

**Children Come First Association**

**Policy and Procedure Manual**

## **Program Review Policy**

How do you review policies and procedures?

They are reviewed on a regular basis, updated when needed according to government regulations. Educators and Parents are welcome to comment towards additions and changes to policies and procedures.

How do you evaluate your program?

- Parent, Child, and Employee surveys.
- Communicating with children, parents and employees
- Openly welcoming suggestions and comments
- Parents, children and staff meetings

Program evaluations will be done once a year with surveys to parents, children and employees. These will be reviewed and evaluated. The review of the surveys will be made available to educators and parents along with the changes that we may make that will reflect the suggestions and concerns received through the surveys.

Exit Interviews and surveys will be given to employees or family members upon their leaving of the program. This will help us to gather information that can assist us in providing quality child care.

## **Social Media Policy**

We have implemented a social media Policy for the protection of our educators and families. We ask that there be no social media interaction between our children/families that attend our child care programs and the employees.

We believe this is important to implement because these are personal outlets and are not professionally appropriate forms of communication between our families and employees. If you have information you would like to share, please feel free to speak to one another verbally.

Parents, and children are not permitted to use any recording or photo devices at the program for the purpose of taking photos/videos without permission. This policy will help prevent photos being used or posted outside the program without permission. We need to protect the privacy of our families and employees at the program.

## Technology Policy

Children come first allows technology such as radios, CD players, and tablets (provided by the program) to play music as well as movies occasionally with direct supervision.

- **CD Player (radio)**
  - Appropriate music that is provided by the program or has been approved if brought from home.
  - The CD Player is provided by the program and has certain restrictions such as the time limits, volume and radio stations (music choice)
- **TV/Movies**
  - G rated movies are available, but are rarely offered at the programs
  - Occasionally during poor weather and or a special event movie may be viewed
  - Movies must be approved by the director before they may be watched.
- **Cell Phones**
  - Each location has a cell phone to communicate with the families. They will not be available for the children to us unless it is to speak to their parent.

## Cell Phone Policy

### Employees

Children Come First expectations are that employees follow the newly established cell phone policy to ensure effective supervision of all children. Distractions such as cell phones can directly affect the safety and well being of the children in our care.

Employees may carry personal cell phones with them on program time subject to the following restrictions:

-All phone calls/texts will be received or made during break periods or lunch periods only.

-Except for break periods, employees will neither take incoming nor make outgoing/calls during work hours except in case of an emergency.

-Anytime the program or supervisor receives a complaint or suspects that an employee is violating this policy, the program may require the employee to furnish cell phone records for the time frame in question so the program can verify or negate the complaint or suspected abuse.

-Employees in violation of this policy may be subject to disciplinary action.

## **Children**

Children are not permitted to use cell phones at our program unless contacting a parent. Cell phones must be kept in their backpacks. Children are not permitted to use cell phones to take photos at the program.

## **Parents**

Parents are not permitted to take photos or recordings while at the program. This helps ensure that children are not subject to any potential breaches of security. Photographs of daily activities and special events will be taken by the staff and emails to the parents in monthly photo books.

## **Programming Policy**

Programming incorporates a variety of planned and spontaneous activities. Activities involve input from the children and are responsive to their interest, cultural backgrounds, preferences, needs and abilities. Educators provides the children with opportunities to develop leadership skills by involving them in planning, researching and leadership.

An educator will be asked to weekly program plan with the children in order to have their input. The weekly plan will be posted for families to view. After an activity has been completed educators will be asked to evaluate the activity and mention what they thought, as well as what parents and children thought, suggested or commented. There are many resources at each location for program planning as well as the internet and asking others for ideas. When educators attend workshops and conferences, they will be asked to share their information with others in order for us all to gain from the experience of the workshop.

Off- site excursions could be planned with children's input for school breaks. Parents are invited to participate with their ideas and other activities. The leadership club can also provide suggestions and ideas on planning.

The directors are responsible for booking all field trips and ensuring that all pertinent information is provided to the facility and families.

Educators will complete the field trip checklist before departing the centre. A sign will be posted indicating the field trip destination, departure and arrival times and an emergency contact number. Educators will ensure children have all required items needed for the field trip (e.g.: swimwear, towel, lunch etc.)

