



Parent Handbook

Out of School Care Program

2016

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WELCOME!

The Vulcan Daycare Society welcomes you, and is excited to invite you and your child into our program!

We have prepared this handbook to provide you with information pertaining to the care your child will receive while in our program. Please set aside some time to become familiar with this handbook.

We recognize that no handbook can answer every question so if you do not find an answer to your particular question, or if you would like a particular policy or procedure clarified, please feel free to ask me!

We hope to see you soon!

Sincerely,

G-Nel Nelson
Program Manager



OUR MISSION

The Vulcan Daycare Society is a not-for-profit, community organization committed to providing high quality, supportive, family-centred child care and educational programming for young children in a warm, safe and responsive environment while their parents work and/or study.

OUR PHILOSOPHY

Children

The Board of Directors and employees of the Vulcan Daycare Society believe that every child deserves a safe, warm and caring environment in which to grow and develop to their maximum potential. We are committed to fostering each child's self-esteem and feeling of self-worth and value through positive care giving, and stimulating activities that will promote their emotional, physical, social and intellectual growth and development.

Every child is entitled to be given the opportunity to develop personal responsibility and social skills. Each child is recognized as a unique individual who brings his or her own gifts to the program and deserves to be given the encouragement and space to try new things, explore new ideas and develop their own unique creativity.

Parents

The Vulcan Daycare Society is committed to providing families with the support of available, affordable, safe, reliable, high quality child care for their children that will afford them peace of mind. Parents are entitled to be treated with respect and be given the opportunity for feedback and involvement.

Employees

The Vulcan Daycare Society is committed to hiring, training and fairly compensating employees. We believe that everyone has worth and value, and that all employees are entitled to respect, support and fair treatment by their co-workers and managers.

Volunteers and Students

The Vulcan Daycare Society is committed to providing learning opportunities and practical work experience in the areas of programming and administration, to members of the community through the recruitment, placement, training and recognition of volunteers and students for work experience. Volunteers and students on work experience placement augment the high-quality care and individual attention given to the children in the programs.

Community

The Vulcan Daycare Society is committed to working collaboratively and cooperatively with the local schools and other agencies, as well as the municipal, provincial and federal governments, to provide the best possible child care service to families.



CODE OF ETHICAL CONDUCT

Obligation to Children

- We shall respect each child as a human being and give first priority to the child's needs.
- We shall recognize the unique potential to be fulfilled within each child.
- We accept the right for children to ask questions about unknowns that exist, and we also accept the responsibility to encourage and provide different views and opinions free from bias.
- We recognize the need to protect and extend the child's physical well-being, emotional stability, mental capabilities, and social responsibility.
- We undertake to treat all children equally, without regard to race, sex, creed, social/economic status, disability or appearance.
- We agree to maintain the confidentiality of information obtained through dealing with the children of the Vulcan Daycare Society.
- We will, to the best of our ability, know and observe the laws pertaining to child welfare.
- We will refrain from physical punishment, verbal abuse, social abuse, and any other action which could be detrimental to the self-esteem of the children within the Vulcan Daycare Society.

Obligation to Parents

- We agree to respect the dignity and rights of each child to enhance his/her opportunity to become a contributing member of society.
- We agree to share with parents our knowledge and understanding of their child's learning and developmental process and where possible, we will support positive growth of the children in the family setting.
- We agree to respect the confidentiality of information obtained about children and their families and agree not to release this information except to those people who provide it to us and in accordance with the law.

Obligations to Colleagues

- We support the climate of trust and fairness in the work place that will ensure that colleagues are able to speak and act in the best interests of the children without fear of repercussion.
- We agree to stay aware of developments in our profession and to participate in the development and implementation of teaching methods that will effectively address the educational principles of our society.
- We will be willing to participate in the process by articulating concerns constructively and by providing opportunities for employees to proactive professional skills under knowledgeable management.
- We accept the responsibility to report suspected child abuse or neglect.
- We agree to advocate and contribute to public information about children's needs for quality service
- We agree to respect each colleague's private and confidential information
- We acknowledge that we are prepared to accept and abide by this Code of Conduct.



CONTACT INFORMATION

604-4th Avenue South

PO Box 1028

Vulcan, Alberta T0L 2B0

Phone: 403-485-2945

Fax: 403-485-2935

Email: vulcandaycare@gmail.com

Website: <http://vulcandaycaresociety.weebly.com/>

DAYS AND HOURS OF OPERATION

The Vulcan Daycare Society is open Monday through Friday, excluding Federal holidays. Children may be scheduled between 6:00 a.m. to 6:00 p.m. each day. The daycare will open in the morning as per first child scheduled.

The Vulcan Daycare Society is **CLOSED**:

New Year's Day	Family Day
Good Friday	Canada Day
Victoria Day	Labour Day
Civic Holiday	Remembrance Day
Thanksgiving Day	Christmas Eve
Christmas Day	Boxing Day

All closure dates will be posted in advance on the monthly scheduling calendar.



OUR BOARD OF DIRECTORS

Responsibilities of the Board:

- Defining the purpose, goals and scope of the Society
- Developing policies
- Broadening community understanding and support
- Managing the affairs and property of the Society
- Liaison with the Palliser School Division, the town, student organizations, parents and others in the community
- Supervision of the Program Manager

Objectives of the Board:

- To provide maximum and excellent services
- To provide efficient management of resources
- To provide representation of students and community
- To approve an annual budget
- To approve an appropriate framework for policy development
- To work to ensure an ethically sound program that adheres to Government requirements, legal requirements, and that is financially sound
- To recommend by-laws

Organizational Structure:

(a) Officers of the Society

President; Vice-President; Secretary; Treasurer; and 3 Directors

(b) The responsibilities of the board Members include:

- To attend Board meetings
- To participate in board activities through participation in committee work
- Carry out other special assignments as required from time to time

OUR EMPLOYEES

The Program Manager manages the operations of the daycare and out of school care programs. This position reports to the Vulcan Daycare Society Board of Directors. In the absence of the Program Manager, she/he shall designate an Alternate Program Manager. Parents and staff shall be informed of this action (if possible, in advance) by way of a posting on the Parent Information white board.

The Program Administrator is responsible for billing and payroll and other administrative duties. This position reports to the Program Manager.

All staff employed at the Vulcan Daycare Society will be issued with one of the following certifications by Childcare Staff Qualifications through the Provincial Childcare Licensing Board:



1. Child Development Assistant
2. Child Development Worker
3. Child Development Supervisor

These certifications are based on a combination of experience and training in Early Childhood Education. All full-time staff will also hold a valid Emergency Childcare First Aid Certificate. All staff, paid or volunteer, are required to have a criminal record check as well as a vulnerable sector check before working unsupervised with children in the program. If a child care staff member begins at the daycare with no certification, employees are given six months to complete their Early Childhood Development Assistant Certification. During this time, the employees will not have unsupervised access to children in care.

The Program Manager will have a minimum qualification of the Early Childhood Development Assistant Certificate with the intent to obtain the Childhood Development Supervisor Certificate. In addition to Standard First Aid and CPR training, the Program Manager will also have their Safe Food Handling course.

As part of our program accreditation, employees will take part in a minimum of 15 hours of professional development per year in various areas related to childcare. Continuing education is encouraged and grants are available to employees to enhance their knowledge and specific skills.

OUR PROGRAM

School Age (6-12 years) child care takes place in a space that is adequate for twenty one (21) children with easy access to outdoor play areas.

Emphasis in the out of school care program is on nurturing and developing the social, physical, intellectual, cognitive and emotional development of the children in our care. Emphasis in this room is focused on the children's needs to further refine their social skills, to take more initiative in their actions and interactions and to build and maintain positive and healthy self-esteem. As a result, children are provided with many opportunities to make decisions and to become engaged in play and other projects which interest them.



OUR SPACE

Staff Ratios and Maximum Group Size

Group size and staff / child ratios are in accordance with Child Care Licensing Act.

Age	Maximum # of Children	Staff Ratio	Staff Ratio During Nap Time
Kindergarten Age	21 children	1:10	N/A
4.5-5			
Grade one and older		1:15	N/A
6+			

Staff Qualifications and Requirements

As per licensing regulations:

(1) The Vulcan Daycare Society must ensure that each primary staff member is certified at minimum as a child development assistant.

(2) The Vulcan Daycare Society must ensure that, with respect to the primary staff member to children ratios one in every four of the primary staff members is certified at minimum as a child development worker.

All employees and volunteers of the Vulcan Daycare Society are expected to be knowledgeable in the Minimum Standards for Child Care as set out by the Alberta Child Care Licensing Regulation. Failure to adhere to these policies may result in disciplinary action, up to and including termination.

Employees in our daycare must be at least 18 years of age (with the exception of high school work experience students) and have a high school diploma or its equivalent.

