

# **GBC Childcare Centre**

## **Parent Handbook**



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# GBC Childcare Centre

We are located at 2670 Radcliffe Drive S.E Calgary, AB. We are right across the street from Radisson Elementary School, and close to the Franklin LRT Station.

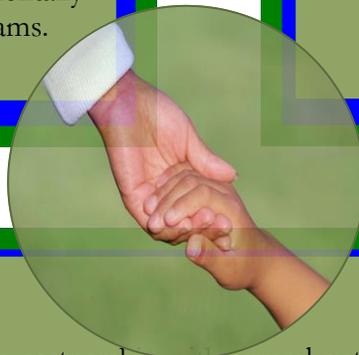
## **Partnering with Parents: Our Focus is to create a full circle of care**

### 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, Big Brothers Big Sisters of Calgary, Kids Up Front, Providence, Calgary Community Kitchens, Calgary Public Library, Alberta Child Care Subsidy, Supports to Early Childhood, Bow Valley College, and CIWA.

## Organizational Information

Contact Person: Program Director - Eric Willemsen  
Phone: 403-235-3636 ext. 33  
Fax: 403-235-3900  
ewillemsen@gbccalgary.com

**Address:** GBC Childcare Centre  
2670 Radcliffe Dr. SE  
Calgary AB,  
T2A 7M2

### Program Hours of Operation:

- GBC Childcare Centre: Monday – Thursday 3pm – 5:30pm & Friday 11:45am – 5:30pm
- Full Day Care: 8:30am – 5:30pm

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 number to anyone including family members or friends. Give them the GBC Childcare Centre Office number: (403) 235-3636 ext. 33**

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.
- GBC Childcare Centre will be closed one day during Christmas Break for cleaning and organizing

### Emergency After Hours Phone Numbers

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

### Our Mission Statement:

GBC Childcare Centre is a caring Christian program that exists to provide safe, reliable, quality childcare where we meet the needs of each child and family. Children will develop their physical, mental, spiritual, and social/emotional needs and abilities while they learn through exploration and play.

### Staff

Our Early Childhood Educators are paid, qualified, and trained to work with the children who attend. All staff are required by licensing regulations to have a Police Security Clearance that includes a vulnerable sector search, and have a Child Development Certificate at an Assistant, Worker, or Supervisor level. 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. Furthermore, all staff have training and certification in Child Centre first Aid. Lastly, each ECE goes through staff orientation and attends related program training workshops each year they work for the program.

## 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.

### About GBC Childcare Centre

GBC Childcare has a learn through play philosophy that believes a child's play is not a leisure practice but rather a child's work and it is through their play that they learn important academic concepts in addition, play provides opportunities to practice and develop their skills and abilities that they will need, not only when they enter the school system but as they go through life. Some examples of concepts learned through activities are listed below.

### Activities: What is Learned

- **Finger Plays:** Language development, fine-motor skills, counting, co-ordination, and self-esteem.
- **Games at Circle time:** Large motor skills, creativity, cooperation, and spatial awareness. Children also increase vocabulary, cultural awareness, and practice rhythm and rhyme through song and games.
- **Pretend Play:** Social skills, (cooperation, turn-taking, and sharing) language and vocabulary development, imagination and emotional expression.
- **Puzzles:** Problem solving, abstract reasoning, shapes, and spatial concepts.
- **Art/Creative Expression:** Creativity, emotional expression, symbolic representation, fine-motor skills, and literacy skills
- **Sensory Play:** Learning to use their senses, measuring and problem solving and fine motor skills.
- **Manipulative Play:** A foundation for more advanced science and comprehension including gravity, stability, weight, and spatial relations and balancing concepts.
- **Outdoor/Gross Motor Play:** Meet the children's physical development needs, which in turn affect the development of other domains. They need to be physically fit, and that means possessing endurance, muscular strength, flexibility, and good health. They need to learn skills in locomotion, dynamic and static balance, body and space perception, rhythm and temporal awareness, rebound and air borne activities, projectile management and other manipulative motor skills.