## **Protected Planning time policy**

Educators are given extra time each day in order to plan. This time is generally when the children are at school so that the time is uninterrupted to program plan. If an educator feels that they need more planning time for special events please see a director so that we can accommodate this into the schedule. Planning time can be done at the program, main office or at home. Educators will be paid for planning time and supplies that they may need. Planning time is reflected in the Job Description and staff schedule.

## **Open Door Policy**

Children Come First has an open-door policy towards parents who are/or will be involved in our programs. Parents are welcome any time to observe or be part of our Program. It is very important to the quality of our program to have parents involved in their children's learning years, and we would like to give them that opportunity at any given time. When an unfamiliar person rings the doorbell, please inquire if you can be of assistance. Provide them with information they may require and answer their questions. If you encounter any difficulties, please consult with your director.

## **Outdoor Activity Policy**

Children Come First will provide a variety of outdoor activities for all children throughout the year. Program planning will include structured and free play activities, such as: small and large group games, sporting activities, and independent play. Educators will ensure that the outdoor play area is safe and free from defect. The playground will be inspected frequently for wear and tear. Children may be permitted to bring out play equipment such as balls, hoops, outdoor games and, in some cases (when approved by educators), crafts or indoor play equipment. Staff will ensure that they children are appropriately ready for outdoor play, whether that includes sunscreen, mosquito repellent, hats or winter clothing.

## **No Tolerance for Violence or Bullying Policy**

In an attempt to stop violence within the program Children Come First has adopted a No Tolerance Policy in regards to violence or bullying. It is very concerning that children are reacting physically and aggressively towards situations they do not like.

For consistency purposes we will be adopting the Violence Policy set up by the Calgary Board of Education which defines violence as "Any verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm on a person."

The goal of this is to provide a safe environment for all the children. As many children spend a good portion of their day here, it is imperative that all children are comfortable in knowing that they are not going to be hit or bullied.

Unacceptable behaviours include physical aggression, social alienation, verbal aggression, and intimidation.

Children Come First has implemented a plan of action to deal with violent situations.

\*The first incident will result in verbal warning to the child. Parents will be notified. A written report will be kept on file.

\* The second incident will result in the parents being notified. Depending on the severity of the incident, the parent may be required to pick up their child from the program immediately. A second written report will be done.

\* The third incident will result in an immediate suspension for the program of up to 5 days depending on the severity of the offense. A third incident may also result in expulsion from the program.

Please note that Children Come First reserves the right to terminate from the program any child they deem a serious threat to themselves or others.

The educators at Children Come First will continue to promote to the children respect for others. We will encourage the children to problem solve constructively not destructively. Children need to understand that they are accountable for their actions and that there are consequences for their actions. It is the responsibility of Children Come First as well as the parent to encourage a violence free environment.

## **Children Come First Anti-Bullying Policy**

We, the employees and community of Children Come First believe that everyone has the right to a safe, caring, and respectful environment which includes all children, educators, parents and other involved community members. We regard bullying (as defined below) as unacceptable and shall not be tolerated in any form. The purpose of this anti-bullying policy is to reduce instances of bullying and we aim to take a pro active approach in order to accomplish this goal.

### *Definition of Bullying:*

We define bullying as intentional repeated aggressive behaviour marked by an imbalance of power, with the intention of causing harm to another individual. Bullying may take different forms, including verbal, social, physical or cyber.

Verbal: name calling, put-downs, threats, intimidation

Social: exclusion from peer groups, ganging-up, group teasing

Physical: assault

Cyber: using computer or other technology to harass or threaten i.e., Text-messaging

*Policy Objectives:*

All stakeholders have a full understanding of what bullying is and what we have a zero-tolerance policy for bullying behaviours.

To ensure that all incidences of bullying are addressed promptly and fairly and that appropriate support will be provided to the target, bully and bystanders.

*Strategies:*

Educate and provide resources about bullying for all stakeholders, in order to prevent bullying

Actively monitoring behaviours to ensure that potential bullying situations are avoided

All stakeholders must encourage reporting of all incidences of bullying behaviour

Written and verbal communication with all parties involved in bullying situations

Proper documentation of all bullying situations, as per the above definition

When bullying incidences do occur and persist, consequences will be administered as per our child guidance policy

## **Supervision Policy**

Children Come First has implemented a Supervision Policy which will help keep parents informed about the different types of supervision provided at this centre. This will allow parents to make informed choices about the types of care we are providing for all children.

