



MONTROSE OUT OF SCHOOL CARE
PARENT HANDBOOK

Join us on a Journey of Learning, Playing and Growing Together

Montrose Out of School Care

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TABLE OF CONTENTS

<u>Framework</u>	<u>5</u>
• Welcome.....	5
• Vision.....	5
• Mission Statement	5
• Program Philosophy.....	5
• Program Goals.....	6
• Code of Ethics.....	7
<u>Child Protection Code of Conduct Policy & Procedure</u>	<u>9</u>
• Purpose.....	9
• Policy.....	9
• Recognizing Abuse.....	9
<u>Parent Orientation</u>	<u>10</u>
• Procedure.....	10
• Tour.....	10
• Parent Responsibilities	11
<u>Procedures and Programming</u>	<u>12</u>
• Arrival/Departure Procedures	12
• Program Planning	12
• Involvement of Children and Families in Planning	14
• OSC Opening and Closing Procedure	15
• OSC Daily Schedule and Routine	16
• OSC Schedule and Procedure During School Holidays	17
<u>Programming & Interactions Policies</u>	<u>21</u>
• Adult/Child Interaction Policy	21
• Child Guidance Policy	23
• Bullying Policy.....	26
○ Purpose	
○ Policy	
○ Procedure	
• Use of Technology Policy	27
• Diversity and Culture Sensitivity Policy	28
○ Purpose	
○ Policy	
• Field Trip Policy.....	30
○ Purpose	
○ Policy	
○ Procedure	
• Volunteer Policy.....	32
○ Purpose	

- Policy
- Procedure
- Junior Leaders [Ages 13-18]
- Child Assessment Policy.....34
- Toy Policy.....34

Communication Policies **35**

- Grievance/Conflict Resolution Policy..... 35
 - Purpose
 - Policy & Procedure
- Confidentiality Policy.....36
- Open Door Policy.....36
- Family Support Policy 37
 - Purpose
 - Policy
- Family Communication Policy37
 - Purpose
 - Policy
- Community and School Partnership Policy38
 - Purpose
 - Policy
- Community Engagement Policy39
 - Purpose
 - Procedure/Process
 - Policy
- Complaint Policy 40
 - Purpose
 - Policy
 - Procedure
- Parent Advisory Board Policy40
 - Purpose
 - Policy
- Social Media Policy41
 - Purpose
 - Policy
 - Guiding Principles
 - Best Practises

Health & Safety Policies **44**

- Health, Safety and Growth of Children, Staff and Centre 44
 - Purpose
 - Policy
 - Procedure
- Fire Drill Policy 45

- Purpose
 - Policy
- Emergency Evacuation Procedure 46
 - Purpose
 - Policy
 - Procedure
 - OSC Room Educator Responsibility
 - Relocation Site
- Lockdown Policy 47
 - Purpose
 - Policy
 - Procedure
- Playground Safety Check 48
 - Purpose
 - Policy
 - Outdoor Checklist Policy
 - Indoor Safety Check
- Portable Emergency Information Records Policy 49
- Daily Nutritional Requirements/Meals 50
- Policy for Use of Chemicals 51
 - Use of Aerosols
 - Use and Storage of Cleaning Agents
 - Policy for Use of Pesticides
 - Policy for Non-Toxic Paints and Art Supplies
- Safe Food Handling Policy 52
- Hand Washing Procedures 52
- Maintenance and Repair of Appliances 52
- First Aid Requirement for Staff 53
- Medication Storage Policy 53
- Biting Policy 54
- Transportation 55
- School Transportation in Cold Weather Policy 57
 - Purpose
 - Policy
- Outdoor Play 58
- Release of Children 59
 - Signing In and Out
- Child Illness/Accident Policy 60
- Policy for Critical Incident/Accident Reporting Policy/Procedure 62
 - Purpose
 - Policy
 - Procedure
 - Steps to Document, Record and Report

<ul style="list-style-type: none"> ● Medication Administration Policy 64 <ul style="list-style-type: none"> ○ Purpose ○ Policy ○ Procedure ○ Additional Medical Information 	64
<u>Centre Operations</u>	<u>67</u>
<ul style="list-style-type: none"> ● Termination/Withdrawal Policy 67 ● Hours of Operation 67 ● Centre Closures/Statutory Holidays 67 ● Smoke Free Environment 67 ● Keeping of Records Policy 68 ● Annual Program Evaluation Policy 69 <ul style="list-style-type: none"> ○ Purpose ○ Policy ○ Procedure 	69
<u>Financial Operations</u>	<u>70</u>
<ul style="list-style-type: none"> ● Late Payment Penalties 70 ● Fees (Monthly) 70 ● Subsidy Information and Assistance 71 	71
<u>Parent Resource Availability</u>	<u>72</u>
<ul style="list-style-type: none"> ● Purpose..... 72 ● Policy..... 72 	72
<u>Program/Handbook Review Policy and Procedure</u>	<u>73</u>
<ul style="list-style-type: none"> ● Purpose..... 73 ● Policy 73 	73
<u>Parent Acknowledgement</u>	<u>74</u>

FRAMEWORK

Welcome

Welcome to Montrose Out of School Care. On behalf of all our educators let us express our gratitude and excitement that you have chosen us to join the journey your child is taking through some of the most important years of their growth and development. Join us as we strive towards ensuring a positive and highly committed environment at our centre. We look forward to working alongside parents and caregivers to make this partnership a pleasant experience for all families, educators and children. We promise to work in collaboration to ensure the needs of the children are met. Montrose Out of School Care works in partnership with Sunshine Patch Daycare.

Vision

Our vision encompasses running a program that creates an environment that helps a child establish wholesome patterns of feelings and behaviours. Allowing children to use their own abilities, skills and talent to develop a sense of self by recognizing their unique qualities and backgrounds.

Mission Statement

To provide quality child care that meets the needs of the children and families at our centre. To be able to commit a positive and respectful team relationship with our families. To provide healthy and positive daily experiences to children who develop a sense of self by recognizing their unique qualities and backgrounds. Continue to be of service to the community by serving families through caring for the children. Inclusion of children of varied abilities and cultures, along with encouragement of individual competencies is an integral part of our program. Allowing children to use their own abilities, skills and talent is an essential part of the program. Children are encouraged to try new things on their own to demonstrate their independence. Educators are responsive to children's abilities and needs for assistance as they provide opportunities to demonstrate their independence. Educators ensure that children of all abilities can participate in the activities.

Program Philosophy

To provide experiences that foster each child's growth and development as a well-rounded human being and support children's optimal development. We address enhancement of skills in all areas of development: social, physical, intellectual, creative and emotional.

Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities. Educators support the development of friendships, problem-solving skills, opportunities for self-awareness and self-expression, and each child learns a

positive sense of themselves and others. Children will be assisted in developing their conflict resolution skills as a part of their social development. Educators role model respectful interactions with other adults and children, allowing children to use their own abilities, skills and talent, independently or with some support, is an essential part of the program by providing opportunities. Educators are responsive to children's abilities and needs for assistance. Educators ensure that children of all abilities can participate in the activities.

Our Program follows the inclusion philosophy that allows the opportunity for all children to participate to their full potential in the program, regardless of race, religion, ethnic origin, family status, or physical/developmental ability to develop a sense of self by recognizing their unique qualities and backgrounds.

Program Goals

The most important goal of our program is to give children a positive sense of self. Educators respond to children's needs and cues in an appropriate, timely, caring and consistent manner. Program planning incorporates a variety of planned and spontaneous activities. Allowing children to use their own abilities, skills and talent is an essential part of the program while the Educators engage with children in small-group and one-on-one interactions.

Educators are responsive to children's abilities and needs for assistance as they are provided opportunities to demonstrate their independence. Educators ensure that children of varied abilities can participate in the activities and include activities from children's and educator's cultural backgrounds and beliefs. Educators are encouraged to include community resources in the learning process.

Goals are set for each child in all areas of development with parental input. Program planning is done to include all areas of development. Routines planned are appropriate for the developmental levels of the children along with transitions to minimize stress on children. Program planning incorporates a variety of planned and spontaneous activities.

Children developmental goals through programming:

- **Social**: Children will be encouraged to make friends and develop relationships with others, including educators. Educators acknowledge children who recognize the skills, accomplishments, and contributions of peers. Educators support children in developing their problem solving and conflict resolution skills. Children will be provided with age appropriate co-operative team experiences where children learn group dynamics and how to work well with others. Educators assist children to develop conflict resolution skills. Educators model respectful interactions with adults and children. Practical and age-appropriate rules and expectations are set out for children of different ages.
- **Physical**: Children enjoy indoor and outdoor play in order to develop fine and gross motor skills and self-help skills.

- Intellectual: Encourage children to try new ideas and experiences in order to broaden their experiences in the world. Opportunities that support their emergent literacy, math readiness, science and language development abilities are planned through daily programming. Children are involved in the decision making process to increase confidence and social competencies. Educators encourage environmentally responsible practices to promote children's connections with the natural world.
- Creative: Numerous opportunities for children to express themselves through art, music and drama. We provide materials and props that encourage and support imaginative thinking and creativity. We provide children with opportunities to explore and create.
- Emotional: To facilitate positive feelings of pride and self-confidence by helping children develop independence, self-control and a positive attitude. Introduce the children to positive coping strategies and discover means of working through some of life's more difficult feelings.

Code of Ethics

We refer to the *Early Childhood Professional Association of Alberta Code of Ethics* to ensure that the educators accept the ethical obligations to understand and work effectively by maintaining awareness of emerging best practices with children in the context of family, culture and community. Educators are responsible for caring and educating young children.

Code of Ethics is followed as guidelines to all work done at our centre. They are intended both to guide and to protect the children and families with whom they work.

The *Eight Ethical Principles of Practice* are acknowledged and followed by our centre. The principles of Code of Ethics are as follows:

- Educators promote the health and well being of all children. Educators demonstrate respectful, positive interactions with children and guide them within a caring and nurturing environment.
- Educators enable the children to practice to their full potential in carefully planned environments to serve individual needs and cues in an appropriate, timely, caring and consistent manner and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development by talking to children at a developmental level they understand while engaging with children in small group and one-on-one interactions.
- Educators will report any concerns about well being and safety of children and/or critical incidents if they notice anything inappropriate about another staff member or family of the child.
- Educators demonstrate caring for all children in all aspects of their practice and talk to children at their developmental level. They also value each child's right to have their feelings and belongings respected.

- Educators work in partnership with parents, recognizing parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.
- Educators work in partnership with their colleagues and other service providers in the community to support the well-being of children and families.
- Educators work in ways that enhance human dignity in trusting, caring, and co-operative relationships that respect the worth and uniqueness of the individual. They welcome and cherish children unconditionally, appreciating diversity along with ideas and perspectives.
- Educators pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.
- Educators demonstrate integrity in all their professional relationships by being truthful and trustworthy.

CHILD PROTECTION CODE OF CONDUCT POLICY & PROCEDURE

Purpose

To ensure your environment is a safe one for kids and ensure that inappropriate staff behavior is reported.

Policy

All educators and volunteers involved in the supervision/care of children are required to follow a Code of Conduct and be mindful of behaviour of self and other caregivers towards the children. There is zero tolerance for sexual abuse, harassment, molestation or corporal punishment or neglect. All inappropriate behaviour and language is required to be documented and reported to the direct supervisors the same day of the incident. A record of a series of inappropriate language and/or inappropriate actions will lead to suspension/lay off of the educator indulging in inappropriate conduct. When an issue arises with a child, the educator is required to follow the “two educator rule,” to ensure there is a second educator present in the room while dealing with any behavioural issues. Educators are required to follow the Incident Reporting Policy and Procedure every time such conduct is witnessed. This policy and procedure is reviewed by all employees/volunteers during new hire orientation and training. Refreshers on this policy are provided annually. All new employees/volunteers will be supervised during their probationary period for compliance to this policy. Educator interactions with children will be supervised and monitored on a day to day basis via security cameras and in-person when applicable. The outline for recognizing abuse/neglect are listed below.

Recognizing Abuse

Physical abuse: The use of force against a child in such a way that the child is either injured or at risk of being injured. Physical abuse can be overly aggressive (e.g. beating, hitting, shaking, pushing, choking, biting, burning, kicking, assaulting a child with a weapon) or can be more subtle and less obvious (e.g. bumping, pushing, restraining, pinching, squeezing an arm or leg).

Emotional abuse: A chronic pattern of behaviour toward a child that causes negative effects on their emotional development. Examples include: verbal threats, social isolation, ignoring, intimidation, put-downs, and unreasonable demands. A single episode of name calling would be considered inappropriate, but would not necessarily constitute emotional abuse. Repetitive name calling or the intentional damaging of a child’s self-esteem, however, would be considered abusive. A single incident of high intensity emotional abuse/trauma would also qualify.

Child Sexual Abuse: Any form of adult/child sexualized interaction constitutes child sexual abuse. Sexual abuse of a child may occur through behaviours that do not involve actual physical contact.