Other job requirements include:

- Criminal Record check including a vulnerable sector check, dated not earlier than 6 months prior to date of commencement with the daycare and every three years after that date. This must be obtained within 8 weeks of commencement with the program and employees will not have unsupervised access to children until the criminal record check has been provided.
 - Valid and Current First Aid Certificate and CPR Level C
 - Must have at least a Certificate for Child Development Assistant (formerly Level One), and willing to obtain a Certificate for Child Development Worker (formerly Level Two) or Child Development Supervisor (formerly Level Three). ***
 - Must be able to work on your feet, be in good mental and physical health.
- *** The regulation allows a maximum of six months for staff to obtain certification upon commencement of employment; however, the staff person must not have unsupervised access to children until certification is obtained.



ADMINISTRATION

Child Records Policy

In respect of each child enrolled in our daycare, the Vulcan Daycare Society will maintain up to date records on the premises, containing the following information:

- a) The child's name, date of birth and home address;
- b) A completed enrolment form;
- c) The parent's name, home address and telephone number;
- d) The name, address and telephone number of a person who can be contacted in the case of an emergency;
- e) If medication is administered,
 - I. The written consent of the parent
 - II. Information including name of medication, time of administration, amount to be administered, initials of the person who administered the medication.
- f) The particulars of any health care provided to the child, including the written consent of the parent.
- g) Any other relevant health information about the child provided by the child's parent, including the child's immunizations and allergies, if any.

This information will be available for inspection by the licensing director at any time and by the child's parent at reasonable times.

Administrative Records Policy

The Vulcan Daycare Society will maintain on the premises, up to date administrative records containing the following information:

- 1.
 - a) the particulars of the daily attendance of each child, including arrival and departure times;
 - b) particulars of the daily attendance of each primary staff member, including
 - i. arrival and departure times
 - ii. hours spent providing child care
 - c) with respect to the Program Manager and each primary staff member,
 - i. evidence of the manager's or member's child care certification and
 - ii. a current first aid certificate, where applicable
 - d) with respect to each staff member and each volunteer, verification that a current criminal record check has been provided to the Vulcan Daycare Society and updated every three years.

The Vulcan Daycare Society will ensure that:

- a) the records described above are made available for inspection to the licensing director at all times.
- b) the records described in section 1. a) above are made available for inspection by the child's parent at reasonable times and,
- c) the information described in section 1. a) and b) are retained for a minimum period of 2 years.



Portable Records Policy

The Vulcan Daycare Society will ensure that every child care room has a portable records backpack, which will include a current copy of every child's Family Information Sheet outlining their emergency contact information.

The emergency information will include the following:

1. With respect to each child:
 - a) The child's name, date of birth, legal address, mailing address and phone number.
 - b) The parent's name, legal and mailing address, telephone number and emergency telephone number.
 - c) Emergency contact name, legal address and telephone number.
 - d) Other relevant health information about the child provided by the parent, including but not limited to, child's immunizations and allergies, if any.
2. The telephone numbers of the local emergency response services and poison control center.
3. All Vulcan Daycare Society's employee emergency contact information.
4. The Vulcan Daycare Society's contact information.

In addition to each child care room, portable records backpacks will also be located by the front desk and an additional backpack in the pre-school room.

Terminating Services with Families

There may be instances when the Vulcan Daycare Society cannot accommodate the ongoing or future needs of a child currently enrolled or on a wait-list. These situations will be brought to the attention of the Vulcan Daycare Society Board of Directors. If a child's placement with the daycare is determined to be unsuitable, the Vulcan Daycare Society reserves the right to require the termination of the child from the program or waitlist.

The Vulcan Daycare Society may terminate services if policies are not followed or if fees are not paid. In order for a child to be terminated from the daycare:

- All relevant information must be documented
- The Board of Directors must approve the discharge; and
- Four (4) weeks written notice will be provided (except as outlined below)

In extreme cases (as determined by the Program Manager with approval from the Board of Directors) of violent or threatening behavior by either a child, a parent or a caregiver where the safety of other children and/or staff are at risk, the four (4) weeks' notice of withdrawal is waived. The Program Manager and the President of the Board (or designate) will meet with the parent immediately and the parent will be required to withdraw the child from the daycare immediately or at a date set by the Board. Every effort will be made to give the parents reasonable notice in order to find alternate care.

Please note that children who are taken out of the program for 30 days or more may lose their priority level in that classroom should they wish to return. Please speak with the Program Manager if you plan to remove your child from the program for a period exceeding 30 days.



Program Evaluation

Regular evaluations of our program shall be conducted to ensure that the Vulcan Daycare Society operates within minimum licensing and accreditation standards, and that we are upholding the mission and philosophy of the Vulcan Daycare Society. The following are the key means by which our program is evaluated:

- **CFSA Licensing:** Periodically the Vulcan Daycare Society is inspected by the Child and Family Service Authorities Licensing Officer. The results of all such inspections shall be reported to the board and posted in compliance with license standards.
- **Public Health:** The Vulcan Daycare Society may also be inspected by the Public Health Officer. The results of such inspections shall be reported to the Vulcan Daycare Society Board of Directors and posted in compliance with the licensing standards.
- **Accreditation:** The Vulcan Daycare Society may be evaluated for accreditation purposes. The results of such evaluations shall be reported to the Vulcan Daycare Society Board of Directors and posted in compliance with the licensing standards.
- **Quality Enhancement Plan:** Employees are to conduct internal evaluations as part of the Quality Enhancement Plan (QEP). Once accredited, the QEP will need to be reviewed at least once per year. During the Accreditation process the employees will work on the QEP on an on-going basis. A summary report of the QEP Evaluation shall be presented to the Vulcan Daycare Society Board of Directors.
- **OH&S:** Occupational Health and Safety inspections may be conducted from time to time. Records of these inspections are to be kept on record and shared with staff during the Health and Safety segment of the staff meeting. Any serious violation of this inspection is to be reported to the Vulcan Daycare Society Board of Directors.
- **Surveys:** Parent Surveys shall be conducted from time to time to assess a parent's view of the program. Such surveys are an expectation of the accreditation process.
- **Incident Reports:** All program Incident Reports will be reviewed by the Program Manager once per year and a report will be made to the regional child care office using the Annual Incident Analysis Summary form.
- **The Vulcan Daycare Society policies and procedures, including handbooks, will be reviewed by the board on an annual basis.**
- **Other:** From time to time other evaluation measures may be completed on the Vulcan Daycare Society. Where appropriate, such evaluations shall be shared with the Vulcan Daycare Society Board of Directors.

ADMISSION AND ENROLLMENT

- (a) Children may be enrolled in the program if they are between the ages of 0 months and 6 years old, and there is space available at the daycare with the appropriate age-grouping.
- (b) When the upper limit of enrolment for the daycare or for a particular age group is reached, a waiting list is created. Priority for enrolment from the waiting list is:
 1. First come, first served except that;
 2. Siblings of children already attending the program will normally receive priority for admission in the interest of family continuity.
- (c) Parents on the waiting list who turn down a vacant space may be removed from a priority level on that list.



SCHEDULING/ATTENDANCE

Daycare staffing is based upon child enrolment to ensure that we are in compliance with licensing ratio requirements. Parents must schedule their child into the program in advance by filling out the monthly schedule provided to them on the 15th of the previous month. Schedules are due on the 25th of the month they are provided.

Drop-Ins

The Vulcan Daycare Society accepts children on a drop in basis. In order to ensure acceptance of a child into our program, it is suggested that parents give as much advanced notice as possible. Registration packages must be completed prior to children attending the program.

Cancellations

It is the responsibility of the parent to notify the daycare if a child is going to be absent or late. Every effort should be made to provide the daycare with 24 hours' notice of cancellation. In the event of illness or emergency where 24 hours' notice cannot be given, one hours' notice by way of phone, email or text is sufficient to ensure that parents are not billed for the day.

No Shows

If no notice is given for a cancellation from our program, parents will be charged a no-show fee of \$25.00, to be added to their monthly invoice. This fee will be charged in every instance that proper cancellation notice is not given.

Pick Up

If parents or alternates are going to be late picking their child up from daycare, they must notify daycare staff. A late pick-up fee will apply, as per our fee schedule.

If the child has not been picked up by 6:15 p.m. without notification from the parent, daycare staff will attempt to contact the parent. In the event the parent cannot be reached, staff will attempt to contact the alternate contacts that were provided by the parents upon registration. If at that time no alternate contacts can be reached, staff will notify the Program Manager who will then then contact Calgary and Area Children's Services.

