



# Policies and Procedures

*160 Dickens Drive, Fort McMurray, Alberta. T9K 1R4. 780-791-3366 line 3*

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## 1. Administrative Records:

### **1.1 Administrative Records**

**Children's Records:** Each child is required to be signed in upon arrival and out upon departure by the parent or guardian only.

**Staff Records:** Each staff member is responsible to sign in and out of program daily. Signing in will be designated under direct and indirect childcare hours or administrative work.

**Evidence of childcare staff qualifications:** Each staff member is required to have current First Aid, Alberta Childcare Certification (Staff may not be left alone with any children until their Alberta Certification is confirmed), Criminal record check (vulnerable sector, and current within 3 months of hire date) and Alberta Intervention Record Check. If staff does not have their first aid, it must be completed within 90 days of employment hire date. These checks must be updated every 3 years.

All staff records will be kept in staff files and in online database and available at any time.

All child records will be kept in child files and in online database and available at any time.

Once staff or child is not longer with the program, records will be kept for a minimum of 7 years.

### **1.2 Children's Records**

The registration documents will contain but is not limited to the following:

- ✓ Name of the child, address, date of birth
- ✓ Name of the parent's/guardian's full address, phone numbers
- ✓ Emergency contact's name, full address, phone numbers
- ✓ Authorized pickup personnel's information
- ✓ Medication information with completed 'authorization form' for administering medication

- ✓ If medication administration is required, signed medication forms are to be included
- ✓ Relevant health information pertaining to the child; immunizations and allergies
- ✓ This program will only provide or allow for the provision of health care to a child if written consent from parents has been obtained or the health care provided is in the nature of first aid. Consent is recorded on the child's registration form
- ✓ A enrolment form must be completed for each child at time of registration

Copies of all documents will be kept on location in the child's file and in online database and will be available for parents to update information at any time.

Parents are required to review and update their child's forms yearly. If staff are aware of any changes that may have occurred they may request the parent to update their information immediately.

### **1.3 Portable Records**

Each childcare room will have an 'out of location' binder, including but not limited to containing:

Emergency information for each child:

Child Name	Parents/Guardians name
Date of Birth	Home address
Home address	Parent's/Guardian's Phone Numbers
Authorized Pick up information	
Full emergency contact information, which include the name, address and phone number.	

Evacuation routes and information  
 Emergency meeting location and contact number  
 Emergency contact numbers: Fire, Ambulance, Police, Poison Control, etc.  
 Program Director's emergency contact information

### **1.4 Fees and hours of care**

- ✓ Fees must be paid within 7 days of the first working day of the month. Late payment may lead to suspension from childcare program. Parents will be given a 2 week notice to find alternate care
- ✓ *A \$500.00 deposit is due upon registration*
- ✓ *First months fee is due upon registration*
- ✓ **Method of payment: Online, or at the centre (debit, credit, certified cheque or bank draft).**
- ✓ Hours- 6:00am to 6:00pm and 6:00am to 8:00pm
- ✓ *The centre is closed on all Alberta recognized **statutory holidays**.*

### **1.6 Late pick-up**

The Wheaton-Penney Childcare hours are 6:00am to 6:00 pm; 8:00pm for extended hour registrants. Parent must plan to have their children picked up by this time. If the parent or guardian cannot pick their child up on time, they must arrange for a local emergency contact person to pick up their child. The information of this person must be communicated to the staff on site. They will require identification.

### **1.6 Late fees**

0-5 minutes= \$5.00

6-10 minutes= \$10.00

Over 10 minutes= \$10.00 and \$1.00 for every minute after

In the case of a local traffic accident the parent must notify the program staff and the late fee will be waived. Repeated late pick-ups may require a suspension from the program until the issue is sorted or corrected.

*Fees will be deducted from the childcare deposit. If the deposit amount depletes to \$450.00 or less, the parent will be required to replenish the amount back to \$500.00.*

### **1.7 Leaving Care**

The Parent or guardian must provide a 30 day written notice of termination of care to the director or they are subject to pay the monthly charge and/or loss of deposit.

### **1.8 Off-site Activities**

All parents/guardians are required to sign an offsite activity release at the time of registration, which allows their child to participate in organized fieldtrips and activities. Neighbourhood/trail walks and near-by playground visits are covered under this release. The programs newsletters, parent boards, emails and daily communication with staff will be used to inform parents of the changes or confirmation of events that are to take place in advance. A field trip form will be posted for parents to sign for each and every field trip (excluding neighbourhood/trail walks and playground visits.

These are already signed off in registration/parental agreements) that is planned.

Information posted on the form, but not limited to;

- ✓ Date of Field Trip
- ✓ Method of transportation
- ✓ Number of Staff attending
- ✓ Child's Name
- ✓ Parent signature
- ✓ Approval date

Children will be under the supervision of staff at all times. *Example: Children will not ride in a taxi alone.*

The program staff will always have the room cell phone, 'out of location' binder with emergency contact information and first aid kit on hand.



## 2. Safety Procedures and Policies:

### **2.1 Child Abuse Policy**

Under the provision of the Child, Youth and Family Enhancement Act, any person who suspects a child may be abused or neglected by the parent or guardian has a legal obligation to report the manner immediately to a Children's Services Caseworker.

In the case of suspected child abuse or neglect, the childcare worker shall follow the protocols of the Alberta Children and Family Services Authority. A copy of the Child Abuse Policy is kept at the centre for staff reference.

### **2.2 Emergency Procedure**

All children and staff are required to wear shoes at all times in case of an evacuation. In the event of an emergency, 2 staff members of each room will be required to take the 'out of location' binder, cell phone and children to the designated location. A headcount must be taken. If necessary, the staff and children will be moved to the designated emergency location.

The remaining staff members will check each room, including bathrooms, rec room playground and contact the kitchen staff to ensure all children and staff have been located and accounted for. Upon arrival with rest of the staff and children, attendance will be retaken.

All staff and children will hold monthly timed drills, or discussions in order that everyone has a clear understanding and is trained to depart the centre safely should an emergency occur. The emergency evacuation plan is posted in each room by the door.

### **2.3 Fire Drills**

All centre rooms have a fire and evacuation plan visibly posted. The designation emergency meeting spots are clearly posted on the evacuation map. Fire Drill/discussions are practiced monthly and recorded on the designated form.

In the event of an evacuation, parents will be notified immediately.

## **Emergency Evacuation Location:**

### ***Sister Mary Phillips School***

#### **2.4 Accidents or Illness**

Parents are required to give written consent for First Aid treatment of their child. A trained/qualified staff member will only administer this. If a child needs emergency medical attention, 911 and the parent/guardian will be contacted. If the parent/guardian cannot be reached, the child will be accompanied by a staff member to the Northern Lights Regional Health Centre by ambulance and will remain with the child until the parent or guardian arrives. The ambulance fee is the responsibility of the parent or guardian. All incidents or accidents will be documented and kept on file.