## Enrolment Information

### Enrolment Policy for GBC Childcare Centre

- Enrolment in our program is open to children within the age limits of Kindergarten to Grade 6, provided the program can meet the needs of the child. CASP will pickup children from Holy Family & Radisson

Park School. Sir Wilfrid Laurier children may attend CASP but they will have to walk to CASP on their own.

- First month's fees are due when parents confirm acceptance of a space in the centre, including parents who intend to apply for subsidy. Partial month's fees will be prorated to include only those days in which the child has been enrolled.
- Parents must return a completed registration form with emergency contact information to the Program Director. These documents must include Alberta Health Care number and all contact names that will have authorization to pick up the child from the premises.
- Only after receiving all of these items will your child's space be reserved and held for you until your start date.

### Orientation Process

Parents are required to meet with the Program Director for Orientation. This process entails:

- Schedule a maximum one (1) hour time slot with the office staff to come in for the orientation visit either by phone or in person to meet with the Program Director to complete an orientation and tour of the facility

### Program Rates

- Fees for service will be billed on the first of each month.
- **For Current Monthly Childcare Rates please visit the Office or Call: 403-235-3636 ext. 33**

### Payment Policy

- Parents are required to pay their fees at the first of each month. **(Fees are based on the age of the child as of the first of each month)** When parents enroll, GBC Childcare Centre will require parents to provide either a VOID cheque or a PAD (Pre-Authorized Debit) Form from their banking establishment to set up auto withdrawal payment of their child care fees each month. Please be advised that a \$25 charge will be applied to any NSF cheques or auto withdrawals. **PLEASE NOTE:** Childcare fees do not cover the provision of special dietary foods, change of clothing or medication of any type, or day camp fees.

### Provincial Child Care Subsidies

- Subsidy must be arranged in advance to entering our program. Due to the manner in which childcare subsidies are paid out by the province and the above payment policy, parents will generally be charged their parent portion after the subsidy approved amount. Upon receipt of subsidy payments your payment may be adjusted if necessary to reflect the actual amount received. If you think you may be eligible please come speak to the Program Director for forms, we can assist in filling out these forms. Parents are responsible for keeping their subsidy up to date and to pay fees not covered by subsidy.
- If you are unfamiliar with the Alberta child Care Subsidy program and would like information please ask or go to <https://www.alberta.ca/child-care-subsidy.aspx>. Online applications are also available.

### 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. Parents on the wait list will be contacted when a space opens up in the age group they require. **The first month's childcare fee is due upon confirmation of acceptance for GBC Childcare Centre.** Open spaces 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. In lieu of notice we require one month's payment.

## Termination of Service by Centre

GBC Childcare Centre can terminate its services to a family under the following circumstances:

- If fees for services are not paid in full and on time and suitable arrangements cannot be agreed upon.
- If the centre is unable to satisfactorily resolve a problem with a family.
- If a family member harasses, threatens, or commits a violent or unlawful act toward a staff member, child or other family involved in the program.
- If a family picks up their child late three times within six months without having made previous suitable arrangements.
- If the child has been absent from the program twelve consecutive working days without the parent giving notice of the situation and a date when the child will return.
- If, in the assessment of the childcare staff, a child is unable to manage safely in a group of children within the given adult-to-child ratio. In this case, 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 our centre 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 the centre.



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:

- **Communication:** GBC Childcare has an open-door policy regarding communication. It is of utmost importance that parents are at ease while their child is in care. Parents are welcome to phone the Program Director or drop in at any time to inquire about or visit with their child. The staff at the Centre are here to support families and will help in any way with resources or information they might be seeking regarding concerns they have about their child