PARENT ORIENTATION

Procedure

Families are invited to come visit the centre after an initial phone call. The Director/Owner gives a tour of the indoors and outdoors of the centre. An introduction to Montrose OSC's programming and policies is included. A list of documents that will be gone over include:

- Philosophy
- Program Goals
- Child/Adult Interaction Policy
- Child Guidance Policy
- Program Planning Policy
- Program Menu Chart
- Program Planning
- Parent Responsibilities

Families interested in the program are then given the registration form along with a copy of the Parent Handbook. A deposit of \$100.00 is required at the time of registration; this amount is non-refundable. Families also sign the acknowledgement at the end of the handbook and submit it to the facility along with the registration form.

Tour

Parent Orientation includes the following at the time of the tour of the centre:

- Introduction to layout of our facility
- Location of washrooms
- Children's personal space/cubbies for their items
- Location of attendance sheets for parents to sign-in/out
- Storage of food items and location of the refrigerator and microwave
- Menu
- Policies on use of technology and toys from home
- Location of medication administration forms and emergency medications
- Location of Educator/Parent communication book
- Location of parent information display board
- Open door policy
- Communication policy between management, educators and parents.
- Fee/Parent Portion (in case of subsidy)
- Subsidy information
- School attended by the child

- Transportation to and from schools being serviced
- Hours of operation
- Email for copy of the parent handbook

Parent Responsibilities

We recognize that the parents have primary responsibility for the care of their children. For us to carry on our part in the care of the children, we encourage the parents to undertake a few of the responsibilities with consistency.

- Update children's emergency card, in case of any changes in parental or guardianship.
- Changes in address, phone numbers and health concerns need to be communicated at the earliest.
- Emergency contact information is updated every 6 months.
- Parents have to sign-in/out every day.
- Send weather appropriate clothes and snacks, appropriately marked with their names.
- Indoor shoes are to be provided throughout the year and they stay in their individual cubbies.
- Sunglasses, sunscreen, snowsuits, mittens, and hats are used for protection during outdoors activities should be made available as essentials.
- Prompt payments of regular and field trip fees.
- Involvement in their child's activities at the daycare, if available.
- Timely drop-off and pick-up of children. To get the most benefit of the program, children are at the centre latest by 7:30am for breakfast or 7:45am for transportation to school, on all days. Maintaining a routine is beneficial for the child and their group. In case of an emergency, promptly inform the centre.
- Inform centre of any medical issues or medications, if any.

PROCEDURES AND PROGRAMMING

Arrival/Departure Procedures

Upon **Arrival** at the centre:

- Parents are responsible for accompanying the child to their classroom each day.
- Parents help undress their child and assist them in putting away their stuff into their designated cubby.
- Make a brief contact with the room Educators and communicate important information or incidents at home by writing on the Staff/Parent Communication Form on the clipboard and Daily Attendance Sign In/Out Sheet.
- Check posts regarding any changes that affect the children and families on the Parent Information Board in the foyer.
- Sign in the time of arrival on the Sign In/Out Sheet on the clipboard
- Inform Educators if there is a change in time or designated pick up person during pick up time and sign out a release on the Staff/Parent Communication Form.

Upon **Departure** at the centre:

- Allow time to communicate with room educators regarding your child's day.
- Parents help children dress up and get their stuff to be taken home together.
- Parents Sign-Out on the Sign-out sheet in the respective homeroom.

Program Planning

All Educators are responsible for planning and organizing the activities and schedules in their respective homerooms based on the observed interests and abilities of the children. This includes planning, arranging and evaluating the suitability of the physical environment of the room to facilitate children's active engagement in different forms of play. The room arrangement and the selection of equipment in the room have a great impact on how the children will interact in the space. Educators ensure that toys and equipment should reflect the culture, ethnicity, family composition, gender, and diverse abilities of the children. Ensure that the learning environment promotes strengthening literacy. Provide multiple sources of light appropriate to the activities and learning experiences and bring elements from nature into the indoor space to facilitate sensory experience. Provide opportunities for children to explore and learn in natural settings and encourage environmentally responsible practices to promote children's connections with the natural world. Educators also provide opportunities for children to learn about how materials in nature are used in everyday life. Program activities will be modified to accommodate children with different or varied abilities. Art supplies and other materials are to be set up

at the children's level. Educators provide materials and opportunities for children to work independently, in small or large groups.

Children's involvement and needs are to be considered and flexibility as well as creativity should be encouraged. Interest centres are to be clearly marked so that a variety of activities can be accommodated simultaneously. The planning and the activities planned are interest based and a result of the close observation of the children in the room. Program planning is done to include all areas of development. Educators plan activities that promote physical wellness in all children and participate in physical activities with children while incorporating physical literacy through experiences that encourage cooperation between children in everyday programming and provide a variety of recreational resources to support physical activities each day for a variety of indoor and outdoor experiences appropriate for the season.

Routines planned are appropriate for the developmental levels of the children along with the transitions to minimize stress on children. Program planning incorporates a variety of planned and spontaneous activities. Cultural heritage and inclusion are an integral part of programming. Educators invite parents to participate in field trips and/or off-site excursions with their children.

Planning sheets are posted on the Parent Communication Board for everyone to see. Program planning is to be done in the paid time during which children are at school. Current and developmentally appropriate resource materials are to be used for programming. Educators will refer to the list of resource books and websites available through the program's website. FCSS is accessed for mentorship support when needed. Resource materials used in planning are to be referenced on the planning sheets.

The planning is based on:

1. Observed needs and interests of children
2. Acceptable safety and health practices
3. Parental input/ideas
4. Feelings and behaviours observed

The Educators involve the children in the discussion to develop the planning, routines and rules. They talk about the things that they already know and things that they would like to see explored/covered in the programming. The Educators gauge from the discussion what the children know and what they would like to know. Children are involved in the decision-making process to increase their confidence and social competencies. All conversations and child/educators meetings should be recorded in the program planning file.

Educators need to communicate and interact with the children during their daily/weekly meetings to be aware of the children's school and extra-curricular experiences, which will be incorporated in the program planning. Educators ensure that the physical environment and room setting provides children with opportunities to explore new interests and physical activities in a safe, supportive setting. Educators

also ensure that in addition to the variety of play available, there is room for quiet reading, homework activities and small group, solitary and large group play along with messy and noisy play. The planned activities may be extended further to off-site excursions to enhance the learning experiences.

The program provides age-appropriate activities that encourage growth in the individual stages of development. Children are provided opportunities to share and display their learning. The variety of activities addresses the 6 components of development: *physical, social, intellectual, language, creative and emotional*. The planning will include cognitive activities encouraging growth in math, science, puzzles, sorting, classifying/matching, reading and writing to promote literacy, dramatic play, art & craft, sand and water play. These diverse physical experiences are based on the skills and interests of each child.

Educators take the child's lead during activities rather than tell them what to do and engage with children in small-group and one-on-one interactions. Children are provided extended periods of time to become actively engaged in a wide variety of self-selected, open-ended play to encourage creative expression. Educators role model positive and appropriate social behaviours for children to encourage social skills through interaction with peers and adults. We encourage children to make friends and develop relationships with others, including adults. We support children in developing their problem solving and conflict resolution skills. Educators engage in active listening during interactions and accommodate children's interest and involvement over routine. We provide cooperative physical experiences where children learn group dynamics and how to work well with others. Educators plan leadership/teamwork opportunities with children. Educators plan recreational activities for the children and with children's input where applicable.

Involvement of Children and Families in Planning

The Educator plans schedules for interest-based activities to support learning experiences in the centre. Programming incorporates a variety of planned and spontaneous activities. Educators closely observe the interests of the children and expand on the expressed interest by providing related materials, to enhance further learning experiences. Monthly meetings in the OSC between Educators and children are held for input on rules, new programming ideas and interests. Children are given a chance to lead these meetings to encourage their leadership skills and self confidence. Educators work towards providing resources and materials to support awareness and understanding of the diversity of children's needs, abilities, backgrounds and interests. Educators respect the home language and diversity of the children and families which the program serves and seek parental involvement in form of suggestions, ideas and volunteering a bit of their time to make this possible. Families will be invited through newsletters/memos sent home through emails to encourage participation in the program for presentations and in off-site excursions planned to support development through an outdoor environment with active

play spaces and opportunities to experience and learn about the natural world. Parents are able to sign up for field trips on the Field Trip Permission forms.

Open and brief communication with parents during pick up & drop off times about their child's activities at home, family holidays and events at the centre helps to narrow down the children's interest for program planning. Families are welcome to visit and spend time with their children anytime that they would like to. Input and suggestions of the parents regarding the interests of the child are incorporated into the programming. Parent involvement supports us in our goal to promote and nurture children's positive sense of self and belonging through supportive relationships. Parents will also be encouraged to volunteer a brief period of time to talk about their profession with the children and bring materials to share with the children. This gives the children an opportunity to learn about the community around them.

Things parents might do:

- Share a favourite family snack or recipe.
- Join us at our potluck, summer picnic/barbeque, and Christmas party/concert.
- Donate materials for the program or finishing an activity before going home at the end of the day.
- Donate materials for the program, such as old office equipment, printer paper, nut-free baking items, etc.
- Arrange a field trip.
- Talk with other parents.
- Talk about the importance of quality child care to your friends and other people in the community.
- Attend a workshop on child development, discipline, or nutrition.
- Make suggestions to Educators about a new activity or idea.
- Read to children in the book corner.
- Invite grandparents, aunts and uncles to visit the Centre.
- Share culture's experiences and celebrations with staff and children in the centre.

Getting involved introduces parents to new friends, neighbours and interests. It also provides an opportunity for parents to share program experiences with their own children, which in turn helps parents to better understand the children in the social context.

OSC Opening and Closing Procedure

Opening Procedure

- Unlock the main entrance door using the key and enter.
- Turn on the lighting.
- Sign-in on the Staff attendance sheet.

- Pull up the blinds.
- Walk around the centre, checking the children's centres, kitchen, and washrooms and turning lights on.
- Ensure attendance sheets are near the front door for easy access.

Closing Procedure

- Check all washrooms and rooms.
- Close blinds.
- Ensure AC is off.
- Switch off all room lights.
- Check all child sign-out sheets to make sure all children are signed out.
- Take out garbage.
- Sign out on the Staff sign-out sheet.
- Step out and lock the front door.

OSC Daily Schedule and Routine

The schedule for each day is posted in our centre. Our daily programs are geared to meet the development needs of each age group. Our programs include music, creative play, and physical activities that stimulate the development of children. A typical day in the OSC would look like the following:

6:30-7:15 am → Meet and Greet

- Centre is opened by Educator - complete opening safety checklist
- Meet and greet parents and children
- Ensure children are signed in
- Centres are open for children to explore (set up the night before)

7:15-7:45 am → Breakfast

- Children are asked to wash their hands with soap and water.
- Breakfast is served for half an hour. Children are encouraged to wash hands before having breakfast.
- All centers are open for free choice selection

5 minutes warning to get ready for school

7:45-8:00 am → Prep for School Transportation

- Children are encouraged to use the washroom before departure.
- Children are encouraged to wear clothes according to the weather.

7:50 am → Departure time for Daycare Provided Transportation children.

8:00 am → Departure time for children walking to school

8:10am → Departure time for Yellow Bus children

2:00-2:45 pm → Room Re-Opening

- OSC Educator arrives to set up activities according to the program planning.
- Set up all the centers.

2:45-4:00 pm → Children's arrival from School

- Snacks are ready for consumption. Educators encourage children to wash hands before snack.
- Centers are open and stocked for children's use.

4:00-4:15 pm → Meeting Time (Every Thursday)

- Meeting time is set aside to touch base with children.
- Ideas are exchanged and, if possible, implemented immediately.
- If ideas need attention for whatever reason, a plan of action is developed and recorded.

4:15-5:00 pm → Programming Time

- Programs are presented and Educators encourage children to participate with activities and materials.
- Educator is available for children at all times.

5:00-5:30 pm → Meet and Greet

- Meet and greet the parents and share important information.
- Set up all the centers to ensure child developmentally appropriate material is presented.

5:30-6:00 pm → Prep for Next Day and Room Arrangements

- Materials are set up for opening the next morning with the help of remaining children.
- Room is closed as per the Opening/Closing Checklist.

OSC Schedule and Procedure During School Holidays

This schedule is used during school holidays such as, PD Days, Spring Break, and Winter Break. Our programs are geared to meet the development needs of each age group. Our programs include music, creative play, and physical activities that stimulate the development of children. A typical full day in the OSC would look like the following:

6:30 -7:45 am → Meet and Greet

- Centre is opened by Educator - complete opening safety checklist
- Meet and greet parents and children
- Ensure children are signed in
- Separate lunches that need refrigeration from children's lunch kits as they arrive and put them in the refrigerator, labelled with the child's name
- Centres are open for children to explore (set up the night before)

7:45-8:00 am → Clean Up and Wash Hands

5 minutes warning for clean up and to wash hands

- Tables sanitized for breakfast
- Encourage children to clean up where they were playing and wash hands properly with soap if they want to eat breakfast
- Meanwhile Educator does a head count and checks the sign in sheet to make sure everybody signed in

8:00-8:30 am → Breakfast

- Children are served breakfast provided by the centre by the Educator
- Children have the option to eat breakfast from their lunch if they are hungry and do not want the provided option
- As children finish eating, they clean up after themselves, wash their hands and explore a centre

8:30-9:00 am → Free Play Time

- All centres are open
- Educators will sanitize the tables and put the breakfast away when everyone is done
- Educators will set up all the tables and centres according to the programming planning

9:00-10:00 am → Program Planning Time

- Children are encouraged to participate in the activities
- Children are provided art and craft material according to the program planning
- Children are also provided other alternative simultaneous activities if they do not show interest in the planned activity
- They are allowed to bring their electronics on PD Days. If they want to play on their electronics, they can for 30 minutes only at one time.