#### **2.5 Incident Reporting**

Any incident that puts a child at risk whether through accident or illness will be reported and recorded immediately. Incident reports will be completed by staff and signed by the parent and staff member. This record will be kept in the child's file. If the incident is behaviour based, then a behaviour report will be completed and will follow the same procedure.

For each child involved, each parent is to sign off and a copy must be given to the parent.

Names will not be used when discussing the incident and referring to other children.

Copies of all incidents, accident and behaviour reports will be given to the program director for review and filing.

Critical incidents must and will be reported to the licensing officer within *2 working days*. The license holder must fully complete the Incident Reporting Form (CDEV 4029) and submit the completed form to the regional child care office.

These incidents include with are not limited to:

- ✓ An emergency evacuation
- ✓ Unexpected program closure
- ✓ Intruder on 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 the administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid, or the program requesting emergency health care and /or requires the child to remain in hospital overnight.
- ✓ The death of a child.
- ✓ An unexpected absence of a child from the program (i.e. missing or a lost child
- ✓ A child removed from 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

In the event of an incident occurring below are contact numbers for business and after hours reporting:

- ✓ Licensing Officer 1: W: 780-743-7449 C: 780-788-5074
- ✓ Licensing Officer 2: W: 780-74307375 C: 780-881-9202
- ✓ CFSA Intake 780-743-7421
- ✓ Government Rite Line 310-0000
- ✓ Manager of Community Programs: W: 780-743-7469 C: 780-881-2927 Fax: 780-743-7474

Annually, all incidents are recorded on the Incident Reporting Annual Summary and Analysis Reporting form (CDEV0001) and submitted to licensing. The incidents will be analyzed and look for patterns to prevent future occurrences.

## **2.6 Evaluations**

The program will track incidents/accidents and illnesses by completing incident/accident and illness forms. Each form is labelled as illness form and an incident/accident form. All serious/critical incidents will be reported to licensing using form CDEV4029 (see incident reporting and potential risk policy). Once a year the Annual Summary & Analysis Reporting form CDEV0001 will be completed and submitted to licensing. Annually, all incidents are recorded on the Incident Reporting Annual Summary and Analysis Reporting form (CDEV0001) and submitted to licensing. The incidents will be analyzed and look for patterns to prevent future occurrences.

## **2.7 Release of Children**

All children must be signed in to program when they arrive and out upon departure by their parent, guardian or authorized pick-up. Parents are required to contact the childcare centre to let the staff know that their child will not be attending program that day no later than 8:00am. If a child fails to show at pick-up time from school, the parent will be contacted before staff and children leave the premises. If a child fails to show when picked up from the bus, the parent will be contacted immediately.

## **2.8 Authorized Pick up**

The parent or guardian must indicate in the registration documents who is authorized to pick up their child from the program. The information is detailed under contacts on the registration documents and indicated as an authorized pick up. This information will be in the child's file and in the 'out of program' binder.

## **2.9 Identification of Parents or Authorized Pick-up**

The program staff is responsible for the care and safety of the children in program until they are pick up by an authorized person. All staff will follow the following procedure in order to ensure that the pick-up person is authorized:

If the Identity of a parent, Guardian or authorized pick up needs to be verified they will ask for photo identification. This will happen when a person is unknown to the staff or a substitute staff member is working.

1. The parent or guardian's photo ID will be compared to the name on the registration documents. Emergency or contact pick-up must have been designated by a parent and have informed the program and the pick up must be confirmed before release of the child. If ID and authorizations check out, they are required to sign the child out.
2. If the name does not match any of the records, further authorization is required.
3. A call will be placed to the registered parent or guardian to verify that the person picking the child up is authorized.
4. This child will not be released until they have confirmation that the pick-up is authorized.
5. If further direction is needed or issues arise the staff will contact the program supervisor or director.

**Unauthorized Person-** In the case of an unauthorized person arriving to pick up a child, the child will remain under the supervision of the childcare staff. The staff person in charge will speak with the individual and explain to them the program policy that no child is to be released without verification and/or consent from the registering parent or guardian.

In an emergency situation, permission via phone will be permitted from the registering parent or guardian as long as the parent confirms the personal information of the pick-up designate and that it matches their identification

Whenever difficulties or an emergency arises, all reasonable efforts will be pursued to ensure the safety of the children and staff. If deemed necessary the program supervisor or director may choose to call the local authorities for assistance.

**Alleged Impaired Authorization Pick-up-** It is the childcare staff's legal responsibility to the extent that this is possible:

Not to release a child to an authorized person who is unable to adequately care for a child. If staff member believes that a child will be at risk, the childcare staff person will:

- ✓ Offer to call another person authorized to pick up the child or
- ✓ Call the program supervisor or director, who then can diffuse the situation
- ✓ The supervisor or director may contact the police or Child and Family Services if they feel that the child is at risk.

### 3. Health and Wellness Policies:

#### **3.1 Wellness Policy**

To ensure the health and safety standards of the childcare centre, a constant awareness of the children's health is maintained. If a child is not well enough to participate in normal program activities, is showing signs of an infectious illness or a program staff cannot provide the care required, the child would be considered too ill to be a part of program.

The child will be assessed in the following ways if a child appears to be ill: child's temperature will be taken under the arm using a thermometer. Staff will monitor children's health by observing to identify early signs of fever, illness or unusual behaviour such as redness in face, clammy or hot skin or a lethargic child.

The program/licence holder must ensure that the child's parent removes the child from the program premises immediately. Once sent home from the program, the child will not be allowed to return until the program receives a note from the child's physician stating child does not pose a health risk to other children and staff or the child has been symptom free for 24 hours. All communicable diseases will be reported to a health official for further instruction.

Parents will be informed of this policy upon registration and will receive a copy of the policy included in the parent handbook. The *Information for Parents Using Regulated or Approved Child Care Brochure* will be posted for public viewing. Staff will be orientated to this policy during staff orientation.

All illnesses will be recorded on an Illness Form which will document children who are ill which includes the child's name, date observed child was ill, name of staff who identified the child was ill, time the parent was contacted, name of staff who contacted parent, time the child was removed from the program and the date the child returned to the program.

While in program, if a child develops any of the symptoms below, the program supervisor or director will contact parents immediately. If neither can be reach, and emergency contact will be pursued. If the registering parent or guardian refuses to pick the child up immediately (within 1 hour), the supervisor or director will call Child Intervention Services. The child will remain separate from the other children under close supervision.