Person/Persons Other than Yourself Picking Up Your Child

Upon enrolment of a child in our program, alternate contacts will be listed and kept on file. These are the people who are allowed to pick up the child from the daycare in the parent's absence. If the person picking up the child is not familiar to the staff member, the person may be asked to provide proof of identification before the child is released into their care. If a person other than those previously authorized by parents is going to be picking up the child from daycare, this must be communicated to the daycare employees in advance. This person will be required to show proof of identification before the child is released into their care.



FEES

Fee Schedule

School Age 6 – 12 years (grade 1 – grade 6)

Drop In:

5 hours or less \$10/hour

More than 5 hours \$50/day OR

Number of Hours:

-10 hours \$10/hour

10-19 hours \$100.00

20-39 hours \$200.00

40-59 hours \$350.00

60+hours \$550.00

Summer Hours

90+ hours \$675.00

Fees are current as of June 2016 and are subject to change upon the discretion of the Vulcan Daycare Society Board of Directors.

To see if your family qualifies for Alberta child care subsidy or to fill out the online application, please visit

www.humanservices.alberta.ca

Payment of Fees

Invoices are issued no later than the 15th of each month and are due in full by the last day of the month. Invoices overdue by 30 days or more may result in suspension of services until all outstanding invoices are paid in full or until payment arrangements have been made with the Program Manager. After a delinquent account is settled, the child may return to the program under the following conditions:

1. The space has not been filled by a child on the waiting list
2. From that time forward parents will be required to pay in advance for hours booked for the upcoming month or a portion thereof, as agreed upon by management.
3. Parents applying for daycare subsidy are asked to do so prior to the child's enrolment. Parents will be responsible for covering daycare fees until the subsidy application is processed and received. This portion will be credited back to parents when subsidy is collected by the daycare.

Late Payment Fee

Any invoice not paid in full by the last day of the month will be charged a late payment fee of \$5.00 for any bill under \$100 and \$10.00 for any bill over \$100.01.

Late Pickup Fee

If late pickup occurs between the hours of 6 a.m. and 6p.m, an additional ½ hour will be billed the account at the regular rate of service.



If a late pickup occurs after closing, a late pickup fee of \$5.00 for every 5 minutes after the designated pick up time will be charged to the account. For example, a child is booked until 6:00 p.m. and pickup doesn't occur until 6:07 p.m. a \$10.00 late fee applies and is payable at the time of pickup, payable directly to the staff member on duty.

NSF Cheques

After the first instance of an NSF cheque on an account, the Vulcan Daycare Society will no longer accept cheques on that account and payment will have to be made by cash, bank draft or by way of Interac e-Transfer. A \$30.00 NSF fee applies.

HEALTH AND SAFETY

Nutrition Policy

Good nutrition is vital to children's physical and mental development. The Vulcan Daycare Society provides children with nutritious morning and afternoon snacks, which include a minimum of two (2) of the four (4) food groups, as outlined in the Canada Food Guide. Snacks are served in sufficient quantities in accordance with the needs of each child.

Parents are responsible for providing a nutritious lunch for their children, which is to include food choices from all four (4) food groups as outlined in the Canada Food Guide. The Vulcan Daycare Society provides milk for the children at lunch time. There is a microwave available for food that requires warming.

Approximate snack and meal times are outlined below:

	Morning Snack	Lunch	Afternoon Snack
School Days	---	---	3:45pm-4:15pm
Fridays	---	12:45pm-1:15pm	3:00pm-3:30pm
Non- School Days	9:00am-9:30am	11:30pm-12:30pm	3:00pm-3:30pm

Daily snack menus will be posted on the hallway bulletin board.

Special Dietary Requirements:

Due to allergies, our Daycare is a PEANUT FREE ZONE. Parents are required to inform staff of any dietary restrictions or allergies upon registration of your child in our Daycare. Staff will serve snacks in accordance with these requirements. Depending on the type and severity of the allergy, the Vulcan Daycare Society may ask families to provide snacks for their children.

Manner of Feeding Policy

Children will be offered a variety of food choices that are appropriate to their age and level of development. Children are to be seated while eating and drinking to avoid choking.



Hand Washing

Proper and frequent hand washing is the most effective way to prevent the spread of germs. The Vulcan Daycare Society will practice the following hand washing techniques:

1. Wet hands with warm water;
2. Lather with soap (preferably liquid soap) and thoroughly scrub all parts of the hands, fingers, nails, and wrists for at least 20 seconds;
3. Rinse thoroughly under warm water;
4. Dry using a disposal paper towel (throwing the towel into the garbage when finished);* and
5. Use a separate paper towel to turn off the taps, and dispose of it in the garbage when finished.

**If non-disposable hand towels are used, they must be washed every day and each child must have a designated hand towel.*

Child care professionals should be role models for the children and always wash their hands as necessary, including in the following circumstances:

- Upon arrival at work;
- Before and after handling food, eating, and feeding a child;
- After going to the washroom and/or assisting a child to go to the washroom;
- After changing a diaper;
- After wiping or blowing their nose or a child's nose;
- After coughing or sneezing into hands;
- After cleaning up spills of bodily fluids (such as urine, vomit, or stool);
- After removing disposable or household gloves;
- Before and after administering medications and/or performing first aid;
- Before and after applying sunscreen;
- After coming in from outdoor play;
- Before and after play (such as using paints, glue, sandbox, or a water table, or playing with pets); and
- After caring for a sick child.

Children should always be given the opportunity to wash their hands as necessary, including in the following circumstances:

- When they arrive at the child care program;
- Before and after eating;
- After going to the washroom;
- After having a diaper change;
- After wiping or blowing their nose;
- After coughing or sneezing into hands;
- After coming in from outdoor play; and
- Before and after play (such as using paints, glue, sandbox, or a water table, or playing with pets).



Cleaning and Disinfecting

Proper cleaning and sanitizing of child care settings, toys, equipment, etc. is crucial to decreasing the spread of disease-causing bacteria and viruses.

The following practices will help to maintain a clean and sanitary child care environment and reduce the spread of bacteria and viruses that may cause illness:

- Clean frequently-touched surfaces such as doorknobs, light switches, telephones, keyboards, toys, and other commonly shared items daily;
- Wash a child's bedding weekly, when soiled, or when used by another child;
- Have hot and cold running water available for hand washing (adjust the temperature of the water to prevent scalding);
- Clean washrooms daily and keep them stocked with soap and paper towels; and
- Clean toilet seats daily and then sanitize with a one-part water to nine-part household bleach solution.

Cleaning can be done with an all-purpose cleaner, detergent or soap. Acceptable disinfectants for sanitizing include chlorine based chemicals (bleach) or quaternary ammonium compounds ('Quats'). Cleaning compounds such as "Pine Sol", "Lysol" or "Dettol" are not recommended and will not be used for sanitizing.

Playground and Sand Box

Employees will inspect the playground area and the sandbox and remove any debris and unsafe objects before children go out to play. Children must always wear shoes to play on the playground outside. On-site outdoor play is based on the child to adult ratios per room.

Offsite Activity and Emergency Evacuation Policy

The Vulcan Daycare Society will take children to activities located off the program premises only where the child's parent has been advised of the activity and has consented in writing to the child's participation in the activity.

Upon registration of each child in our daycare, parents are provided with a Field Trip Release Form, which gives consent for the Vulcan Daycare Society to take the child on outings within walking distance within our community.

If an opportunity arises that would enable the children in our care to participate in an activity outside of our normal activities, parents will be provided with a separate and specific consent form which will outline the details of the activity, including the date and place, mode of transportation, expected time of departure and return, name of supervising staff and any risks involved with the activity.

In the case of any off-premises activity or in the case of an emergency evacuation (see the Evacuation Procedure), staff will ensure that the portable records backpack (referred to in our Portable Records Policy) is to be taken with the staff in every instance.



Accident and Illness Policy

The Vulcan Daycare Society will notify parents immediately via telephone in the event of a serious accident or serious illness involving a child in our care. Minor accidents will be communicated to parents upon pickup. Any and all accidents or illnesses will be documented by way of an Incident Report, which will be reviewed and signed by parents in a timely manner.

The Program Manager will continually monitor Incident Reports in order to identify any trends. They will implement programming changes, safety policies and provide staff with additional training when deemed necessary.

Incident Reporting Policy

The Vulcan Daycare Society will immediately report to the local regional child care office using the most current prescribed forms if one of the following incidents occurs:

- An emergency evacuation
- Unexpected program closure
- An intruder on the daycare premises,
- An illness or injury to a child that requires the daycare to request emergency health care and/or requires the child to remain in hospital overnight,
- An error in the administration of medication by daycare staff or a volunteer resulting in the child becoming seriously injured or ill and requiring first aid, or the daycare requesting emergency health care and/or requiring the child to remain in hospital overnight,
- The 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 daycare 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 programs operating hours.

Any serious incident occurrence as listed above will be reported to licensing in a manner required by licensing.

