

Parent Handbook

GBC Childcare Centre OSC

Albert Park/Radisson Heights Community After-School Program (CASP)

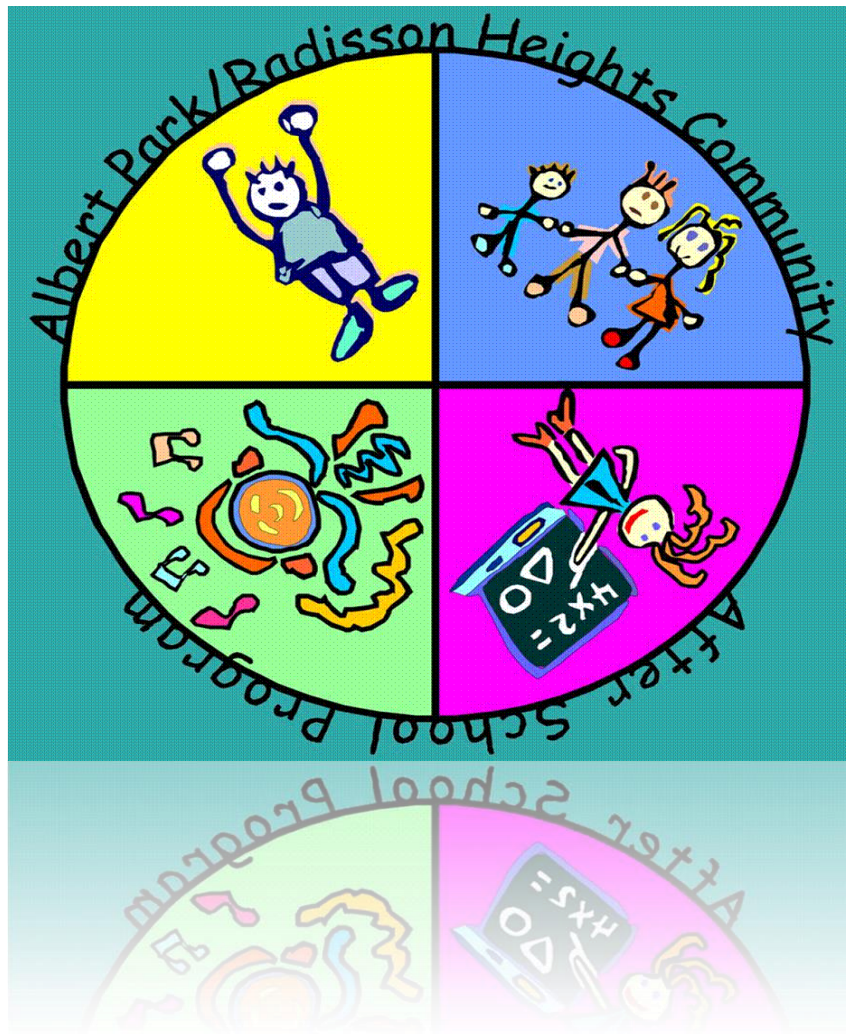


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GBC Childcare Centre

The Grace Baptist Church Childcare Centre is located at 2670 Radcliffe Drive S.E. We are right across the street from Radisson Elementary School, and close to the Franklin LRT Station.

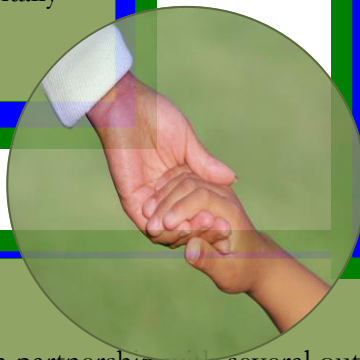
Partnering with Parents: Our Focus is to create a full circle of care

Our Families

Families are of primary importance in a child's development. We will strive to bring about collaboration between the home and our Centre in ways that enhance each child's individual development. The staff are committed to developing relationships of mutual trust with the families it serves and to respect the dignity of each family, each family's child rearing values, and their right to make decisions for their children. We will guide each child's progress and help families to understand and appreciate the value of developmentally appropriate early childhood programs.

Our Centre

The Childcare Educators in our program at GBC will facilitate the day-to-day programming within the Centre. They will be dedicated to each child's physical, emotional, intellectual, and social, development As trained professionals, they will supplement the care provided by the family through organized activities and will maintain a stimulating and nurturing environment.



Our Community

GBC Childcare Centre OSC works in partnership with several outside community agencies In doing so, we are able to offer a range of parent education services and family support. Some of the agencies we partner with include: Alberta Health Services, Radisson Park Elementary School, Hull Services, Boys and Girls Club of Calgary, Big Brothers Big Sisters of Calgary, YMCA Calgary, Albert Park Community Association, Kids Up Front and the Food Link.

Organizational Information

Contact Person: Program Director - Eric Willemsen
Phone: 403-235-3636 ext. 31
Fax: 403-235-3900
casp@gbccalgary.com

Address: GBC Childcare Centre OSC
(Albert Park/Radisson Heights Community After-School Program (CASP))
2670 Radcliffe Dr. SE
Calgary AB,
T2A 7M2

Charitable Registration Number: BN 128883170 RR0001

*Grace Baptist Church is our Fiscal Agent

Program Hours of Operation:

- Office Hours: Monday – Thursday 9am – 3pm & Friday 9am – 11:45am
- After School Care Hours: Monday – Thursday 3pm – 5:30pm & Friday 11:45am – 5:30pm
- PD Day and Day Camps: 8:30am – 5:30pm for registered children
- Please Note CASP will be operating according to the Traditional Calendar of Radisson Park Elementary School and will be closed on non-school days.
- We may be opened for some PD DAYS and Day Camps according to the Radisson Park Elementary school. Check with the Program Director when registering.

The Director is usually available Monday-Friday 9am-6pm.

- You may call/text 403-702-6740, only for late pick-ups of your child and for emergency. **DO NOT give out this cell# to anyone including family members or friends. Give them the CASP Office number (403) 235-3636 ext. 31**

Please note the following government statutory holidays when GBC Childcare Centre will be closed.

- New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labor Day, Thanksgiving Day, Remembrance Day, Christmas Day, and Boxing Day.
- There will be two scheduled Professional Development days for the staff (November and February) where there will be NO care for the children.

Emergency After Hours Phone Numbers

Posted near the entrance doors, CASP has 2 emergency contact numbers should there be an emergency that requires the need to contact the Centre after hours of operation: (403)560-6231 and (403)702-6740.

Our Mission Statement:

CASP exists to foster a caring and compassionate community for children and youth to recognize their significance, resilience and purpose through learning, creativity, and fun in a safe environment during the hours after school.

CASP Introduction

Albert Park/Radisson Heights Community After-School program (CASP) is a local non-profit organization that was founded to meet a gap in services for families in the Albert Park/Radisson Heights areas. In 1998, there was an assessed need in our community for quality, safe, and affordable childcare in the critical hours after school. The result of that need was CASP, a subsidized program for children aged 6-12. The program provided Recreation, the Arts, Literacy, Health and Nutrition, .

Albert Park/Radisson Heights (AP/RH) is situated in the Greater Forest Lawn Area of Calgary. This community is home to many families that face economic challenges that include the working poor, new Canadians, and one-parent families. Many families in this community rent their homes, and, therefore, they tend to be more transient than in other areas of the city. There is a great need to provide support to these families, especially in the critical hours after school.

The Albert Park/Radisson Heights Community After-School Program (CASP) provides children a safe, supervised, and accessible environment in the hours after school. Here are some examples of activities that are offered for the participants in CASP:

- Curriculum such as, ethnic awareness, environmental awareness, and cooperative games
- Recreational time that helps support learning in teamwork, conflict resolution, and positive social interactions
- Literacy and homework help
- Eating a healthy snack each day
- Cooking Club, kitchen safety, and nutrition
- Daily activities that include Clubs such as art, drama, dance and science
- Experiencing other cultures through food, the arts, and learning about their lifestyle.
- Emotional and Social learning such as how to self-regulate, bully proofing, how to resolve conflicts
- Inviting families to watch the children perform during our Annual Christmas Party and Year End Party
- Special Events that may involve a parent(s) and/or a Community guest into CASP or going out into the community to make a difference

Leaders in Training (LIT)

In the fall of 2006, we incorporated a new leadership program called Leaders in Training (LIT). LIT was formed in order to meet the needs of our communities' youth. We found that children who had graduated from our program (those 13 and older) were returning to visit, sometimes as often as four times a week. In order to meet the needs of these older students, programming has been tailored to meet their developmental needs. Curriculum was designed that will teach students to become leaders within the CASP program as well as their own community. LIT is intended to give our junior high students leadership skills designed around three philosophies:

1. Mentorship: The one-on-one learning relationship between a LIT student and the LIT instructor. The mentor supports and guides the student to develop leadership skills.
2. Hands-on leadership experience: Supporting CASP students with homework, planning, and implementing group activities.
3. Leadership skills used in the community: Representing CASP and LIT at community functions.