<b>Child may not attend program when they:</b>	<b>Child may return to program when they:</b>
Has a fever of 100.4 degrees (38C) Temperature will be taken by staff using thermometer underarm	Fever has remained below 100.4 degrees (38C) for 24 hours without medication
Has consecutive bouts of diarrhea	Symptom free for 24 hours
Has skin infections, undiagnosed rash, or signs of any contagious illness or infection	Has been examined by a doctor and has medical clearance
Has any form of untreated infestations such as lice or scabies	Has been treated/has no visible nits
Conjunctivitis	Has seen a doctor and 24 hours after first eye drops have been given
Vomiting	Symptom free for 24 hours
New or unexplained cough	Symptom free for 24 hours
Requires greater care and attention that the staff can provide and that will compromise the care of the other children in program	Symptom free for 24 hours or a doctors note
Has difficulty breathing	Symptom free for 24 hours
Any communicable disease	Doctors note is required
Having or displaying any other illness or symptom the staff knows or believes may indicate that the child poses a health risk or concern to the persons in the program	Written notice from a physician claiming the child does not pose a health risk or concern

All children play outside each day (whether permitting). If the child is not well enough to go out and/or participate, the child must be kept home. Refunds will not be given for missed days.

If the child has been diagnosed with an illness, parents are required to inform the centre staff with full information regarding the condition. Failure to disclose such information may result in parents being asked to remove the child from care until a doctor's note of clean health is provided.

### **3.2 Supervised care of sick children**

When a staff member suspects that a child may be suffering from a communicable disease, the parents will be contacted immediately in order to have the child removed from program until the child is well again. While waiting for the arrival of the parents/guardian or designated pick-up, the child will be removed from the other children and kept as far away as practically possible until their pick-up has arrived. Staff members will monitor the child while still in care.

It is the parent's responsibility to pick the child up within 1 hour of contact or arrange for a designate to do so.

### **3.3 Medication Policy**

In order for the centre staff to administer medication to a child, a 'medication authorization form' must be completed and signed by the parent/guardian. All medication must be:

- ✓ Prescription- Staff are not permitted to administer over the counter medication
- ✓ In the original labelled prescription container
- ✓ Given according to prescription directions only
- ✓ Kept in a locked container inaccessible to the children and refrigerated if necessary

Emergency medication will be stored out of the children's reach, but in an unlocked manner for easy accessibility. All other medication will be stored in a locked container that is inaccessible to children.



*Children who require emergency medication such as an Epi-pen, or asthma inhaler, parent must provide the medication to stored and remain at the centre. This must be separate from their at-home medication. Additional forms must be filled for administrations. Logs will be kept recording when the medication has been administered (all medication). When medication must be administered to a child the name, the time, the amount and the initials of the person who administered the medication must be recorded.*

### **3.4 Accidents/Incidents/Injuries**

In the event of a minor injury such as scratch, cut, bruise, etc., the child's needs must be attended to immediately. An incident/accident report will be complete in detail with an explanation of the incident. A copy of the report is signed by and given to the parent and the centre staff upon the child's pick-up. A copy will be kept in the child's file.

In the case of a more serious incident such as a broken bone, a cut that requires stitches, etc., the child's needs will immediately be attended to. The parent must be notified immediately by phone contact. The parents/guardian must pick them up to seek medical attention. If the parent or their designate cannot be contacted or cannot pick them up within a reasonable time, an ambulance will be called. If it is unsafe to move the child, and ambulance will be called immediately. In both cases the parents will be notified as soon as possible and an accident/injury report will accompany your child and one staff member in the ambulance so the attending physician will have the appropriate information to provide the necessary care.

The ambulance cost is covered by the parent/guardian.

## 4. Weather Policy:

### **4.1 Hot/Cold Weather**

Children will not be exposed to temperature below -20C or exceeding +30C or the following extreme weather conditions:

- ✓ Tornado or tornado warnings

- ✓ Heavy rain or snowfall
- ✓ High or gusting winds over 20km/h
- ✓ High UV rating 11+(Extreme) will limit outdoor play between 1-4pm

Children will be closely monitored for signs of heat or cold discomfort during outdoor play and will be taken inside if showing any related signs.

Children who are walked to school, (Sister Mary Phillips or Dickensfield) will not be permitted outside when the temperature reached below -25c with the wind chill.

## 5. Nutrition and Health policies:

### **5.1 Nutrition**

The Wheaton-Penny Childcare centre will provide a nutritious breakfast, lunch and 2 snacks per day. A supper will be provided to those children you are registered until 8:00pm. Each meal will be planned following the Canada Food Guide and will offer a minimum of two food groups.

The menu will be posted and will follow a Food Guide recognized by Health Canada. There will be sufficient quantities served in accordance with the needs of each child.

If the parent provides infants' nutrition, it must be clearly labelled with the child's name.

All food allergies are to be indicated on the registration form. This program adopts a peanut-free environment; therefore foods containing peanuts are not permitted.

Breakfast is available between 7:00-8:00am, snack 9:30-10:00am, lunch at 12:00-12:45 and afternoon snack around 3:00-3:30pm. Supper will be at 6:00-6:30pm.

The program will offer snack foods that are healthy and will intentionally refrain from servings foods that are high in sugar, additives, colorings, caffeine or excessive salt. Fruit juices or drinks containing excessive amounts of sugar shall not be served. On occasion, we may elect to serve foods that are exceptions to those that are posted on the menu.

Snacks that are sent from home that adhere to specific children's dietary needs may not contain nuts, be high in sugar or be generally unhealthy. These can be sent home with the child.

### **5.2 Manner of feeding**

- ✓ Children will have adequate quantities of as per their age, developmental stages and needs.
- ✓ Children will be seated while eating and drinking
- ✓ No beverages will be provided to children while they are napping

### **5.3 Health Care**

This program will only provide or allow for the provision of health care to a child if written consent from parents has been obtained or the health care provided is in the nature of first aid. Consent is recorded on the child's registration form.

### **5.4 Smoking**

No person will smoke on the program premises. No staff member is permitted to smoke at any time or place where childcare is being provided.

### **5.5 Sunscreen**

Parents are required to provide the program with a bottle of sunscreen for the children's use in sunny weather. Permission must be given to apply sunscreen to the child by the parent/guardian and will be provided with registration documents. A child can be exempt from wearing sunscreen upon parent approval.

### **5.6 Insect Repellent**

Parents are required to provide the program with a bottle of bug repellent for the children's use in the outdoors (when necessary). Permission must give consent to apply repellent to the child by the parent/guardian and will be provided with

registration documents. A child can be exempt from wearing repellent upon parent approval.

### **5.7 Hand Washing**

Staff and children will practice thorough hand washing throughout the day. This must be done before and after handling food, after using the washroom, changing diapers, after toileting, after playing the sand or outdoors, wiping noses, sneezing or coughing and whenever hands are soiled.

Hand washing routines *must* include soap, warm water and scrubbing of both sides of hands. Hand sanitizer is not a replacement for cleaning of soiled hands.

### **5.8 Cleaning**

More information can be found in the Child Care Facility Environmental Public Health Information Manual located at each program room.