Health Care Policy

The Vulcan Daycare Society will allow for the provision of health care to a child in our care only if we have obtained the written consent of the child's parent OR if the health care provided is in the form of first aid.

Head Injury Policy

Due to the potential of internal damage sustained as the result of a head injury, parents will be notified **immediately** of any injury sustained to a child's head/face, regardless of perceived severity. Parents will be involved in the decision regarding next steps, whether they would like to seek medical attention for the injury. The Program Manager will report to the licensing officer when necessary.



Smoking Policy

Child Care Licensing regulation states:

- (1) A licence holder must ensure that no person smokes on the program premises.
- (2) No staff member shall smoke at any time or place where the child care is being provided.

In accordance with the Tobacco and Smoking Reduction Act in the Province of Alberta, smoking is prohibited for staff, supervisors, students, parents or volunteers in the daycare and playground areas whether children are present or not. “NO SMOKING” signs are posted on the front door and on the front window facing the street. No form of smoking substances is permitted.

Employees are required to leave the program premises to smoke. Upon return to the program, the employee will thoroughly wash their hands and will change their shirt, in an effort to prevent the negative effect of third hand smoke to the children in our care.

Child Discipline Policy

The Vulcan Daycare Society believes in using guidance, or positive discipline, strategies in order to encourage positive and appropriate behavior. Guidance involves setting clear, consistent limits and striving to foster self-esteem and independence.

Under no circumstances will the following forms of child discipline be used by daycare employees.

- The infliction of any form of physical punishment, verbal or physical degradation or emotional deprivation.
- Denial or threat of denial of any basic necessity, such as food
- Use of any form of physical restraint, confinement or isolation.

Note: “Time away” can give a child a chance to regain control of his emotions in a safe place so that the child is capable of success when he re-enters the group. It can also teach children to recognize when their emotions are building to a uncontrollable level and to know when they are ready to function positively again. It should **not** be mistaken as a “time-out” in the form of punishment and must be implemented in a way that is respectful to the child.

Positive discipline strategies include:

- Stating rules in positive terms
- Facilitating problem solving
- Stating limits effectively
- Validating children's feelings
- Communicating limits to others and reviewing limits periodically
- Allowing children to make decisions on their own behalf, when appropriate
- Allowing children to experience natural consequences



Child Discipline Procedure

The Definition of Guidance

Guidance is positive discipline. Simply put, guidance teaches. Children learn by what we say and the way we act. Guidance involves setting clear, consistent limits that have reasons and striving to foster self-esteem and independence.

Setting Age-Appropriate Limits

Age-appropriate limits involve matching a child's developmental age to the structure, activities, and expectations that are provided.

Limits and Reasons

Giving children reasons for the limits you set is part of teaching. Even infants and toddlers who are too young to understand the words you use will still understand the tone or rhythm of the words. The tone or rhythm will convey to the child that the adult is concerned for her and not merely angry. Stating reasons also helps adults make sure there is a basis for the limits they set, which helps to eliminate unrealistic limits. It is important that limits are purposeful; too many limits may hinder the development of a child's sense of independence and competence.

The Benefits of Guidance

Most children want to please adults. However, sometimes children are confused about what is expected. When limits are consistent, children know what is expected, and over time it makes meeting expectations automatic. The more automatic behavior is for the child, the less adult intervention is necessary. Therefore, consistency diminishes power struggles, increases the child's independence, and fosters the following six qualities:

- **Safety.** Children need to know that adults are watching out for them and ensuring their safety.
- **Trust.** Children learn to trust limits and consequences because, when there are no surprises, they know what to expect.
- **Self-Regulation.** When limits are random, children doubt they can influence their future; when limits are consistent children learn to self-regulate.
- **Competence.** As children become more independent they feel a sense of competence.
- **Reflection.** Guidance helps children make wise choices but making wise choices does not mean the child does whatever she wants. Rather, the child needs to be reflective about responsibilities. For example, a child can think about how a friend might feel if she took all the crayons.
- **Respect.** Rather than feeling resentment toward the person setting limits, children learn to respect the person guiding them.

The Definition of Punishment

Punishment is the opposite of guidance and can be problematic and abusive, both physically and verbally. For example, punishment often involves:

- Physically hurting the child (such as hitting or pulling her arm);
- Showing the child how negative behavior feels (for example, hair pulling or biting);
- Humiliating the child (such as using group pressure);
- Never relenting (e.g., harping on old misbehaviors that cannot be undone); and
- Withdrawing affection from the child



The expectations for punishment are rarely clear; they can be unrealistic, and they can often be harmful, hurtful, and arbitrary. In addition, punishment:

- **Stifles relationship building.** The child often resents or avoids the adult who punishes her. This may lead to more punishment because the avoidance on behalf of the child angers the adult.
- **Does not Teach Self-Control.** Without learning self-control, children may stop their “bad behavior” only while someone is punishing them, which does not typically suppress unacceptable behavior in the long run. The child will then “act up” when she does not think the punisher is watching.
- **Diminishes Self-Esteem and Fosters Disrespect.** Different types of punishment, such as ridiculing, elicit feelings of irresponsibility and worthlessness in children. In addition, children who are treated disrespectfully often act “in kind” and become resentful of the adults inflicting the punishment.
- **Models Aggression.** Through punishment, children learn that behaviors such as hitting and yelling are acceptable ways to resolve conflict.
- **Hinders Trust.** Severe punishment may limit children’s ability to trust and form positive relationships.

Under no circumstances will the aforementioned forms of child punishment be used by daycare employees.

Strategies for Guidance

1. **Know the child.** Watching, listening, and learning about a child’s temperament, interests, and learning styles often demystifies behavior and helps adults guide the child. Adults working with young children are extremely busy, but will nonetheless find it invaluable to take the time to learn and remember the uniqueness of each child. This enables adults to greatly enhance the guidance they provide by respecting, responding, and building a relationship with each child.
2. **Be honest.** Sometimes adults “tweak the truth” to expedite issues. For example, an adult may tell a child that a toy is broken just to keep the child from playing with the toy. Another example, that is often tempting for well-meaning parents, is sneaking out the door because it seems easier than letting the child see that you are leaving. These “quick fixes” will most likely make guidance and trust harder in the long run.
3. **Be Kind and “Save Face.”** Young toddlers get embarrassed when they think they have done something wrong. The adult should be discreet and gentle, yet firm and consistent, when guiding young children. The goal is to make sure children know they are being guided not reprimanded. Therefore, messages sent by the adult should be empathetic (e.g., “I know you want to continue playing, but it’s clean-up time. You can play with the toys tomorrow”). Messages should also be purposeful for the individual and community (e.g., “I want to make sure you are safe, so please walk”). When accidents and mistakes happen, as they inevitably will, it is helpful to convey messages such as “these things happen” to the child.
4. **Making Verbal and Nonverbal Messages Agree.** Have you ever had someone use a sugary voice to tell you “no way?” Wasn’t it annoying and frustrating to be given this type of incongruent message! How can adults ensure that their nonverbal messages are congruent with the verbal guidance they are seeking to give children? It is important to be aware that your tone and body language fit your words.
5. **Show Respect.** Showing the child respect will help her know she is being guided not punished. The following three tactics will help: 1) Move to the child, instead of calling over to her; 2) Squat or kneel to her level; and 3) Look kindly into her eyes.
6. **Redirect.** When an issue arises, it is sometimes beneficial to avoid a struggle with the child by directing his attention elsewhere. This strategy is very successful with toddlers. For example, sharing is an abstract, difficult concept for young children to understand. So, when Sarah pulls the toy dog away from Charles, it is helpful to remind her, “Charles has the dog, here’s one for you.” If there is not another stuffed animal around, the teacher or parent may take Sarah’s hand and say, “Charles has the dog right now, let’s find something special just for you.”



7. Use Humor. Most children respond to adults' joy. How can you tap into this joy to help guide children? It is not appropriate to laugh at a child, however, it is appropriate to laugh at a situation with a child. For example, if a toddler starts using peanut butter as a hand moisturizer, the adult may smile at the connection the child is making. In this case, it is important to remind the child that if she wants to rub something on her hands, she should use lotion, not peanut butter.

8. Allow Natural Consequences. A natural consequence is when an action happens and the natural outcome is what guides the child. For example, if a child breaks all her crayons she will have to make do with broken crayons. It is important to make sure the outcome is safe and does not impact the child's needs. For instance, if a child is learning to use a toilet and soils her pants, it would be punitive to make her stay in dirty clothing.

9. Logical Consequences. As mentioned above, sometimes it is not appropriate to let natural consequences serve as the guide. It might be beneficial to think of a logical consequence. For example, a four-year-old continuously takes out the blocks and leaves them all over the floor. A logical consequence might be that the child is not allowed to play in the block area during the next activity time.

