert Daycare cannot be responsible for lack of communication if email information has not been provided or is not up-to-date.

Enrollment Policies, Fees, and Payment Terms

Enrollment Forms: Documents for enrollment must be filled out and returned to the Centre on or before your child's first day. The information you provide to us is extremely important and will remain confidential at all times.

Attendance Days: The Centre will do its best to accommodate all enrollment applications, however if placements are unavailable at the chosen date, child will be put on waiting list for future start. Part-time care is subject to Centre schedule/availability and is not available at all the time.

Change of Schedule: If you need to make any changes to your child's schedule written notice must be provided on the 1st of the month prior to the requested change. This can include which days a week you require care, or full to part time, and vice versa. If your child needs additional days prior to the change you will be charged the daily drop-in rate for these days. Changes and additional days are subject to availability and must follow our part-time policy.

Eligibility for the Out of School and Kindergarten Program: Every Out of School and Kindergarten Program has a maximum licensed capacity. In order for us to maintain this capacity it is necessary for us to implement a policy that limits the number of children enrolled in our program.

In doing so, the following considerations will be made for children to be enrolled into the Out of School and Kindergarten program: age of children, schools they currently attend, children with siblings in the pre-Kinder program.

If your child attends the School Age Program, the fees increase in the summer months to the full-time fee program.

Part Time Enrollment: At Prince Rupert Daycare part time care is offered. Part time refers to full days, but not full week. Prince Rupert Daycare does not offer hourly, or a morning or afternoon option except where a separate program is available, such as Preschool.

If the Centre is able to accommodate your request for part time enrollment, you will be required to sign a separate form to advise you if our enrollment requires the space to be utilized by a full-time family, you will be provided first right-of-acceptance to move to full-time enrollment. Should this not meet the needs of your family, we will provide you one month's notice that will allow you to accept your withdrawal from our program.

Withdrawal from Program: Written notice must be provided at least one month in advance. If notice is not received in writing, a fee equivalent to one month's childcare fees will be incurred.

Monthly Childcare Fee and Payment Terms

Fees: Our center has a monthly fee designed based on age group. A fee schedule will be provided to parents on enrollment. The Center may charge an additional fee if center organizes special activities throughout the year such as trips, conducting special classes by specialized professionals i.e., dance, yoga, gymnastics etc.

Increase in Fees: The Centre reserves the right to adjust childcare fees. Families will be provided with at least 1 month's written notice to change in childcare fees.

Payment of Fees: Full payment of childcare fees are due on or before the first day of your child attending. Each month after, fees are due by the 1st of the month by Pre-Authorized Debit or e-transfer

and cheques. A Pre-Authorized Debit "PAD" form will be provided at your time of enrollment and is to be completed and provided to the Centre with a void cheque. Should your payment be returned for whatever reason, a \$50.00 NSF Fee will be added to your account and the full balance must be paid within the same month returned by interact, certified cheque or PAD to avoid childcare suspension or termination.' When your child ages up to the next age group, fees will change on the 1st of the following month after the age up occurs.

Subsidy/Affordability Grant: Our center has approved Alberta Childcare Affordability Grant and Subsidy for Daycare Program and Subsidy for School Age Program. Please note that subsidy approval is a parent/guardian responsibility and is to be applied for prior to commencing at the Centre. Subsidy approval must be provided to the Centre within 10 days of your child's enrollment. Parents are required to pay any fees not covered by the Governments Subsidy Program, Social Assistance or other support agencies on the 1st of the month in advance. If the request for subsidy is denied, parents/guardians are responsible for paying the full cost of childcare fees prior to going forward. Parents/guardians are responsible for renewing their subsidy within 30 days of receiving their notice from the Government and providing this information to the Centre. Failure to do so will result in responsibility of paying all childcare fees not covered while subsidy is expired.

Late Fee: A late fee of \$10/child for every 15 minutes or part thereof will be charged to any family who has not collected their child(ren) from the Centre by closing time. Your account will be billed accordingly and will be added to your next payment schedule. We understand that unexpected situations have occurred, so please call the Centre as soon as you can to advise them you will be late.

Vacations/Illness: Full monthly fees are required irrespective of days missed for vacations, illness or statutory holidays. The monthly fee covers both actual care and the guaranteed space. Credit will not be given for any missed days.