- **Volunteering:** Any parent who feels they could lend their talents or gifts to a theme or occasion is greatly encouraged to do so. Parents can also come to volunteer and help in their child's classroom. 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.
- **Special Events:** Families are always welcomed to join our Special Event such as our Christmas Party
- **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.
- **Parent Orientation:** Each parent new to the facility will be given a tour and have an opportunity to meet the Early Childhood Education staff. Upon registering, parents will receive a parent handbook which outlines all of the Centre's policies, procedures, and philosophy. Parents are asked to return: The registration form, photo consent, playroom information and strengths and needs document to secure registration.
- **Parent Newsletters & Calendars:** Newsletters are sent out quarterly to keep parents informed of the GBC Childcare Centre's coming events, new resources, parenting and child care information and the ways that GBC Childcare is working toward continuous improvement of the services we provide. Monthly calendars will be provided to families which indicate special events, days closed, activities, etc.
- **Parent Surveys:** Twice a year parents are given the opportunity to provide GBC Childcare Centre with feedback regarding our services. The information we receive from the surveys gives us the opportunity to see what we are doing well and some possible areas that we can work toward improvement.
- **Correspondence:** All correspondence will be given to parents

### Unacceptable Behavior of Parents

GBC Childcare Centre is committed to providing our Childhood Educators with a safe work environment. To this end the "Church" recognizes the potential for workplace violence and other aggressive acts and/or behaviors that can be directed at the Educators as they perform their daily duties. GBC Childcare Centre does not and will not tolerate any behaviors that intimidate, threaten, harass, abuse, injure, or otherwise victimize the Educators, regardless of the source. GBC Childcare Centre will evaluate each incident on the circumstances of that case, and take whatever steps it deems to be necessary to protect Educators from the potential risk associated with workplace violence.

The GBC Childcare Centre recognizes and respects the right Early Childhood Educators to:

- Work in an environment free from verbal and physical harassment,
- Be aware of potential work place risks,
- Confidentially handling an incident,
- Receive and investigate all incidents reported in a timely manner and initiate corrective action to eliminate or minimize future performance,
- Have policies and procedures in place which guide performance.

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\*\*** each parent must sign in his/her child upon arrival and sign their child out upon departure.

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 Practices. Any person who is not the child's caregiver and is signing a child "in our out" must be 18 years of age or older.

Regular routines for pick up and drop off help reassure children.

### Pick Up

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.

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:

- 10 minutes after closing time staff will attempt to contact the parents of person's named by the parent as alternate caregiver.
- 30 minutes after closing time the Program Supervisor will be contacted and appropriate arrangement will be made for your child.

All parents need to pick up their children before the centre closes. Late charges are \$1.00 per minute past closing time. Childcare staff are not paid after closing 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 many 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 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. On school days children will be pick up from their school and will walk over to Grace Baptist Church.

# Program Delivery and Planning

## Daily Routines

Many common play activities help to meet the goals of learning socially, emotionally, cognitively, and physically. These are some of our objectives set out for the children through play.

## Play Centers

Blocks, dress-up materials, pretend play (i.e. small toys such as cars, dolls etc.), nature centre and craft materials will be open to the children at all times. Children will be able to come and go, as they are open. Limitations upon number of children at a centre will vary dependent upon behavior and materials being presented.

## 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:

[https://weather.gc.ca/warnings/index\\_e.html?prov=ab](https://weather.gc.ca/warnings/index_e.html?prov=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.

### Ratios

- Kindergarten – Grade 6 is 1:15

If there is 7 or more children receiving childcare in a program a minimum of 2 adult staff members must be on duty at all times.

## Child Guidance Policy

### Purpose

Our centre 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 review 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.

1. 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.
  - Practice being mutually respectful and encouraging (Kind and Firm at the same time) to ensure disciplinary action taken will be reasonable in the circumstances.
  - Appropriate to the child's level of understanding.
  - Directed toward teaching the child acceptable behaviour and self-control.
2. A Caregiver may only use positive methods of guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:
- Remind a child of behaviour expectations daily by using clear, positive statements.
  - Encourage the children by noticing their efforts and their improvements, to build long-term self-esteem and empowerment instead of focusing only upon unacceptable behaviour.
  - 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.
3. 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.
4. It also should be recognized that no person, with respect to a child in the program should:
- Inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation.
  - Deny or threaten to deny any basic necessity.
  - Use or permit the use of any form of physical restraint (unless child is putting themselves or other in danger), confinement, or isolation.
  - Leave children unsupervised.
  - If a staff sees another staff member using any of the practices outlined above, inform the Program Director. If a staff member is using unacceptable childcare practices, the Program Director must investigate the situation through observation and interview. The outcome of this reporting will depend on the severity of the employee's actions.