### **Two types of Supervision**

**Direct Supervision** – Educators directly supervise the children both indoors and outdoors and are interacting and ensuring all children are safe. The educators will position themselves so that they can accurately supervise the children.

Kindergarten and grade 1 children will always be supervised and not permitted to be in any room unattended by an educator.

**Intermittent Supervision** – This type of independent activity is a privilege and is offered to children in the program who are capable of free play, without a direct supervisor. These children tend to be capable of self control and are typically responsible for their age group. Independent

play has been encouraged by Licensing if staff and parents have been properly informed of all expectations.

Educators will ensure that this independent play is safe and that the activities are appropriate for school age children. Educators will ensure that these children are monitored frequently and interactions between educators and children occur. (Independent play will not always be offered throughout the day)

The privilege of Intermittent Supervision can be a positive step in your child's development; however, incidents can occur when children are not directly supervised. Please take the time to consider what is offered, and please make the right decision for you and your family. We are here to provide a safe, fun place for your child to grow.

Educators are made aware of the indoor and outdoor physical environment while doing their daily safety checklist. When new educators are hired, they are given a tour and orientation of the program so that they are made aware of the space.

## **Entrance to the building**

Employees and parents will be informed of where to park and which entrance to use at each location.

## **Head Counts**

All educators have been reminded to continuously count children, cross referencing with attendance forms. Educators have been instructed to count children when the children are outside at the playground. When coming back in, the educators must line the children up and take attendance. The children and educators will walk in together.

## **New Child Policy**

When a new child starts our program, they must meet their care givers beforehand.

There is a check list on the registration forms that parents must check off once they have met the staff.

This policy has been put in place to ensure the safety of the new child and make them comfortable with the staff.

Children Come First has all new children at all locations wear wrist bands for the first week at the program. The wrist bands have the name of the program and phone number. This is a good reminder for all new children that they attend our program and where they must go afterschool.

The program operators will ensure that all staff is aware of children's developmental needs. (i.e., Children's maturity levels, special needs) Educators are informed about new children and



their needs via our communication book, staff meetings, reading new forms and talking to the directors.

Children who are in kindergarten are walked to and from their classroom each day. If the Director feels that a child needs some extra assistance, we will walk them back and forth as well. Children in grades 1-6 can walk to and from the program on their own. The developmental needs of the child are taken into consideration when making this decision.

## **Attendance Policy**

Educators are instructed that throughout the day the attendance forms are checked for accuracy. Educators will ensure that sign in/out times are accurate and that all children are signed out with times at the end of each day. As well when children are taken outside there is a list that is made of which children are outside.

A tracking system for children arriving or leaving the building without an adult has been developed to ensure that the child arrives safely at the program/at home. Parents whose children walk to the program will be required to contact the program prior to the child's departure from home, and then contact the program when the child is expected to arrive. Parents whose children walk home from the program must sign a release form and must also ensure that when the child arrives home that the program is contacted immediately by the parent. Parents whose children depart the program closer to the closing time of 6 pm need to realize that the program will close and that a staff will not remain behind after hours.

## **Communication Policy:**

Children Come First has an open-door policy, we are always available to the children, parents and educators when needed. We always greet our families and educators and make them feel welcome. We feel it is important to have open lines of communication with all parties, such as: Parents, Children, Educators, Schools and Community.

*Forms of communication we use:*

Parents and families: Verbal, newsletters, Parent board, notes, parent handbook, and meetings.

Educators: Verbal, Newsletters, Meetings, notes, Message Book, Employee Handbook.

Children: Verbal, meetings

Community: Advertising in community Newsletter, Flyers, and signs

Schools: Verbal, Newsletters and Notes

Media: Verbal or written with the permission of the Directors.

**Email and Website:** [kcf93@telus.net](mailto:kcf93@telus.net) or [www.childrencomefirst.ca](http://www.childrencomefirst.ca)

## **Child Involvement Policy**

*Child leadership development opportunities:*

Children grade 3 – 6 will be given the opportunity to join the Kids Leadership Club. These children will be involved in organizing: monthly clubs, special events, program planning including crafts and games, as well as helping with meetings, special projects and fundraisers.

Children Come First will be open to suggestions from parents and children that would help improve our leadership programs.