10. I-Messages. There are three parts to an I-message: 1) Define the behavior in a non-blaming manner; 2) State the tangible effect of the behavior; and 3) Clarify how the behavior makes you feel.

11. Work with the Children. Older preschoolers and school-age children can be active participants in rule setting: 1) Children may discuss the reasons for the rules; 2) Children may describe the behaviors covered (e.g., we walk in the classroom so no one gets hurts by bumping into the furniture); and 3) Older children may help with the decision making for the rules. The benefits of brainstorming with children are multiple: It builds community, encourages ownership, increases responsibility, helps them understand the reasons behind the rules, and encourages them to solve problems.

12. Establish "One-Way" Communication. One-way communication occurs when someone informs another person of something. A teacher informing a child of appropriate behavior is an example of one-way communication. Two key components to clearer one-way communication are keep the message short and avoid overusing the word "no." When children hear long, lengthy commands they often "tune out." In addition the word "no" is so overused that it is rarely effective. Instead of "no running," for example, the child hears "running." Thus, the expectation is more clear when the desired behavior is accentuated. So instead of saying "no running" say "walk."

13. Be an Active Listener. Active listening supports the congruency of verbal and nonverbal messages and builds two-way communication. Two-way communication occurs when there are interactions between children and adults. Active listening is exactly what it implies – listening actively – and involves really tuning into what the other person is saying in a nonjudgmental manner and giving supportive (yet neutral) feedback (such as nodding your head or repeating what they have said) to encourage the person to keep communicating. If children can express what they are feeling, adults have clues to guide their behavior.

14. Turn Chores into Games. Activities, such as clean-up, can invite misbehavior. Instead of saying, "You need to clean-up before we go outside," use your imagination. Four examples of turning chores into games are:

Listen to the sound that bristle blocks make when you put them into the basket.

Are you going to put away the square or round blocks?

You're in charge of driving the trucks back to the parking spaces in the box over there.

Please put the doll babies down for their nap.

15. Evaluate Your Environment. Look at your room set-up. Is there too much open space, which may invite running? Or, is there not enough space for children to move around without bumping into each other? There are five factors for creating a physical environment that promotes guidance: 1) Arrange areas for children to access and use with ease; 2) Provide enough materials for the children; 3) Give children adequate amount of time with materials and activities; 4) Set up ways for children to self-regulate (e.g., hooks for nametags that will limit the number of children in an area); and 5)



Provide a model for the children (e.g., try and treat children like you would visiting a friend and helping her clean – don't just barge into their areas).

16. Give Choices. Giving choices will help solve conflicts. This only works, however, when you keep in mind that too many choices are confusing. The younger the child, the fewer the options he can handle. Instead of asking a three-year-old, "What do you want for breakfast?" you may ask, "Do you want eggs or cereal?" In addition, it is important to make sure the choices you provide are ones you can live with. For instance, if you ask, "What do you want for breakfast?" and the child says, "A blueberry muffin" (which is not available), you have not really provided the child with a viable choice. Making choices is one of the best ways for a child to develop a sense of autonomy. Furthermore, toddlers are told there are so many things they may not do (e.g., because of safety issues) that having opportunities to make a choice gives these young children a chance to be independent and helps their need to have a feeling of control

17. Make Clear Statements. While it is good to offer choices, when feasible, it is also important not to imply there is a choice when one really does not exist. Asking Emily, who is busily playing with her new wagon, "Would you like to come inside?" will not be as effective as saying, "Emily, it's time to come inside." Putting "OK" at the end of what you say is one way unintentional questions are asked. Consider what a child hears when a teacher says, "We are going to get our coats now," versus, "We're going to get our coats, OK?"

18. Minimize Adult-Imposed Transitions. A transition is the time between changing activities. There are two types of transitions that occur: child transitions and adult transitions. Child transitions are those in which the child decides to change activities. During free-play, Lindsay decides to go from the writing table to the block area. Adult transitions are those imposed by the adult. For example, telling the children that free-play is done and they need to clean up. The adult transitions are the ones that are often difficult for children.

19. Allow for Time Away. Time away allows a child the chance to regain control in a safe place so that he is capable of success when he re-enters the group. It teaches children to recognize when their emotions are building to a dangerous level and to know when they are ready to function positively again. Time-away is also extremely valuable when you use it preventively. It can offer a kind of redirection, a way to teach impulse control and anger management. When the child feels himself becoming anxious or agitated, he can learn to move away, take some deep breaths, close his eyes, count to 10. This self-directed change in locale, activity, or stimulation level allows him to settle his feelings, just as jogging or having a cup of tea calms and restores us when we're struggling with a problem. He can return to the group whenever he's ready, knowing you'll welcome him warmly. You can suggest he take time away to begin with, but the ultimate goal is for him to figure out when to do this himself.

The quest for adults is to be firm, fair, and friendly. Knowing the children you are working with (e.g., their temperaments) and what developmental practices make sense helps you guide and teach children. There are many methods that may be employed to positively guide young children. Children are not objects that adults act on, but members of the community that deserve respect.

A key way to achieving this "firm, fair, and friendly quest" is for adults to keep reminding themselves of the longevity factor. The guidance we give children now will influence their actions in the future. Our guidance builds a fundamental foundation that will help children develop a strong, healthy self-esteem and independence.

Reference: www.education.com *Positive Guidance Techniques By S.K. Adams/J. Baronberg and Time-Out, Punishment, and Time-Away By B. Kaiser/J.S. Rasminsky*



Supervision Policy and Procedures

Effective supervision reduces the risk of harm to children by preventing injuries and accidents. It also promotes positive, responsive, and intentional learning environments for children and child care providers. Effective supervision also requires The Vulcan Daycare Society and its staff to assess their supervision practices on a regular basis to ensure that we continue to promote safety and to meet the needs of children enrolled in our program.

Parents will:

- Personally deliver children to a staff member and ensure that staff are informed when departing;
- Inform staff if a person, other than authorized persons, will be collecting the child. This can be done via a phone call, in the event of an emergency. Employees may ask for proof of identification before the child is released into their care.
- Ensure the 'Authorized Person to Collect' information is up to date in your child's file;
- Inform staff of any current or pending court orders affecting the child. Provide the daycare with a photocopy of the court order to be kept with the child's enrollment form;
- Ensure they are familiar with the procedures to be followed when attending excursions with the group;
- Ensure that the front door and playground gates are closed after entry or exit;

Daycare employees will:

- conduct regular safety checks of the daycare's indoor and outdoor premises and equipment to remove hazards;
- maintain staff to child ratios, as outlined in the Child Care Licensing Regulations.
- position equipment and arrange the environment to allow caregivers to supervise the children's play, rest, and toilet areas;
- periodically check children's toys to ensure safety
- know which individuals are authorized to pick-up a child from the program in place of a parent;
- notice when children arrive and leave the program, ensuring that both arrival and departure times are accurately recorded;
- remember where emergency medications, first aid kits, and emergency contact numbers are kept;

Daycare employees will observe 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;
- 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;
- listening closely to children, even those who are not in the caregiver'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;
- monitoring children's health to identify early signs of fever, illness, or unusual behaviour; and
- watching and participating in children's play to ensure that children are playing in a safe manner.

Caregivers should 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.



Transportation to and from School Programs:

1. Staff will pick up the preschool children and sign them out from the preschool program, indicating time of sign out and initialing the sign out sheet.
2. Children who are enrolled in kindergarten will be asked to gather at the designated meeting site with the school age children.
3. Verification list will be taken and checked off as children are signed out of the preschool program and into the daycare program
4. Portable backpack containing Family Information Sheets, contact information, first aid supplies and sign in sheets will be taken with staff member who is responsible to transporting the children to school.
5. There will be a minimum of two staff members to transport a group of more than six (6) children.
6. Children in the program will be reminded periodically of the importance of going with the child care staff when they are asked.
7. If a child does not enter the program in the morning as scheduled with no cancellation notice from the parent/guardian, parents will call the daycare to confirm if the child will require transportation back to the daycare in the afternoon.
8. If there is uncertainty as to whether a certain child is to attend the program, staff will call the daycare and/or parents to confirm the child attendance for the day.

In the case that a child fails to arrive at the designated after school meeting place by no later than 3:35pm Monday to Thursday or 12:40 on Friday's, staff will:

1. Check with the school to see if the child attended school that day. If the child did attend school that day, the staff will call the daycare and/or parent to see if there was a scheduling change.
2. If the child did not attend school that day or left school early due to illness or other cause, the staff will return to the daycare with the remaining children.