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 it will be reasonable to the circumstances.**

There are four main components to **Child Guidance: Prevention, Intervention, Action and Collaboration**. These strategies will be used when developmentally appropriate.

## 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...
  - Do not dismiss or try to talk the child out of their feelings.
- **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 is there to help guide the child.
- **Asking vs. Telling:** "What do you want to do to solve this problem? How can I help or what do you need right now?"
- **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 encourage 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 consequently 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. Do not give another

warning. They are testing to see if the staff is serious. **The consequence taken must be reasonable to the circumstances.** Staff should only give a consequence if he/she feel comfortable or have the authority to follow through with it.

#### 4. Collaboration

It is impossible for anyone to be so good at child guidance 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.

#### 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.

GBC Childcare Centre 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.

#### Aggressive Behavior Policy

Aggression can certainly be a part of a child's behavior when angered or frustrated. Should a child have an aggressive episode involving another child, both sets of parents will be notified of the incident, including what guiding behavior techniques were used, how each child was feeling, and how the incident was resolved.

When a child's aggression becomes **habitual and constantly disrupts the activities of the day**, either by taking staff time away from the others, or making other children afraid, then we need to evaluate our capabilities. GBC Childcare Staff is not designed or equipped for dealing with habitually physically aggressive children.

**We also believe that all staff has the right to feel safe from harm during the workday.** It is our collective responsibility to support and ensure the safety of our staff.

*1. In the case of a child showing **repeated** aggression toward a staff, the parent will be informed both verbally and in writing... Incidents reports will be filled out and parents will be given a copy. Another copy will be place in the child's file.*

**We also believe that every child has a right to feel safe in GBC Childcare.**

*1. In the case of a child being aggressive toward another child or children, once again, the parent will be informed verbally and in writing. An incident report will be filled out and the parent will be given a copy and another copy will be placed in the child's file.*

*2. If the aggression becomes to a point where other children become afraid or we feel their right to enjoy the program becomes compromised, it may result in the withdrawal of the child from the program.*

## Suspension Policy

### Suspension

The Program Director is the person responsible for issuing suspensions. All warnings and suspensions must be approved by the Program Director and must be in writing with a copy forwarded to the parent(s). The Program Director should be informed of any event or change of routine that might affect a child's behaviour. The staff will keep parent (s) informed of any changes in the child's behaviour during the time they are at the

program. Suspensions may happen in the event that a child repeats the same behavioural issues multiple times that cause danger to other children or staff.

The following behaviours could result in immediate suspension up to 3 days as it effects the safety of the child, the other children, and staff in the program:

- Striking, hitting, kicking, punching, pushing, pinching, and biting another child or an adult (immediate suspension)
- Leaving the premises while in our care without permissions
- 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 affects the safety of the children and staff
- There is evidence of a child being a bully.

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.

### 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

## Anti-Bullying Policy

### Statement of Intent

Our centre is committed to providing a caring, friendly, and safe environment for the children. Bullying and harassment of any kind is unacceptable. Harassment or bullying, like other violent behaviors, are conducts that disrupt a student's ability to feel safe in the program. Demonstration of appropriate behaviour, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behaviour. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING program. This means that anyone who knows that bullying is happening is expected to tell 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 rumors, 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

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone deserves the right to be treated with respect. Participants who are bullying need to learn different ways of behaving and responding. GBC Childcare Centre has a responsibility to respond promptly and effectively to issues of bullying.

## Factors for Determining Consequences

- 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.