## **Community-School Partnership Policy:**

We have an open-door policy and we feel it is important to keep the lines of communication open in regards to the schools we service and communities. Our locations are right in schools so in our programs we have a great communication with the school daily. Educators check into the office of the school for messages and notices that maybe in our mail boxes the schools have provided for us. We keep up to date with the school newsletters and events. As for events we can help with set up the chairs for a concert, decorate or clean up after an event the night before. Sometimes we may have to move locations in order for the school to provide extra activities for the children to participate in. It is very important to us that we try and help out the school as much as we can to maintain a positive relationship and strong community of practice. We speak to the staff at the school on a regular basis and keep each other informed as we may be looking for children that have not yet arrived to our program. This way if something comes up, we are able to deal with it as a team. Educators will communicate with the school to find out what activities and events are planned for the future. This way we can incorporate these activities into our program planning.

## **Child Guidance Policy**

Educators will not permit, practice or inflict any form of physical punishment, verbal abuse, emotional abuse, or deny the children any physical necessities.

Educators will be fair, firm and caring towards each child.

Educators will encourage the children to problem solve and deal with their own disputes.

Educators will redirect and discuss conflict with the children and encourage them to think about the feelings and needs of others.

Educators will talk to children privately about the behavior.

*Examples of Child Guidance:*

Example 1) two children are fighting over a castle; educator walks over and asks “What is the trouble- they say we want the castle”. Educator says “Well, this is a big castle, how could we share it”? Children decide one will use the front the other the back and they return to playing...

Example 2) If a child has been hitting another child the educators will encourage the injured child to voice their feelings such as “When you hit me it hurts, please do not do that again.”

## **Steps to Child Guidance**

Discussion of the incident at the child’s level in a quiet area of the room, not around other children

Re-direct the child to another activity if they are having difficulties. Guide the child to another area, sit with them and be involved.

Cool down time- a child will be asked to sit out from the activity if the problem persists. The child will sit on a chair away from the activity and other children so that the child will not provoke others or be provoked. The child will not face the corner or walls. Educators will speak to the child at their level.

Cool down is defined as a method of regaining control. When control is regained positive reinforcement of the child’s acceptable behavior will continue. Loss of privileges -If the problem still exists, we may ask the child to leave that area and they will lose the privilege to play at that activity

Parent Contact- We will inform parents if the problem still occurs and ask for input and suggestions. We will inform them verbally or by incident report.

Educators will provide opportunities for the children to make amends rather than demand a superficial apology.

Educators will offer genuine opportunities for a child to restore relationships after an incident of hurt or harm. While children may not be immediately ready to take these opportunities, they should be suggested nonetheless. Ultimately the goals of this strategy are to help the children learn that making amends requires time and good will, rather than revenge.

Any punishment used will be reasonable under the circumstance.

Use of physical restraint, confinement or isolation is not allowed

## **Inclusion / Diversity Policy:**

We embrace and encourage diversity at all our locations by recognizing and respect all cultures.

All children have the right to be treated equally, regardless of their race, national or ethnic origin, color religion, sex, mental or physical ability. We are committed to providing a welcome environment for all children and their families.

We can accomplish this through:

Having the parents and children share their culture, and events with the program.

The program offers a variety of cultural crafts, games, food and special day events such as, facts, dancing and travel days where we learn about other countries cultures and traditions.

Children with special needs can be included in all programs. We will try and accommodate different needs and will work closely with the child/ family to ensure the child is a part of the program.

We will ensure the staff are informed and sensitive to inclusion and diversity issues.

We will educate the children about diversity and promote positive interactions between all children.

The staff will ensure that all information about the children and families are confidential.

Children with special needs can be included in all programs. We will try and accommodate different needs and will work closely with the child/ family to ensure the child is a part of the program.

We will provide programming that is flexible and suitable to the needs of all the children in the program.

## **Health Policy**

All educators are trained in first aid and CPR. When a child is injured the necessary first aid will be administered. If further medical attention is required, 911 will be called, then the parents. Accident forms will be filled out after we have provided care for the child and contacted the parents.

- The parents must sign the form and will be given a copy.
- The person who provided the first aid to the child will fill out the form.
- All forms will be signed as well by the educator, parent and director
- These forms will be kept for 2 years.

The program may provide or allow the provision of health to a child only if written consent if the child's parent has been obtained or the health care provided is in the nature of first aid.