Children cannot be transported to or from school if either of the following weather conditions is in effect:

- The outside temperature is below -20 degrees Celsius, measured by Environment Canada
- The outside temperature combined with the wind chill factor is lower than -20 degrees Celsius, as measured by Environment Canada

Daycare employees will monitor weather conditions throughout the day by referring to the Weather Network. When one of the above weather conditions exist, employees will contact parents to let them know that they will be required to find alternate transportation for their children for the morning. Staff will continue to monitor weather conditions throughout the day and will try to give at least an hours' notice to parents if alternate arrangements are required for afternoon pickup.

If parents would like their child to attend school/pre-school, it will be their sole responsible to arrange for transportation to and from the daycare.

If parents decide that the children will remain at the daycare for the day, regular child care fees will apply.



Transportation Exemption

The Vulcan Daycare Society has received an exemption from licensing to allow the staff: child ratio during to and from school transportation to be 1:15 with the understanding that the Vulcan Daycare Society will not utilize the Transportation Exemption during the months of July and August 2016.

Transportation Route:

Employees and children will head south along the skating arena, then head west on the walking path all way to the elementary school located at *305-6th Ave S, Vulcan AB*

In the morning, the employees will walk the children to the gate (entrance) of the school playground. As drop off occurs during a recess hour, the children will remain in the school yard with their peers until the bell rings indicating that it's time to go inside.

The designated after school pick-up location is by the picnic table in the southeast corner of the school under the large trees.

Times of Drop-off and Pick-up

Monday- Thursday;

8am-8:30am Drop off (bell rings at 8:30am to start school)

3pm-3:30pm Pick up (bell rings at 3:24pm to dismiss students)

Friday

8am-8:30am Drop off (bell rings at 8:30am to start school)

12:00-12:30PM (bell rings at 12:30pm to dismiss students)

Emergency Procedures

Absent Child

In the event that a child that has gone home from school or is absent at the designated pick up location and the Vulcan Daycare Society has not been notified, the employee responsible for picking up the children will call the Program Manager who will assist in contacting the school and or the parents to confirm that child's attendance. It is important that the children and families understand the importance of meeting at the designated location in a timely manner after the final bell rings.

Safety Procedures

The children who are enrolled in the Vulcan Daycare Society Out of School Care program are guided down the walking path and are to remain on the walking path while walking to and from school to ensure the safety of all children. When it is time to cross the road, all children will wait for the employee in charge to lead them safely across the road. During pick up all children are to meet at the designated location and are to remain there unless given permission by staff to play within eyesight of the staff.

Communication with the School

The Program Manager will provide to the Vulcan Prairieview Elementary School a list of the students who are on our pick up list and will also be provided with the Vulcan Daycare Society contact information.



Potential Health Risk Policy

The Vulcan Daycare Society is committed to the health and safety of its children, parents and employees. Children will be admitted to the daycare only if they are current with their immunizations or if parents have signed off stating that they are aware that their child are not immunized and may be at risk of falling ill.

Children displaying symptoms as outlined below are to be kept at home until they have been **symptom free for at least 24 hours**. Signs or symptoms of illness exhibited by a child can include but are not limited to:

- Vomiting, having fever, diarrhea or a new or unexplained rash or cough,
- Requiring greater care and attention than can be provided without compromising the care of the other children in the program, or
- Having or displaying any other illness or symptom the staff member knows or believes may indicate that the child poses a health risk to persons on the daycare premises.

Children displaying these symptoms while at daycare are to be removed from the daycare immediately. Daycare staff will identify possible illnesses by familiarizing themselves with the signs and symptoms listing within this policy, by observing the child's behavior, as well as emotional and physical appearance of the child and overall well-being of the child on that day. The staff may also check child's temperature by using ear thermometers.

Supervised Care for Sick Children

If the staff member knows or has reason to believe that a child is exhibiting signs or symptoms of illness, the child will be taken by the Program Manager or Program Administrator to the office area, where the child parents will be contacted. The child will wait in the office area away from the other children until they are picked up by their parents or alternate. In the event the child is unable to wait in the office area (due to staff availability, for example) the child will remain in the child care room as far away as practical from the other children. The child will be directly supervised by a primary staff member until the child is picked up.

If a child is exhibiting signs of illness, parents will be contacted and be asked to arrange for immediate pickup of the child from the daycare. If a parent fails to arrange for immediate removal of their child, the alternate contacts (emergency contact) will be called. If the situation demands emergency treatment, the staff will ensure that proper treatment is received and parents will be notified as soon as possible. If it is determined that emergency transportation is required, parents will be responsible for the resulting fee.

Staff will fill out an Illness Report form that includes the following:

- the child's name,
- date,
- name of staff member who identified the illness,
- what symptoms were observed,
- measured temperature if applicable,



- which room the illness occurred in,
- when the toys or daycare was closed for disinfection,
- the date the child can return to the daycare,
- time parents were notified by staff or Program Manager and
- the time the child was removed from the daycare.

This form will be signed by the staff, parent, and Program Manager.

A child may return to a program if the daycare is satisfied that the child does not pose a health risk to other children or caregivers. A parent may provide a physician note or a parent can report to the daycare that the child has been symptom free for a period of not less than 24 hours. Parents will be informed to seek alternate child care or to keep their child at home if the child is not well enough to participate in the regular activities of the program, the illness requires greater care from the child care staff that can be provided without compromising the care of the other children in the program, or the child has received one or more of the following diagnoses from a physician or the other health professional:

- Chickenpox (the child can be permitted to return to the program when he or she feels well enough to participate in all activities, regardless of the state of the rash and as long as the child returns to the same group they were with one to two days before the onset of the rash).
- Diarrhea or loose stool (the child should be excluded for 24 hours until symptoms are resolved or assessed by a physician).
- Hepatitis A (the child should be excluded until 14 days after onset of illness or seven days after onset of jaundice).
- Impetigo (the child should be excluded until 24 hours after antibiotic treatment has been initiated).
- Wheezing / Persistent coughing (the child should be excluded until assessed by a physician or the symptoms are resolved).
- Measles (the child should be excluded until four days after the appearance of a rash).
- Mouth sores with drooling (the child should be excluded until a physician has determined that the symptoms are non-infectious. 14 policies and procedures
- Mumps (the child should be excluded until nine days after onset of parotid gland swelling).
- Pertussis, or “Whooping Cough” (the child should be excluded until five days after antibiotic treatment has been completed, until three weeks after onset of symptoms, or until the coughing has stopped).
- Conjunctivitis, or “Red / Pink Eye”(the child should be excluded until 24 hours after antibiotic treatment has been initiated and there are no visible symptoms).
- Rash, with fever or behavioural change (the child should be excluded until a physician has determined that the symptoms are non-infectious).
- Rubella (the child should be excluded until at least four days after onset of the rash, or up to five to seven days at the option of local health authority).



- Scabies, Head Lice, or other infestation (the child should be excluded until appropriate treatment has been completed – specifically, in the case of head lice, all eggs need to be removed manually).
- Strep throat or other Streptococcal Infection (the child should be excluded until 24 hours after appropriate antibiotic treatment and cessation of the fever).
- Symptoms of possible severe illness, such as lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing (the child should be excluded until assessed by a physician or the symptoms are resolved).
- Temperature with a fever of 38.0°C or higher.
- Tuberculosis (the child should be excluded until a physician has approved his or her return).
- Vomiting – with two or more episodes of vomiting in the last 24 hours. If the child vomits while at daycare, he / she needs to be removed immediately and can return 24 hours after the last vomit.

Please note: The Public Health Act requires licensed childcare providers to report communicable diseases to Alberta Health Service

Medication Administration Policy

Employees of the Vulcan Daycare Society must hold a valid First Aid certificate in order to administer medication to children in the daycare. Before employees can administer medication, the parent must complete and sign a medication form authorizing daycare staff to administer medication to their child. Medication will be administered according to label directions and the medication form will be signed daily by the staff.

Medication will be administered by qualified staff. All medication must comply with the following:

- Medication is prescribed by a physician,
- Medication is in its original container,
- The label names the medication;
- The correct name of the child,
- The dispensed date and date of expiry,
- The amount of each dose to be given,
- The number and time of day the dose(s) are to be given.

Individual Medication Records are located in each child care room. Each form contains the following:

- Child's name
- Name of medication
- Required method of administration
- Dosage to be given
- Date the medication is the start and date medication is to be finished
- Time medication is to be administered
- Any special instructions relating to the administration of the medication (taken with food, interactions, precautions)
- Initial of staff who administered the medication

Non-prescription medication that is not prescribed by a physician may only be given if received in its original container and accompanied by a medication form completed by the parent/guardian. Employees will not administer medication



with the intent of reducing a fever or upset stomach; in the event that a child registers a fever or diarrhea, parents will be notified immediately and asked to have their child picked up from the daycare.