Staff

CASP staff are paid, qualified, and trained to work with the children who attend the After-School Program. Within CASP, all staff must have a Police Security Clearance, and a Child Development Assistant (level 1) or a Child Development Worker (level 2) Certificate. Licensing regulations allow a maximum of six months for staff to obtain certification. Until they are certified they must not have unsupervised access to children. Also each staff will go through orientation and attend related program training workshops each year they work for CASP.

The Goals of the GBC Childcare Centre

Goals for the children:

- To provide an environment that encourages and motivates on all levels: cognitive, social, emotional, creative and physical development.

- To provide a nurturing environment for children.
- To foster a sense of self-worth in each child.
- To recognize the importance of the individuality of each child.
- To treat each child with respect and understanding.
- To provide optimum nutrition for every child.
- To give the child optimum opportunity to experiment, explore, and discover for himself / herself as much as possible in the environment.

Goals for the parents:

- To provide resources and guidance to parents and caregivers that will support the healthy development of their children.
- To mobilize community resources for parents as needed.
- To develop relationships and partner with parents in the care of their children.

Enrolment Information

Registration Process and Attendance

Enrolment in our program is open to children who are in Grade 1- 6 and live in the Albert Park/ Radisson Heights Community. Also registration may be based upon the referral of the Resource Teacher from Radisson Park Elementary. If a child is returning to CASP, starting the school year, a parent/ guardian will register him/her in June. A letter/survey is sent in June to notify of the date and who will return in August. If there is space left, new families may register their child on the first day of school.

Because of the need for our subsidized After-School Program and we only have limited space, we will call to confirm if the child is accepted in CASP or not. We must stay in ratio with our staff and meet the needs of the children.

Only after receiving all of these items will your child be registered and can attend the CASP Program

PLEASE NOTE the families who are the **priority** are those who need our services for **ALL** the following reasons:

1. Children will be at CASP **4-5 days** a week and will stay until **5pm**.
2. Families who have **no one home** between the hours of **3:00pm-5:00pm** to care for their child (ren) **4-5 days** a week.
3. Families who live in the Albert Park/Radisson Heights Community.
4. Families who may **need financial assistance** for childcare and may be **eligible for Childcare Subsidy**.

We strongly encourage you to apply for Childcare Subsidy. The staff can help you fill out the childcare subsidy forms during registration or you can go on-line. If you are unfamiliar with the Alberta Child Care Subsidy program, please ask or go to www.child.gov.ab.ca.

If you are a family who does not qualify for Childcare Subsidy, CASP would appreciate financial assistant. It costs about \$250.00 per child/per month which DOES NOT include equipment, supplies or facility costs.

If you only send your child for 3 or less days and/or consistently pick up your child before 5:00pm, you MAY be terminated from our program. Our purpose is to help families who need our services 4-5 days a week from 3pm-5:30pm. Because we have activities and different classes, we strongly suggest you let your child stay until 5pm or they will miss out. We are not a free drop-in center for your children to come and go, but an After-School Program. Thank you for understanding and your cooperation.

New Families

- Parents will need to meet with the Program Director/Supervisor at the Centre to go through an orientation.
- Parents must complete the registration form with emergency contact information to the Program Director/Supervisor. These documents must include Alberta Health Care number and *all* contact names that will have authorization to pick up the child from the premises. There should be no blank spaces.

PD Days/Day Camps

Any regularly scheduled public school holidays, CASP will be closed for regular programming. We may offer care on PD Days for \$25 per PD Day. We will run Day Camps throughout school breaks depending on interest from families and costs will vary per Day Camp.

CASP will be running Day Camps and will be open on various P.D. Days throughout the school year. There is only room for 12-15 kids due to ratio requirements. CASP will provide snack but parents/guardians need to provide lunch for their child/children. During each Day Camp CASP will be going on at least one field trip and doing various activities throughout the week. Children need to be registered to attend the Day Camps or P.D. Days. CASP will be open from 8:30am to 5:30pm on these days. Please do not bring your child/children early as you will be asked to wait with them until 8:30am. Please contact CASP to get details about the Day Camps and P.D. Days.

A survey will be taken in September to see who is interested in receiving care for all the PD Days and Day Camps. If there is at least 10 children needing care from 8:30am – 5:30pm each month, the families will have 3 paying options.

1. Families can pay for each PD Day or Day Camp two weeks in advance
2. First payment for all the PD Days and Day Camps in September – December and then a second payment for the PD Days and Day Camps in January - June.
3. Pay in full for the whole school year

Children's Files and Confidentiality

All documents that are part of registration will go into the child's file. All information about children and families in this file is considered confidential and will be stored in a secure place.

Changes in Family Information

Families are expected to inform staff of any changes so that registration forms can be kept up to date at all times. We must be able to reach families at all times. We must be informed immediately of any changes in address, phone numbers, or place of work, and if there is any change in the people who are authorized to pick up a child.

Wait Lists

In the event that all spaces are full, a wait list will be created and maintained by the Program Director. Returning families and any requests from the Radisson Park Elementary have priority. Families will be contacted if there is an open space during the school year, the space will be held for 48 hours before being offered to the next family.

Withdrawal and Termination of Service by Families

Families are required to provide at least one month's written notice when they withdraw their child. More notice is preferable if possible. This is crucial, as most families on the wait list require one month's notice for their current care-provider before they can accept a space.

Termination of Service by Centre

CASP can terminate its services to a family under the following circumstances:

- If CASP is unable to satisfactorily resolve a problem with a family and a child has had 3
- If a family member harasses, threatens, or commits a violent or unlawful act towards a staff member, child, or other family involved in the program.
- If a family picks up their child 20-30 minutes late from CASP 3 times within 3 months without having made previous suitable arrangements or calling the Program Director why they will be late.
- A family does not pay their late fee within two weeks.
- If a child has been absent from CASP 12 consecutive working days without the parent giving any notice of the situation and a date when the child will return.
- In the assessment of the Program and staff if a child is unable to manage safely in a group of children within the given adult-to-child ratio, termination of services will be a measure of last resort.

All efforts will be made to accommodate the child's needs. This may include:

- Working with the family to develop consistent strategies.
- Encouraging a collaborative use of outside agencies to come up with strategy best to help the child and family.

Parent Involvement

Open Door Policy

Parents/Guardians are welcome to observe their child's participation and activities during CASP hours. They may call the Program Director to let him/her know you are coming. Any concerns and/or feedback about the program are welcomed. As staff, we are always trying to find ideas and ways to improve and enhance what we do in CASP



Families are of primary importance in a child's development. We will strive to bring about collaboration between the home and our Centre in ways that enhance each child's individual development. The staff are committed to developing relationships of mutual trust with the families it serves, respect the dignity of each family's child rearing values, and respect their right to make decisions for their children. Staff will facilitate each child's progress and to help families understand and appreciate the value of developmentally appropriate early childhood programs. Parents are

encouraged to participate in our daily activities as it may fit into their schedules. To better establish relations with our families we will provide:

- **Parent Registration/Orientation:** Each family will have to register their child for CASP in June and new families may register on the first day of school (if arranged with the Director it maybe sooner). Upon registering a child, parents will also receive a parent handbook, which outlines all of the Centre's policies, procedures, and philosophy.
- **Verbal Communication:** It is of utmost importance that parents feel at ease with their child's care is in CASP. Parents are welcome to phone or drop in at any time to inquire about a visit. The staff is here to support families and will help in any way with resources or information you might be seeking regarding concerns you have about your child.

- **Written Communication:** Administration will provide parents with a monthly calendar to notify the families of activities, special events, PD Days of school and when there is no CASP. A staff will give out the monthly calendar during the first of the month. Also notices, reminders and changes of the program will be given out when needed. We do encourage you to read through all information sent home as it will keep you up to date with upcoming events or notices of changes.
- **Volunteering:** Any parent who feels they could lend their talents or gifts to a theme or occasion is greatly encouraged to do so. There is always opportunity to enrich a theme or special event with guests or visitors. Please let staff know if you would be interested in donating your time this way. Near the end of the registration form, there is a list of ways parents can help volunteer too.
- **Special Events:** Families are always welcomed to join our Special Event on Fridays, and our annual Christmas Party in December and Year End Party in June.
- **Parent Bulletin Board:** A Bulletin board outlining the month's events, menu plans, licensing and monitoring reports etc. will be available for parents to review. Any suggestions will also be welcome and can be made to staff or the Program Director. A monthly event calendar is also available at the beginning of each month for families.