## Off-Site Procedure:

Prior to departure from the Centre, the Program Director will determine appropriate guidelines to be followed during the field trip to ensure continuity and safety of the children including:

- The Program Director will ensure the bus corporation/ business has the proper liability insurance for the trip,
- The Program Director will ensure that there is adequate staff and volunteers to maintain proper ratios depending on the age of the children. For Off-Site Activities additional adults (above the required ratio) accompany the groups. The adult to child ratios for off-site activities will be 1:12 for school-aged children.
- The Program Director will ensure the child's parent has been advised of the activity, including the transportation and supervision arrangement with respect to the activity, with all permission slips signed and returned,
- Prior to, staff will prepare children for outings by explaining where they are going, what will happen, whom they will see and who they will need to listen to.
- Safety rules are reviewed with the children and their chaperones prior to each field trip.
- Head counts will be taken every 15 minutes,
- A first aid kit will be taken on all field trips,
- In the case of an activity off the program premises or an emergency evacuation a staff member takes the portable records of each child to be taken off the program premises, (as referred to in section 24 of Child Care Licensing Regulation),
- On a field trip, staff must know the location of a telephone or have a working cell phone with them,
- Please note, all off-site activities **must** be documented using the field trip forms and written on the white board in the classrooms. The names of the children and the staff attending the out of Centre activity **must** be provided within the field trip form.
- **Before going off-site, a staff member will read the Off-Site checklist. When all the supplies and equipment are put in the backpack, they can be checked off the list. This check list is in the backpack in a binder.**

If an accident or acute illness occurs while on a field trip the Director or Program Leader will take charge of the emergency, assess the situation, and give first aid as needed. The lead instructor based on the severity of the emergency or illness will determine the method and urgency of transportation for the child to receive medical treatment; if necessary,

an ambulance will be called. The Program Director/Supervisor, or other designated adult, will be contacted by the staff as soon as possible and informed of the nature and extent of the injury and the proposed plan of action.

### 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 a 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.
- 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 have a list of local emergency responses and the Poison Centre numbers.

## Nutrition Policies:

### Menu Plan

There will be a monthly menu posted on the parent bulletin board. The cook will be a trained professional who will be knowledgeable about the safe handling and preparation of the childcare menus created. This team member is responsible for providing nutritional snacks and meals that meet all standards set out by the Alberta Nutritional Guidelines for Children and Youth and in compliance with the Canada Food Guide. These guidelines can be found at <https://www.alberta.ca/healthy-living-resources.aspx>. Parents are informed during the



Orientation process that outside food is only allowed in the Center with approval from the Program Director.

### 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 kitchen. This list will be available to staff/volunteers and casual staff for reference,

### Special Diets:

Parents will need to authorize in writing any food restrictions based on medical condition, cultural or religious preference. The cook and program staff will maintain a record of children with special diet restrictions. Staff will ensure that appropriate substitutions are available to children with medical, cultural, or religious food restrictions.

### 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.

## 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 1 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.

### 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.
- GBC Childcare Centre will arrange for necessary medical treatment and will continuously be trying to contact parents.

### Administering Medication

Staff is only able to **administer emergency medication** to children provided you have filled out and signed a medication form, and the medication is in its original container. If needed, staff will assist with the administration of inhalers / Epi-Pens for severe allergic reactions (as prescribed on a label specified for this child). If your child requires medication on an ongoing daily basis, please fill out a medication form.

Children who are given either of the medications listed above will be monitored closely for any ongoing allergic reactions. Parents will be notified if the listed inhalers/Epi-pen were administered detailing cause of reaction, time, and any other pertinent information related to the ongoing monitoring of the child. All medications will be returned to families when the authorization period has ended. Staff with the appropriate training and background cares for children given the above listed medications.

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.