Health and Wellness

Illness and Communicable Disease

It is our policy not to admit any child who has a communicable disease. We require the child to be symptom free for 24 hours or a doctor's clearance stating that they are no longer infectious before they can be re-admitted to the Centre. Please notify the Centre if your child has been exposed to or has a communicable disease. We will advise parents/guardians of a communicable disease in the Centre by placing a notice in each room and emailing. The Centre Director reserves the right to send home or refuse attendance to any child that is considered not well enough to attend. If your child is unwell or showing signs of an infectious or contagious disease, we will contact you immediately and you will be required to pick them up from the Centre. If illness occurs while a school-aged child is at school, the school must contact the parent/guardian directly. You must then advise the Centre of the situation.

Common Illnesses:

Outbreak of Illness/Communicable Disease: An outbreak is defined as a sudden rise or incidence of a disease. Alberta Health Services requires child care programs to report an outbreak if there are 2 or more incidences of one specific disease in a program.

In the case of an outbreak at the Centre we will inform all families and provide information relating to the disease. Thorough sanitization practices will take place daily during the time of the outbreak. Children will be excluded from the program until symptom free (24 to 48 hours as instructed by Health) or advised by the family physician.

Common Cold: Symptoms include mild cough, runny nose, sneezing and possibly fever. If they are running a fever, are lethargic or generally unwell they should remain at home as this is in the best interest of your child and the other children in the Centre. Your child can attend the Centre if they are symptoms free for 24 hours without medication and well enough to take part in all activities including outdoor play.

Pink Eye: Symptoms include swollen eye lid(s), itchy sore eye(s) and yellowish puss-like discharge. As it is contagious, children must be excluded from the Centre for at least 24 hours after their first dose of antibiotic treatment.

Strep Throat & Scarlet Fever: Symptoms include a fever, sore throat, pus on tonsils, tender nodes in the neck and sometimes a fine rash develops known as Scarlet Fever. A child may return to the Centre after 24 hours of antibiotic treatment, if they are well enough to participate in all Centre activities including outdoor play and they are fever free.

Head Lice: Head Lice and their eggs (nits) can be seen at the nape of the neck, and behind the ears. They can vary in color from white to brown to dark grey. The eggs are tiny round or oval shapes that are tightly attached to the hair near the scalp and do not slide up and down on the hair. Frequent scratching may cause broken skin or sores to form on the scalp. The damaged skin may weep clear fluid or crust over, and it may become infected. In response to infection, the lymph nodes behind the ears and in the neck may become tender and swollen. Following the recommendations from www.MyHealth.Alberta.ca. Children with head lice can return to the Centre after their first treatment of head lice medication. Confidentiality should be maintained so as not to embarrass a child who has head lice.

Hand Foot and Mouth Disease: Hand foot and mouth disease is an illness that causes sores in or on the mouth and on the hands, feet and sometimes the buttocks and legs. The sores may be painful, and the illness usually doesn't last more than a week or so. It is common in children but can also occur in adults. It can occur at any time of the year but is most common in the summer and fall. Children are most likely to spread the disease during the first week of the illness. To help prevent the disease from spreading

please keep your child at home, wash your hands frequently, don't let children share toys and speak to the Director about when your child can return to the Centre.

Diarrhea/Vomiting/Fever: A child has diarrhea if there are more bowel movements than usual, or if stool is unformed, loose and more watery than usual. Other symptoms that may accompany diarrhea may include fever, loss of appetite, nausea, vomiting, and stomach pains. Your child must be excluded from the Centre until the bowel movements have been normal for at least 24 hours, vomiting has ceased for 24 hours or until a physician declares they are well enough to return. If your child has a fever at the Centre, you will be required to pick them up immediately; your child will not be able to return to the Centre for 24 hours.

Accidents and Injuries: Even in the safest environments accidents and injuries do occur. Any accidents that may occur at the Centre are recorded on an Incident/Accident Report. If your child has been injured during the day you will be required to sign the Incident/Accident Report, indicating that you have been made aware of the incident. Parents will be notified immediately if there is an injury to the head. If necessary, you will be contacted to pick up your child. If you cannot be contacted and your child requires medical attention, we will take the necessary required steps. If an accident occurs while a school-aged child is at school, the school is responsible for all accident reports.