5 minutes warning for snack time

10:00-10:15 am → Snack Time

- Children are asked to wash their hands if they want to eat a small snack from home
- Remind children to wash their hands after snack before going back to centres again

10:15 am-11:15 pm → Outdoor Play/Walk, Weather Permitting

- Outside temperature is checked and outdoor safety checklist is completed
- Indoor shoes are exchanged for outdoor shoes, and children are dressed in outdoor gear appropriate for the weather
- Educator ensures emergency backpack and portable play materials/bag are taken
- Head count is done and then Educators with the children will proceed to walk to Ecole Champs Vallee playground/field
- Before leaving and returning to the centre, the Educators will complete another head count and role call to ensure everyone is accounted for before walking back together.

- Educators will initiate gross motor activities in the room if weather does not permit outdoor play

11:15-12:00 pm → Hand Washing and Lunch Time

- Educators will sanitize the tables and remind children to wash hands before having lunch
- Educators will assist children to warm up their lunches and serve them. They will also sit with them.
- Educators will make sure there are enough spoons, forks, plates and cups in the room and a jug of water
- If children finish their lunch early, they are to clean up after themselves and wash their hands before grabbing a book for quiet reading time while waiting for others to finish.
- Educators will sanitize the tables and set up some quiet activities for the children.

12:00-1:30 pm → Reading Time/Electronics Time/Sewing Club/ Arts and Crafts

- Children spend 30 minutes reading books of their choice
- Children are then able to play on their electronics for a max of one hour, if they did not bring an electronic they may use the OSC's Xbox
- All the centres are open
- They are encouraged to explore their interests and try new things while at the centre, such as sewing or making a comic book

1:30 - 2:45 pm → Talent Show/Group Projects/Dance Party/Gross Motor Activities

- Children are provided with what they need for their show or other activity they desire
- All children are encouraged to participate for fun
- Other activities are set up and stocked for children's use if they are not interested

2:45-3:30 pm → Clean Up/Handwashing/Snack Time

- Educator will sanitize the table for snack
- The children are reminded to wash their hands for the centre provided snack or their left over lunch/snack from their lunch kits
- As they finish eating, children are encouraged to clean up after themselves, wash their hands, and then choose a centre to explore

3:30-4:45 pm → Program Planning Time

- Educator will set up the activities according to the program planning; art and crafts table for group projects will be set up
- Children are encouraged to participate in the activities
- Children are provided art and craft material according to the program planning

- Children are also provided other alternative simultaneous activities if they do not show interest in the planned activity

3:45-5:00 pm → Gross Motor Activities or Outdoor Play

- Children are able to play their choice of game like hockey or basketball at this time
- They can play tin can games or musical chairs as well
- Free play time for gross motor activities
- Outside temperature is checked and outdoor safety checklist is completed
- Reminders for washroom use is given
- Indoor shoes are exchanged for outdoor shoes, and children are dressed in outdoor gear appropriate for the weather - including bug spray and sunscreen
- Educator ensures emergency backpack and portable play materials/bag are taken
- Note is left on the door for the parents indicating where we are going and when we are expected back so parents may pick up their child from the off-site location
- Head count is done and then Educators with the children will proceed to walk to Ecole Champs Vallee playground/field or play in the Tunnel outside the OSC
- Before leaving and returning to the centre, the Educators will complete another head count and role call to ensure everyone is accounted for before walking back together.
- Educators will initiate gross motor activities in the room if weather does not permit outdoor play

5:30-6:00 pm → Free Play/Home Time

- Educator finishes cleaning up the centre, while children are participating in free play of the centres
- Table top activities for the next day are set up
- Ensure the children are signed out on the sign out sheet as they leave
- Once all children are gone, the closing checklist is completed, lights are turned off, and the centre is locked.

PROGRAMMING & INTERACTION POLICIES

Adult/Child Interaction Policy

Adult/Child interaction is of utmost importance at all levels of development. This interaction is continuously keeping in mind the physical, social, intellectual, creative and emotional needs of children. Educators engage in meaningful interactions with children so as to set the base for competence and coping skills that affect learning, behaviour and health throughout life. Educators challenge the children to master progressively more complex levels of moving, thinking, feeling and creativity. They value each child's right to have their feelings and belongings respected. Opportunities are provided to the children to allow them to be able to use their own abilities, skills and talents. Educators encourage children to try new things on their own and encourage children in their play by joining in with children in small-group and one-on-one interactions and following the child's lead to participate in physical activities with children. Educators are responsive to children's abilities and needs for assistance and thoughtfully modify the environment to support children's success. Educators ensure that children of all abilities can participate in the activities and talk to children at their developmental level. Educators ask open ended questions along with active listening during interactions and accommodates children's interest and involvement over routine.

Children attending the out-of-school care program are given enough flexibility to accommodate their growth and to build a sense of responsibility. Educators find ways to interact with the children without being disruptive during their play by asking appropriate questions and making positive comments that become a learning experience for the children.

Educators assist the children in developing their problem-solving skills, instead of solving a problem for them. Educators communicate efficiently with children and discuss the children's school and extra-curricular experiences. Children are to be involved in the decision-making process to increase confidence and social competencies.

Educators take the child's lead during activities rather than tell them what to do. Educators role model positive and appropriate social behaviours for children to encourage social skills through interaction with peers and adults. Educators acknowledge children who recognize the skills, accomplishments, and contributions of peers. Educators provide opportunities to the children considering their need to be independent, demonstrate initiative, express anger appropriately and cope with frustrations. Educators are open to the children's need to give and receive affection. Educators communicate warmth and acceptance through verbal and non verbal re-assuring behaviours. Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities.

Educators intervene promptly when aggressive actions or bullying occurs. Educators are aware of, and assist children in the recognition and development of problem-solving skills.

Educators guide children's behaviour using a continuum of developmentally and age-appropriate strategies and are communicated by the Educators to them in a respectful manner. The Educators treat the children with dignity and respect. The Educators acknowledge children by responding attentively and showing interest when the children communicate with them. Educators seek out meaningful interactions with each child, encouraging children to express their needs and desires. They engage in conversations with children. Children are allowed to finish speaking without being interrupted.

Child Guidance Policy

Children need guidance to help make age appropriate behavior choices and guidance is communicated through the Educators in a respectful manner. The Educators use child guidance strategies that encourage self-restraint, self-respect and respect for others. Educators, parents and children (in an age appropriate manner) are communicated the Child Guidance Policy by adding it to the Staff Hiring Package, Parent Orientation Package and the Parent and Staff Handbooks. Children are encouraged and guided to act in appropriate ways. Positive guidance strategies are offered to children to reinforce their appropriate behaviors and encourage cooperation. It is very important that all guidance strategies respect the self-esteem of children. Educators will work in partnership with families and respect their beliefs and expertise in their child-rearing role as primary caregivers. Input on behaviours and consequences are discussed with families to follow a consistent strategy towards a positive outcome. Parent involvement is encouraged along with sharing of resources and additional support is offered, where needed through referrals. Opportunities are provided to the children to allow them to use their own abilities, skills and talents. Educators encourage children to try new things on their own. Educators are responsive to children's abilities and needs for assistance. Educators ensure that children of all abilities can participate in the activities.

No person may use corporal punishment against a child under any circumstances. "Corporal Punishment" is defined as any type of physical punishment and includes shaking, pushing, slapping or spanking. Any form of contact intended to ridicule, humiliate, degrade, insult or undermine the dignity and self-worth of a child is also a form of "corporal punishment". A child will not be physically restrained, confined, isolated or denied the basic needs like food and shelter.

The educators treat the children with dignity and respect. Educators demonstrate respectful, positive interactions with children and other adults and guide them within a caring and nurturing environment. The Educators acknowledge children by responding attentively and showing interest when the children communicate with them. Educators seek out meaningful interactions with each child, encouraging children to express their needs and desires. They engage in conversations with children by talking to children at a developmental level they understand. Children are allowed to finish speaking without being interrupted. The Educators will receive an orientation in the approved child guidance strategies. All Educators will respond in a consistent way to children's behavior. Educators will assure that children are included in a range of activities, including recreational activities in a safe, supportive environment.

Educators use age-appropriate prevention and intervention strategies in providing child guidance. Educators are aware of, and assist children in the recognition and development of problem-solving skills.

The goal of these strategies is to assist the children to develop self-discipline and appropriate problem-solving skills. The strategies followed are as follows:

- Educators respond quickly to stop or redirect undesirable behaviour right at the time when it occurs → *“You may either do the art activity or find something else to do.”*
- Ignoring the behaviour when it is for the attention seeking purpose. The most effective way to stop negative attention seeking behaviour is to ignore it.
- Children are actively involved in solving their own conflicts and problems at the OSC level.
- Program is planned to promote age appropriate interaction and avoid conflict.
- Educators show children how to monitor their own behaviour through appropriate modeling.
- Pointing out appropriate behaviour → *“Way to go! You used words to explain what you are upset about and now I know how to help you.”*
- Use natural and logical consequences with a positive unassuming attitude → *“If you dump the toys, you will need to pick them up before you can play with anything else.”*
- Give children choices → *“You may either keep the sand in the sand box, or find another place to play. Whatever you like is fine with me.”*
- Rules and limits set up are clear and precise → *“You may not throw dishes, but you can throw balls. Let me help you find some balls to throw.”*

It is essential that the rules be consistently reviewed every six months with the children as reminders. *“Chairs are for sitting on.” “Running is for outdoors, walking feet indoors.”* Educators explain the reason for each of the rules and limits clearly to the children.

For the older children:

- Educators involve children in setting rules and consequences; routines, program planning, solve problems; compromise and negotiate; and solve their own conflicts in an appropriate manner.
- Educators discuss issues with the children and assist them in working out solutions.
- Group consequences are not imposed in response to actions of individual children.
- Bullying behaviour is unacceptable and can go as far as having their admission revoked. Pushing, shoving, name-calling, teasing and social isolation are all considered as bullying. However, parents are asked for input after a plan has been implemented. Children participating in any such actions repeatedly will be expelled from the daycare.

Educators role model positive and appropriate social behaviours for children to encourage social skills through interaction with peers and adults. Educators acknowledge children who recognize the skills, accomplishments, and contributions of peers. We encourage children to make friends and develop relationships with others, including adults. We support children in developing their problem solving and

conflict resolution skills, and support children in engaging in positive behaviours and expressing their feelings in socially acceptable ways. We provide co-operative team experiences where children learn group dynamics and how to work well with others. Educators guide children to respect the rights of others.

Bullying Policy

Purpose

To ensure that Educators/adults understand the difference between teasing vs. bullying behaviour and are aware of acceptable and appropriate bullying strategies and procedures.

Policy

Bullying is a very real situation within a center and understanding the behaviour is just as important and preventing it. *Teasing* is a playful joke between friends and/or family which goes back and forth. It is done with a sense of fun and to create comedy and laughter between the people involved.

Bullying is not done playfully or jokingly, but hurtfully and negatively. There can be a very, very fine line between the two. Teasing can become bullying if it hurts the other person or is done with the intent to hurt the other.

Educators observe the children for patterns in children that can help identify possible causes and find effective ways to deal with problems. Educators have resources available to cope with behaviours that are far more challenging than everyday type behaviours. These resources include training, community resources and each other.

Procedure

- Educators/adults recognize and respond to the children's abilities and needs for assistance and aid in developing their problem solving and conflict resolution skills instead of solving a problem for them. Talk to children about strategies to use, such as W.I.T.S. (Walk away, Ignore, Talk it out, Seek help)
- Educators/adults intervene promptly when aggressive actions or bullying occurs but treat each child with dignity and respect.
- Parents are asked for input with a plan for the bullying behaviour and the strategy is implemented. Children participating in any such actions will be monitored for effectiveness. If the bullying behaviour continues it can go as far as revoking their admission.