Unacceptable Behavior of Parents

The following acts will not be permitted at GBC Childcare Centre or on site under any circumstances: Smoking, drinking alcoholic beverages, or the use of or possession of illegal drugs and alcohol.

Volunteers/Work Experience

We welcome volunteers and work experience students who are interested in coming into the centre. Volunteers and Students will not be included in child/staff ratios and will not be left alone to have sole responsibility of the supervision of children within the program. Criminal record checks including vulnerable sector and references will be required before a volunteer will be able to assist with the program. All work experience students will undergo an orientation before joining the program for the designated time

Childcare Policies and Procedures

Arrival and Pick-Up

**** VERY IMPORTANT**** During a regular after-school day, parents must sign out their child when picking his/her child up. Parents who register their child for a PD day, must sign in their child on arrival and sign their child out when departing.

Since the posted attendance sheets will be used to verify the presence of children in an emergency, parents must follow this sign-in/sign-out procedure each day. This is legality and is required by the Alberta Children's Services Licensing and Best Practice

Provincial regulations state that children can only be released to adults who are authorized **in writing on the registration form** by the child's legal guardian. Upon registration parents are asked to submit a list of names of persons authorized to collect their children. Any changes to this list must then be made in writing. Children will only be released to individually named adults. **Only in emergency situations will a child be released by verbal permission.**

Any person who is not the child's caregiver and is signing a child "In or Out" must be 18 years of age or older. A letter of consent from a parent to give permission to a sibling or a person who is under 18 years old must be given to the director to put in the child's file.

When an unknown person to child care staff requests a child, that staff member will ask for a piece of photo identification and compare that person's name to the list of persons authorized by the child's legal guardian. If the individual's name does not appear on this list then the child will not be released, the person will be asked to wait until the parent has been contacted by phone and given permission. **Please remember it is very important to notify staff of any special circumstances regarding pick up (i.e. custody arrangements, restraining orders, threat of abduction, etc.)**

If any person (including the child's legal guardian) arrives to collect the child and staff has reason to believe that individual is under the influence of alcohol or illegal drugs, staff are directed to call the Child and Family Services, giving a description of the parent, vehicle, license, etc. so that every attempt is made to keep the child being released safe. An attempt will be made to reach another authorized individual provided by the family on their contact list to assist.

Late Pick Up

If parents are late more than three times (in a six month period without making prior arrangements) they will be asked to make other child care arrangements for their child. If a personal emergency occurs, parents should notify the Centre before closing time so that we will be aware of the difficulty. In the event that a parent or authorized person fails to pick up a child by closing time, the following action will be taken unless suitable arrangements have previously been made:

- At 5:40pm the staff will attempt to contact the parent of person (s) named by the parent as alternate caregiver.
- At 6:00 pm the Program Director/Supervisor will be contacted and appropriate arrangements will be made for your child.

Late Pick Up Fees

The Centre will close daily at 5:30 p.m. All parents need to pick up their children before this time. Late charges are \$1.00 per minute past 5:30 pm. Childcare staff finished work at 5:30 pm and are not paid after this time. Parents who are late picking up their child are keeping staff at work unpaid and will be charged a late pick up fee. These fees will be charged to your account based on the sign-out time.

Lost and Found

The employees of the Centre will pick up all clothing left at the end of the day and place in the lost and found box located in the office. Once every three months these clothes will be laid out and if not claimed will either be sent to the Thrift Shop or used as extra clothing at the Child Care Centre.

Personal Property Policy

There is limited space for storage at the GBC Childcare Centre; therefore, we are unable to allow personal childcare items that have not been approved by the Program Director/Supervisor to be stored at the Centre. Large items such as car seats, strollers, and tricycles, etc. if left in the Centre must be folded up and not blocking the doorway as this creates a fire hazard these items must also be removed/ taken home at the end of each day. The Centre accepts no responsibility or liability for any personal items left on the premises.

Toys from Home

Please leave toys at home. There are lots of activities to participate in and plenty of toys to play with in the program rooms. This policy is in place to prevent accidental loss, breakage, or inappropriate toys. Please note that staff will not accept responsibility for lost or damaged toys. **NO GUNS, WAR TOYS, OR OTHER TOYS OF DESTRUCTION.** These items are absolutely unacceptable to be on the GBC premises as they promote aggressive behavior. We encourage children to find other means to express anger or frustration.

Confidentiality

Staff will respect confidentiality of families at all times. In cases of emergency or injury, information may be released to the proper authorities, medical staff, or in the case of suspected abuse, the appropriate child welfare authority. Information may be released to other authorities with written or verbal permission from the parent or guardian. Staff cannot release information on other staff or board members to parents or the general public.

Transportation

All parents are responsible for delivering or picking up their own child from the program. Childcare staff is not permitted to transport children home from the program. Should the program require transportation for field trips or special outings, a school bus or a van will be provided. A driver maintaining a class 4 driver's license will be used.

Outdoor Play

Except in the most inclement weather, CFSA Licensing and Best Practices require us, to take the children outdoors every day throughout the year. There will be no exception made to this aspect of the program. Children will be going outside, depending on the weather, please make sure that each child has the appropriate outdoor clothing.

A first aid kit and all emergency contact information will accompany staff while they are off the Child Care playground area. All outdoor play structures comply with the standards outlined in the current edition of "Guideline of Children's Play spaces and Equipment."

Inclement Weather

If in the event that weather advisory is sent out regarding severe weather, children will remain in the Centre. Our Centre will follow the weather forecast given on the Environment Canada website:

http://weatheroffice.gc.ca/forecast/canada/index_e.html?id=ab

- **Winter:** Inclement weather will be deemed when the temperature outside is -20C including wind chill in the winter months. Children will be dressed in appropriate clothing either in hats, mitts, boots, snow-pants and jackets. Please provide a second pair of mitts as weather warrants it.
- **Spring / summer:** If the Temperature is higher than 29 C for summer months the children will remain indoors. Appropriate attire for summer is a summer hat, t-shirts, shorts for summer. The staff asks that the parent provide sunscreen during the summer months for their child. Please clearly label the bottle for staff.

Child Guidance Policy

Purpose

CASP has adopted the positive discipline philosophy as part of our child guidance policy and as a strategy in working toward developing respectful relationships. We want to create an environment that is comfortable and secure for the children. As well, the environment should support children in their play experiences and help them make choices and decisions to prosper both socially, emotionally and cognitively.

Goals

- For parents to understand the principles and methods of our Child Guidance Policy and may find it helping in their own parenting styles. **Parents are given a Parent Handbook (which must be read**

and signed by the parents) when they register. The Child Guidance Policy is in the Parent Handbook.

- Help the children in our care develop the principles, to become responsible, respectful and resourceful members of our community. The children will learn how to self-regulate positively and how they should treat themselves, peers and adults. As they develop they will know how to implement the strategies independently
- For the staff to adopt and implement the Positive Discipline philosophy and strategies so it becomes second nature for them to interact and engage with the children in a positive manner. They must read the Child Guidance Policy in their Policies and Procedure Handbook before they are hired and it is reviewed annually. In addition, they will teach and communicate these principles/strategies that will benefit and help the children develop into resilient, caring and responsible individuals.

Strategies

Using the concepts outlined in Jane Nelsons Positive Discipline books children are taught important social and life skills in a manner that is deeply respectful and encouraging to both children and adults.

In order to maintain a comfortable, secure environment we will:

- Help children feel a sense of connection (Belonging and Significance)
- Set appropriate limits for children and maintain them consistently. This may involve but not be limited to incorporating a set of classroom rules such as: walk in the classroom, use quiet voices etc.
- Ensure that guidance is individualized and consistent for each child.
- Identify the belief behind the behaviour (using the mistaken goal chart) and work to change those beliefs to change the behaviour long term.
- Be mutually respectful and encouraging (Kind and Firm at the same time)
- Appropriate to the child's level of understanding; and
 - Directed toward teaching the child acceptable behaviour and self-control

A Caregiver will use positive methods of guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:

- Encourage the children by noticing their efforts and their improvements, not just success to build long-term self-esteem and empowerment instead of focusing only upon unacceptable behaviour.
- Remind a child of behaviour expectations daily by using clear, positive statements;
- Redirecting behaviour using positive statements and focusing on solutions instead of punishment
- Children do better when they feel better: positive time away from the group, or brief supervised separation. Is designed to be a place to help children self-regulate and return to the group.