Reporting Absences: If your child is going to be absent, you must notify the Centre no later than 10am. If your child is ill, please notify us as to the nature of the illness, particularly if it is contagious. If your child is enrolled in our school-age program, please let the Centre Director know about any changes to your child's schedule. Additionally, if your kindergarten or OSC child is transported from school and is absent from school for the day, please notify us at least 2 hours in advance. This will give us adequate time to change the bus rosters and notify the appropriate bus driver.

Hygiene

Strict hand washing procedures are implemented. Children are encouraged to wash and dry their hands before and after meals, after using the toilet and after messy activities. Our center will provide children with an alternative option of sanitizing gel for when they are in an environment without access to running water (e.g., the playground).

We ask that all children and parents/guardians wash or sanitize their hands when arriving at the Centre.

Medication/Herbal Remedies

The administration of medication is considered a high-risk practice and carries an obligation for both personnel and parents/guardians. Administration of medication requires attention to detail, excellent record keeping, teamwork and common sense. Incorrect administration has health risks and personnel must be trained to reduce health risks. All personnel who administer medication must have current and valid first aid training. Parents are expected to complete medication forms accurately in order to protect against any instructions that could be misunderstood. Educators must ensure that documents are accurate before any medication can be administered. It is the parent's responsibility to inform educators of any medication that has been administered while child(ren) is not attending the Centre such as prior to arrival.

If your child requires medication/herbal remedies you must complete a "Medication/Herbal Remedy Form" detailing the following important information:

- Name of medication
- Time of last dose
- Dosage
- Parent/guardian signature

- Time medication is to be administered
- Doctor prescribed label on the bottle

No over-the-counter medications will be administered unless prescribed by a doctor or note from the doctor. The Medication/Herbal Remedy Form must be completed for all medications including Tylenol, Advil, teething gel etc. Medication must remain in its original named container and clearly labeled with the child's name, dosage and specific instructions to administer the medication. If the form is not completed, we are unable, by legislation, to administer the medication/herbal remedy to your child. Any medication must be handed directly to the Centre Director, Assistant Director or the designated educators, so that it can be stored in an area inaccessible to children, in a locked box. Parents/guardians are requested to collect medication from this area on departure. Please ensure that no medication, creams, etc. of any kind are left in your child's bag. Educators with a valid First Aid Certificate will administer all medicine/herbal remedies. If any further health needs are to be provided, please contact your Centre Director.

Any emergency medication, such as EpiPen's and puffers are not locked, and are stored in the child's room in an emergency backpack and out of the reach of all children. For school age children, parents may provide consent to store medication in child's backpack. Administration of medication will be done by educators only even if child has access of the medication.

Diaper Cream: If required, parents are responsible for supplying their child's diaper cream as follows:

- The diaper cream must come in new and un-opened
- The cream must be clearly labelled with the child's name.
- It must have an expiry date (if applicable) clearly listed.
- Prescribed diaper rash creams will require an additional medication form to be completed.
- Permission form must be completed in full.

Nutrition:

Our weekly menus are carefully planned to follow Canada Food Guide recommendations at every meal. Each menu is designed to provide a wide variety of nutritious foods that are different in color, shape, size and texture. All of our childcare menus include foods that are new or different, the children's favorites, culturally diverse, and seasonally appropriate. Menus are rotated on a seasonal basis to provide the children with a balance of variety and familiarity. Menus are adapted to incorporate fresh in-season produce and special foods. Food handling procedures ensure that hot foods are kept hot; cold foods are always kept cold.

Guidelines for Serving Food

- All children and educators wash their hands before sitting down to eat. If a child or educator member wipes a nose or leaves the table for any reason, they must wash their hands again.
- All tables must be cleaned and disinfected with the appropriate cleaning products. The tables must be air dried.
- Educators should receive one tray / table from the kitchen. Each tray should have everything needed to serve the children at the table. For older children the utensils and milk / juice jug should be a good size so that the children can serve themselves.
- Never touch the eating areas of plates, cups, or cutlery when serving the food.
- Educators will check allergy list posted in the room and make sure child does not eat that food. Talk to the center director about how to handle any children who may have allergies. The parents may be required to substitute foods.