Medication Storage:

Medication will be stored in a locked container, either in the refrigerator if the medication required refrigeration, or on a shelf that's inaccessible to children. Medication that may need to be accessed immediately in the event of an emergency will be kept in an area that is inaccessible to children but easily accessible by staff. Outdated medication will be returned to the parents for disposal.

Routine Ongoing Medication, Medical apparatus, etc. Policy:

For administration of daily, ongoing medication such as inhalers and masks, parents must make arrangements with the Program Manager and ensure that a complete set of instructions accompanies the equipment. A medical authorization form must be completed and signed by the parents. Staff will check the form and sign it if they have administered the medication that day.

Medication Administration Procedure

Vulcan Daycare Society employees will follow these general rules when administering medication:

1. Always wash hands prior to administering medication
2. Ensure all relevant information is read prior to administering medication (Medication Profile, Medical Information Record)
3. Never administer medication that is not prescribed by a physician. All medication, including over the counter medication, must be prescribed.
4. If the medication does not appear as it should, (size, color, shape, smell) inform the Program Manager prior to administering.
5. Take all required items (water, food, medication, etc) to the medication area.
6. Initial Individual Medication Record ONLY after medication has been administered to the child, NEVER before.
7. The employee who dispenses the medication MUST be the employee who administers the medication to the child.
8. Medication can only be dispensed for one child at a time.
9. Always use instruments that have been provided for administering the medication. (Syringe, cup, etc.) If none have been provided, use a medicine cup or spoon or gloved hands.
10. If medication is dropped, or if the medication is refused by the child, the Program Manager must be informed and the event must be documented on the Individual Medical Record.

Vulcan Daycare Society employees will also follow the "7 R's" when administering medication:

1. Right Person
 - Check the person's name on the label
 - Check the person's name on the document
 - Refer to the person by name



2. Right Medication

- Check the medication name on the document
- Check the medication name on the labels
- Ensure the two names are identical

3. Right Time

- Check the date and time on the document
- Check the date and time on the medication

4. Right Dose

- Check the dosage listed on the documentation
- Check the date and time on the medication

5. Right Route

- Check the route (method of dispensing) listed on the documentation
- Look for the route direction words (take, drop and so on) on the medication label

6. Right Documentation

- Read labels and Individual Medication Record.
- Initial and sign Individual Medication Record. NEVER sign the record before administering medication.

7. Right Response

- Photocopy and keep medication information in the medication book.
- Observe individual for correct and adverse reaction.

Medication Recording

When filling out the Individual Medication Records, always start from the top and work your way down, never leaving any blank spaces. If the line requires no information, write N/A.

Never use White-Out on a medical document, as these are considered legal documents. If an error is made, draw one line through the incorrect information, write a brief description, date and initial.

There should be no blank spaces on the document between that start date and end date of medication; staff communication and diligence will ensure that medication is given on time.

Toxic Chemicals

In the interest of safety, the following products are prohibited in the daycare:

- aerosol products
- pesticides
- toxic art and craft supplies



Evacuation Procedure

In the event that children and staff are required to evacuate the premises, staff and children will proceed to the bleachers in the sports field to the west of the daycare. Each primary staff member is responsible to bring the emergency backpack located in each room. There are exit doors located in each child care room. Extra staff will be responsible for assisting infants and children who are unable to walk on their own. Attendance will be taken to ensure that all children are present and accounted for.

If staff and children are expected to be evacuated for a long period of time, staff and children will then proceed to the Cultural Recreational Centre (CRC) located at 504- 4th Street South. The Vulcan Daycare Society is in possession of a key to the CRC, which is located on the key hook in the daycare office and is clearly labelled. Attendance will be taken again at this time.

If for some reason the CRC is unavailable, children and staff will head to the Vulcan Extendicare located at 715 2nd Ave South in Vulcan. This is a 24 hour facility.

In the event of a fire evacuation, children and staff will return to the daycare only when the fire department has informed the staff that it is safe to do so.

Lockdown Procedure

If County Central High School goes into lockdown, the Vulcan Daycare Society will be notified via email or phone. At this time the Vulcan Daycare Society will also go into lockdown.

In the event that an immediate threat made to staff or children at the Vulcan Daycare, the daycare will go into lockdown.

Employees will:

- a. Lock all doors
- b. Close blinds and curtains
- c. Guide all children into the staff bathroom in the room they are in, lock the door
- d. Have the children sit and help the children feel calm and safe.
- e. Staff will not open the door until they hear the secret knock, determined and communicated to employees ahead of time.
- f. Program Manager or delegate will call 911 and inform them that the daycare is in lockdown and explain the emergency.

During the event of a lockdown there will be no access into the building by parents, volunteers or visitors. A sign will be posted on the front door indicating that a lockdown is in effect and what kind it is (drill or mandatory). If staff and children are out of the building when the lockdown takes effect, they will not be able to enter the building and will proceed to the Vulcan Extendicare, located at 715 2nd Ave South. Once there, staff will call, text or email the Program Manager with a list of all staff and children who are safely inside in the Extendicare.

Once it has been determined that it is safe for the children and staff to return to the program, the Program Manager will knock with the secret knock on the door of the bathroom letting employees know it is safe for them to come out. This ensures that the Program Manager is not acting under duress. The Program Manager or other assigned staff will go to the Extendicare to notify staff that it is safe to return to the daycare. Parents will be notified once everyone is safe and the situation is free of danger.



Anti-Bullying Policy

The Vulcan Daycare Society is committed to providing an environment for children that is safe, welcoming and free from behaviour by any bullying. Bullying of any form is unacceptable.

Bullying can be:

Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be left out of a game or activity, passing notes about others or making fun of another person.

Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings tripping up, punching or using any other sort of violence against another person.

Verbal: Name calling, put downs, ridiculing or using words to attack, threaten or insult. For example spreading rumors or making fun of another person's appearance.

Psychological Behavior: likely to instill a sense of fear or anxiety in another person.

Strategy:

Employees of the Vulcan Daycare Society will notify the Program Manager if they witness an incident of bullying.

Children will be encouraged to report any incidents of alleged bullying immediately and will be reassured that what they say will be taken seriously and handled sensitively.

If a child tells someone they are being bullied, they will be given time to explain what has happened and reassured that they were right to tell.

The Program Manager will always ask the alleged bully to explain their side and take in to account their response when deciding whether bullying has occurred.

If it is decided that bullying has occurred, the alleged bully will be encouraged to discuss their behaviour and think through consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person/people involved.

The Program Manager will inform the parents of all children involved in the alleged bullying incident.

Where bullying behaviours persist, the alleged bully's parents will receive a written warning that the child must stop this behaviour.

After the incident has been dealt with, child care providers will monitor the children involved to ensure further problems do not occur.

If the bullying behaviour persists, the alleged bully's parent will receive a final written warning that termination of care will occur if the behaviour doesn't stop.

Developmental Assessment and Screening Policy

In order to maintain accreditation through the National Association for the Education of Young Children, all children attending the Vulcan Daycare Society will have a developmental assessment completed at a minimum of twice per year or if parents or employees have any concerns regarding the development of a child. Children who are new to the program will be allotted a three month adjustment period before the first assessment is completed.

The Vulcan Daycare Society uses the Ages and Stages Questionnaire, an unobtrusive observational tool developed by Early Childhood professionals as a means to pinpoint children's strengths and help identify children with developmental or social-emotional concerns. This assessment will be sent home and completed by the child's parents and returned to the Vulcan Daycare Society. The same assessment will also be completed by the room lead, with assistance from other employees who work with the child on a regular basis. All questionnaires will be reviewed by the Program Manager and



filed in each child's file. If concerns are noted, the Program Manager will schedule a meeting with the parents for discussion. A recommendation for referral to a pediatrician or other professional may be made at this time.

PROGRAMMING

Insect Repellent Application

All parents are responsible for supplying their own insect repellent for their child's use only, which is to be labelled with their name on it. The insect repellent will be put up in a community bucket with other insect repellents and the staff will ensure that the insect repellent will be applied to the children's exposed skin prior to heading outside for the day. Employees will ensure that the children will remain as safe as possible while spraying the toxic fumed application of the insect repellent onto each child as to not get into the eyes or mouths. At the end of the season, the insect repellent will be given back to the families if the labels are still legible, otherwise they will be disposed of.

Sunscreen Permission

Parents are responsible for supplying their own sunscreen for their child's use only, which is to be labelled with their name on it. The sunscreen be put up in a community bucket with other sunscreens and the staff will ensure that the sunscreen will be applied to the children's exposed skin prior to heading outside for the day. At the end of the season, the sunscreen will be given back to the families if the labels are still legible, otherwise they will be disposed of.