Use of Technology Policy

The use of technology is limited to 30 minutes up to 1 hour per day on PD days and Spring/Summer/Fall/Winter Break for the OSC. The use of videos and photos on electronic devices and/or a TV will follow the following guidelines:

- Must be previously viewed by an adult, photos and videos on personal devices are the responsibility of the parent/guardian to view and approve
- Must be age and developmentally appropriate. Educators will check the rating of the videos/movies shown to the whole group
- Educators must be present at all times the children are watching videos/movies
- Alternate activities are provided for those children not wanting to watch the video/movie

The use of electronic devices such as iPads, Nintendo Switches, Tablets, and other portable hand-held consoles will follow the following guidelines:

- To be played no longer than 1 hour on PD days and Spring/Summer/Fall/Winter Break
- All games brought into the OSC are to be previewed by a parent/guardian
- It is the parents/guardians responsibility to review all content on their child's device prior to sending it with them.
- All games must be age appropriate. If in doubt, Educators will check the ratings on the game.
- Children are supervised during the use of the video games.
- Children are solely responsible for their electronic devices from home. Any conflicts arising with sharing of these items will result in confiscation of the item and will only be returned to the parent of the respective children.

The use of music through various devices:

- Music/songs are played only at a planned time and are part of intentional learning
- Music/songs will not be played all day for background music

A TV will be utilized to incorporate children's school and extra-curricular experiences like music, dance, science documentaries, etc. and it is ensured that use of technology that promotes sedentary behaviour (computers, television) is limited and focused on intended developmental outcomes. Program planning is done to include all areas of development. Program planning incorporates a variety of planned and spontaneous activities. To enhance this planning, these technologies are used in a programmed manner. Any movies viewed must be recorded on the planning sheets.

Diversity and Culture Sensitivity Policy

Purpose

To clearly communicate and assist with the strategies used by Educators to respect the diversity of the children and families which the program serves and actively engage children, families and the community to enhance children's well being and development

Policy

Educators will actively promote children's physical health and well being by planning nutritious, appealing and balanced snacks and breakfast meals that take into account any cultural and religious practices in addition to other important aspects, such as allergies. The Educators will design stimulating and interactive environments, ensuring materials for play and learning contain a full range of diversity (e.g. ability, culture, ethnicity, family composition, gender) that conveys respect for each child's cultural, ethnic, religious and language background and family context to support the important child-rearing role of families in the children's lives. Educators adopt communication strategies that are respectful of the child's family background and culture including respect for children's dietary requirements for individual and cultural needs. The daily schedules, routines and transitions of the program are planned and consistent but allow for flexibility to meet the individual developmental needs of the children. Educators ensure that areas for resting are available for children to meet their individual developmental needs.

It is encouraged that Educators know the cultural and religious values and beliefs and the social-economic status of each child in their group by daily verbal communication with families and use information shared by families about their children's experiences, interests and needs in program planning. This information is essential as it may influence what the individual expects from others and how the individual communicates and behaves.

The centre is able to create an environment that reflects and affirms the culture, language, and religious diversity within the surrounding community. The equipment and toys available for play reflect the ages, interests and abilities of the children. Opportunities are provided to the children to allow them to be able to use their own abilities, skills and talents as children are supported in exploration of their interests, strengths, and emerging skills. Educators encourage children to try new things on their own, as well as adapt activities and experiences to ensure children with diverse capabilities can participate at levels where they can feel confident. Educators are responsive to children's abilities and needs for assistance. Educators ensure that children of all abilities can participate in the activities.

Educators support and foster children's pride in their heritage by incorporating foods, language, songs, games, folk tales, dances and clothing that reflect individual children's family backgrounds in a way that makes these parts of the everyday program. Parents are encouraged to come and share a story, costumes and a dance from their culture, join in on field trips and off-site excursions with their children,

if they wish to through sign up sheets and verbal invitations. Individual differences and abilities are also celebrated. All children are involved in the decision-making process which in turn helps to enhance their confidence and social abilities.

Field Trip Policy

Purpose

Provide educational, social, cultural, environmental and indoor/outdoor physical recreational experiences to children.

Policy

Field trips will provide educational, social, cultural, environmental and recreational experiences to children throughout the year. These experiences will be chosen with input from the children and will occur close to the center and at a distance away from the center. The children will be given a safety orientation before and after getting to the field trip destination as to where they will be going, what they will see there and who they will listen to

Procedure

General

1. All parents must sign a permission slip from the center to take their children to and from the specific activity/field trip.
2. Educators will explain where they are going, safety and expectations of behavior (including transportation manners), and what to look forward to when arriving at the venue/field trip.
3. The Supervisor in charge will review and complete the volunteer policy with any volunteers

Health and Safety

1. Parents authorize the center to obtain any and all emergency care and assume financial cost and responsibility as required when they sign the field trip permission form.
2. If the child's behavior on the field trip puts their safety and/or safety of others at risk, either [in severe situations] the parent will be called to pick up the child, or the child will not be able to attend the next trip (documented evidence will be available to make a fair conclusion).
3. Supervisor in charge of the group will take portable emergency files, first aid kits and all emergency medications required to the off site/field trip location.
4. An Educator will go ahead of the group to do an initial safety check of the physical location/park to make sure it is clear of any safety hazards before the children start to play.
5. In case of emergency:
 - a. Contacting medical aid will be the first course of action
 - b. The parent will then be contacted with the course of action taken and asked for further direction regarding the child.
 - c. The center will then be notified of the situation, if applicable

Supervision

1. A ratio of 1:15 will be maintained for children aged 6 and up, for OSC.
2. Adult supervisors (18 and over) will have the required certifications and police clearances.
3. Additional volunteer adults above the standard ratio can accompany the groups.

4. One supervisor from each group will be in charge of that group
5. One Educator (Director, Assistant Director, or Program Director) will be in charge of the overall organization of the field trip.
6. Cellular phones or other communication devices will be present for every group supervisor. The Educator in charge of the organization of the field trip will have communication access to all groups, the transportation, and the center.

Transportation

1. All transportation used for any and all field trips will be approved by Transport Canada (i.e.: city transport or yellow bus)
2. Owned transportation used by the Center itself will be approved by Transport Canada
3. No children under the care of Montrose OSC will be transported by any privately-owned vehicle/transportation at any time.
4. Parent Volunteers choosing to transport their own child in their own vehicle/transportation during a field trip/ absolve the center from any legal action regarding any accidents, traffic mishaps or vandalism at the venue while on the field trip.

Forms and Approval

1. All permission forms must be signed by parent/guardian. If there is no signed permission slip the child will not be permitted to attend.
2. All medication administration forms must be signed by the child's parent/guardian. Children whose guardians did not provide emergency medications will not be permitted to attend the field trip.
3. The volunteer policy, procedure and sign in sheet must be completed before the field trip
4. Documenting movement from the center to the intended destination and maintaining a vigilant account of all children registered with Montrose OSC for any and all adults involved with safety and care of each child. Such as lists for roll call, head counts, and emergency contact information.
5. Documenting movement from the intended destination back to Montrose OSC ensures that everyone involved with the care of the individual child knows exactly where every child is during movement outside of the center. Such as lists for roll call, head counts, and emergency contact information.

Volunteer Policy

Purpose

To provide an orientation about our program during the onsite and offsite contribution of volunteers towards program planning enhancement, by supporting children's optimal development in an inclusive environment that incorporates the value and importance of play.

Policy

All volunteers in direct supervision and contact with children will be required to read, understand and sign the volunteer agreement to ensure the appropriate actions when dealing with children in a volunteer position.

Procedure

- Volunteers will be shown the place to put their outdoor footwear and other belongings, location of the washrooms and a tour of the centre.
- Volunteers are introduced to the Educators that they will be working with.
- Volunteers will clearly be communicated their role/duties by the Room Supervisor.
- Volunteers understand that our program incorporates inclusive approaches that respect children's diversity and value children's individual needs and backgrounds.
- Volunteers must be 18 years of age to supervise a group of children within the presence of an Educator
- Volunteers will not be left unsupervised at any time by any Educator for any reason and be in direct communications with a qualified staff member at all times.
- Volunteers will intervene promptly in emergency situations and work closely with the room educators that might arise during active exploration and learning through play.
- Volunteers will follow our Conflict Resolution Steps where needed.
 - **Take a S.T.A.N.D. to Solve a Problem**
 - S – *Stop and calm down. Keep emotions in check.*
 - T – *“Tell me what’s wrong”. Listen to each side. Stick to facts!*
 - A – *Assess alternatives. Brainstorm your options.*
 - N – *Narrow the choices to “win-wins”*
 - D – *Decide on the best one that you both agree upon - and do it!*
- No person may use corporal punishment against a child under any circumstances. “Corporal Punishment” is defined as any type of physical punishment. It includes shaking, pushing, slapping or spanking. Any form of contact intended to ridicule, humiliate, degrade, insult or undermine the dignity and self-worth of a child is also a form of “corporal punishment”. A child will not be physically restrained, confined, isolated or denied the basic needs like food and shelter.

- Volunteers will have the approved daycare emergency numbers and the cellphone number of the Educator in charge of organizing the field trip. However, the volunteer will in no way be responsible for the initial call if an emergency takes place.

Junior leaders [Ages 13-18]

- Junior leaders will have completed a registered babysitting course recognized by the centre and the Director.
- Junior volunteers can aid the staff member in a support position *only* such as retrieving items, helping the children by aiding them in putting on outside clothing and footwear, serving pre-cooked foods and tidying up afterwards.
- Junior volunteers can not take children anywhere a qualified staff is not immediately and physically monitoring.

Child Assessment Policy

We believe that every child is unique, growing and developing at his or her own rate. Children's growth patterns are rarely smooth and linear. Sometimes growth and/or development seem to be at a standstill. This often happens just before a big step in the child's development.

The Educators will observe and document the development and growth of all the children, through their daily interactions with the materials around them in their environment. Educators use observation techniques to identify causes of challenging behaviours (ABC Observation) and modify the environment and supervision to promote positive behaviours.

The *Ages & Stages Developmental Tool* is also done by Leduc County Family & Child Support Services (FCSS), after parent consent. If the Educators or FCSS see anything that is not typical of the growth and development or if the Educators or the parent has a gut feeling that things are not right, referrals will be made. However, before the formal assessment, observations on the child will be recorded and discussed with the parent.

Soon after the *Ages & Stages Developmental Tool* is completed, a parent-educator conference can be set up for a follow-up. Educators will set up goals for the children to work on a daily basis. By recognizing and treating problems early, children have the best chance to achieve their potential. Early intervention can also reduce the financial and emotional costs to the child and family. The program will act as a facilitator for families in locating, contacting, accessing specific supports for their children.

Toy Policy

It is our philosophy that children "learn through play". We have a variety of learning materials to support children's learning as they play. Bringing toys from home could discourage them to explore other materials, thus lowering their levels of interest and participation.

OSC children are able to bring toys from home as long as they are aligned with our program's philosophy. We also encourage children to bring meaningful toys to share on special event days, such as bringing cultural toys for multicultural day. This helps incorporate experiences and cultural backgrounds of children in program planning.

Educators will assist children to safely and respectfully play and share the materials from home. Toys with multiple pieces or breakage are discouraged. Educators are not responsible for the toys brought to the OSC and children are encouraged to share their toys fairly with other children.

COMMUNICATION POLICIES

Grievance/Conflict Resolution Policy

Purpose

To listen and resolve any issues/concerns that arise in regards to the care affecting the positive sense of self and belonging of a child.

Policy & Procedure

Educators are encouraged to build positive, respectful relationships with families. When parents, children or Educators feel that a child's needs are not being met, they are encouraged to bring up their concern and work together to try to come up with a workable solution. Educators work in partnership with families and respect their beliefs and expertise in their child-rearing role as primary caregivers as strategies are set up to resolve the concerns/issues. Educators are encouraged to deal with any concerns/conflict the parent, children and other staff members might have, in a timely manner. Educators will also assist with conflict resolution among the children using the age appropriate guidance and intervention techniques. When issues arise that Educators are unable to resolve, educators and families are welcome to bring the matter to the Directors. Other resources, such as community organizations and services may be contacted, if needed for a better understanding of how certain issues may be handled and resolved by the Director.

The family is encouraged to communicate any grievances/concerns they have through email to ensure there is documentation, along with an explanation of the issues that need to be addressed. A meeting time will be set up in person, email or phone call to understand the concern. The Director will work towards a workable solution to resolve the issue or concern. A follow up is an essential part of a resolution and the Director will ensure that the things are working out as planned. The follow up will be done in person, email or a phone call.

Workable solutions/strategies are communicated to the Educators for input. When mutually agreed upon, the strategies will be implemented and results recorded. Appropriate and mature adult behaviour of cooperation and respectful working relationships is encouraged. Educators model respectful interactions with other Educators and children. Educators are discouraged to gossip or have long conversations with other Educators or parents not involved in the issue of concern.

Confidentiality Policy

Educators will respect and protect confidentiality of the children and their families at all times. All the information accessible to the Educators is treated as confidential and at no point disclosed or discussed with other parents or Educators. In case of an emergency or injury, the information may be released to the authorities concerned, medical staff or in case of suspected abuse to the *Child Welfare Authority*.

Information may be released to the other authorities only with written permission from the parent or guardian. Child-related information in the case of schools is exchanged only by parental consent.

Open Door Policy

Montrose OSC practices an open-door policy and encourages families to visit the Centre anytime. Invitations are sent home verbally and in newsletters to welcome the families to explore your child's world. Families are encouraged to provide feedback and make suggestions.