- Children are NEVER forced to eat. We encourage them to try new foods and take small amounts at first and then to have more. Children can eat until they are full and shouldn't be told to hurry up; they can take as much time as they need.
- The menus are posted in the main entrance and kitchen wall. Any changes made to the menu must be approved by the Academy director and posted for everyone to see. Our menus follow Canada's Food Guide to meet the nutritional needs of the children.
- According to health and licensing regulations the following foods must never be served to children less than four years of age: nuts and seeds, hard candies, caramels / toffees, chewing gum, popcorn, gumdrops, jellybeans, and / or snacks made with toothpicks or skewers.
- The following food may be served to children four years of age or younger if they are modified. Whole grapes – sliced, hard vegetables – shredded or chopped, fruit with pits – if pit is removed first, and /or fish – if bones are removed.
- Peanuts and any nuts can never be served or brought into the center. If they are, educator must wrap them up and dispose into an outside garbage immediately. Anyone handling the product must thoroughly wash his / her hands.
- When taking food on a field trip make sure it is kept cold by putting it into a cooler with ice. If at all possible, keep out of the sun.
- When a parent brings in inappropriate food for the child, educators will discuss nutrition with the parent and encourage them to provide healthy foods. When food is inappropriate educator should supplement with appropriate food from the kitchen. Educators will take note of it and inform the center Director about any concerns. The Center Director will discuss with parents regarding nutrition plans for their children.

Dietary Restriction:

If your child requires a special diet for cultural or medical reasons, we will do our best to accommodate you. However, please be advised that we may not be able to supplement everything. Please speak to Centre Director and we will work with you to accommodate as we can.

Nut/Peanut Sensitive:

We will do our very best to maintain a nut free environment. All parents are reminded on enrollment that our Centers have eliminated nuts/peanuts and nut/peanut products from our Centers. Prince Rupert Daycare cannot guarantee that all products in the Centre are free of all traces of peanuts. When available our Centers choose "peanut free" items to purchase. We can neither be responsible for children or families who may bring peanuts to our Centre or for any residue that may remain on surfaces.

It is extremely important that parents of children with peanut allergies notify the Centre, in writing, and provide an Epinephrine Auto-injector (Example: EpiPen) in case of emergencies. If your child does have an allergy, you will be required to complete the "Allergy Details and Action Plan Form" along with medication authorization form. Information for each child is posted in the classroom, the kitchen and the office. This ensures the quick and easy identification of a child by any member of our team. Please ensure that an updated photo of your child is provided on an annual basis.

Daily Safety Health and Safety Check

To Ensure all children are properly recorded and counted for all educator /volunteers and persons directly and indirectly involved in the children's care when not in/outside the immediate surroundings.

Outdoor Checklist Policy: Our outdoor play space/playground is attached to the building. Educators

position themselves strategically on the playground in order to supervise all children at all times. The play space is used at different times for babies and toddlers from that of the pre-school/kindergarten and Out-Of-School care groups. The play space provides a choice of activities that reflect their needs and interests and are age appropriate. The educator closely supervises climbing structures where applicable. One Educator member steps out to briefly inspect the playground for any broken bottles or glass thrown in from over the fence. Any broken toys or equipment is removed from the play space as well, before letting the children out. Indoor safety check Indoor safety check has to be done daily. Educators will make sure there are no tripping hazards like wires from electronics or sharp corners from broken furniture are in the walkways. The educator makes sure that all equipment and toys are used responsibly.

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Other Basic Policies

Arrival and Departure

Please note that drop off or pick up of your child(ren) may be in different room and educators other than their assigned class. This is usual only for the first hour and half and the last hour and half of the day, as staff arrive or finish for the day. During these times, licensing ratios are maintained as usual.

Arriving at the Centre/Signing In: Please keep your child with you at all times, especially when exiting your vehicle in our parking lot. Do not leave children, regardless of their age, unattended in your car when dropping off or picking up. Lock your car, as we cannot be responsible for any personal belongings taken from your vehicle while it is on our property. You are required to bring your child to the designated classrooms and educators will sign in your child on arrival –on the sign-in sheet in the classroom; this is not only a legal requirement but ensures that we have a record of all children in attendance each day. Before leaving the Centre, **ensure that communication has been made with the Educator in the classroom.** In order to maximize your child's experience, we ask that children are in attendance by 10 am daily. If you cannot drop your child off by 10 am, we ask that you contact the Centre.