We want to help children solve their own problems and do things for themselves, by:

- Avoiding doing things for children they can do on their own.
- Allow a child to make mistakes and learn from them. This is an opportunity to incorporate natural and logical consequences to a child's choices, e.g. If a child decides to not wear their mitts outside they will experience the natural consequence of cold hands and more than likely choose to wear their mittens next time they go outside if not sooner.
- Encouraging children to talk out their problems and disagreements, or "use their words" teaches important social and life skills (respect, concern for others, problem solving and co-operation)
- Encourage independence: Inviting children to discover how capable they are giving them an opportunity to practice important life skills encourages the constructive use of personal power and autonomy.

Promoting Alternative Thinking Strategies (PATHS)

The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children. Systematic, developmentally-based lessons, materials, and instructions are provided to facilitate emotional literacy, self-

control, social competence, positive peer relations, and interpersonal problem-solving skills. Key objectives in promoting these developmental skills are to prevent and to reduce behavioral and emotional problems.

CASP has incorporated the PATHS curriculum into its framework by making it a part of our daily programming. Our goal is to help children develop their social emotional skills, to learn how to problem solve, and to understand why and what they are feeling. We believe that in teaching PATHS it will help the children to be successful in their everyday life.

Staff will be orientated and trained in the PATHS curriculum. .

Unacceptable Child Care Practice

- **Leaving children unsupervised.**
- **Verbal abuse**-This includes humiliating, threatening, swearing, make an example of, harassing, yelling, making sarcastic comments, or discussing someone's behavior while they are present.
- **Intimidation of children**-This includes using size, tone of voice or position of authority to create fear in a child.
- **Harsh discipline**-This includes spanking, striking or other abusive physical control, deny or threaten to deny any basic necessity,
- Use or permit the use of any form of physical restraint, confinement, or isolation
 - **If a staff sees another staff member using any of the practices outlined above, the Program Director will be informed immediately and will be resolved immediately.**

Discipline

Discipline should not be confused with punishment. Discipline seeks to teach and guide the child's self-control and to internalize socially acceptable behaviours, whereas punishment is designed to control behaviours through an outside (usually negative) action. In the long run discipline is more effective because it requires children and youth to internalize rules and expectations, and to accept personal responsibility if they behave in an unacceptable manner. Punishment teaches children and youth to try to avoid getting caught.

It is important to realize that staff are not the one who owns the problem. The first step requires the child to take responsibility for their actions. If they do not see themselves as the "owner" of the inappropriate action they will not correct it for their own sake, they will correct it to avoid punishment. A staff will find a quiet spot away from the rest of the children when disciplining the child. **Also, when following through with consequences/disciplinary actions it will be reasonable to the circumstances.**

There are four main components to **Discipline: Prevention, Intervention, Action and Collaboration.**

1. Prevention

Set clear rules and expectations during the forming stages of the group. Explain the "whys" of rules and that breaking them will bring consequences. Keep rules broad so that there is room for flexibility, but clarify some examples. If there is bulletin board space, post the rules and refer to them regularly. Consistently follow through with consequences.

2. Intervention

- **Validate their feelings**-Johnny you seem upset, do you want to tell me what happened? When then tell you how they feel... I am sorry you are feeling.....
Don't dismiss or try to talk the child out of their feelings.
- **Asking vs. Telling** –"What do you want to do to solve this problem? How can I help or want do you need right now?
- **My space**- This space is created for the child to "Stop, Think and Go". "Stop" allows them to cool/calm down away from the others, validate their feelings and state why they feel this way. "Think" helps them to think how they want to resolve their problem deciding the appropriate choices they can make to

resolve it. "Go"- when they are ready, they will follow through with the action they chose to resolve the problem they are having. A staff member is there to help guide the child.

- **Connection before Correction or Redirect**
- **Redirect**- Redirect the child to an appropriate activity or behaviour with a verbal reminder
- **Inform** - "That is not acceptable here."
- **Direct Statement** - "That is a put-down."
- **"I" Messages** – "Johnny, when you bang on the table, no one can hear me speak, and I feel I'm wasting my time."
- **Alternate activity**-Give them a choice of an alternate activity you know the child will engage in if he/she has difficulties participating in the group
- **Choice** - "I'm giving you a choice. You can either sit quietly or you can sit away from the group where you won't distract others."
- **Re-tracking** - If the group is not following the ground rules, have them start the activity over again.
- **Warning**- "After this warning the consequence will be....."
- **When and Then statement**- "When you clean up, then you can choose...."
- **Redirect**- Redirect the child to an appropriate activity or behaviour with a verbal reminder
- **Inductive Strategies**- Consistently giving positive feedback to the children when they are making good choices and displaying what they should be doing. This is an indirect way of telling them what they should be doing.
- **Active Ignoring** - Ignore the child's behaviour, focus attention and praise to those acting appropriately. Then compliment the ignored child when he/she acts appropriately.
- **Attention-Getting Devices** - If a staff is talking and one child is not listening, he/she will try steady eye contact or stand closer to her.

If staff want the attention of the whole group have a signal that everyone will use; for example staff claps a pattern and everyone else will clap it back. It can be repeated a couple times.

3. Action

- **Quiet Explanation** – A staff will connect and let the child know that he/she is giving them the benefit of the doubt. The child will be taken aside and explained in a kind, firm, and respectful way why it is not acceptable to continue his/her actions.
- **Logical Consequences** - Children need to learn that they are accountable for their actions. Use consequences, which relate in a logical way to what they have done. Example: A child spills glue on the floor and as a consequence has to clean up the mess.
- **Warn, Then Act** - If children do something inappropriate, they may be given a warning and explain the consequence if it happens again. If it happens again, act on the consequence. Don't give another warning. They are testing to see if the staff is serious. **The consequence/disciplinary action taken must be reasonable to the circumstances.** Staff should only give a consequence if he/she feels comfortable or have the authority to follow through with it.

4. Collaboration

It is impossible for anyone to be so good at discipline that they achieve 100% success. Often, if one is too close to a situation, it is difficult to find creative solutions. Staff members are encouraged to consult with their co-workers and Program Director for help with behaviour management.

Offences and Suspension

Staff will implement interventions from Positive Discipline and Promoting Alternative Thinking Strategies to defuse and redirect a child's inappropriate behaviour which may affect the safety of him or herself and/or students and staff. If a child still will not listen and improve their behavior, their parents will be notified. They will be given a written Behavioral Incident report which describes the incident (which they have to sign) and the director or the staff involved will speak the parent(s) in person or on the phone. This will be considered an

offence. The disciplinary action taken place will be reasonable to the circumstances. The director goal is to get the parents involved, feedback and get the support they need.

First Offence

The child will receive an incident report that the parent will need to sign. The staff or Program Director involved with the offense will talk with the parent/guardian either in person or on the phone. The staff will look at the Mistaken Goal Chart and decide if they need to do a “Children do better when they feel better” Planning Sheet. This plan is to help support the child. This will occur if it is a warning or a suspension.

Second Offence

The child will be required to meet with the Program Director, his/her parent or guardian and review the “Children do better when they feel better” Planning Sheet to see what needs to revise. Follow-up discussion with the Program Director and the staff member involved will be required. Action plan involving the child will be created to help him/her have a goal(s) to work towards.

Third Offence

If a child receives a third suspension from the program, a discussion and plan will be made to see what steps need to be taken with the family. Any suspension is a serious decision and should occur when a child is behaving uncontrollably and/or aggressive which makes it unsafe for a child or staff. Parents will be requested to pick up their child immediately. Full documentation (Behavioral Incident Report) will be completed by the staff involved and be given to the Program Director. It will be evaluated to see if CASP is a suitable program for the child and is able to meet his/her needs. The director goal is to get the parents involved, feedback and get the support they need. Depending on the factors surrounding the incident and how often it occurs, the appropriate Community Services may be asked to assist the child and his/her family. The service may also give suggestions to help the staff support the child better.

Suspensions

The Program Director is the person responsible for issuing suspensions. All suspensions must be approved by the Program Director. A staff will write a “Behavioral Incident Report” with a copy forwarded to the parents. The Behavioral Incident Report will be signed by the parent. The Program Director should be informed by the parents of any event or change of routine that might affect a child’s behaviour. Program staff will keep parents informed of any changes in the child’s behavior during the time they are in the program.

The following behaviours could result in an immediate suspension up to 3 days as a child is creating environment for him/herself, the other children and staff.....