#### *Toys and cleaning:*

- ✓ Activity centres, large toys- once per week or when soiled
- ✓ Stuffed and soft toys will be laundered once per week, or when mouthed or soiled
- ✓ Hard toys will be cleaned and sanitized- once per week or when soiled
- ✓ Pillow cases, dress up clothes- once per week or when soiled

#### *Surface Cleaning and sanitizing:*

- ✓ Tables will be washed/scrubbed with a wet cloth and with the appropriate disinfectant.
- ✓ Counters and chairs will be cleaned as above
- ✓ Door knobs, light switches and other frequently touched surfaces will be disinfected daily

## **5.9 Safety Inspections**

A checklist of inspections will be conducted daily on the premises and signed off by staff. When applicable, the fieldtrip safety checklist will be used. Any area of concern will be brought to the program director's attention as soon as possible.

## 6. Child Guidance, Discipline and Behaviour Policies:

### **6.1 Child Guidance, Discipline and Behaviour**

The Wheaton-Penney Childcare Centre aims to assist children in areas of development pertaining but not limited to:

- ✓ Respect for others
- ✓ Self-control
- ✓ Self confidence
- ✓ Self-discipline
- ✓ Sensitivity in their interactions with other children

Children in care will be guided to accept responsibly for their own actions. For those occasions when children make choices that are not acceptable, a guidance process will be followed. A behaviour contract is agreed upon and signed by all registering families.

The following guidelines will be used in behaviour management, but are not limited to:

#### **Guidance**

Developing self-control and learning appropriate social behaviours are essential to children's social development. By encouraging children's self-respect and respect for others, caregiver's can help children develop self-control and sensitivity in their interactions with others.

Behaviour management, or "discipline", is the process by which children are guided and encouraged to act in appropriate ways. Guiding children's behaviour is an important part of the caregiver's role and one that takes place continually throughout the day.

Appropriate behaviour management methods serve to guide children's behaviour while protecting and enhancing their self-esteem. Knowledge and skill are required to ensure that the methods used always take children's self-esteem into account. In guiding children's behaviour two types of methods or strategies are used: **preventive and intervention strategies**. Preventive strategies are used to increase the chances wanted behaviours will occur. Preventive strategies are based on knowledge of child development. There is a wide range of specific preventive strategies that can be used, such as ensuring the program is appropriately planned, and setting clear, simple rules children can remember. Intervention strategies are used to stop or redirect undesirable behaviour when it occurs. These methods include calming, redirecting and reassuring children.

## **Preventive methods**

### **Overall Approach**

1. **Set a good example** by modeling appropriate behaviour and problem-solving techniques. When caregivers are polite and considerate of other adults and children, they set the tone for everyone.
2. **Recognize each child as a unique individual** in terms of age, level of development, temperament, experience, family background and culture. All of these factors affect children's abilities to understand and respond to your directions. For example, most children under three years of age cannot understand the concept of taking turns, so distracting them with a different activity is more effective than telling them to wait their turn.
3. **Respect each child's individual needs and interests** to encourage the development of children's self-esteem. For example, if a child needs a lot of time alone, do not insist she always play with others. Or, if there is a new baby in a family that sparks an interest in babies, follow through on this interest by inviting the mother to bring the baby to the center. Children will want to please those whom they know care about them.
4. **Plan a program of varied and developmentally appropriate activities** that maintain children's interest and allow them opportunities to choose among sufficient activities and equipment. Children who are busy and involved are less likely to misbehave, but if they often have to wait for toys or equipment they are more likely to get bored and into trouble.

5. **Know the group and plan for difficulties** to prevent problems from occurring. For example, have the slower dressers begin early to get ready to go outside, so that the others will not get bored and restless waiting for them.
6. **Plan transitions between activities** so that children know what is coming, have sufficient time to finish what they are doing and can “switch gears” for a new activity. For example, telling the children “a few minutes until clean-up and lunch” allows them time to finish what they are doing and prepare for a new activity.
7. **Organize the indoor play space** into distinct activity centers to reduce large free-flow traffic areas and prevent inappropriate running and chasing. Schedule time for children to “burn off steam” by running around during outdoor play or large muscle indoor activities. In order to reduce conflicts, clearly designate areas for adults or children, individual or group activities.

### **Guiding behaviour and setting limits**

8. **Encourage behaviour you want to continue** with words or gestures: “You two are sharing those trucks nicely”. Children should receive attention when they are behaving well, not just when they are misbehaving.
9. **Establish clear limits** that are understandable to children and be consistent in applying these limits: “You cannot grab the ball from Johnny; you must wait until he is finished with it”. Children will understand a reasonable explanation for rules but can’t learn what is expected if the rules are constantly changing from one day to the next.
10. **Use simple forward statements of expectations** when setting limits. These statements should not be in the form of questions. For example, “It’s time to put the blocks away”, not, “Would you like to put the blocks away?”
11. **Focus on what to do, rather than what not to do.** For example, “Please clean up the paints”, instead of, “Don’t leave the paints out” or “when you clean up then we will do...”
12. **Explain the “natural” or inevitable consequences** of actions. For example, “If you put the blocks away where they belong, you’ll be able to find them next time.”

13. **Explain the logical or adult-constructed consequences** of actions. For example, “If you cannot use the slide without pushing, you will have to play somewhere else.”
14. **Give children a choice only when they really do have a choice**, and be prepared to follow through on their decision. When there is no choice make a clear statement of expectations. For example, at the end of the day: “It’s time to get ready to go home. Would you like to put on your boots first or your coat?” Instead of “Would you like to get ready to go home?”
15. **Give children time to respond to expectations**. Young children have short memories and sometimes need to be reminded of the rules: “Remember we all stay together when we walk to the park”.
16. **Ignore minor incidents**. Set some basic rules that help distinguish minor incidents from those needing adult intervention. Adult intervention may not be needed if children are not hurting themselves or others, or not breaking or taking away another’s personal property.
17. **Help children learn to solve their own conflicts** by teaching them how to problem-solve. For example, when a child hits clearly state the limit “You cannot hit, hitting hurts.” Then offer to help the child find the right words “If you would like the doll back you can say to Susie ‘I would like it back please’”. Teaching children to think of effective alternative reactions will help them to learn to get along with others.
18. **Deal with the incident that has just occurred** and do not dwell on past problems or incidents. Children need to be praised for appropriate behaviour, not nagged for past mistakes.
19. **Let children know they can come to you** for further direction if they need it. For example, “It’s time to clean up. If you are not sure where to put things, come and ask me for help.”