Picking up your Child: When you arrive to pick up your child, allow time for your child to complete whatever activity he or she is participating in. Please remember to let the childcare educators know your child is leaving and educators will sign out in the room on the attendance sheet. Once transfer of care has taken place and the possession of the child has changed over, all responsibilities lie with the parent. We must ask you to make every effort to pick up your child before closing time. A late fee of \$10 for every 15 minutes or part thereof will be charged to any family who has not collected their child(ren) from the Centre by closing time. This late fee must be paid to the Centre directly and not the educator. If you are going to be late, please call the Centre immediately. If we do not receive a call from you and cannot reach your emergency release contacts, we may be required to call local authorities to assist with the situation. Members of our team are not permitted to take your child home with them.

Releasing your Child: We will only release your child to his or her parents/guardians and the authorized persons listed on your child's Enrollment Form and Emergency Card. Transfer of care is once the child has been signed out of classroom and into parent(s) possession. We require any release authorizations to be given to us in writing prior to releasing your child to any persons who are not listed on your emergency contact. Government issued photo identification must be shown for any person not

positively known to us before we can release your child. We will not release a child to anyone (other than a parent/guardian) under the age of sixteen (16) including siblings. If a parent/guardian wishes Prince Rupert Daycare to release their child to anyone under the age of sixteen (16), written permission will be required. If there is an emergency situation and you are unable to submit a written request authorizing someone to pick up your child who is not listed on your emergency contact, we will use your personal information to verify their identity.

Outdoor Activities & Weather Guidelines

Sun Safety: We aim to promote a positive attitude towards skin protection and take effective measures to ensure the children's safety from the sun. The childcare educators will apply and reapply sunscreen when needed prior to outdoor play. Sunscreen and insect repellent must be supplied by the parents/guardians in the original bottle, labelled with each child's full name. Please provide a hat for your child each time they attend, and our educators will ensure that your child is wearing it prior to going outdoors.

Cold Weather/Winter: During the winter months, outdoor play will be based on the weather. Once the temperature and/or wind-chill is lower than -10 degrees Celsius:

Infants (0 – 19 months;) will not engage in outdoor play when the temperature combined with the wind chill is lower than -10 degrees Celsius as measured by the Weather Network at the time of scheduled outdoor play or at the discretion of the Director or member of the management team. During colder weather, outdoor activities may be limited to 15 minutes.

Children over 19 months will not engage in outdoor play when the temperature combined with the wind chill is lower than -15 degrees Celsius as measured by the Weather Network at the time of the scheduled outdoor play or at the discretion of the Director or member of the management team. During colder weather, outdoor activities may be limited to 30 minutes.

Field Trips: On occasion, our Centre may plan trips to special places for children aged 3 and up. Parents/guardians will be informed in advance of any planned excursions. A release form for each field trip or excursion will be provided to the parent/guardian to authorize their child to engage in the event. All consent forms regarding field trips must be received prior to date of trips. If your child does not bring in a consent form, he/she is not permitted to participate. If you decide not to send your child on a field trip, you will need to find alternative childcare for your child as our educators cannot be left at the Centre to accommodate a 1:1 ratio.

Educators will review all the safety policies with the children and parent/guardian volunteers. They will prepare the children for the trip by explaining where they are going, why, and who they need to listen to.

Outings Local Parks & Neighborhood Walks: Infants in strollers and children ages 3 and older will have outings and walks in the neighborhood. Parents are required to sign consents for all these outdoor activities at the time of registration. Whenever an outing occurs the Centre will post a notification as to the location of the outing and the estimated time of return.

Transportation

Prince Rupert Daycare meets or exceeds strict government regulations concerning driver qualifications, vehicle safety and emergency equipment as well as insurance. Our school drop-offs and pick-ups for our OSC children will be scheduled within 15 minutes before or after school hours. Children should wait at the designated spot or inside the nearest door in inclement weather until pick up. They may go to the

office if they feel they have been forgotten. Under no circumstances may they leave the school yard or be playing away from the designated pick-up area. A transportation agreement must be signed on an annual basis which provides detailed information of your child's transportation needs.