- Striking, hitting, kicking, punching, pushing, pitching and biting another child or an adult
- Leaving the premises while in our care without permission
- Destruction of property and equipment
- Theft of program or other people’s belongings
- Abusive language against another child or adult
- Refuses to listen to staff which effects the safety of the children and staff
- There is evidence of a child being a **bully** to another child or staff

If a suspension happens 3 times within the school year and there is no improvement in the child’s attitude or behaviour and little support from the parents, he/she could be terminated from the program. Our hope is for the staff and families to partner together to help their child develop and grow in healthy ways.

Expulsion

Is rare, but occurs for the following, and parents are contacted immediately

- Bringing drugs or alcohol
- Bringing weapons
- Purposely causing physical harm to a participant or staff

What is Bullying?

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

Bullying can be:

- **Racist/religion/ ethnicity/national origin-** taunts, graffiti, gestures
- **Emotional-** being unfriendly, excluding, tormenting, ignoring (hiding books, threatening gestures)
- **Physical-** pushing, kicking, hitting, punching, or any use of violence
- **Sexual-** unwanted physical contact or sexually abusive comments
- **Sexual orientation-** focusing on the issue of sexuality
- **Gender-** discriminating because of a person's gender and expression
- **Verbal-** name-calling, sarcasm, spreading rumours, hurtful teasing
- **Cyber-** All areas of internet, such as email and internet chat room misuse, mobile threats by texting, messaging and calls, misuse of associated technology, i.e. camera & video facilities
- **Mental/physical or sensory challenged-** discriminated, exclude etc.
 - or by any other distinguishing characteristic

Factors for Determining Consequences of bullying:

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behaviour(s)
- Incidences of past or continuing pattern(s) of behaviour
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

PROGRAMMING POLICY

Our goals when planning an effective program are:

- Recognize and accept each child's individuality, difference, and developmental level.
- Establish a feeling of trust and security.
- Enhance feelings of mutual respect, acceptance, and caring among children, youth, and adults.
- Encourage positive social interaction.
- Allow children and youth to select, plan, and organize their own activities as much as possible, and minimize negative environmental influences.

Program Components:

1. **Literacy:** Reading is necessary in helping participants grow and thrive. However, CASP is not school; the emphasis is on improving literacy and leadership skills in a fun and engaging manner, using the arts, drama, dance, hands-on projects, cooking, games, etc... We also have an astronaut club to encourage the children to enjoy reading.
2. **Challenge:** Programs are expected to give participants opportunities to expand their skills and try new activities in a safe and welcoming environment. Programming must be age appropriate and responsive to the needs of the group and individuals.
3. **Broader Community:** CASP recognizes that we are part of a larger global community. Participants need to be made aware of their impact on this community as well as the impact of the global community on them. This can be done by exploring and participating in community projects, learning about cultures, countries, the environment, etc...
4. **Participation:** Both staff and participants must be actively involved in the program in order for the program to be successful. The staff needs to be fully prepared for the day and actively encourage participation and growth within the group. Participants should give input into the activities, projects and

special events for program time. and be given leadership opportunities within the group. Staff will ensure opportunities are provided that allow children to use their own abilities, skills and talents. Therefore a cooking, dance, drama and a creative/building clubs were created.

5. **Peer interactions:** Forming friendships with peers is a critical task for the developing child/youth and creates a sense of belonging within the group. Activities should not just be solitary, but facilitate time for positive social interactions and play such as co-operative games and learning positive problem solving strategies when deal with conflicts.
6. **Holistic:** CASP believes in a multidimensional approach to health including physically, mentally, and emotionally. For example: snacks should be healthy and include items from the four food groups, recreation should be active and physically challenging, and quiet activity may be learning-effective, and positive strategies to deal with conflicts or just reading an engaging chapter book. They will be given a variety of activities to choose from each day.
7. **Fun:** CASP should be enjoyable for the participants to be actively engaged in the program by providing suggestions and making choices of the activities they want. They should be allowed time to play and make new friends in a safe and structured environment.
8. **Choices:** The children of CASP will have opportunities to choose what activities they want to participate in especially during their free time. They will be given opportunities to choose and decide what special events, projects or themes they would like to do in CASP. With the assistance of the staff, they may plan the activities of what they would like to do that day too.
9. **Leadership:** The children of CASP will be given opportunities to develop leadership skills and be a positive influence. For example, they may buddy read with the daycare children (2-5 years old) twice a month. The CASP children will also be partnered with the 4-5 years old from the GBC Childcare Centre 3-4 times a year as they help to plan a Special event for them. Also the older CASP children often interact and play with the younger CASP children.
10. **Clubs:** According to the interests of the children, Clubs will be formed and then they will switch every 3 months starting in the middle of September.
The clubs will switch in January and then in April. The staff will help them plan what they want to do for the Clubs. For example, there may be a Drama, Art, Dance, Science and/or Cooking Clubs etc. depending on the interests and the number of staff available.

Look at Appendix 1- For an example of a CASP Schedule

Taking Children Off-Site for an Activity

Off-Site Procedure:

Taking Children Off-Site for an Activity

When The Albert Park/Radisson Heights Community After-School Program is taking a child off-site the following will be fulfilled:

- The child's parent /guardian will be advised of the off-site activity through a written consent form which a parent must sign. It will include the date, time, supervision arrangements with respect to the activity, and means of transportation if needed.
- When the children are taken off-site a staff member will bring the portable records of each child and first aid kit.
- Before going off-site a staff member will read the Off-Site checklist. When all the supplies and equipment are put in the CASP pack back, they can be checked off the list. This check list is in the pack back in a duo-tang.

Health and Safety Policies and Procedures

Ratios

1 Staff: 15 Children when another adult is in the building that can be called upon to work in CASP

1 Staff: 6 children when no other adults are in the building that can be called upon to work in CASP

Volunteers will not be included in the Staff/Children Ratio. A volunteer will not be left alone to have the sole responsibility of a group of children.

Children's records

Maintained on the program premises an up-to-date record containing the following information:

- The child's name, date of birth, and home address
- A completed enrolment form
- The parent's name, home address, and telephone number
- The name, address, and telephone number of a person who can be contacted in case of an emergency
- In the event of an accident or incident involving at GBC Childcare Centre, the parent will consent the staff to administer health care in the nature of First Aid.
- Any relevant health information including immunizations and allergies
- If there is medicine consent form that the parent has signed to allow staff to help administrator certain medications. NOTE: The CASP PROGRAM will ONLY administrated medication for allergic reactions requiring Epinephrine or children who require asthma medication such as a Ventolin. IN ADDITION, staff may also administer medication after a child has had a seizure.
- If there is a medicine consent form, it also has to state the name of the medication, time of administration, and the amount to administered

: It is important for parents to inform the staff ASAP if any information changes.

Administrative Records

Please keep the information of your child updated. We must be informed immediately if your information has changed.

- Maintained on the program premises up-to-date administrative records containing the following information:
 - Particulars of the daily attendance of each child including arrival and departure times, and initials of the parent/guardian when signing out this child
 - Particulars of the daily attendance of each primary staff member, including
 - Arrival and departure times
 - Hours spent providing child care
 - Evidence of the member's child care certification and a current first aid certificate, where applicable
 - Each staff member and each volunteer must have a verified current Criminal Record Check in their file

Portable Records

Portable records will be with the staff at all times when with a group of children. The portable records will include.....

- The child's name, date of birth and home address
- The parents' name, home address and telephone number
- The name, address, and phone number of a person who can be contacted in case of an emergency
- Any other relevant health information about their child including immunization and allergies.
- The portable records will also have a list of local emergency responses and the Poison Centre numbers.

Nutrition and Health Policies:

Our program usually provides snacks Mondays – Fridays 3:20pm-3:45pm. Fridays they provide their own lunch as the program starts at 11:45pm. In developing our menu plan and nutrition program for children and to ensure that the snacks are nutritious and well balanced. We will also take into account both the recommendations of the most recent version of the Canada Food Guide and families and children's preferences. The program will supplement the Friday lunches when the food provided by the families does not meet the Canada Food Guide or they forgot their lunch.



Serving Sizes:

- Portion sizes will be appropriate for the age of the child based on hunger and fullness,
- Size and number of servings provided will be consistent with Canada's Food Guide,
- Children will be allowed second portions until they are satisfied,
- New foods will be introduced in small amounts and provided on multiple occasions for children to try.

Addressing Food Allergies:

To prevent children from coming into contact with foods they are knowingly allergic to, staff will:

- Post a current list of children's names with their allergies and type of reaction within each program room as well as in the small kitchen. This list will be available to staff / volunteers and casual staff for reference,
- Have ingredient lists in the kitchen for all food served should parents request more information in the event their child reacts to something that is not a recognized food allergy to them,
- Ensure the Centre is "nut-free" as per provincial guidelines.