## 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.

## Smoking/Vaping

- No person smokes or vapes on the program premises.
- No staff member shall smoke or vape 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](http://www.calgaryandareacfsa.gov.ab.ca)

## COVID-19 Policy

If children or staff have any these symptoms you are [legally required to isolate for at least 10 days](#) from the start of your symptoms or until they resolve, whichever is longer:

- Fever
- Cough (new cough or worsening chronic cough)
- Shortness of breath or difficulty breathing (new or worsening)
- Loss of sense of taste or smell

If you have any of these other symptoms, stay home and minimize your contact with others until your symptoms resolve or start improving:

- Chills
- Runny Nose
- Sore Throat/Painful swallowing
- Stuffy nose
- Headache
- Muscle or joint aches
- Feeling unwell, fatigue or severe exhaustion
- Gastrointestinal symptoms (nausea, vomiting, diarrhea or unexplained loss of appetite)
- Loss of sense of smell or taste
- Conjunctivitis, commonly known as pink eye

Children or staff with pre-existing conditions: If a child or staff develop symptoms that could be caused by either COVID-19 or by a known pre-existing condition, the child or staff must be tested for COVID-19 to confirm that it is not the source of the symptoms before entering or returning to the program. Should symptoms subside before COVID test can be confirmed child may re-enter program according to Alberta Health Guidelines (see above page)

- Child or staff that have tested negative for COVID-19 do not need to be retested unless new or different symptoms develop and can return to the program. They do not need to isolate after a negative test result.
- If a child develops a new or different symptoms of COVID-19 they will be not be allowed to enter Grace Baptist Church

If any children or staff have a cough, fever, shortness of breath, or loss of sense of taste or smell that is not related to a pre-existing condition or who test positive for COVID-19 will need to isolate for 10 days from the start of their symptoms or until symptoms resolve, whichever takes longer.

- If a child or staff tested negative and has no known exposure to the virus, they must stay home until symptoms resolve.
- If a child or staff is not tested they must isolate for the 10 day period or until symptoms resolve whichever takes longer.

## Emergency Procedures

### Fire and Natural Disaster Events Evacuation Policy

It is the responsibility of the Program 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 present's 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 you possess any special skills or are certified in any specialized area of emergency procedure, please inform the Program Director

## Fire, Emergency Events Evacuation Procedures

**IMPORTANT! Because children can be evacuated or placed in lock down without warning or access to their belongings, they must always wear indoor footwear.**

- If the alarm system is activated for any reason, gather all the children at a common exit point away from the area of concern - the children must be supervised at all times (please note that if the concern is apparent i.e. an active fire that is producing smoke or flames or a gas smell, the children must be evacuated to the outside immediately)
- Grab classroom backpack with portable records in it.
- In the case of an activity off the program premises or an emergency evacuation a staff member takes the portable records of each child to be taken off the program premises,
- Conduct a “head count” to ensure that all children are accounted for. If the head count is different from the number of children known to be in the Centre, conduct a search of the building, only if it is safe to do so.
- Evacuate the children to the agreed upon muster point (Please refer to muster point location schedule below to identify point for specific incident)
- Once at specified muster point, the children need to be in one common area that is supervised by an appropriate number of staff,
- If it is apparent that the children will not be returning to the Centre, a staff member will contact the parents or guardians.
- If it is apparent that the children will be returning to the Centre, the childcare Centre staff must follow the appropriate procedure as outlined by policy,
- No persons will be permitted to return to the building without the direct permission of the Fire Department Incident Commander or other emergency personnel in charge.
  - Staff should make sure that all children are familiar with escape routes and locations where attendance will be recorded. Volunteers / parents will be made familiar with the “Fire Evacuation Procedure” and centre exit map. The exit map should be posted near the doorway.
  - Program Director will search building to ensure that all have exited safely,
  - Attendance of each group will be taken and given to director. Group attendance will be taken at this time with reference to all children signed in for attendance,
- Once a month staff and children will practice emergency evacuation drills and/or lock down procedures as outlined in the policy and procedure manual.