Prince Rupert Daycare educators are prohibited from transporting any children to or from the Centre/school in their person vehicles without prior consent from parents/guardians.

Bus Service for School Children – Weather: Bus service to schools is to be cancelled if the temperature (combined with the wind chill factor) is lower than –39 degrees Celsius, as measured by the Weather Network APP at approximately 6:30 am.

If bus service is cancelled at 6:30 am, the Weather Network APP will be checked again one hour before the scheduled pick up time. If the decision to withhold children from being transported to school is made, reassessments can be made throughout the day by periodically checking and monitoring for the temperature to rise above -39 degrees Celsius.

In the event that bus service is cancelled, all children will remain at the Centre under the care of our childcare educators.

Walking Children to School – Weather: Prince Rupert Daycare plans to walk the children as much as possible; it is not this policy's intention to prevent children from attending school. Prince Rupert Daycare leaves the decision of walking children to their respective schools completely up to the discretion of Centre Director, knowing that the decision will be made with full consideration towards the safety of children and educators. Weather monitoring will begin by Centre management at -27 degrees Celsius (without wind-chill consideration) using the Weather Network APP. Considerations for wind-chill, weather advisories and distance to schools will be accounted for in the decision to walk children to school or remain at the Centre.

If the decision to walk the children to school is made, Centre Director and educators will use caution and best judgement to ensure children are dressed appropriately to be taken outside. The decision to walk the children will be made at approximately 6:30 am.

If the temperature (including wind chill) drops below -30 degrees Celsius, the decision to withhold children from walking to school will be automatically enforced due to the safety of our children and educators. If the decision to withhold children from walking/transporting to school is made, reassessments can be made throughout the day by periodically checking the weather and monitoring for the temperature to rise above -30 degrees Celsius. The decision to continue with the afternoon pickup will be made on this basis as well.

Emergency Policies

Prince Rupert Daycare will perform a fire drill once a month to ensure fast and efficient evacuation of the Centre and written reviews and record of the drills will be kept with the plan for reference and updating of plan. The evacuation procedure will be discussed with children in advance. Fire drill routines will be discussed with every educator member upon hire and will be posted in every room for educator to review. In the event of an actual evacuation, children will gather in a pre-determined location and parents will be contacted for pick-up.

In the event of an emergency situation our Emergency Plan will be activated.

- Causes for evacuation include but are not limited to: fire, bomb threat, explosion, flood, severe thunderstorm, severe winter storm, hurricane, tornado, toxic fumes, electrical, heat, water and structural failure.
- In an emergency, evacuation to a predetermined location will be called by the Program Director. The evacuation of the facility should proceed by the educator as rapidly and safely as possible.
- Evacuation routes posted in each area showing exits and directional will be followed.
- In the event of a major environmental hazard that necessitates a large evacuation such as several neighbourhoods, a city/town or geographical area, due to a large non-confined hazard, the local government agency will determine the mass shelter location. All employees are to accompany their assigned children to the shelter and remain with them while family/guardian/emergency contacts are notified and arrangements are made for their pick up.
- All personnel at the Academy will receive orientation and training in his or her responsibilities within the plan annually.
- Each child, where developmentally appropriate, will receive training concerning emergency evacuation procedures.
- During every outing or emergency evacuation, an educator member will carry a portable record of emergency information that includes up-to-date personal information, medical, and emergency contacts for each child in attendance.

The Centre also has firemen and police officers come into the Centre to talk with children about safety and so that in a real emergency they know which people are safe to go to in the case they are separated from the group. For fire drills we use a handheld fire bell to do a mock alarm. Daycare children, depending where the fire or hazard is, leave through the back, side or front door and meet at the back of the daycare. If the weather is not nice or area behind the daycare is unsafe children are taken to the..... If this area is also not safe, they are taken to either Parents are notified immediately.

(Emergency Evacuation muster point will be decided later and updated on program plan)

The Centre has posted the numbers of emergency medical services, ambulance service, fire department, police service, and poison control center, nearest hospital and/or medical facility and the child abuse hotline. We have posted the after-hours emergency contact number on the window located by the building entrance.