Special Diets:

- When families provide food and drink, we will encourage the families to follow the
- Recommendations of the Canada Food Guide,
- Parents will need to authorize in writing any food restrictions based on medical conditions, cultural or religious preference,
- Staff will ensure that appropriate substitutions are available to children with medical, cultural, or religious food restrictions.
- The program will supplement the snacks and Friday and lunches when the food provided by the families does not meet the Canada Food Guide or they forgot their lunch.

Prohibited /Caution Foods:

Foods that will not be served **regularly** at the Child Care Centre are:

- Foods containing limited nutrients,
- Poor choices of fiber,
- High in sugar, fat and / or salt,
- Foods that are not part of the four food groups in Canada's Food Guide,

*Note: on a child's birthday or special occasion, we may have a "treat" but it will not replace any part of the regular snack.

Hand Washing

To reduce spread of flu or any type of common virus or communicable disease

The Centre has the following hand-washing policy:

1. Wet your hands with warm, running water.
2. Rub on soap; lather well. Use liquid soap or a clean bar of soap, you don't need antibacterial soap; regular soap is sufficient.

3. Rub your hands together briskly for at least 15 seconds.
4. Scrub all over, including the backs of your hands, wrists, between your fingers, and under your fingernails.
5. Rinse under warm, running water.
6. Dry with a clean towel.

Wash your hands BEFORE:

- Preparing, serving or eating food, or feeding others.
- Brushing or flossing your teeth.
- Putting in or taking out contact lenses.
- And after treating wounds or cuts.

Wash your hands AFTER:

- Any contact with a person who has influenza or with their immediate environment.
- Using the toilet, helping a child to use the toilet, or changing a diaper.
- Blowing your nose or wiping a child's nose.
- Coughing or sneezing.
- Handling garbage.

Children should wash their hands after playing with toys shared with other children, using the bathroom, playing in the sandbox, blowing their nose, etc.

Communicable Disease and Health Policy:

We know that health is a complex issue in a child care environment. In establishing our health policy, we considered the following factors:

- The inability of a child, who is too ill to cope with the day's program,
- The need to protect our children from communicable disease,
- Parents' need for a guideline to assist them in deciding whether to bring a child that is "not quite well" to child care,
- The responsibility and commitment of parents who work full time and their ability to pick up an ill child.
- The parents have consented in the event of an accident or incident involving their child at GBC Childcare Centre, they will give permission for the staff to administer health care in the nature of First Aid. (the consent is on the registration form)

If a child is suffering from a disease listed on the Communicable Diseases List the Program Director of authorized staff will contact the child's parent/guardian to remove their child from the program premises immediately (Please see Appendix 8 for a list of Communicable Diseases)

When Your Child is Sick:

If a child appears to be ill, the staff must ensure that the child is kept as far away as is practicable from the other children and is directly supervised by a primary staff member. The staff will notify the supervisor and parents immediately. If the parent is not available emergency contact numbers will be phoned for your child to be picked up.

Obvious symptoms that indicate a child is ill are:

- Even if Tylenol is controlling a fever it is an indication that your child is fighting infection and should be seeing a doctor as soon as possible,
- Unexplained pain,
- Excessive vomiting can lead to dehydration,
- Diarrhea (two or more water stools in a 24-hour period),
- Cold with fever, runny nose and eyes, coughing and sore throat,
- Sore throat, difficulty swallowing,
- Rash or red eyes (thick mucus or pus draining from eye),

- Headache or stiff neck,
- Stomach ache, diarrhea, or vomiting,
- Severely itchy body, or scalp,
- Known or suspected contagious illness, e.g., chicken pox, mumps, and measles.

Look at Appendix 2 to See the List of Communicable Diseases

Assessing Children for Illness

Staff responsible for a child who requires health care must be trained and have a First Aid Certificate

If a child appears to be ill, take the child's temperature and observe the child for any of the symptoms listed above. If after this assessment there is reason to believe the child is exhibiting signs and symptoms of illness and needs to go home, please talk to the Program Director/Supervisor who will assess the situation and make any necessary phone calls.

The director will notify the parents immediately so that arrangements can be made to take the child home. Staff will supervise and provide a quiet resting spot away from the rest of the children until parents.

If a parent doesn't pick up or arranges for their child to be picked up, a staff will call their emergency contacts to pick the child up. If no one comes to pick up the child, a staff will have to continue to supervise the child in a quiet resting spot away from the child. The director will continue to call to try to arrange for pick up from the parents or emergency contacts. If the child does not get picked up by closing time (5:30pm) and the staff is unable to reach a parent or emergency contact just after 6pm, the Social Services will be called.

- If there is flu, cold, or communicable disease showing in increasing numbers, watch for signs in other children. Ensure all children and staff follows proper hand-washing techniques.
- There may be other times when a child is not showing signs of a definite illness but yet not able to handle the stress of the day. In these instances, it will be the decision of the director as to whether the child should be sent home.
- **NOTE: Emergency medical services, ambulance services, fire department, police services, poison control centre, nearest hospital, and child abuse hotlines will be posted on premise for staff and parent use.**

Child Care Facility Illness Incident Log Sheet:

CASP will keep a record of illnesses and symptoms observed using a Child Care Facility Illness Incident Log Sheet. This document includes:

- The name of the child
- The date the child was observed to be ill
- The name of the staff member who observed the child to be ill
- The time the parent was initially contacted
- The name of the staff who contacted the parent
- The time the child was removed from the program
- The date the child returned to the program

Returning after an Illness

Parents/ guardians are strongly encouraged to keep ill children at home to prevent the spread of illness at the center. Children must have been free from symptoms for 24 hrs. before returning to the center. Parents/ guardians are strongly encouraged to keep ill children at home to prevent the spread of illness at the center. Depending on the communicable disease the director may ask for a doctor's notice indicating the child is no longer a health risk to the other children, or staff. Please ensure you have back-up plans to accommodate any such spontaneous childcare needs.

Injuries and Sickness

- When a student becomes ill or is injured, parents will be notified immediately.
- If parents cannot be reached, staff will contact the emergency contact number.
- CASP will arrange for necessary medical treatment and will continuously be trying to contact parents.

Administering Medication

During the CASP program medication **will ONLY be administered for allergic reactions requiring an epinephrine or children who require asthma medication such as an inhaler. IN ADDITION, staff may also administer medication after a child has had a seizure.** These medications do not have to be in locked containers, but must be inaccessible to other children. Epinephrine and inhalers for the children will not be stored on the premise of CASP as it will be sent home daily. The medication for seizures may be stored at CASP. All medication will be returned to families when the authorization period has ended or when the medication has expired.

Staff responsible for a child who requires health care (additional to giving medication) must be trained in the proper method of administering the type of health care required by the child and this training is documented in the staff's file and the child's file. **Only staff that have first aid certification** are able to administer medication to children provided parents have filled out and signed a medication form, and the medication is in its original container.

Whenever any medication is to be given to a child by staff, the parents must complete and sign an Administration of Medication Release Form. All medication must be in its original container with the prescription indicating date, name of child, prescribing doctor, name of medicine, dosage and times to be administered. This includes epinephrine (EpiPens or Allerject).

The staff administering the medication will document the name of the medication, time of administration, the amount administered, and child's name each time medication is administered, they will also initial that they were the one who administered the medication.

Immunization

All immunizations must be up to date with reference to the following schedule advised by the Public Health Agency of Canada.

Immunizing on schedule gives your child the best immunity possible and lasts throughout childhood. If parents are not having their child participate in the regular immunization schedule, they are responsible to provide a written notice to the Program Director to be held in your child's file. Staff will try to contact parents should we ever feel that their child could come in contact with any of the listed communicable diseases that would put them at risk.

Smoking

- No person smokes on the program premises.
- No staff member shall smoke at any time or place where child care is being provided.

Safety of Participants

- Review participant's records for any medical conditions or allergies
- Ensure participants are prepared for the activity: running shoes, sunscreen etc...
- Make sure the activity is safe and well supervised

Suspected Abuse Policy

It is the law that any suspected or known case of child abuse be reported immediately to the appropriate Child and Welfare authority. Therefore any case of suspected abuse of a child or disclosure of abuse by a child

attending the Centre will be documented and reported to the Program Director as well as the provincial governing body.