## Emergency Evacuation Muster Point Locations

Emergency Situation	Muster Point Location	Contact Person (If applicable)
Fire, Building Compromised presenting imminent danger <b>(During School Days and Cold Weather)</b>	Radisson Park School 2805 Radcliffe Dr. S.E. Calgary, AB T2A 0C8	1. Principle: Tracy Drefko 2. Vice-Principle: Charney Docherty Phone: (403) 777-8070
Fire, Building Compromised presenting imminent danger <b>(During School Closures and Cold Weather)</b>	Franklin LRT Station	
Fire, Building Compromised presenting imminent danger <b>(During Warm Weather)</b>	Grassy Hill on East Side of Church Parking Lot <b>(15 meters clear of the exit and building,)</b>	
Serious Weather Events: Tornado, Snow Storm.	Den in the Basement of the Church	
Flooding	Away from Flooded area	

## Lock Down Policy

It is the responsibility of the Program Director and Staff of GBC Childcare Centre to ensure the safety of the children in the event of a lock-down within the childcare centre from any situation that present's 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 you possess any special skills or are certified in any specialized area of emergency procedure, please inform the Program Director

Lock down posters indicating safety zone areas and procedure will be visible in rooms designated for use during lockdown protocol.

## Lock Down Procedures

**IMPORTANT! Because children can be evacuated or placed in lock down without warning or access to their belongings, they must always wear indoor footwear.**

- Should a lock down situation occur, each staff shall gather the children in their group and proceed to the designated/closest safety zone as indicated in schedule below. - the children must always be supervised.
- In the case of a lock down scenario, a staff member takes the portable records of each child to the lock down location,
- Conduct a "head count" to ensure that all children are accounted for.
- Quickly and quietly move the children to the agreed upon lock down location. (See schedule below)
- The person in charge will be responsible to call emergency personnel (911) of the incident and when appropriate contact parents.
- Cell phones must be turned off and not answered during a lockdown
- No persons will be permitted to enter the building without the direct permission of emergency personnel in charge.
- Staff should make sure that all children are familiar with safety zone locations Volunteers / parents will be made familiar with the location of safety zones
- Once a month staff and children will practice emergency evacuation drills as outlined in the policy and procedure manual.
- No one is permitted to leave the lockdown area until the Police or a Pastoral staff member opens the door.

## TECHNOLOGY POLICY

### Purpose:

Technology used in our program 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 or tablet is being used by a participant, it will only be used for BBBS or 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 15 minute increments to allow other participants to be on a laptop or tablet. One staff will be closely supervising the children when it is being used. They have specific websites they can visit and apps they can use.
- Under no circumstances will the participants be able to use the laptop/computer to email or Facebook.
- Watching a "G" rated movie in our centre will sometimes be an option. If a "PG" rated movie is chosen, the parents will be notified before the day of the movie 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 our program. However, they may use it to call or text their parents/guardians; for example, to notify their arrival at the centre or requesting a ride home.
- GBC Childcare Centre 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 GBC Childcare Centre. 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
- 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 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, 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 GBC Childcare Centre 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 GBC Childcare Centre 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 the program 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 GBC Childcare Centre more culturally diverse for the many families we serve, and how to adapt the setting to better serve the GBC Childcare Centre 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/Work Experience Candidates**