Fun events and opportunities are scheduled. Some of our special events include our Christmas Concert, Halloween Party, and End-of-Summer Pot-Lucks.

We invite parents to volunteer by helping out at the Centre, during field trips, off site excursions, serving on the Parent Advisory Board or providing activities and equipment. Parent involvement supports us in our goal to promote and nurture children's positive sense of self and belonging through supportive relationships.

The centre's program director is available on a daily basis, whether through in-person, phone or email. The room posts their notices on the door, as well as on the parent board. We also have a communication book in each room for your convenience.

Family Support Policy

Purpose

To build positive, respectful relationships and provide as much support as possible to the parents and children who may be experiencing difficulties related to parenting or child care.

Policy

The Program will collaborate with community agencies to create partnerships that support community resources to meet the needs of children and families it serves and act as facilitators for families in locating, contacting, and accessing specific supports for their children. Family support in Montrose OSC can take many forms ranging from providing links to resources, face-to-face conversations, information on the parent information board and assistance with subsidy applications or referrals to professionals.

Families and stakeholders from diverse fields will be invited to participate in the Centre's social and volunteer activities, such as the advisory board or field trips.

Family Communication Policy

Purpose

To build positive and respectful relationships with families through open communication about children's experiences and changes related to the operation affecting the care of their children.

Policy

Communication is kept open through phone calls, emails, memos placed on the daily attendance sheets and in person availability of the Directors. Important dates and information are put on the Parent Information Board in the centre and emailed to the families.

The Parent Information Board will be used to display community resources and events, for parents to access. Families are able to access resources from our website:

www.montroseoutofschoolcare.ca. Emails are sent to parents to update them with community events, workshops and relevant emails will be forwarded with upcoming workshops for families. Parents also have easy access to send and receive information through emails.

Community and School Partnership Policy

Purpose

To collaborate and engage with community agencies and schools to create partnerships that support children and families with special needs.

Policy

Our program works to engage with the community and schools to enhance children's experiences by modeling positive, respectful interactions and relationships with families and other adults and through the use of observation, recording and documentation to further meet the needs, abilities, and interests of children and their experiences within the community.

Our program promotes regular communication with families, as well as with the children with schools through emails and phone calls. School email lists and contact people for each school are available to Educators. The school calendars are to be displayed on the information board. A list of all the school children attending our program is faxed to the school office. Educators should be well informed of the special events happening at the schools to be able to program efficiently, so that the planning complements the same.

We collaborate with the local child care programs for resources that can benefit the community and the families. Families and relevant community stakeholders are invited to participate in the program. Esso/Tim Horton and Fountain Tire have partnered with us as being the emergency evacuation site for our facility.

Community programs such as the Library, Local Fire Station, Parks, Senior Center, Beaumont Community Centre are utilized actively.

We collaborate with the Leduc County and Beaumont FCSS for important child/family/program consultation and support, such as Annual Developmental Ages & Stages assessments for children, mentorship support for Educators and environment assessments. We support the health of children by partnering with the Leduc County Public Health Center.

Members of the community are invited as guest speakers and visits which include but are not limited to; the RCMP, Fire Hall, Nurses, and Dental Offices as a special event to further the learning and the children's interest. All handouts with the community offered programs and events are to be displayed on the Parent Information Board.

Community Engagement Policy

Purpose

To collaborate and engage with community agencies to create partnerships that support children and families and to initiate participation and engagement within the community.

Procedure/Process

The Directors actively participate in community groups by attending meetings and events to increase networking within the community. Maintaining the membership of the ECE Coalition Group for community consultation that is responsive to the needs of the program and participate in offering activities to engage at community events. We engage with seniors in the community by participating in the inter-generational initiative with the ECE Coalition. Communication for intent to engage is initiated by the program to welcome community members into the program through phone calls or emails.

Policy

Program will engage with families, community and schools to enhance children's experiences and through the use of observation, recording and documentation to further meet the needs, abilities, and interests of children and their experiences with families and communities. Families are invited to come in to share their learning with children at their developmental level to talk about their role in the community. Local agencies are also contacted to bring their experiences and plan a visit over there to learn and understand what they have to offer. An orientation process is in place for community stakeholders involved in the program. These connections enhance the sense of belonging and community among the children to further enhance their comfort, safety and communication within the community.

Complaint Policy

Purpose

The complaint policy clearly outlines how our program works by being proactive in having a procedure in place for dealing with any complaints from the community in order to ensure that we are being responsible citizens of the community. This will also ensure that we are looking into the concerns and complaints of the community and rectifying them in a timely fashion.

Policy

All activities related to the program are to be responsibly carried through, keeping in mind any disruptions to the community. Safety rules and respect for public property must be responsibly carried through. Any complaint received from the community, in person, emailed or called in will be recorded in writing by the person receiving the complaint on behalf of the program and steps will be taken to resolve it.

Procedure

Once a complaint is received and recorded on the complaint form, the Director will bring it to the notice of all the Educators through email about the issue. The policies will be reviewed with the Educators and revised if needed. A follow up is done with the complainant to communicate the steps taken to resolve the issue through phone call or email.

Parent Advisory Board Policy

Purpose

To establish the roles and responsibilities of a volunteer Parent Advisory Board.

Policy

Parents of the children currently and previously enrolled in the centre will be invited to participate as volunteers on the advisory board. The following bullets outline the terms of reference for this Board.

- **Role:** The advisory board will provide input, feedback and advice as requested by the Centre's Administration.
- **Membership:** A minimum of three members, to a maximum of 12 members is required for an effective board. Parents and interested community members may apply.
- **Term:** One year from appointment by the Centre Director. No maximum number of terms.
- **Leadership:** The Chair will be determined by the advisory board at its first meeting.
- **Decision-making:** As this is an advisory board, decisions will be made by consensus whenever possible and limited to advice. The Administration will have the final decision-making authority, unless otherwise stated.
- **Frequency of meetings:** Twice a year, at the call of the Centre Administration

Social Media Policy

Purpose

To ensure that the centre uses social media appropriately for the benefit of the children, program, staff, and parents. Social media is a powerful communication tool that can impact Montrose Out of School Care's professional reputation. Social media can blur the line between personal and institutional opinions. The following policy is designed to clarify how to best protect personal and professional reputations when participating in social media. The goal is to establish practical and enforceable guidelines by which we can conduct ourselves in a constructive, positive and official capacity.

Policy

Social media is defined as media designed to be circulated through social interaction, using accessible online forums. Examples include but are not limited to Texting, Facebook, Instagram, LinkedIn.

The content posted on social media should be informative and without negative or derogatory statements or language, respecting diversity and the right to privacy. Staff members will not be displaying any photos on their personal social media platforms related to the children. Accounts specific to Montrose Out of School Care will be handled and operated by the Owners/Directors unless permission is given to a designated employee to post on behalf of Montrose Out of School Care. Photos of children involved in various program activities will be posted with the consent of the parents. This consent is obtained through the parents signing the *Use of Photo Consent* form on the registration package.

Both in professional and institutional roles, employees need to follow the same behavioral standards online as they would in real life. The same laws, professional expectations, and guidelines for interacting with families, co-workers and the community apply online as they do while on the job. Employees are liable for anything they post to social media sites.

Guiding Principles

Only those officially designated can use social media to speak on behalf of Montrose Out of School Care in an official capacity, though employees may use social media to speak for themselves individually or to exercise their legal rights under the National Labor Board Act.

When engaging in social media activity:

- *Protect confidential and proprietary information:* Do not post confidential or proprietary information about Montrose Out of School Care, students, families or your co-workers. Examples include but are not limited to pictures of students, negative comments about co-workers, and personal information about families. You must adhere to all applicable privacy and confidentiality policies. Employees who share confidential information do so at the risk of disciplinary actions or termination.

- Exercise personal responsibility: Montrose Out of School Care trusts and expects employees to exercise personal responsibility when using social media, which includes not violating the trust of those with whom they are engaging. Employees should never use social media for covert advocacy and marketing when acting in a professional capacity. If and when employees use social media to communicate on behalf of Montrose Out of School Care, they should clearly identify themselves as employees.
- Respect Montrose Out of School Care and property: Montrose Out of School Care's laptop and time on the job are reserved for center related business as approved by supervisors and in accordance with teacher/staff job descriptions. Abuse and misconduct associated with use of the center's laptop and time will be done at the risk of disciplinary action.
- Do not use Montrose Out of School Care's logos for endorsements: Do not use the Montrose Out of School Care logo or any other center images or iconography on personal social media sites. Do not use Montrose Out of School Care's name to promote a product, cause, or political party or candidate.
- Respect copyright and fair use: When posting, be mindful of the copyright and intellectual property rights of others and of Montrose Out of School Care.

Best Practices

This section applies to educators posting on behalf of Montrose Out of School Care, though the guidelines may be helpful for anyone posting on social media in any capacity.

- Think twice before posting: Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the center. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a staff meeting or to a member of the media, consider whether you should post it online. This includes pictures of yourself in compromising situations or displaying controversial lifestyle choices including, but not limited to, substance abuse. If you are unsure about posting something or responding to a comment, ask your supervisor.
- Strive for accuracy: You must review your content for grammatical and spelling errors.
- Be respectful: Posts on social media encourage comments and/or discussion. Responses should be considered carefully. Consider how they reflect Montrose Out of School Care and its institutional voice.
- Remember your audience: Be aware that a presence in the social media world is public. This includes prospective families, current families, co-workers and colleagues in the child care community. Consider this before posting to ensure the post will not alienate, harm or provoke any of these groups.

- *On personal sites:* Since reputations are built on trust always identify your views as your own. If you identify as a Montrose Out of School Care staff member online, it should be clear that the views expressed are not necessarily those of the center.
- *Photography:* Photographs posted on social media sites can be copied. Be thoughtful when choosing imagery to post. If pictures of children are being used on the Montrose Out of School Care social media platforms, then a release form must be signed by the family and placed in the child's file.
- Link back to montroseoutofschoolcare.com whenever possible. Ideally posts should be very brief, redirecting a visitor to content on the website.

HEALTH & SAFETY POLICIES

Health, Safety and Growth of Children, Staff and Centre

Purpose

Provide a standard set of policies, procedures and checklists to monitor and record physical health concerns, safety concerns and emotional/intellectual growth of the children, staff or center.

Policy

Montrose OSC understands that a safe, emotionally stimulating environment is essential for the development of each child and Educator. Therefore, an extensive set of specific policies and procedures are set in place for a wide range of critical elements that make up the program as a whole. Our numerous stringent policies for health, safety and intellectual growth of our children, staff and center are monitored and recorded for the optimal learning experience for each child and educator.

- Our numerous up to date Health and Safety policies ensure the center remains clean and secure so the children can explore their world in a clean, safe and inviting space.
- Our Nutritional Policy ensures each child's daily nutritional intake meets the Canada Food Guide and changes nutritional information giving the child the energy for physical exercise and coordination.
- Our Medication policies and strict administration procedures ensure that the child receives the right medication in the right dosage at the right time to ensure optimal wellbeing.
- Our Professional Educator Policy supports the continual learning of our already trained, dedicated staff.

Procedure

Each element of our center is governed by a policy, procedure and checklist that is completed, recorded and filed for confirmation to ensure a safe and inviting center.

Fire Drill Policy

Purpose

To ensure that there is a clearly defined emergency procedure to be followed at time of an emergency that childcare professionals understand and follow during a fire drill.

Policy

Regular fire drills are conducted on a monthly basis to desensitize children to the bell and to train them in the proper evacuation procedure. This reduces the chances of panic in a real incident of a fire. To avoid confusion in an emergency situation Educators and children become accustomed to the required line of action. Educators practice the correct evacuation procedures, primary and alternate evacuation routes, and are reminded of the shelter location and use of fire extinguishers. All Educators know how to activate and deactivate the fire alarm system.

Emergency Evacuation Procedure

Purpose

To facilitate a safe and smooth evacuation in emergency situations like fire, flood, etc.

Policy

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 site and stay there until a pick up person arrives.

Procedure

The Emergency Procedure is as follows in accordance with the recommended and approved practices from the local fire department. Monthly fire drills will be conducted for practice to have a clear understanding for the Educators and children as to what will happen in case of an emergency evacuation. All new Educators are oriented on the procedure at the time of orientation when they join the team.

OSC Room Educator Responsibility

- Educators will instruct and assist children to line up at the front exit door.
- Primary educator takes the sign-in sheet along with the emergency portable kit and does a head count.
- Educators proceed outside with the children, with one staff leading the way and the other at the back of the line-up, to the covered area in front of the Bell Store.
- The director will do a sweep of the entire facility including the washrooms, checking the kitchen and backroom, then closing doors after each room has been checked.
- The director will then proceed outside and double check that all individuals have been accounted for. After the final head count done by the Director and instruction from the Director, the group will then proceed to our primary evacuation site - Tim Horton's to the South-West of the building.
- Once everyone is at a safe location, away from the building, the primary educator will take attendance and wait for instructions from the director.
- Once at the evacuation site, the primary educator for each room will continue to supervise their group until further direction given by the director.
- The director will gather the emergency information sheets and establish communication with parents to arrange for their children to be picked up.