Reporting Child abuse

1. Staff will refer to the “Protocols for Handling Child Abuse and Neglect in Child Care Services” written by the Alberta Children’s Services for guidelines.
2. Contact and report to Program Director
3. Fill out and document a confidential Incident Report with Program Director.
4. Either the staff involved or the Program Director will contact Calgary and Area Family Services Reporting (403) 297-2995/ www.calgaryandareacfsa.gov.ab.ca

Emergency Procedures

It is the responsibility of the Daycare Program Director, CASP Director, and Staff of GBC Childcare Centre to ensure the safe evacuation and/or lock-down of the children from or within the childcare centre from any situation that presents imminent danger.

Emergency drills do take place and may or may not be announced so as to test the effectiveness of our emergency response.

If there is a Medical, Fire and other Natural Disasters or Lockdown Emergency occurs, the staff will contact parents/guardians as soon as the staff and children are safe or the Family Ministry Pastor will contact the families as soon as possible.

IMPORTANT! Because children can be evacuated without warning, they must wear indoor footwear at all times.

Main Emergency Evacuation Meeting/Pick-up Place

Emergency Situation	Muster Point Location	Contact Person (If applicable)
Fire, Building Compromised presenting imminent danger (During School Days and Cold Weather)	Radisson Park School 2805 Radcliffe Dr. S.E. Calgary, AB T2A 0C8	1. Principal: Tracy Drefko 2. Vice-Principal: Kathy Passingham
Fire, Building Compromised presenting imminent danger (During School Closures and Cold Weather)	Franklin LRT Station	
Fire, Building Compromised presenting imminent danger (During Warm Weather)	Grassy Hill on East Side of Church Parking Lot (15 meters clear of the exit and building,)	
Serious Weather Events: Tornado, Snow Storm.	Den in the Basement of the Church	
Flooding	Away from Flooded area	
Lockdown	Inside the building are various Muster Points that are safe	

*Please Note if there is an actual lockdown, the CASP Director and staff CANNOT contact families. Cell phone must be turned off until Authorities give us permission to leave our Muster Points in the Church building when it is safe to do so. You will be contacted as soon as possible when there is a lockdown. The Family Ministries Pastor maybe able to contact families if she is not in the lockdown and away from The building.

TECHNOLOGY POLICY

Purpose:

Technology used in CASP is intended to enhance our program and be implemented as a learning tool. It will be limited for entertainment such as gaming and may be implemented as a special event.

Participants Expectations:

- If a laptop/computer is being used by a participant, it will only be used for educational reasons. They may only go on a website that teach and help improve their reading, writing, math, and science skills. The time usage will be a maximum of one hour. Most often the children will sign up for one-half hour increments to allow other participants to be on a laptop. One staff will be closely supervising the children when it is being used.
- Under no circumstances will the participants be able to use the laptop/computer to email or Facebook.
- Watching a “G” rated movie in CASP will sometimes be an option on a Friday afternoon. They will be watching a movie no longer than 90 minutes. If a “PG” rated movie is chosen, the parents will be notified before the Friday and be told verbally or in written form the name of the movie and what it is about. If a parent does not approve of the movie, their child will be given another activity choice.
- Children will not be allowed to use their own personal technology devices for gaming or making personal phone calls or texting while they are in the care of CASP. However, they may use it to call or text their parents/guardians; for example, to notify their arrival at CASP or requesting a ride home.
- CASP strongly encourages socializing and interacting with the staff and other participants.

Staff Personal Use of Social Media Guidelines

- Accessing personal social media (Facebook, LinkedIn, Google+ etc.) at work is ONLY appropriate during breaks and lunch.
- Staff is requested to access personal social media using your personal technology, and not use the organization’s computers. This ties up bandwidth, processing power on our small network and exposes our systems to unnecessary viruses.
- Staff is personally responsible for the content they publish on social networking sites. Be mindful that what you post will be public for a long time if not forever – protect your privacy.
- Be cognizant of your relationship with CASP. Ensure that your profile and the content you post reflect positively on your professional role at GBC Childcare Centre.
- **Staff is not to post images of the children of GBC Daycare or CASP without parental approval.**
- Be aware that your actions captured via images, posts, or comments can reflect on the image of GBC Childcare Centre.
- Be transparent. Identify yourself, name and role, when you discuss CASP or GBC Childcare Centre related matters. Write in first person and make it absolutely clear that you are speaking for yourself, not for the Centre.
- If you publish content that relates to your role at GBC Childcare Centre, include the disclaimer, “The postings on this site are my own and do not necessarily represent the views of GBC Childcare Centre”.
- Maintain confidentiality. Do not post confidential information about GBC Childcare Centre/CASP, our clients, parents, stakeholders or others.
- Respect your audience and participate productively. Do not use personal insults, slurs, obscenity or engage in any conduct that would not be acceptable in GBC Childcare Centre’s workplace.
- Add value. Provide worthwhile information and perspective. GBC Childcare Centre’s image is best represented by our team.
- **Excessive personal texting distracts from the workday and will be handled as a performance issue.**
- As an employee, and thus representative of this organization, we request that you refrain from posting adversarial comments about this organization or our partner organizations to your personal social media sites. Once posted, it’s impossible to reverse.

- When participating in online discussions on the organization's social media pages, the highest standards of communication are expected. Please keep your comments positive and free of any reference that would breach client confidentiality, proprietary information or the privacy of your colleagues.

Inclusion/Diversity Policy

Inclusion and Diversity is the ability to adapt environments, activities, field trips, etc., to meet the different and unique abilities of all children in care.

- At CASP we believe that children can learn and that they do so at different rates. This is best done when children are actively engaged in their own learning in relevant and meaningful ways and have the opportunity to interact with other children. We accept and promote the families right to include their child into programming designed to accommodate children of *all* developmental and physical ability.
- At CASP we value individual and cultural differences and strive to promote respect, acceptance and appreciation for each other's differences. We believe children deserve to live in a world free from hatred and discrimination, where they can be proud of who they are and where they come from, and to be able to celebrate it every day.
- It is important to learn about the various ethnicities of our clients and coworkers in CASP so we are better able to incorporate their needs into our program. The following information and references should provide the Classroom teachers/assistants with the ability to understand the barriers that immigrants and diverse populations encounter. In addition to an understanding, the Classroom teachers/assistants should develop a sense of knowledge as to how to make CASP more culturally diverse for the many families we serve, and how to adapt the setting to better serve the CASP Team.
- Some people are uncomfortable with talking about culture and the reasons for this can be seen in the relationships between majority and minority cultures. Members of the mainstream or dominant culture may hesitate to ask for details about the lives for families and coworkers from other cultures. We don't want to pry or to offend. Language differences and lack of common experience also tend to complicate communications.
- Some group members will be more experienced and comfortable with speaking up than others. In some cases this will be related to culture, as cultures vary in their communication styles and attitudes about dealing with problems. Teachers that are trained in early childhood are likely, however, to share an orientation to group problem solving.

Minority vs. Majority

There are a number of reasons why members of a minority culture may avoid speaking up. Often their voices are overwhelmed by the sheer volume of majority voices. If several other team members are enthusiastically comparing Christmas memories while one individual begins to describe Diwali, it can be hard to make room for her different, though equally compelling experience.

Language and Cultural Differences

Members of a minority culture are well aware that differences of language and culture make communication more challenging. Sometimes it takes a long time to reach understanding and there might be concern about imposing upon the other person. Families will always be invited to share their language and culture with the GBC Childcare Team and all families attending the Centre

Volunteers

We will welcome volunteers who are parents, students and others in the community who are interested in coming to CASP. These people will not be included in child/staff ratios and will not be left alone to have sole responsibility of the supervision of children within the program. Criminal record checks including vulnerable sector and references will be required before a volunteer will be able to assist with the program. All work

experience students will undergo an orientation before joining the program for the designated time required to fulfill their course.