### **Intervention methods**

When undesirable behaviours do occur and children need to be stopped or redirected, the following intervention methods may be used:



1. **Stay calm.** Gain the child's attention by stating her name, bending down to her level, establishing eye contact and speaking in a calm, controlled voice. Becoming angry and raising your own voice will only make the child more upset.
2. **Move close to the child** to help him gain self control; kneeling down and placing your arm around him may provide needed reassurance. It may take several minutes to calm a child (and yourself) before you can talk to him and resolve the situation.
3. **Acknowledge the child's feelings** and remind her of the limits in simple and straightforward language. For example, "I know you are angry, but hitting hurts Emily. Tell her what you want in words and give examples."
4. **Focus on the behaviours as unacceptable, not the child** or his character. Protect the child's self-esteem by telling him that his behaviour is not appropriate, not that he is a "bad" child: "You must let Gerald decide if he wants to give you the truck" not "Don't be such a bossy boy".
5. **Reassure the child**, physically and verbally, that she is valued and cared about, in spite of her behaviour. A hug and a smile will work wonders.
6. **Redirect or distract** a younger child with a new toy or activity. Offering an infant or very young preschooler a new toy or encouraging him in a different activity may resolve behaviour problems. If necessary, remove him from the situation altogether and interact with him.
7. **Offer a choice of appropriate alternate activities** to an older child, and help her get interested and settled into the new activity.
8. **Consider the child's age and level of development** before you set limits.

**Time outs must never be used since it can be a form of isolation.** If a child requires quiet time then let the child return to the group when they are ready.

Children shall never be isolated. If a child is upset, aggressive, disruptive or unable to maintain control while in area of other children the child will be guided to a quiet

area to calm down and staff will explain the expectations and options. When the child is ready to join the activity again, they may do so.

**If a child's behaviour continues to be inappropriate, they will be directed to another activity. A staff person will then notify the parent/guardian upon pick up. A behaviour report may be required. Staff at the centre will work with the child as much as possible to help aid and correct behaviour. We strive for the success of the child before all else.**

### **Corporal Punishment**

Corporal (physical) punishment of children, including hitting and spanking, is not an appropriate method of guiding children's behaviour. Regardless of the techniques used by parents in the home, corporal punishment must never be used in a child care setting.

Hitting of a child by an adult has the potential to do physical as well as emotional harm to the child. A large adult can easily injure a young child without intending to. Spanking and hitting children also sets the example that hitting is an acceptable way to treat other people. When children see an adult hitting a child, they see an adult who is out of control. Children who are upset need to be able to trust that the adults around them have self-control and will not hurt them.

Other discipline methods that are **not allowed** include harsh verbal or physically degrading measures that humiliate or undermine a child's self respect, isolating a child, threatening a child or withholding food, shelter, clothing or bedding.

### **Summary**

Staff are encouraged to use a variety of methods of behaviour management depending on the child and the situation. In some situations it may be necessary to use several different methods before a situation can be resolved satisfactory. The more options for staff, the more effective staff will be in guiding young children towards acceptable behaviour.

**If staff, practicum students, volunteers and outside organizations do not abide by this discipline policy, depending on the situation, it may be grounds for dismissal.**

Should there be on-going serious incidents with a child, the following steps will take place:

1. Meeting scheduled with family member to put in place a plan to work with the child to reduce/eliminate the cause of the incidents. At this time, the family may be asked to access additional supports to secure funding which would allow to have a ratio enhancement position to support the child while in care.
2. Should a support staff not be needed and further incidents occur, a suspension may take place. Missed days will not be reimbursed.
3. If the child poses a threat to the safety and well being of the other children and staff and supports have been exhausted, as a last resort, a child may be terminated from care.

A copy of the written discipline policy shall be given to parents upon registration with their package (parent handbook). The program has the discipline policy posted in a visible place for viewing.

When new staff, volunteers, practicum students and applicable persons such as outside organizations staff start they are given a copy of the program's policies. Staff and volunteers are required to read the program policies and sign and date that they have received a copy and agree to follow all policies and procedures. If staff or a volunteer is not following the discipline policy then it is grounds for dismissal.

It shall be the responsibility of the license holder, all staff, parents, practicum students and volunteers to ensure that the discipline policy is adhered to. However, it shall be the responsibility of the program supervisor to ensure that the discipline policy is discussed and thoroughly understood by all staff, practicum students and volunteers prior to their involvement with children.

The Program Supervisor will be responsible for staff and volunteer orientation, supervision and evaluations. Every staff member and volunteer goes through an orientation process and is given a copy of the program's policies to become familiar with.

The child discipline policy will be explained regarding the expectations of positive discipline so there is no confusion regarding what is appropriate discipline. Staff, practicum students and volunteers will be educated regarding all program's policies which are: Potential Health Risk Policy, Discipline Policy, Off-Site Activity and Emergency Evacuation Policy, Accident and Illness Policy, Incident Reporting Policy, Supervision of Sick Children Policy, Medication Policy, Health Care Policy, Smoking Policy, Nutrition Policy, Manner of Feeding Policy, Children's Records Policy, Administrative Records Policy, Portable Records policy, Emergency Procedures Policy and Supervision Policy and Practices. Questions will be answered as needed. Staff, practicum students and volunteers will sign that they have completed the orientation and have received a copy of the program's policies.

Any persons without an Alberta Childcare Certification Number may not have unsupervised access to the children. This includes staff. Volunteers and practicum students may not have unsupervised access to the children at any time.

## 7. Inclusion and Diversity Policies:

### **7.1 Inclusion**

Children with special needs that pertain to, but not limited to allergies, behaviour difficulties or disorders, chronic disease, physical restriction will be closely worked with and included in daily practice. Including children with special needs enriches the experiences at the centre and aids in the intellectual development of other children, I.e. Empathy.

- ✓ Confidentiality is assured with each family and staff at program
- ✓ Program staff will work with parents and families to meet the needs of the child with special needs.
- ✓ Each family is treated with dignity and respect regarding their needs
- ✓ An individual health plan is developed for each child with a health issue
- ✓ Discrimination, racism or unfair treatment of others will not be tolerated by children, staff or parents.

## **7.2 Diversity**

The Wheaton-Penney Childcare Centre recognizes the diversity of the children in our community. Regardless of age, genders, ability, belief system, socio-economic situation, culture, appearance or familial situation the centre accepts these children families and employees. We will work hard to recognize and celebrate these difference, backgrounds and experiences. The program offers children, families and employees the opportunity to be apart of a safe program.

## 8. Supervision Policy

### **8.1 Supervision Policy**

Children must be supervised at all times. Effective supervision prevents injuries, accidents and reduces harm to children. It also promotes positive, responsive and intentional learning environments for children and staff. Effective supervision may change depending on the age of children being cared for and the individual needs of children. Effective supervision is more than watching children; it is about using techniques that promote effective supervision practices and create safe care environments.

- 1) Staff must always be aware of the physical environment of the childcare program. Staff must conduct regular safety checks of the program premises and equipment to remove hazards and complete safety assessment checklists.
- 2) Staff is required to position equipment and arrange the environment to allow staff to supervise the children's indoor and outdoor play spaces, rest, and toilet areas. Staff must always position themselves to have children within their view. Remember to never turn your back on children when supervising them.
- 3) Staff is required to know which individuals are authorized to pick-up a child from the program in place of a parent. Communicate daily with parents especially mornings when dropping their child off and ask who will be picking their child up at the end of the day.