We will welcome volunteers who are parents, students and others in the community who are interested in coming to GBC Childcare Centre. 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 - 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*.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>AIDS</li> <li>Acute Flaccid Paralysis (AFP)</li> <li>Amoebiasis</li> <li>*Anthrax</li> <li>*Botulism</li> <li>Brucellosis</li> <li>+Calicivirus Infection:             <ul style="list-style-type: none"> <li>- including Norovirus, Norovirus like viruses &amp; other small round structured viruses (SRSVs)</li> </ul> </li> <li>Campylobacteriosis</li> <li>Chancroid</li> <li>Chickenpox (Varicella)</li> <li>Chlamydial Infections</li> <li>Cholera (O1 &amp; O139)</li> <li>Congenital Cytomegalovirus (CMV)</li> <li>Congenital Rubella Infection</li> <li>Congenital Rubella Syndrome (CRS)</li> <li>Congenital Toxoplasmosis</li> <li>Creutzfeldt-Jakob Disease - Classic (CJD)</li> <li>Creutzfeldt-Jakob Disease - Variant (vCJD)</li> <li>Crimean Congo Haemorrhagic Fever</li> <li>Cryptosporidiosis</li> <li>Cyclosporiasis</li> <li>Dengue Fever</li> <li>Diphtheria</li> <li>Eastern Equine Encephalitis (EEE)</li> <li>*Ebola Haemorrhagic Fever</li> <li><i>E. coli</i> O157:H7</li> <li>+Enterovirus Infections:             <ul style="list-style-type: none"> <li>- Including Coxsackie A, B &amp; Echovirus</li> </ul> </li> <li>Giardiasis</li> <li>Gonococcal Infections</li> <li>Group A Streptococcal Disease, Invasive (iGAS)</li> <li>+Haemophilus Influenzae, Invasive – non-type b</li> <li>Haemophilus Influenzae, Invasive - type b (Hib)</li> <li>Haemolytic Uremic Syndrome (HUS)</li> <li>Hantavirus Pulmonary Syndrome (HPS)</li> <li>Hepatitis A (HAV)</li> <li>Hepatitis B (HBV)</li> <li>Hepatitis C (HCV)</li> <li>Hepatitis (other, viral)</li> <li>HIV Infection             <ul style="list-style-type: none"> <li>■ Human Metapneumovirus (hMPV)</li> <li>■ +Influenzae A/B</li> </ul> </li> <li>*Lassa Fever</li> <li>Legionellosis</li> <li>Leprosy</li> <li>Leptospirosis</li> <li>Listeriosis</li> <li>Lyme Disease</li> <li>Lymphogranuloma Venereum (LGV)</li> </ul> | <ul style="list-style-type: none"> <li>Malaria</li> <li>*Marburg Haemorrhagic Fever</li> <li>Measles/Rubeola</li> <li>Meningococcal Disease, Invasive (IMD)</li> <li>+Meningitis (viral)</li> <li>Meningitis (bacterial, see Hib,IMD,IPD,iGAS)</li> <li>°Methicillin-Resistant Staphylococcus Aureus (MRSA)</li> <li>Mucopurulent cervicitis (MPC)</li> <li>Mumps</li> <li>Neonatal Herpes Simplex Infection</li> <li>Non-gonococcal urethritis (NGU)</li> <li>Paratyphoid Fever</li> <li>+Parvovirus</li> <li>Pertussis</li> <li>*Plague</li> <li>Pneumococcal Disease, Invasive (IPD)</li> <li>Poliomyelitis</li> <li>Powassan Encephalitis</li> <li>Psittacosis</li> <li>Q fever</li> <li>Rabies             <ul style="list-style-type: none"> <li>■ Respiratory Syncytial Virus (RSV)</li> </ul> </li> <li>Rocky Mountain Spotted Fever             <ul style="list-style-type: none"> <li>■ +Rotavirus</li> </ul> </li> <li>Rubella</li> <li>St. Louis Encephalitis</li> <li>Salmonellosis</li> <li>Severe Acute Respiratory Syndrome (SARS)</li> <li>Shigellosis</li> <li>*Smallpox</li> <li>+Staphylococcal Intoxication</li> <li>Subacute Sclerosing Panencephalitis (SSPE)</li> <li>Syphilis</li> <li>Tetanus</li> <li>Toxic Shock Syndrome (if iGAS refer to Group A Streptococcal Disease, Invasive)</li> <li>Trichinosis</li> <li>Tuberculosis (TB)</li> <li>*Tularemia</li> <li>Typhoid Fever</li> <li>Typhus – Louseborne</li> <li>Typhus – Murine</li> <li>Typhus – Scrub</li> <li>Varicella Zoster, Shingles</li> <li>Vibrio Parahaemolyticus</li> <li>Vibrio cholerae (non O1, non O139)</li> <li>Western Equine Encephalitis (WEE)</li> <li>West Nile Virus Asymptomatic Infection (WNAI)</li> <li>West Nile Virus Non-neurological Syndrome (WN-Non NS)</li> <li>West Nile Virus Neurological Syndrome (WNNS)</li> <li>Yellow Fever</li> <li>Yersiniosis</li> </ul> |
|--|---|

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: \_\_\_\_\_