Relocation Site

- Primary Site: Tim Hortons; 6001, 29 Ave, Beaumont, AB, T4X OC1; Phone#: 780-929-7772
 - Contact: Richard Siffledeen
- Alternate Site: Fountain Tire; 6201, 29 Ave, Beaumont, AB, T4X 0H5; Phone#: 780-737-7727
 - Contact: Brent Rayment

Lockdown Policy

Purpose

To plan ahead in the unlikely, but possible, event of a dangerous situation that requires the children and Educators to be kept inside the centre. Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of Educators and students within the centre.

Policy

Montrose OSC will take every precaution to ensure that the children and staff are protected from harm caused by natural or person-made situations, including bomb or shooting threats, unlawful activity in the vicinity, natural disasters, etc.

If the centre is notified by the RCMP or another trusted authority, that there is an imminent threat outside the centre, the centre's Director or Designate will advise the Educator immediately. The Director or Designate will make the following announcement in each room:

“Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill” -REPEAT-

The centre's Director or Designate will notify parents of the situation and advise them accordingly. Parents will be kept well-informed, to the best of the centre's ability, during this event. The safety of the children and the Educators will be of primary importance. A drill will be conducted twice a year for this purpose.

Procedure

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

1. All doors will be locked.
2. All children will be moved to the back of the centre, to the right side - away from the windows, where the children can be involved in quiet activities.
3. Lights will be turned off.
4. Authorities will be contacted -“911”
5. This will remain in effect until notification from the Police Department.

Playground Safety Check

Purpose

To be able to provide a safe and positively stimulating indoor and outdoor environment for children to thrive in.

Policy

Ensure all children are accounted for by all Educators/volunteers and persons directly and indirectly involved in the children's care when in/outside the immediate surroundings of Montrose OSC. Our program incorporates a well-designed physical indoor learning environment to foster the optimal development in children. Children's development is supported through outdoor environments with active play spaces and opportunities to experience and learn about the natural world.

Outdoor Checklist Policy

The outdoor space that will be utilized for the OSC children is the off-site field/playground at the Ecole Champs Vallee which is across the street from the building. The layout of the outdoor space allows for adequate supervision where Educators will position themselves strategically so that there are no blind spots and all children will be supervised at all times.

The outdoor space has a variety of opportunities for children to explore during their play. There are fixed structures for different ages for gross motor development as they climb, balance and slide. The program will all provide children with age appropriate outdoor equipment/materials to use outdoors.

Before children are able to go play on the off-site field/playground at the Ecole Champs Vallee, one Educator will take the time to initially inspect the field/playground for any broken bottles or glass. Any broken toys or equipment is removed from the play space as well, if possible, before letting the children out. If there is a section of the park that is unsafe for children to use due to broken equipment, the Educator will relay that information to the children and let them know it is off bounds. Educators will continue to supervise the children to ensure no one uses the broken equipment.

Indoor Safety Check

An 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 in natural walkways. Educators make sure that all equipment and toys are used responsibly, and will remove and discard any broken equipment and toys as soon as they are aware of it.

Portable Emergency Information Records Policy

A portable record of emergency information is maintained and is taken on emergency evacuation. All the information about the children enrolled is maintained in a file that is kept in the emergency backpack. Educators have ready access to this information at all times including when children are away on field trips, off-site excursions and while being transported to school and back. There is a backpack available to be able to carry the portable emergency information records file along with first-aid kit.

The portable emergency information record is kept complete and current. It is updated every six months or as any change in information occurs. The emergency information consists of:

- Child's name, date of birth, health care registration number and current home address of the child.
- The name, current home address and telephone number of the child's parents.
- The address and telephone number of the place where the child's parent and another person to whom the child may be released can be reached in case of an emergency.
- Name, phone numbers and addresses of two other emergency contacts, other than the parents.
- The name and telephone number of the child's physician.
- Written confirmation of the child's immunization and any other health information provided by a parent.
- The current telephone numbers of the nearest hospital emergency centre and poison information centre.
- Medication that is taken on a regular basis is also recorded on the child's information record.

Daily Nutritional Requirements/Meals

At our centre we prepare children's breakfast and afternoon snacks. The menu is posted on the parent information board and the website. We operate on a 4-week summer/winter menu. We provide children with a portion of their daily food needs according to the Canada Food Guide. Lunch is not provided by the OSC, therefore parent's are required to provide lunch for their child. If a child has no or insufficient lunch portions from home, the centre will provide/supplement snacks to meet the child's nutritional needs.

At meal times, children and Educators sit and eat together. Our centre also provides napkins, bowls, plates, glasses and cutlery if needed. Our food is served by our Educators, initially in a small serving size. Children are asked if they wish for subsequent second servings. We encourage children to serve themselves and to pour their own water or milk. If parents would like Educators to track eating habits of their child, parents are encouraged to talk to the educators and the educators will be happy to do the needful.

Policy for Use of Chemicals

Use of Aerosols

Use of Aerosols is prohibited when children are in the facility. Use of air fresheners of all kinds is discouraged during the presence of children in the OSC facility.

Use & Storage of Cleaning Agents

We use specified levels of bleach for sanitizing purposes. There is minimal use of chemicals in the centre. All chemical products are kept locked and out of reach of the children. All washing detergents and bleaches are stored in cabinets locked or at a higher level of reach from the children.

Policy for use of Pesticides

Pesticides application indoors will not be done in and around the child care facility when children are present. If required, it will be done within 48 hours prior to the children returning to the facility. Children are kept away from indoor areas where pesticides have been applied recently, or kept indoors if pesticides are being or have recently been sprayed in the area around the centre, for as long as recommended by the *Local Health Authority*.

Policy for Non-Toxic Paints and Art Supplies

Art materials used are chosen with care. According to the Health Canada's publication, *The Safer Arts*, it recommends that clay in dry form; powdered tempera colors and instant paper machés are not used for children's projects because they contain inhalable dusts and pigments. We use water-based paints and vegetable or plant dyes and food dyes. The children do not use aerosol spray paints; epoxy glues or instant glues and permanent felt-tip markers. We do check the manufacturer for a Material Safety Data Sheet that lists the substances used in the product (e.g., whether it contains lead, solvents like toluene or methyl hydrate, or asbestos or silica). We are aware that environmental exposures may be compromising children's health and development. Our policy reflects our attention to this issue, and presents our measures to reduce risks to children.

Safe Food Handling Policy

The Educators responsible for food storage and preparation have completed the food handler's course. Educators have successfully completed training in food sanitation and hygiene programs, i.e. Food Safety Course.

Food handling procedures ensure that hot foods are kept hot and cold foods are kept cold at all times. The refrigerator is used to keep cold things cool. Food preparation and serving utensils and surfaces are sanitized after each use. The 3-sink wash system is to be used for washing dishes after each use. Educators need to complete the Kitchen Cleaning Checklist on a regular basis.

We are a nut-free centre, so we discourage parents from bringing any home cooked treats for all the children on any special occasions. However, they are welcome to bring packaged, labelled items with a list of ingredients on it. Foods that present choking hazards such as grapes are asked to be sliced into half and hotdogs are sliced lengthwise. Children's allergies are kept in mind and their dietary requirements for individual and cultural needs are also respected while offering prepared food.

Hand Washing Procedures

Educators need to practice the appropriate procedure to role model handwashing for the children to follow. The following steps need to be followed:

1. Use soap and warm running water.
2. Wet your hands and add soap.
3. Rub your hands vigorously for 10 seconds/counts.
4. Wash all surfaces, including the backs of your hands and between fingers.
5. Rinse hands well under running water for 5 to 10 seconds/counts.
6. Dry your hands well with a single-use paper towel and use it to then turn off the taps.
7. Dispose of the single-use paper towel.
8. Apply hand lotion, as needed.

Hand washing is to be encouraged after crafts and messy playtime. Hand washing is also to be done after outdoor time. Hand washing before and after mealtimes is essential; using warm water and soap before and after eating; before and after food preparation and handling; before and after giving medication; after wiping noses, sneezing or coughing and at other times that hands are soiled.

Maintenance and Repair of Appliances

Appliance maintenance/repair is recorded on the Daily Room Safety Checklist by the Educators so that the issue can be taken care of as soon as possible. Thermometers are kept in the refrigerators to record the temperatures inside of the refrigerator. The microwave oven and food prep surfaces are to be

cleaned after each use with appropriate cleaning agents. They will be replaced or repaired at the soonest possibility when there is a dysfunction or failure.

First Aid Requirement for Staff

All Primary Educators or Child Development Workers require a valid First Aid Training Certificate. All certificates are posted on the staff information board for parents and licensing to look at, at any point of time. Only the Educator with valid certification is authorized to administer medication or herbal remedies and to protect children in case of allergic or adverse reactions.

Medication Storage Policy

All medications or herbal remedies are safely secured in a medication box with a functioning locking mechanism. This is to ensure the safety of all children in the centre. The medication box is kept out of reach of the children. The box is set in a locked cupboard or shelves high enough, so it is inaccessible to the children. All medications or herbal remedies that are to be refrigerated and unrefrigerated are stored in locked containers. Only Educators with valid certification are authorized to administer medication or herbal remedies and to protect children in case of allergic reactions. Educators need to be aware that the Medication Form is to be completed and signed by the parent. Educators will make sure of the dosage and time of administering the medication or herbal remedy and record it on the medication form. After the medication is administered, the child is to be closely watched for up to 15 minutes for any possible reactions.

The medication or herbal remedies for emergency situations such as asthma pumps and epi-pens, are not stored in locked containers for “in case of need” situations. Emergency medications or herbal remedies are stored in an identified and visible location that is inaccessible to children. The emergency medication is put in a large zipper pouch and is labeled clearly with the child's name on the outside. The individual emergency medication plan is in the pouch for easy access.

All Educators are made aware of where the emergency medication or herbal remedies are stored. Medication and herbal remedies are returned to parents daily, when the authorization period has ended or are disposed of by the staff, with parental knowledge, in an appropriate manner.

Biting Policy

We at Montrose OSC acknowledge that biting is a developmental stage that some children go through as they explore the world around them and learn social norms.

We strive to reduce the number of incidents by:

1. Watching and intervening. Removing and distracting the child to another activity.
2. Organizing the environment to minimize the potential problem. Availability of enough toys and materials of one kind to reduce conflict.
3. Providing a secure and predictable environment by following the set routine.
4. Providing means to reduce stress and frustration by giving appropriate response and attention to children's needs.

When biting occurs:

1. The bitten child will be immediately consoled and First Aid administered. Administration will consist of cleansing the wound under warm running water and soap and applying ice for the swelling.
2. The child who did the biting will be shown the crying child and the wound in a gentle, calm way and told that "biting hurts". He will be given guidance on alternative actions to use instead of biting, such as using their words. The biter will be redirected to another play.
3. An Accident/Incident Report will be written for both sets of parents. The names of the children will not be released.

We will work cooperatively with parents in every way possible to change the behaviour of a biter. However, if we receive no cooperation from the parents or if the child is a danger to the well being of the other children, suspension or termination of care could be the result.

Transportation

For the convenience of transporting children to the community schools that we service, we will work in partnership with Sunshine Patch Daycare and share use of their bus. The daycare bus is operated under regulation with an Operating Authority Certificate issued under the *Motor Transport Act* and comply with all requirements under the *Motor Transport Act*, to do the needful. Sunshine Patch Kindergarten and Montrose OSC children are transported by the licensed vehicle. The children are safely secured at all times with seat belts while being transported. We are able to seat 20 children in the van at any one time.

In case of an emergency in a field trip situation, we will use our authorized vehicle to transport the child or children in need. For distant field trips, we will use the yellow bus.

For Montrose OSC children, the permission form for their transportation to and from the required school, is attached along with the registration form. The parents are required to sign their consent for us to be able to transport the children to the specified locations. The daycare bus will pick up the children from the curb and drop off at the curb. The bus driver will make sure the supervisors are out at drop off time. At pick up time, the bus will wait up to 5 minutes until after the bell rings. The driver will then call the school to page the child and to make sure the child was not picked up by the parent. It is the parent's responsibility to inform the OSC in time, in the case that their child is getting picked up from school. Once the whereabouts of the child has been confirmed, then the driver will proceed. If the child is detained due to school activities, the parent will be responsible to arrange for the child to get picked up. The driver will always check to ensure that there are no children or items left behind before parking and locking the bus for their shift.

In the case where a child fails to show up at the arranged pick up time or location when the parent cannot confirm child's whereabouts the driver will :

1. Contact the school to confirm the child's whereabouts - if school is unaware of the child's whereabouts, we ask the school to do an overhead page to ask child to report to the office/daycare bus
2. The driver will wait 5 additional minutes for the child - if the child still does not show up, the driver will contact the school again and notify them that the child has not arrived to the bus and will request the school to communicate with their supervision staff outside and inside to see if they can locate the child on school premises.
3. The driver will contact the parent to communicate/update them on the steps taken and information gathered. The driver will ask the parent questions to help confirm the child's whereabouts. Questions would include: Was your child supposed to walk home? Was your child supposed to go home with a friend? Was another family member/friend supposed to pick up your child?
4. If the parent still cannot confirm the child's whereabouts - under the direction of the parent the situation is escalated and 911 is called to report the missing child.