- 4) Staff is required to be observant when children arrive and leave the program, ensuring that both arrival and departure times are accurately recorded. Staff is required to always know how many children they have. When going on outings staffs are to complete face to name attendance before leaving premises, in and out of vehicles and upon arriving at the destination. When returning to premises the same protocol must be in place. Each staff member must be given a group (list of children) to be primarily responsible for but also help with all the children in the group. Portable records must be taken when off program premises (evacuations & field trips).
- 5) Staff must remember where emergency medications, first aid kits, and emergency contact numbers are kept. These stored inaccessible to children in a cupboard that is labelled as first aid and children's emergency records are stored there also. Emergency numbers must be posted by the phone and in the children's emergency portable records.
- 6) Staff is required to monitor children at all times. Staff must avoid carrying out activities that may draw their attention away from active supervision. Examples of such activities include administrative tasks, cleaning, texting, reading, or using the phone. Effective staff observes children's play and behaviour by directing and closely monitoring children when carrying out activities that may involve some risk, such as playing near water, near doorways, or during transition times when children may gather in larger groups.
- 7) Observing play and anticipating what may happen next in order to provide caregivers with the opportunity to assist children and intervene in the event of potential danger.
- 8) Listening closely to children, even those who are not in the staff's direct line of sight (such as those in outdoor play spaces or areas where children nap). Positioning staff to allow for the supervision of the entire group of children such as facing children with no backs turned to children.
- 9) Monitoring children's health to identify early signs of fever, illness, or unusual behaviour. Staffs are to observe for redness in face, warm body, clamminess or being lethargic.

- 10) Staff are to watch and participate in children's play to ensure that children are playing in a safe manner.
- 11) Staff must follow policies and procedures that outline supervision practices for programs.
- 12) The Program Supervisor will review policies on a regular basis with all staff, including volunteers and outside organizations staff (if applicable), particularly when there are programming changes (for instance, during the summer, when children are outside more, or in the fall, when new children enrol in the program). Parents will be informed of the supervision by the parent handbook and it is posted on the parent board.
- 13) Recording the actual arrival and departure times of children, including their arrival or departure from outside play or field trips (face to name attendance) must be completed for children.
- 14) Using a consistent system during head-counts or roll call (counts should be done during all transitions, including when children leave or return to their classroom, or enter or leave a vehicle).
- 15) Establishing simple rules for children (for example, "when we are indoors, we walk") and maintaining staff to child ratios at all times. Staffs are to call office if additional staff is required
- 16) Program Supervisors must monitor and evaluate supervision practices to ensure that staff/provider practices adhere to provincial standards and program policies on supervision. This is done by: spot-checking staff; randomly asking staff how many children are present; observing staff to ensure that they are following established procedures; and reviewing program policies on a regular basis, including presenting staff with hypothetical scenarios to test their response (e.g. "if the program goes on a field trip, how will staff account for all of the children?")
- 17) If a child fails to show at pick-up time from school, the parent will be contacted before staff and children leave the premises. If a child fails to show when picked up from the bus, the parent will be contacted immediately.

Supervision policy is included in the parent handbook that is given to parents upon registration.

## 9. Communication Policies:

### **9.1 Communication**

In order to facilitate a positive relationship with families, children, staff members, and the community, the Wheaton-Penney Childcare Centre is committed to communicating openly and respectfully in a professional manner.

Families of children registered in the childcare centre have right to be fully informed of their child's experience while involved in program. This can happen in many ways but not limited to:

- ✓ Daily records/communication books for each child
- ✓ Verbal communication between staff and parents
- ✓ Emails
- ✓ Newsletters
- ✓ Menus- visibly posted
- ✓ Parent board posts
- ✓ Children's weekly programming

### **9.2 Parent Participation and Feedback**

The centre will provide parent the opportunity to offer their feedback regarding the program/centre in a variety of ways:

- ✓ Conversation between staff and families
- ✓ Parent suggestion box (anonymous)
- ✓ Annual parent surveys

Information taken from parents will be reviewed and may be presented in staff meetings and changes may be made accordingly.

Parents are invited to attend field trips when planned. Parents must never left unsupervised while with the children.



### **9.3 Confidentiality**

Information pertaining to individual children will be communicated in a formal AND confidential manner. Injuries, illness or serious incidents of inappropriate behaviour will be documented in an incident report and kept in the child's file. All will remain confidential. When discussing incidents with parent regarding other children, names will not be used under any circumstances.

### **9.4 Parent Information**

The Centre will post information for parents to access with information including but not limited to:

- ✓ License
- ✓ Accreditation information
- ✓ Behaviour and nutrition policies
- ✓ Newsletter
- ✓ Community information
- ✓ Emergency Numbers
- ✓ Achievements

### **9.5 Child Involvement**

Children will be given the opportunity to communicate feedback regarding programming in a number of ways. This may include, but is not limited to; open-ended discussion with staff members where children are asked for their input, child surveys, and idea-sharing group meetings.

Families are encouraged to offer ideas, feedback, through verbal interactions, suggestion box or email contact.

### **9.6 Staff**

Staff are encouraged to contribute ideas for daily practice and planning.

The staff will have numerous opportunities to communicate with the program supervisors and/or director. This will ensure consistency and allow for program input.

- ✓ Staff phone lists will be posted in each room
- ✓ Planned and regular exchanges of information between staff and administration

The director will plan and hold meetings for discussion of practices and policies. Changes and additions may be discussed. Topics such as behavioural management techniques, conflict resolution strategies information or professional development, health and safety and programming may be discussed.

- ✓ Each room will have a communication book where the staff may wish to take notes for the other staff to be communicated to.
- ✓ Professional development opportunities will be discussed with staff and/or posted.
- ✓ Personnel performance reviews that include goal setting and professional development plans will be clearly communicated.
- ✓ Staff will receive regular feedback and informal coaching regarding performance and program practices. Each staff will receive 1 formal observation a year.

### **9.7 Community**

The Wheaton-Penney Childcare centre understands that community and global awareness amongst children is a key in their development as growing citizens. The centre will work towards providing opportunities for children to:

- ✓ Discuss and identify opportunities to offer support to local organizations
- ✓ Plan field trips that may broaden community and global awareness and involvement
- ✓ Strive to build working relationships between community organizations that can support the development of children in the centre.

On various days throughout the year community resource people such as the fire department, dental hygienist and others will be invited to the program to discuss a variety of topics that help enhance the child's development.

Appropriate referrals will be completed with parents' consent to outside resources (i.e. Speech & Language Department, Early Intervention, Healthy Families, Hub and other community resources) in order to enhance the child's development

Staff who are employed by an outside organization, such as a school board and who are providing a service that is not child care such as speech, physiotherapy etc. are for the purposes of the *Child Care Licensing Regulation* will not be considered primary staff members.