Clothing

A complete extra set of clothing must be left in your child's cubby every day. Even if your child is completely toilet trained, accidents do occur and spills do happen. All parents should expect their child to get dirty throughout the day; this shows that the children are actively involved in play. Please ensure that your child always has a pair of shoes or slippers at the daycare. It is regulation that children must wear footwear. If clothing needs to be borrowed from the daycare, please ensure that it is returned promptly.

Your child needs to be dressed appropriately for the weather. Employees encourage time outside every day, weather permitting. In the summer, children will need a hat, sunscreen, bug spray, bathing suit and towel at the daycare. For the winter months, they require snow pants, winter coat, hat, mittens, boots, and scarf. Please ensure that all items are labelled with the child's name.

* When choosing child's clothing, please keep in mind that they will likely get dirty and safety factors should be taken into account i.e. Drawstrings on coats; jewellery (necklaces) to be left at home.

Toys

Toys from home are not allowed at daycare unless the particular room has show 'n tell days. The daycare provides toys which are age appropriate for each age group.



GENERAL POLICIES

Volunteering

The Vulcan Daycare Society welcomes volunteers into our program. The purpose of volunteers is to provide extra support and aide to our program, whether we are in the daycare or on a field trip. Volunteers do not count as staff for the purposes of maintaining staff to children ratios. All volunteers will be required to read and understand the Vulcan Daycare Society's Policies and Procedures including the Employee Handbook and will be required to agree to and sign the Confidentiality Agreement to ensure understanding of our program and appropriate actions when dealing with children.

An interview of potential volunteers will be carried out by the Program Manager to ensure a good fit into our program. Volunteers must sign in and out at each visit. Each volunteer who has unsupervised access to children must be an adult and provide a current criminal record check and vulnerable sector check. To ensure that security is maintained, the number of volunteers and students will be limited.

Inclusion and Diversity

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

Holiday Celebrations

Holiday celebrations are an excellent way to promote diversity and learn about other cultures and religions. Some holidays can be appropriately celebrated with special snacks. Others may be best honoured through activities such as food drives, charitable collections or visits from special guests. If your family celebrates particular holiday and you would like to share your holiday customs with the classroom, please speak with our employees!

Birthdays

At the Vulcan Daycare Society, we encourage the celebration of each child's birthday and we go out of our way to make sure that each child feels special on their special day.

We encourage and promote healthy eating habits within our program; however we will make an exception on birthdays and special occasions should parents choose to send a treat for the children. If you are going to be sending food for your child's birthday, please ask your child's teacher first. Remember: we are a peanut free facility!



Open Door Policy

At the Vulcan Daycare Society, families can always be assured that our door is open to you. We encourage parent participation in our program. Parents and employees working together are able to provide the best experiences for a child's ongoing development. Parents are welcome to visit the daycare at any time of the day, join us on field trips/off-site excursions, attend any special event and/or come in to share skills or teach us about your culture.

We encourage daily contact with the Program Manager or room teacher to ensure that any information regarding your child's day can be shared. Please do not hesitate to speak with the Program Manager regarding any concerns, suggestions, and/or comments. Alternatively, suggestions or concerns can be forwarded via email or written letter.

Parent volunteers will be required to sign in and out of the program. Please keep in mind the quiet/nap time occurs between 12p.m. and 2p.m. Please also note that daily from 9 a.m. – 4:30 p.m. the main doors will be locked for the safety of the children and staff. Please ring the doorbell to the left of the door and a staff member will let you in.

Board Meeting Minutes

Board meeting minutes for the Vulcan Daycare Society are provided for viewing on the parent board in the hallway for all stakeholders to view and read.

Inspection Report Results

Inspection Reports will be made available for viewing. These reports are displayed on the Parent Board. You may also contact the Calgary and Area Child and Family Services to obtain inspection reports.

COMPLAINT PROCESS

If you have a complaint about our Daycare service, please feel free to talk to your Program Manager or to the Board of Directors. If you feel you cannot talk to either of these sources, please contact:

Calgary and Area Child and Family Services
Region 3, Child and Family Services Authority
Richmond Office
#80, 3915 – 51 Street S.W.
Calgary, AB T3E 6N1
Main: 1-403-297-8033
Fax: 1-403-297-9573

The identity of the complainant is confidential, and will not be released to the Vulcan Daycare Society. All complaints will be investigated. Written complaints will be responded to in writing by Calgary and Area Child and Family Services indication whether the complaint was verified and that appropriate action has been taken.



TIPS FOR MAKING DAYCARE DROP OFF EASIER

Let's face it. Dropping off your child at daycare isn't always easy. Sometimes it's even harder on the parents than it is on the child. There will always be days when this transition is harder than others, whether it be when your child first starts attending child care or just on a day he prefers to stay home with you.

Here are a few tips to ease the daycare drop off transition:

- If your child is an infant, be sure to change and feed your baby before drop off so that you have some bonding time before separation is necessary. Feeding young infants often means they are drowsy upon arrival and will tolerate being handed to the arms of a new caregiver more easily.
- Enlist your child's familiar caregivers at the daycare to help you with the drop off transition by greeting your child by name and helping her get engaged in play before you leave.
- Always say goodbye! Some parents think that sneaking out after drop off will make the transition easier, but often there will be tears no matter what. If you do not say goodbye your child eventually will look around to find you have gone and may panic, making the separation process even harder.
- Stay positive, even if YOU are apprehensive about leaving your child. Your child will feed off your emotions and if she senses that you are afraid or upset, she will be too.
- You may hang out in the hallway or outside the door (out of your child's sight) for your own sense of comfort after saying goodbye, but do NOT re-enter the room if your child is crying or has not calmed down after you said your goodbye. To help a child learn to adjust to the separation and learn to be comforted by his child care providers you need to say goodbye and mean it.
- Do call to check on your child if they were still crying when you left. Often you will feel much better when the day care provider tells you they only cried for 10 minutes and are now actively engaged in play.
- Separation takes time. Believe it or not, a child crying when you leave is developmentally a good thing, as bad as it may make you feel. Crying shows that your child is bonded to you. Separation anxiety is a stage all children should go through, some more than once, and how you handle it will have an impact on coping skills later on in life. Developmentally, we worry if a child separates and will leave with anyone without some tears or apprehension.
- Remember it is okay for a child to cry, and typically most children become actively engaged with play, a meal or caregivers 10-15 minutes after a parent leaves.



- For children having difficulties with separation, you can make a photo book using a small photo album and pictures that illustrate what will happen during the child's day. Review this picture book with your child each morning at breakfast before leaving the house and then send it to child care with him. Photos might include a picture of the child waking up in the morning, getting dressed, eating breakfast with his family, the car/bus he takes to day care, child care teachers, activities at child care and the last photo should be a picture of you hugging him when you pick him up to take him home.
- Talk positively about your child's day and your day on your ride to child care. For example, "You are going to be finger painting today with Miss Megan. That will be SO much fun!" or "Mommy will be saying goodbye and going to work, but I will be so excited to pick you up tonight and hear about your day".
- Lastly, make a BIG DEAL when you arrive to pick your child up at the end of the day. For the child who was having separation anxiety in the morning you can say, "See, Mommy/Daddy ALWAYS comes back to get you after saying goodbye!" and lavish them with hugs and kisses and praise for being a big boy/girl and playing with their friends while Mommy/Daddy was at work. Coincidentally, many parents are baffled that the crying child they left at the door that morning is now happily engaged in play and will sometimes now cry because they don't want to leave day care!



RESOURCES FOR PARENTS

Calgary and Area Child and Family Services

Region 3, Child and Family Services Authority
Richmond Office

#80, 3815 – 51 Street S.W.

Calgary, AB T3E 6N1

Main: 1-403-297-8033

Fax: 1-403-297-9573

<http://humanservices.alberta.ca>

Calgary and Area Subsidy Office

#300, 1240 Kensington Road N.W.

Calgary, AB T2N 3P7

Main: 1-403-297-6100

Fax: 1-403-355-4410

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

Alberta Children's Services Supported Child Care

Main: 1-403-297-2854

Child Abuse Hotline

Main: 1-800-387-5437

Poison Control Centre

Main: 1-800-332-1414

Calgary Health Link

Main: 1-866-408-5465

Children's Help Line

Main: 1-800-668-6868

Vulcan Family and Community Support Services

Main: 403-485-2192

<http://www.vulcanandregionfcss.com/wp/>

Town of Vulcan

Main: 403-485-2417

www.townofvulcan.ca

Vulcan County

Main: 403-485-2241

www.vulcancounty.ab.ca

Vulcan Library

Main: 403-485-2571

www.vulcanlibrary.ca

Vulcan Clinic

Main: 403-485-2216

Vulcan Health Unit

Main: 403-485-2285

Vulcan Rainbow Literacy Society

403-485-3107

www.rainbowliteracy.com

Vulcan County Early Childhood Development Coalition

Main: 403-485-6816