Before 911 is called, if the parent wishes to take other steps such as, checking their home, calling family members, etc., the parent is responsible for contacting the authorities if needed and communicating the child's whereabouts.

In cold weather, if the driver is late due to bad roads, the school will be called to let the children wait in the office, until the daycare van arrives. **In poor weather conditions leading to risky road conditions, the daycare bus will not be operating. Parents will be responsible to drop children off at their respective schools and back.**

A safety orientation is given to all the children, returning and new registrations, prior to the actual date of transportation. Even if a child joins the program mid-year, the same orientation will take place before the child starts school and on the first day of school. The purpose is to ensure the safety of all children by ensuring they are made aware of all the important elements of their transportation, which is as follows:

- Educators discuss safe behaviour with children riding on the bus.
- Children learn about the designated meeting place at their school, where educators will await them after school.
- The younger children may be assigned “buddies” for the first month of the school year.
- Educators discuss the emergency procedure with the children in case that daycare bus does not show up until the supervisors and patrollers are gone. Which are as follows:
 - Children are asked to wait until all children have arrived at the designated spot.
 - The whole group goes to the office together.
 - The office staff calls the centre - children are made aware and recognize the names and vehicles of the emergency pick-up staff.

In the case of a motor vehicle accident/breakdown during the transportation of children, the Educator/Driver in charge will let the Director know of the situation. A cab will be called in to transport the kids to the required locations. If there is a chance of injury, an ambulance will be transporting the children to the hospital for immediate attention. Once the hospital gives clearance and minor injuries taken care of, the children will be dropped off at the school by cab. The parents will be informed of the incident at the soonest possible time. **The parents will be responsible for sharing the cost of the ambulance.** The school will also be informed of the absence or delay of the children involved.

School Transportation in Cold Weather Policy

Purpose

To ensure that children are not exposed to extreme winter temperatures during severe weather warnings for more than 10 minutes to the elements outdoors.

Policy

During winter days transportation to school and back can get challenging during the extreme cold spells. The service will be provided to board the children onto the Yellow Bus and walk to school for temperatures up to -29°C with wind chill taken into consideration. The children will not be walked to school across the facility with temperatures below -30°C , with wind chill consideration taken into account. In case families are not able to drop their children off to school themselves, we are able to drop the children off at Champs Vallee, if our bus is in running condition, after the bus run is completed, which means that might result in a late school drop off of up to 10 minutes. Families are responsible for checking the temperatures before dropping their children off at the facility for transportation to school. During severe weather warnings, such as extreme cold below -30°C , Sunshine Patch reserves the right to cancel bus service.

In case of the daycare vehicle failure to run, the families will be informed at the earliest possibility. In that case the families are responsible to drive their children to school and back until the vehicle is in safe running condition. **We will not be able to accommodate children from Montrose OSC to stay at the facility due to the Educator's schedules during the school hours.**

Outdoor Play

Outdoor play is an essential part of the program. The children will be taken outdoors in appropriate winter gear, i.e. Snowsuit, mittens, hat, winter boots, sunscreen, etc. It is an integral component to the healthy growth and development of all children and is supported through outdoor environments with active play spaces and opportunities to experience and learn about the natural world. Children will not be taken outdoors in temperatures below -15°C .

Children are provided a variety of recreational resources to support physical experiences/activities indoor and outdoors, appropriate for the season. Outdoor Play could include:

- Obstacle courses at the park.
- Learning road-crossing safety.
- Scavenger Hunts: looking for leaves: yellow, red, brown
- Imaginative Games: going on a dinosaur hunt.
- Learning to manipulate balls: throwing, kicking, catching
- Gross motor development: running, hopping, rolling etc.

Outdoor play could also include individual play centres like the circle time taken outdoors for an expanded learning experience. Safety gear for related outdoor gear is essential. Safety helmets, elbow and knee pads are a requirement for related activities and are to be provided for the children participating in those activities. Children will be allowed to participate with the right safety gear. Educators will complete the Outdoor Safety Checklist before taking the children to the decided location of play. All outdoor equipment will comply with CSA standards for safety reasons.

Release of Children

Parents should write and sign the communication book in the morning if they request that their child be released to someone other than themselves or communicate via email. The communication book is, at all times by the sign in sheets. **We do require written permission for pick up, especially if it is someone other than the emergency contact that is going to be picking the children up.**

When a stranger arrives to take a child:

- Educators refer to the written communication in the Communication book.
- Person's I.D is checked.
- In custody issue cases, the Educator needs to be aware of who has the custody, if the other parent arrives for pick up. If there is no written communication available, the educator checks with the program director for any telephone message received.
- The child will not be released if there is no information available anywhere for their release on that day. The parent or the emergency contact will be contacted in that case, for further verification.
- The child is not released if there is any doubt at all.

For children arriving on the school bus (in the case they do not arrive):

- Educators contact the Director after checking the communication book for any messages related to their arrival.
- Phone school to see if they have any knowledge about the child.
- Phone the bus company for information.
- After all the above have been checked, phone the child's parent/guardian. Do not wait until the parent arrives.

Signing In and Out

It is the parent's responsibility to sign in their child every morning at arrival time and sign them out at pick up time on the sign in sheets. This is to ensure the safety of the children and to ensure the child's presence in the centre on that day. If the parent's do occasionally forget to sign in, the Educator will sign in on their behalf, but the parent's do need to initial it at pick up time. However, it is the parent's responsibility to confirm the total number of hours of attendance of their child, at the end of the month by their signature.

Child Illness/Accident Policy

Children's health is of top priority when they are with us at the daycare. In case of an illness or accident/incident of a child, Educators will contact the parents without delay to ensure that the child receives medical attention. It is the parent's responsibility to pick the child up at the soonest time possible.

Considering the severity of the illness/incident, a child requiring immediate medical attention, will receive medical attention and a 911 call will be made for the ambulance. In this case the parents will be called subsequently.

In case of a high fever, if there seems to be a delay in the parent's arrival, the Educators may use their discretion to help bring the fever down by using wet cloths to cool the body down. The normal body temperature is 37.3 degrees. Anything over 38 degrees is to be considered as a fever and parents need to be contacted. There is an infrared thermometer in the centre, located in the medication storage box. The thermometer will be pointed to the child's forehead to record their temperature. There will be close supervision and one-on-one attention for a sick child, until the parent's arrival. The child will be given a quiet area to rest in while waiting.

If there seems to be a chance that it is a communicable illness, the child will be separated from the other children within the room, if possible. They will be given close supervision by an Educator with a valid first aid certificate. Parents will be required to keep the child home for up to 48 hours, until the symptoms have cleared and a doctor's note will be required for the protection of all the other children onsite.

We do need written permission to administer regular Tylenol to the children. However, it is the parent's responsibility to let the Educator know if there has been a close contact of the child with a person with a communicable illness. Educators should be made aware of any symptoms to look out for, by the parents.

Any incidents that include: an emergency evacuation; unexpected program closure; an intruder on the program premises; an illness or injury to a child that requires the program to request emergency healthcare and/or requires the child to remain in hospital overnight; an error in the administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid; death of a child; an unexpected absence of a child from the program (i.e. lost child); a child removed from the program by a non-custodial parent or guardian; an allegation of physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer; the commission by a child of an offence under an Act of Canada or Alberta; and/or a child left on the premises outside of the program's operating hours.

Educators will document the serious illness, accidents or incidents including the corrective actions taken by the Educators. The accident/incident/illness report form includes a place for the parent's signature, the name of the child, date the child was observed to be ill, name of the Educator who

identified the child was ill, the time the parent was initially contacted, name of the Educator who contacted the parent, the time the child was picked up by the parent/guardian and their date of return to the centre. Through the incident reports the program is able track and analyze accidents to identify trends or issues.

Policy for Critical Incident/Accident Reporting Policy/Procedure

Purpose

To ensure all incidents are documented, recorded and reported accurately in a timely fashion.

Policy

In the situation that a critical incident happens at Montrose Out of School Care which involves the children in care, the local, regional office of Child Care Licensing, Edmonton Region Child and Family Services Division will be notified at the soonest possibility and an incident report submitted within 48 hours or 2 business days, using the Incident Form available on the website- www.child.alberta.ca. Examples of reportable critical incidents are listed further below.

The Educators or Directors are responsible to communicate the critical incident to the parents through a phone call, followed by the copy of the written incident report using the designated Incident/Accident Report form, to be signed by the parents. The onsite incident/accident reporting form will be filled out and signed by the parents on the same day or within 24 hours and kept onsite, for the records.

In the event that an Educator is approached by a client with allegations and concerns regarding abuse or harassment, the Educator is responsible to compassionately convey the seriousness of any allegation(s) without admitting legal liability or making public statements without the aid of legal counsel. The Educator is responsible to communicate the conversation/allegation to the Director immediately followed by appropriate documentation.

This is the list of reportable critical incidents to Child Care Licensing, Edmonton Region Child and Family Services Division:

- An emergency evacuation
- Unexpected program closure
- An intruder on the program premises
- A serious illness or injury to a child that requires the program to conduct first aid
- A serious illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in hospital overnight.
- An error in administration in medication by a program staff or volunteer resulting in a child becoming seriously injured or ill
- Death of a child
- An unexpected absence of a child from the program (i.e. Lost child)
- A child removed from the program by a non-custodial parent or guardian
- An allegation of physical, sexual, emotional abuse, and/or neglect of a child by a program staff member or volunteer

- The commission by a child of an offence under an Act of Canada or Alberta.
- A child left on the premises outside of the program's operating hours.

Procedure

Educators/volunteers are required to document all inappropriate language and actions that they witness using the Incident/Accident Report form and submit it to the Director(s) on duty. Child Protection Code of Conduct Policy & Procedure is to be referred/followed for the safety of children in care and to recognize reportable incidents.

Steps to Document, Record & Report

1. When Educators see or hear inappropriate language or behavior, document the incident and record it using the Incident/Accident Report form in the centre, same day.
2. The document must be submitted to the Director(s) within 12 hours and the Director must sign the report.
3. Parents are required to be notified of the incident the same day and sign the report.
4. Director will notify the Child Care Licensing, Edmonton Region Child and Family Services Division, if it's classified as a reportable critical incident immediately and send out the written report within 2 business days or 48 hours, using the prescribed form.

Critical incidents will be analyzed annually and a report will be submitted to the regional licensing child care authority's office. All other illnesses and incidents will be recorded and tracked for the purpose of an analysis and actions will be taken to resolve or improve the frequency of occurrences. The occurrences will be discussed with Educators and parents to avoid future occurrences, where applicable. Confidentiality will be maintained for the alleged victim and perpetrator. The series of documented incidents of inappropriate conduct also helps take appropriate action to avoid any physical and emotional damage to any children and keep the environment for children safe and healthy. This includes immediately suspending the alleged perpetrator pending the outcome of the investigation. All critical incidents will be consulted with the company's lawyer and will be reported to the company's insurance in a timely manner.

Medication Administration Policy

Purpose

To ensure that children receive proper delivery of prescribed medication/herbal remedies/emergency medications and to ensure that the right dose, right procedure and the right time is followed by trained Educators.

Policy

All medications, herbal remedies and above and beyond medications are handled and monitored in accordance with childcare regulations set out by the Licensing Act.

Montrose OSC will provide or allow for the provision of health care to a child only where the written consent of the child's parent has been obtained and a written prescription is provided by the parent from a physician confirming the name of the medication and right dosage. If the dosage is different as to be administered from what is stated on the container by age, a Doctor's note is required. The condition under which the medication is to be administered needs to be specified. All other medications other than allergy/emergency (ex: Benadryl, Zyrtec, Allegra, Alavert, Claritin), long term health issues (ex: ear tubes, etc.), and prescription medication will not be accepted or administered during the flu season without a written prescription from a physician or a doctor. This note/prescription is to be stapled to the medication form.

Procedure

- Parents need to provide written consent for administering the emergency medications.
- Parent authorization is required for all medications that require administration, along with the Physician's note on our medication form with all the details of medications or herbal remedy. This does not include emergency/allergy medications. Parents need to specify the date, name of medication or herbal remedy, child's name, name of medication, condition for which the medication is to be administered for, dosage, the time, frequency of the administration and signatures of the authorizing parent. If there is any discrepancy in any of the above information, Educators will inform the parent so that parent or parent designate is able to come administer the medication with the Educator's inability to do so.
- All medication is required to be in its original container and is labelled with the child's name, name of the physician, date of issue, and instructions for administration.
- Before administering medication to a child, Educators will make sure that the dosage prescribed by the parent matches the dosage and it is the right medication for the condition to be treated as specified on the medication container for that age group. In case of a discrepancy Educators will contact parents to confirm and inform that they will not be able to exceed the dosage prescribed on the container so that parent or parent designate is able to come administer the medication with the Educator's inability to do so.