Parental/guardian consent must be given for all referrals. An agreement is required to be signed between the parent/guardian, the outside agency and the childcare program that allows the outside organization to work with the child in the child care program and a copy must be on the child's file. The terms, conditions, arrangements, communication with parents (documented on contact notes) and the supervision arrangements will be outlined in the agreement. Criminal and vulnerable sector searches must be completed on outside organization staff prior to commencement and orientation is required to the program's policies and procedures including evacuations.

## 10. Child and Staff Interaction Policy:

### **10.1 Policy**

The Wheaton-Penney Childcare centre will strive for an environment that is physically and emotionally safe where children and staff are treated with respect at all times. Positive relationships and interactions and self-esteem is fostered when caregivers take the time to listen, connect and get to know the children and their families. Through healthy interactions with the children staff will strive to support all areas of the children's growth and development. This is done by positive role modeling, planning developmentally appropriate programs that are based on the children's interests and building on experiences.

## **10.2 Procedure**

-Pay Attention to positive behaviours.

- Showing affection freely and frequently toward all the children; smiling, putting arm around them, holding hands, hugging. If a child tries to kiss a staff member, they can be directed to a kiss on the cheek, with the staff explaining to the child that they are concerned about spreading germs.

-Show respect and dignity for children at all times. Never talk about a child in front of them or in front of other children.

-Use the child's name.

-Have constant conversation with children during transitions, routines and activities. Sit with them, eat with them, greet them enthusiastically at the beginning of their day and acknowledge their departure from the centre.

-Show enthusiasm and interest in what the children are doing, ask open-ended questions, and stimulate their thinking.

-Do not call out to a child across the room. Quietly speak to children. Approach them by getting to their level to speak to them rather than towering over them.

-Avoid negative language such as 'NO', and 'DON'T'. Explain to the children your concern and why they should not be doing what they are doing. Instead, the use of phrases such as "we use our walking feet in the room, I am afraid you will hurt yourself or someone else if you run in here", instead of "no running" is encouraged.

-Encourage independence. Staff shall encourage children to do things for themselves whenever possible. Washing hands, brushing teeth, tying shoes, doing up zippers, cleaning up after themselves and self-serving snack are some ideas.

-Tell the children clearly what you are expecting of them. When a direction is needed, do not ask questions. "It is time to wash our hands for snack", not "Would you like to wash your hands for snack"? We are going to clean this area up now", not "We are going to clean this area up now, ok?" This went from a statement to a question that gives the child the choice.

-Staff will strive to be good role models. Children watch the behaviour of the adults. If a child sees an adult interrupting, eating junk food, or using terrible table manners, they will notice and may follow.

-Offer children choices to promote their own decision-making process and abilities.

-Validate children's feelings.

-When conflicts occur in program, engage children in conversation with each other guiding them through the decision making process rather than making the decision for them.

## 11. Programming Policy and the Environment:

### **11.1 Programming**

The Wheaton-Penney Childcare Centre will provide a variety of opportunities and activities that will enhance the growth and development of children through program planning and enhancement of the environment. The centre is an emergent curriculum based approach, which follows the lead of the children and their ideas and needs.

Schedule: Will be visibly posted in each room. This will be familiar to staff, parents and children. Schedule will remain flexible to allow for changes in routine or spontaneous activities to emerge.

Gross Motor: Daily gross motor activities are planned to meet the physical needs of developing children and to promote a health and active lifestyle for those in care. This includes indoor and outdoor activities.

Children's choice: Various activities will be planned and offered throughout the day that will emerge from the children's interest, ideas and needs. The centre will plan activities that are in line with developing needs:

- ✓ Social: Healthy interactions, games and activities in groups with other children to promote social activity. I.e. Sports, group games, table activities, group sharing ideas, etc.

- ✓ ***Physical:*** Large and gross motor activities planned. I.e. Sports, puzzles, jumping, skipping, nature walks, etc.
- ✓ ***Intellectual:*** Intellectually stimulating activities such as painting, creative experiences, science exploration, dramatic play, problem solving activities, building, music and movement, Literacy (books), etc.
- ✓ ***Creative:*** Creative experiences such as painting, sculpting, building, dramatic play, etc.
- ✓ ***Emotional:*** Literacy, Community involvement and global awareness, etc.

### **11.2 Planning and Documentation**

Staff members will complete planning on a weekly basis for each room in the centre. Program planning will involve the input and ideas from the children in various ways that may include, but not limited to:

- ✓ Webbing
- ✓ Daily observation notes

Weekly plan will posted in each room and in visible sight for staff and families to see.

Staff will have opportunities to document the activities that are happening through pictures or display boards, etc.

*Off-site excursions:* Opportunities for off-site excursions are identified based upon children's interests.

### **11.3 Environment**

*Indoor:* The rooms will be arranged to meet the diverse needs of children in program. The indoor space is arranged so that a variety of activities can take place including quiet, noisy, or messy plans or areas.

The staff and director will review the layout of the rooms with the staff on a regular basis to make sure it still meets the needs of the children and staff in the room.

Items may be added to centres or new centres may be developed based on need and interests.

*Outdoor:* The outdoor environment will provide adequate space for large and fast movement required by children. A variety of equipment will be available for children to play with and keep interest. The safety of the equipment and area will be regularly checked.

## 12. Technology and Toy Policy:

Our program has a focus on the social development of all the children and we believe that the use of technology in program does not align with our goals.

- ✓ Any movie shown (if at all) must be rated G and signed permission must be given by the parent to watch.
- ✓ Technology from home (iPads, iPods, Laptops, computers, etc. are not to be brought to program.
- ✓ Use of the centre's iPads will be limited to the staff's discretion for educational purposes and used only on occasion.
- ✓ Music will be age appropriate.
- ✓ Toys from home are not to be brought into program unless a special day is planned and parents notified.

## 13. Open Door Policy:

Each employee is encouraged to ask questions and suggest ideas that further quality care for the centre.

If a staff member has any concern or issues, they are encouraged to seek help and or speak with a supervisor or the Director personally. Informal meetings or conversations may occur, but meeting times may need to be scheduled to ensure confidentiality and professionalism.

Families are encouraged to share their ideas and concerns with the staff and/or administration for the centre. Informal meetings or conversations may occur, but

meeting times may need to be scheduled to ensure confidentiality and professionalism.

If further actions need to be taken, the administration of the Family Christian Centre may be notified to meet with the employee or family member.

#### 14. Program Review Policy:

To be a centre of high quality and daily functioning for children, staff and parents, the program staff and director will review on a regular basis the needs and or changes that need to take place if necessary.

Parent surveys will be taken into consideration when reviews take place.