Appendix 1 - Example CASP Schedule

Children's Routine Schedule 2019-2020				
Monday	Tuesday	Wednesday	Thursday	Friday
3-3:15 Pick-up RPS and HF and arrive at CASP	3-3:15 Pick-up RPS and HF arrive at CASP	3-3:15 Pick-up RPS and HF arrive at CASP	3-3:15 Pick-up RPS and HF arrive at CASP	11:45 - 12 Pick-up RPS and arrive at CASP
3:15 - 3:20 Wash Hands	3:15 - 3:20 Wash Hands	3:15 - 3:20 Wash Hands	3:15 - 3:20 Wash Hands	12:00 - 12:05 Wash Hands
3:20 - 3:40 Snack and CASP Kid of the Day	3:20 - 3:40 Snack and CASP Kid of the Day	3:20 - 3:40 Snack and CASP Kid of the Day	3:20 - 3:40 Snack and CASP Kid of the Day	12:05 - 12:30 Lunch and CASP Kid of the Day
3:40 - 3:45 Clean Up and Wash Hands	3:40 - 3:45 Clean Up and Wash Hands	3:40 - 3:45 Clean Up and Wash Hands	3:40 - 3:45 Clean Up and Wash Hands	12:30 - 12:35 Wash Hands
3:30 - 5:00 Big Brother Big Sister or 3:45 - 4:05 Buddy Reading	3:45 - 4:50 Clubs - Art, Discovery, & Drama and Dance	3:45 - 4:00 PATHS Lesson	3:45 - 4:30 Free/Creative Play or 3:45 - 5:00 Cooking Club	12:35 - 1:50 Free/Creative Play or Special Event 1:00 PATHS Lesson
4:00 SWL Arrives	4:00 SWL Arrives	4:00 SWL Arrives	4:00 SWL Arrives	1:00 SWL Arrives
4:05 - 4:10 Clean up Books	4:50 Five Minute Warning	4:00 - 4:30 Free/Creative Play for Grades 1-3 or 4:00 - 5:15 Free Creative Play for Grades 4-6	4:25 Five Minute Warning	1:45 Five Minute Warning
4:10 - 4:30 Free/Creative Play for Grades 4-6 or 4:10 - 5:15 Free Creative Play for Grades 1-3	4:55 - 5:00 Clean Up and Go to Gym	4:25 Five Minute Warning to go to gym	4:30 - 4:40 Clean Up, Helper Jobs, and Go to Gym	1:50 Clean Up Toys, Get Ready for Outside, Gym, or Special Event
4:25 Five Minute Warning to go to gym	5:00 - 5:20 Free Play in Gym	4:40 - 5:20 Gym Games for Grades 1-3	4:25 Five Minute Warning	2:00 - 3:00 Outside or Gym, or Special Event
4:40 - 5:20 Gym Games for Grades 4-6	5:15 Five Minute Warning	5:05 Five Minute Warning to clean up Upper Vista	4:30 - 4:40 Clean Up, Helper Jobs, and Go to Gym	2:55 Five Minute Warning
5:05 Five Minute Warning to clean up Upper Vista	5:20 Clean Up	5:10 - 5:20 Clean Up and Helper Jobs	4:40 - 5:20 Gym Games for Grades 1-3	3:00 - 3:20 Pick-up and arrive at CASP HF
5:10 - 5:20 Clean Up and Helper Jobs	5:20 - 5:30 Get Ready to Go Home	5:20 - Clean Up Gym	5:15 Five Minutes	3:00 - 3:05 Go back to Upper Vista
5:20 - Clean Up Gym		5:20 Get Ready to Go Home	5:20 Clean Up	3:05 - 3:10 Wash Hands
5:20 Get Ready to Go Home			5:20 - 5:30 Get Ready to Go Home	3:10 - 3:30 Snack
				3:30 - 3:35 Clean Up and Wash Hands
				3:35 - 4:10 Free/Creative Play
				4:05 Five Minute Warning

				4:10 - 4:40 Major Clean Up and Go to Gym
				4:35 - 5:20Free Play in Gym
				5:15 Five Minute Warning
				5:20 Clean Up
				5:20 - 5:30 Get Ready to Go Home

Appendix 2 - List of Communicable Diseases

NOTIFIABLE DISEASE LIST

Provincial Program Development & Disease Control
Alberta Health and Wellness

Notifiable diseases are monitored and controlled by the Communicable Disease regulations under *The Public Health Act*.

<p>AIDS</p> <p>Acute Flaccid Paralysis (AFP)</p> <p>Amoebiasis</p> <p>*Anthrax</p> <p>*Botulism</p> <p>Brucellosis</p> <p>+Calicivirus Infection:</p> <p>- including Norovirus, Norovirus like viruses & other small round structured viruses (SRSVs)</p> <p>Campylobacteriosis</p> <p>Chancroid</p> <p>Chickenpox (Varicella)</p> <p>Chlamydial Infections</p> <p>Cholera (O1 & O139)</p> <p>Congenital Cytomegalovirus (CMV)</p> <p>Congenital Rubella Infection</p> <p>Congenital Rubella Syndrome (CRS)</p> <p>Congenital Toxoplasmosis</p> <p>Creutzfeldt-Jakob Disease - Classic (CJD)</p> <p>Creutzfeldt-Jakob Disease - Variant (vCJD)</p> <p>Crimean Congo Haemorrhagic Fever</p> <p>Cryptosporidiosis</p> <p>Cyclosporiasis</p> <p>Dengue Fever</p> <p>Diphtheria</p> <p>Eastern Equine Encephalitis (EEE)</p> <p>*Ebola Haemorrhagic Fever</p> <p><i>E. coli</i> O157:H7</p> <p>+Enterovirus Infections:</p> <p>- Including Coxsackie A, B & Echovirus</p> <p>Giardiasis</p> <p>Gonococcal Infections</p> <p>Group A Streptococcal Disease, Invasive (iGAS)</p> <p>+Haemophilus Influenzae, Invasive – non-type b</p> <p>Haemophilus Influenzae, Invasive - type b (Hib)</p> <p>Haemolytic Uremic Syndrome (HUS)</p> <p>Hantavirus Pulmonary Syndrome (HPS)</p> <p>Hepatitis A (HAV)</p> <p>Hepatitis B (HBV)</p> <p>Hepatitis C (HCV)</p> <p>Hepatitis (other, viral)</p> <p>HIV Infection</p> <p>■ Human Metapneumovirus (hMPV)</p> <p>■ +Influenzae A/B</p> <p>*Lassa Fever</p> <p>Legionellosis</p> <p>Leprosy</p> <p>Leptospirosis</p> <p>Listeriosis</p> <p>Lyme Disease</p> <p>Lymphogranuloma Venereum (LGV)</p>	<p>Malaria</p> <p>*Marburg Haemorrhagic Fever</p> <p>Measles/Rubeola</p> <p>Meningococcal Disease, Invasive (IMD)</p> <p>+Meningitis (viral)</p> <p>Meningitis (bacterial, see Hib,IMD,IPD,iGAS)</p> <p>°Methicillin-Resistant Staphylococcus Aureus (MRSA)</p> <p>Mucopurulent cervicitis (MPC)</p> <p>Mumps</p> <p>Neonatal Herpes Simplex Infection</p> <p>Non-gonococcal urethritis (NGU)</p> <p>Paratyphoid Fever</p> <p>+Parvovirus</p> <p>Pertussis</p> <p>*Plague</p> <p>Pneumococcal Disease, Invasive (IPD)</p> <p>Poliomyelitis</p> <p>Powassan Encephalitis</p> <p>Psittacosis</p> <p>Q fever</p> <p>Rabies</p> <p>■ Respiratory Syncytial Virus (RSV)</p> <p>Rocky Mountain Spotted Fever</p> <p>■ +Rotavirus</p> <p>Rubella</p> <p>St. Louis Encephalitis</p> <p>Salmonellosis</p> <p>Severe Acute Respiratory Syndrome (SARS)</p> <p>Shigellosis</p> <p>*Smallpox</p> <p>+Staphylococcal Intoxication</p> <p>Subacute Sclerosing Panencephalitis (SSPE)</p> <p>Syphilis</p> <p>Tetanus</p> <p>Toxic Shock Syndrome (if iGAS refer to Group A Streptococcal Disease, Invasive)</p> <p>Trichinosis</p> <p>Tuberculosis (TB)</p> <p>*Tularemia</p> <p>Typhoid Fever</p> <p>Typhus – Louseborne</p> <p>Typhus – Murine</p> <p>Typhus – Scrub</p> <p>Varicella Zoster, Shingles</p> <p>Vibrio Parahaemolyticus</p> <p>Vibrio cholerae (non O1, non O139)</p> <p>Western Equine Encephalitis (WEE)</p> <p>West Nile Virus Asymptomatic Infection (WNAI)</p> <p>West Nile Virus Non-neurological Syndrome (WN-Non NS)</p> <p>West Nile Virus Neurological Syndrome (WNNS)</p> <p>Yellow Fever</p> <p>Yersiniosis</p>
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Diseases in red are reportable to the Provincial Health Office by **fastest means possible (FMP)** through direct voice communication at (780) 419-9339. For Influenzae A/B and Rotavirus individual laboratory reports go to the MOH.

Symbols:

- (Red) FMP
- (*) bioterrorism agents
- (+) no NDR required
- (■) aggregate reporting
- (°) line list.

June 2008

Read and Understanding the Parent Handbook

I have read and understood all the policies outlined in the Parent Handbook and will adhere and agree with all policies and procedures.

Child's Name _____

NAME: _____

(Please Print your Name)

SIGNATURE: _____

WITNESS: _____

DATE: _____