- Educators will double check with the parent to ensure that they do notify as to when medications or herbal remedies were administered to the child prior to arriving at the facility.
- Parents need to provide Educators with information regarding any potential side effects of medications or herbal remedies.
- All medication or herbal remedies are in the original container with an intact label and child's name. Medication in another dispenser will not be accepted.
- Educators administering the medication or herbal remedy holds a valid first aid certification.
- The person administering the medication signs/initials the medication form.
- Medications that require refrigeration will be stored in a locked container in the refrigerator in the kitchen, that is inaccessible to children.
- Emergency medication will be stored in a place that is inaccessible to children, however is not locked.
- Educators document evidence of the administered medication or herbal remedies according to the parent authorization. This form contains sections to document the date and time of administration, name and amount of medication or herbal remedy.
- Self-administration of medication is only for children 9-12 years of age. They may be able to self-administer medication or herbal remedies with written parental approval. Parental authorization is on file that allows a child to self-medicate under the observation of an Educator. An Educator will be observing the child self-administer his/her own medication or herbal remedy and the Educator will sign the medication administration form indicating that they did observe.
- Emergency medications may be self-administered as authorized by a parent.
- Educators will observe children carefully for up to 15 minutes to be alert to any possible allergic reactions to the administration of a medication or herbal remedy.
- All medication is to be returned to the parent at the end of the day.
- Educators are required to maintain the medication tracking sheet on a daily basis.

Additional Medical Information

To ensure all Educators are aware of the medical information needed to ensure appropriate care for the child. This could include medical situations such as but not limited to, children with transplants, ear tubes, respiratory conditions, and diabetes.

- The specific health issue will be researched and monitored for the duration of the health issue/need.
- All Educators will be trained in the monitoring of the specific health issue/need.
- All Educators will be aware of any medication, administration and storage method of the specific health issue/need

- Documentation showing the completion of any training needed will be filed in the child's file and the Educator files.

CENTRE OPERATIONS

Termination / Withdrawal Policy

Our program collaborates with community support organizations and services to respond to the diverse needs of the children and families when needed. Families are welcome to seek this support through referrals while staying at the centre to meet the individual needs of children. If your child is leaving the centre, we do need a one month notice ahead of time, unless it is under sudden or unusual circumstances.

In case the child care services are terminated by the centre due to unusual circumstances such as failure to pay monthly dues or any other unresolved issues, a week's notice will be issued to the families to make alternate arrangements.

Hours of Operation

The regular hours of operation are from 6:30 am to 6:00 pm. There is a \$1.00 late charge fee per minute for children pick-up after 6:00pm.

Centre Closures/Statutory Holidays

Montrose OSC will be closed on statutory holidays, including but not limited to, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day, and Remembrance Day.

We are closed for a period of up to 5 days during the Christmas Holiday Season. We will specify the dates a month prior to the date of closure.

Smoke Free Environment

We provide a smoke free environment at the out of school care facility. We ensure that children are not exposed to secondhand smoke at any time while in care at our facility. We strongly believe that children need to be in a healthy environment where smoking is prohibited at all times. Children are particularly susceptible to second hand smoke because their lungs are less developed and their rate of breathing is faster than adults. Children that are around second-hand smoke may have more illnesses such as asthma, bronchitis, pneumonia, ear infections, colds and throat infections.

Smoking is strictly prohibited anywhere on the licensed premises. Educators are prohibited from smoking while they are caring for the children. This applies to any excursion off the premises including field trips, walks, and while at community.

Keeping of Records Policy

To ensure children's health and safety, it is essential that accurate and up to date records be completed for each child. In the event of an emergency, accurate attendance records are critical to ensure that all children are accounted for. Files are maintained for individual children and are available for inspection at all times and by the child's parent when practicable. These files are kept in a locked filing cabinet in the building for confidentiality purposes. Accurate attendance records ensure that a child's participation in the program is accurately recorded and that the legal responsibility for the child is clear. All attendance records are completed in ink and signed by parents. All records and files are kept on the premises for a minimum of two years after the date that they were created. The records must include:

- A current signed and completed enrolment form.
- Child's name, date of birth, health care registration number and current home address of the child.
- The name, current home address and telephone number of the child's parent(s).
- The address and telephone number of the place where the child's parent and another person to whom the child may be released can be reached in case of an emergency.
- The name and telephone number of the child's physician.
- Written confirmation of the child's immunization and any other health information provided by a parent.
- Particulars of the child's daily attendance, including arrival and departure times.
- Particulars of the administration of any medication, including the kind of medication, the time of administration, the amount administered, the initials of the person administering and written consent of the parent.
- Particulars of any health care provided that is of a physical nature over and above the normal that is provided at the daycare. For example, chest clapping, feeding through a tube, range of motion exercises, or special diets required for medical or other reasons and written consent of a parent.

These records are updated every six months or as any changes occur. It is the parent's responsibility to keep the educators/director updated of any changes. The changes will be made in the paper work at the earliest. Educators are trained and are aware where all the files are and are competent to update the documents/records.

Annual Program Evaluation Policy

Purpose

To ensure that the childcare practices are responsive, current and updated to meet the diverse needs of the children and families being served, through establishing working relationships with organizations/services within the community and through ongoing self-monitoring and evaluation processes.

Policy

Families, staff and children participate by completing the Annual Survey, which is an important component in the program review process. The program uses feedback from educators, family and the community to review its performance. This process helps engage in ongoing monitoring and evaluation processes involving staff, childcare professionals, families and community members to support continuous quality improvement through implementing changes to policies and/or procedures that embed best practices of child development into daily practice on an ongoing basis. The accumulated results from the surveys are shared with families and educators through emails and at the meetings. The results from the surveys are compiled, reviewed and communicated to the parents within 2 months via email, and by posting them on the parent information board. Roles and responsibilities are reviewed by the Director to ensure alignment with achieving quality improvement plans and program outcomes. Administration implements changes to policies and/or procedures in a timely manner. Policies and procedures are developed, dated, reviewed, revised and documented. Educators work together as a team and share knowledge to improve program performance through their participation in annual surveys. Timelines are achievable and completion dates are recorded. Goals and action plans will be discussed in staff meetings and reflect the resources available and circumstances impacting the program. This ensures that the policies and procedures in place are supporting quality services. The handbook will be reviewed and updated annually. This review will incorporate changes with staff and parental input, and management consent on changes done towards an improved program to exceed the standards.

Procedure

Families and educators are informed of the proposed changes during meetings or through emails to get input, before the policy or procedure is revised. Reasons and benefits for the proposed changes are discussed at meetings. If there is any disagreement on a proposed change, the options will be looked at and discussed to ensure that the goal and objective of the policy or procedure in question is alternatively achieved with an agreeable solution. If there continues to be a disagreement, then the licensing guidelines will be referred to revise and re-enforce the policy & procedure.

FINANCIAL OPERATIONS

Late Payment Penalties

Fees are due in the first week of the month. After the first week the payments are charged with a late fee of \$20.00 for that month.

Fees (Monthly)

The following table is in conjunction with the fees of Sunshine Patch Daycare. The subsidy rates fluctuate depending on individuals based on their income.

Age Group/Category	Full Fee	Operational Grant	Subsidy (if applicable)	Parent Portion
0 - 6 months	\$1,435	\$635	\$266 (Max)	\$534-\$800
6 - 18 months	\$1,200	\$635	\$266 (Max)	\$299-\$565
19 months - 3 years	\$1,100	\$510	\$266 (Max)	\$324-\$590
3 years - Kindergarten (KG)	\$975	\$450	\$266 (Max)	\$259-\$525
Kindergarten (KG)	\$925	\$450	\$266 (Max)	\$209-\$475
OSC (F/T Sept-June)	\$630	N/A	\$92-\$366	\$264-\$538
OSC (F/T July/August)	\$880	N/A	\$191-\$644	\$236-\$719
OSC - P/T (2 days) (Jul-Aug)	\$530	N/A	N/A	\$530
OSC - P/T (3 days) (Jul-Aug)	\$580	N/A	N/A	\$580
Transportation (Bus) Fee	\$130	N/A	N/A	\$130
P/T (2 days) - T/R & Infants	\$800	\$317.50	N/A	\$482.50
P/T (2 days) - P/S & KG	\$700	\$225	N/A	\$475
P/T (3 days) - T/R & Infants	\$950	\$510	\$266 (Max)	\$134-\$440
P/T (3 days) - P/S & KG	\$850	\$450	\$266 (Max)	\$174-\$400

Note: *There will be an **additional \$75 fee** in November for Fall Break and March for Spring Break.

*Any Off-site field trips during the months of July & August are **not included** in these fees.

- Drop-in (half day - 4 hrs or less)
 - o 0 - 18 months: \$60.00
 - o 19 months-5 years: \$45.00
 - o School-age: \$45.00
- Drop-in (full day - more than 4 hrs)
 - o 0 - 18 months: \$110.00
 - o 19 months-5 years: \$70.00
 - o School-age: \$70.00
- Drop-in (hourly rate) = \$15.00 per hour
- Non-refundable registration fee: \$100
- Late pick up fee of \$1.00 per minute after 6pm.

Subsidy Information and Assistance

- Parents that need to find out if they qualify for subsidy will need to fill out a subsidy application form. These forms are available online: <https://applychildcaresubsidy.alberta.ca/children/>.
- You can also submit a paper form to Alberta Children's Services. Download the paper form: <https://formsmgmt.gov.ab.ca/Public/CDEV2127.xdp> and mail the paper form to:

Children Services

PO BOX 1641

Station M Edmonton, AB

T5J 2N9

- You can also visit <https://www.alberta.ca/child-care-subsidy.aspx> for additional information.
- If you require assistance with the subsidy form, please feel free to contact us.

PARENT RESOURCE AVAILABILITY

Purpose

The program will maintain information on use of community resources to meet the needs of children and families.

Policy

For families to completely understand most regulations governing child care services in Alberta, the following list has been compiled along with updated resources cited in the monthly newsletters and on the parent information board. The program collaborates with community organizations and services to forward referrals when needed in response to meeting the diverse needs of the children and families.

List of Resources:

- Child.alberta.ca
- Choosing a Day Care Centre: A Guide to Parents
- Contagious Diseases in Daycare: A handbook for Parents
- Daycare Licensing Policy Manual

(the above are available from Regional licensing Office 780-427-0444)

- The daycare nutrition and food service manual
- Canada Food Guide (available from Health Units and online at <https://food-guide.canada.ca/en/>)
- Well Beings: A guide to promote the physical health, safety and emotional well being of children in child care centres and family day homes (at some public libraries).

You may also find additional resources under the “ Additional Parent Resources” tab on our website at montroseoutofschoolcare.com.

PROGRAM/HANDBOOK REVIEW POLICY AND PROCEDURE

Purpose

To ensure the child care practices are responsive, current and updated to meet the diverse needs of the children and families being served, through establishing working relationships with organizations/services within the community and through ongoing self-monitoring and evaluation processes.

Policy

Families, educators and children participate by completing the annual survey, which is an important component in the program review process. The program uses feedback from educators, families and the community to review its performance. This process helps engage in ongoing monitoring and evaluation processes involving educators, families and community members to support continuous quality improvement. The program maintains a record of program changes and the reasons for them. Policies and procedures are reviewed and updated regularly based on new information on best practices from recognized authorities.

The accumulated results from the surveys are shared with families and educators through emails and at meetings. The accumulated results from the surveys are compiled, reviewed and communicated to the families within 3 months via email, Parent Advisory Board, and by posting them on the parent information board. The outcome from the evaluation process is to help set future goals. Roles and responsibilities are reviewed to ensure alignment with achieving quality improvement plans and program outcomes by the Director(s). Administration implements changes to policies and/or procedures in a timely manner. Policies and procedures are developed, dated, reviewed, revised and documented.

Educators work together as a team and share knowledge to improve program performance through their participation in annual surveys. Goals and action plans will be discussed in staff meetings and reflection of the resources available and circumstances impacting the program will be reviewed. This ensures that the policies and procedures in place are supporting quality services.

The handbook is reviewed annually and revised annually, if needed. This review will incorporate changes to policies and procedures that affect the children, families and the educators. Families and educators are informed of the proposed changes during meetings or through emails to get input, before the policy or procedure is revised. Reasons and benefits for the proposed changes are discussed at meetings. If there is any disagreement on a proposed change, the options will be looked at and discussed to ensure that the goal and objective of the policy or procedure in question is alternatively achieved with an agreeable solution. If there continues to be a disagreement, then the licensing guidelines will be referred to revise and re-enforce the policy & procedure.

PARENT ACKNOWLEDGEMENT

I, _____ parent/guardian of, _____ understand and agree with the policies and procedures stated in the parent handbook. I have gone through the parent handbook and discussed my concerns and am satisfied with the policies followed by Montrose Out of School Care.

Parent Name: _____

Parent Signature: _____

Date: _____