Staff changes, scheduling changes and room changes are determined in consultation with staff as well as through observations and staff evaluations done by the administration.

All changes to policies or procedures will be dated and noted in handbooks.

#### 15. Staffing Plan

##### **Staff Roles and Responsibilities:** *Cook*

- ✓ Must have completed **Food Safe** certification
- ✓ Maintain a clean kitchen environment according to the *Alberta Health and Safety guideline for Childcare Facilities*.
- ✓ Prepare meals and snack according to the posted monthly menu. Menu will be designed according to the guideline of the *Canadian Food Guide*.
- ✓ Plan for and purchase groceries at the store in a timely and efficient manner
- ✓ Deliver food and snacks to the centre rooms for scheduled meal times



- ✓ Ensure proper clean up and sanitation standards
- ✓ Ensure dishes are cleaned using the proper sanitation methods and stored accordingly

**Staff Roles and Responsibilities:** *Program Supervisor-Certified as Child Development Supervisor*

- ✓ Involved in the hiring of employees
- ✓ Provides training and performance reviews of the employees
- ✓ Complete yearly evaluations and goal setting with the employees
- ✓ Complete monthly subsidy reports
- ✓ Purchase monthly supplies as needed
- ✓ Supervise the budget of the program
- ✓ Responsible for communication and updates to the Board of Directors
- ✓ Balance between administrative duties and direct childcare responsibilities
- ✓ Ensure licensing, health and accreditation standards are being met
- ✓ Communicate regularly with parents and families of the center
- ✓ Available to meet with parents operational hours
- ✓ Scheduling of employees
- ✓ Maintain filing system and keep records up to date
- ✓ Create and distribute monthly newsletter
- ✓ On-going communication with parents regarding the center (email).
- ✓ Ensure security of the building and center is met at all times

- ✓ Develop strategies for children when dealing with emotions and behaviours and work with co-workers in its implementation
- ✓ Ensure that the program philosophy, values and mission are being met at all times
- ✓ Ensure *licensing, health, cleaning/sanitation* and *accreditation* standards are being met at all times

**Staff Roles and Responsibilities:** *Child Development Supervisor (may be appointed as alternate program supervisor)*

- ✓ Assist in scheduling of employees
- ✓ Assist in various administrative duties. I.e. Monthly subsidy reports
- ✓ Plan and implement field trips and learning activities
- ✓ Balance between direct childcare and administrative duties
- ✓ Play and interact with the children individually and in group settings
- ✓ Plan developmentally appropriate long and short range activities based on the *Emergent Curriculum* philosophy and ensure that they are implemented accordingly- Weekly planning models, webbing
- ✓ Meet the social, physical, intellectual, creative and emotional needs of the children
- ✓ Implement planned activities with co-workers
- ✓ Model appropriate behaviour and attitude to all employees, children and families
- ✓ Maintain a safe and healthy environment
- ✓ Develop strategies for children when dealing with emotions and behaviours and work with co-workers in its implementation
- ✓ Ensure children and staff are signed in and out daily
- ✓ Assist in monthly newsletters

- ✓ Ensure the schedule for bussed children and school pick up is met
- ✓ Ensure ratios are met at all times and assist when needed
- ✓ Ensure security of the building and center is met at all times
- ✓ Ensure that the program philosophy, values and mission are being met at all times
- ✓ Ensure *licensing, health, cleaning/sanitation* and *accreditation* standards are being met at all time

**Staff Roles and Responsibilities: *Child Development Supervisor***

- ✓ Play and interact with the children individually and in group settings
- ✓ Plan developmentally appropriate long and short range activities based on the *Emergent Curriculum* philosophy and ensure that they are implemented accordingly- Weekly planning models, webbing
- ✓ Meet the social, physical, intellectual, creative and emotional needs of the children
- ✓ Implement planned activities with co-workers
- ✓ Model appropriate behaviour and attitude to all employees, children and families
- ✓ Maintain a safe and healthy environment
- ✓ Develop strategies for children when dealing with emotions and behaviours and work with co-workers in its implementation
- ✓ Ensure children and staff are signed in and out daily
- ✓ Assist in monthly newsletters
- ✓ Ensure the schedule for bussed children and school pick up is met
- ✓ Ensure ratios are met at all times and assist when needed
- ✓ Ensure security of the building and center is met at all times

- ✓ Ensure that the program philosophy, values and mission are being met at all times
- ✓ Ensure *licensing, health, cleaning/sanitation* and *accreditation* standards are being met at all time

**Staff Roles and Responsibilities: *Child Development Worker***

- ✓ Play and interact with the children individually and in group settings
- ✓ Greet every child and family warmly and enthusiastically
- ✓ Ensure safety checklists are conducted daily
- ✓ Observe and document play, conversations and children's ideas
- ✓ Plan developmentally appropriate long and short range activities based on the *Emergent Curriculum* philosophy and ensure that they are implemented accordingly- Weekly planning models, webbing
- ✓ Meet the social, physical, intellectual, creative and emotional needs of the children
- ✓ Maintain a safe and healthy environment
- ✓ Model appropriate behaviour and attitude to all employees, children and families
- ✓ Develop strategies for children when dealing with emotions and behaviours and work with co-workers in its implementation
- ✓ Create displays, posters, or albums showing child participation in the program, keep an organized file of children's work and/or achievements
- ✓ Communicate regularly with parents and families
- ✓ Ensure ratios are met at all times
- ✓ Ensure security of the building and center is met at all times
- ✓ Ensure children and staff are signed in and out daily

- ✓ Ensure that the program philosophy, values and mission are being met at all times
- ✓ Ensure *licensing, health, cleaning/sanitation* and *accreditation* standards are being met at all times

### **Staff Roles and Responsibilities: *Child Development Assistant***

- ✓ Play and interact with the children individually and in group settings
- ✓ Greet every child and family warmly and enthusiastically
- ✓ Ensure safety checklists are conducted daily
- ✓ Observe and document play, conversations and children's ideas
- ✓ Plan developmentally appropriate long and short range activities based on the *Emergent Curriculum* philosophy and ensure that they are implemented accordingly- Weekly planning models, webbing
- ✓ Meet the social, physical, intellectual, creative and emotional needs of the children
- ✓ Maintain a safe and healthy environment
- ✓ Model appropriate behaviour and attitude to all employees, children and families
- ✓ Develop strategies for children when dealing with emotions and behaviours and work with co-workers in its implementation
- ✓ Create displays, posters, or albums showing child participation in the program, keep an organized file of children's work and/or achievements
- ✓ Communicate regularly with parents and families
- ✓ Ensure ratios are met at all times
- ✓ Ensure security of the building and center is met at all times
- ✓ Ensure children and staff are signed in and out daily

- ✓ Ensure that the program philosophy, values and mission are being met at all times
  
- ✓ Ensure *licensing, health, cleaning/sanitation* and *accreditation* standards are being met at all times