Monthly Fire Drill Procedures:

To facilitate a safe and smooth evacuation in emergency situations like fire, flood, light ought, gas or chemical outbreak etc. Educators follow the clearly set up directions/procedure during an emergency evacuation to facilitate relocating all the children in care safely to the alternate evacuation sites and stay there till pick up persons arrive.

Procedure:

Educator Responsibility:

- Primary educator of the room will put the sign-in sheets in the emergency backpack and while the other room educator gets the strollers ready to get infants seated and belted.
- For infant each educator will take one stroller and walk out of the building, together. Take extra blankets if cold.
- For older children each educator walks the children out of the building, together. Take extra blankets if cold.
- Educator will do a head count at the door, before proceeding further.
- Educator proceeds to the (Primary Location) for the other groups and the Director to arrive. Director will double check the room and the washroom for clearance and closes the room doors.

Toddler Room Responsibility:

- Educator helps children line up at the door facing the main entrance.
- Primary Educator takes the sign-in sheet along with the emergency portable kit and does a quick check of the room, including the washroom, before proceeding to the front main exit of the daycare.
- The secondary educator can bring a stroller, if available, seat for younger toddlers and belt them up.
- Primary Educator does a quick head count before proceeding to the door.
- With one educator leading and the other following the group, will assist the children
- Director will double check the room and the washroom for clearance and closes the room doors.

We will be applying the following evacuation plan for mentioned emergency situations:

Fire

- At the sound of the fire alarm educator members in each room will gather the children.
- Educator members will ensure that a class list and emergency contact book is taken from their room.
- Educator will help children exit the building in an orderly fashion through the appointed fire exit.
- The educator will do a head count and a roll call at the designated meeting place, which is located behind the daycare's playground. If this location is not safe, we will meet at the front of the daycare.
- The director or last educator member out of building will check all educator, storage, class and bath rooms to ensure all children and educator are out of the building.
- The director or last educator member out will ensure that all doors are closed and lights turned off.
- The director or last educator member will ask each educator member for an account of children in their care.
- If we are unable to return to the center, the director and educator members will guide the children in a safe, orderly fashion to the emergency site, which is located at either the or a second location at
- The director will contact parents or assign an educator member to call parents and inform them of the situation as well as arrange for pick-up of the children.

Tornado

- Director will inform all educator of the warning.
- Educator members will gather all children in their care and bring them to the center of the daycare; free of all windows.
- Educator members will take a class list and emergency contact book for their room with them.
- Educator will do a head count and roll call for their room.
- Director will check all educator, storage and wash rooms for any children and educator.

- A radio will be in the room so that the director and educator can be kept informed of weather conditions.
- When the weather clears and the director is informed by authorities' children will be evacuated. Parents will be contacted by director or assigned educator member.

Lock Down

- The director will announce to educator of a lock down, and lock all doors to the center.
- Educator will gather children in their care quickly and orderly. The educator will bring their children into a room with no windows (Toddler Room).
- Educator will take a class list and emergency contact list with them.
- Educator will do a head count and roll call of all children.
- Director will check all educator, storage, class and bath rooms for any children and educator members.
- Director will ask for an account of each room. Director will remain in contact with authorities and remove lock down when informed it is safe to do so.

Flood

- Educator members will gather all children in their care and evacuate to meeting place.
- Educator will ensure that class lists and emergency contact lists are taken.
- Educator members will proceed to emergency site if deemed necessary.
- The director or assigned educator member will contact parents if necessary.

No Electricity

- Educator members will gather children together in their rooms if electricity is interrupted.
- Educator will collect their class list and emergency contact list.
- If electricity remains off for more than 2 hours, the director or assigned educator will contact parents to pick up.

Parent's Handbook Acknowledgement

Child's Name: _____

I/we have received and read the Prince Rupert Daycare Parent Handbook in full and fully understand the policies and procedures entailed in the handbook and understand my requirements regarding my child(ren).

I/we give consent to receive electronic messages from Prince Rupert Daycare. including Centre updates, important information and emergency communications.

1. Parent/Guardian

Name: _____

Signature: _____ Date: _____

2. Parent/Guardian

Name: _____

Signature: _____ Date: _____