## **Emergency and Non-Emergency Medical Attention and Assessments**

Educators are required to have valid first aid / review their first aid manuals on a quarterly basis.

**A child who is seriously injured at the program requiring medical attention.**

Steps to Follow:

- 1) Educators will assess the situation – determine if the child is conscious
- 2) Educators will check for breathing/circulation problems
- 3) If there was a fall or accident, check if there are any serious injuries (potential head, back or neck injury, or obvious break or deformity of a bone)
- 4) Educators will call 911 for all potentially life-threatening injuries, and will present a copy of the child’s registration form with all necessary information
- 5) Educators will continue treating the child until medical attention arrives.
- 6) Parents will be contacted after 911 has been called.

The Critical Incident Reporting Line will be contacted immediately, and a form submitted within the 2-day timeline.

### **Non-Emergency Injuries**

Children who are injured during program.

- 1) Educators will administer appropriate first aid.
- 2) If unsure, educators will contact Health Link (call 811) for advice and act accordingly.
- 3) Parents will be called to inform of injury or contact emergency contact if no response from the parent.
- 4) Educators will continue treating the child until the parent arrives.
- 5) Parents will be asked to inform program if hospitalization was required or what medical attention was received.
- 6) Educators will complete incident/accident reporting form and or contact Critical Incident Line if required.

All serious incidents will be reviewed by the Operators after the child has been taken care of and after all necessary documents submitted to the appropriate authorities. All stakeholders involved will be notified of recommendations/ policy changes that occur because of the incident.

### **Potential Health Risk/Illness Policy**

If a Children Come First educator knows or has reason to believe that a child is ill, the program must ensure that the child is immediately removed from the program by the parent and the child cannot return to the program until the program is satisfied that the child is no longer poses a health risk. Children must be picked up in a timely manner or parent will risk their spot in program.

### **The definition of an ill child**

- A sick child is defined as a child who is unable to participate in the child care program because he or she is:
- Vomiting, has a fever, diarrhea, a new unexplained rash, or cough.
- Requires greater attention than can be provided without compromising the care of the other children in the program.
- Displays any other illness or symptoms that a staff member knows or believes may indicate the child poses a health risk to persons on the program premises. Educators can check a child's temperature with a non-touch forehead thermometer.

If a child is sick, an educator will keep the child away from the other children until the parent arrives to pick the child up. Children can return to the program when they no longer pose a health risk i.e., symptom free for 24 hours, doctor's note.

The program will record about the child's illness on the Illness Incident Log sheet. Forms will be available at each location. These forms will be kept on file at the program.

### **Policy to Medication Administration**

Parents must complete a medical release form for any medication sent to the program. The medication must not be expired and in its original container showing the child's name, doctor's name, and administration instructions. We will only give prescribed medications from a doctor. All staff members are trained in first aid, and they will be the only ones giving medications to the child. Self administration will only take place when it is a puffer for asthma, otherwise educators will measure out all medications given to a child. Educators will sign the medication form after administration.

Children requiring First Aid will be given the care they need from an educator. If medication is needed to be given, an educator will administer the medication and record this on the medication form. If a child is sick, an educator will provide a safe and comfortable space until the parent can pick up.

Educators will ensure good hygiene when working with the children in order to stop the spreading of infection and disease.

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Administration of medication to a child can only occur where written consent of the child's parent is obtained.

## **Sunscreen Policy:**

To ensure that all children are covered up with sunscreen we have implemented a new sunscreen policy; Parents, be sure to apply sunscreen to your child in the morning during the hot months before coming to Children Come First.

Sunscreen is to be brought by every child and kept in their back pack. Children will be reminded to apply sunscreen before departing for outings and reminded to re apply throughout the day. Educators will assist those children with sunscreen when asked by the child. A hat and a water bottle are also required each day.

## **Helmet Policy**

Children may be asked to bring a helmet from home for certain activities. This helmet must be in good shape and fit properly. If the program requires a helmet for an activity and the children do not bring one, or refuses to wear one they will not be allowed to participate in the activity.

## **Transportation Policy**

While transporting the children in a bus we will in the event of:

**Mechanical failure** – The school age program will be contacted immediately. Alternate transportation will be arranged. Parents will be contacted only if our expected arrival time is changed.

**Collision** – Medical emergencies will be dealt with first. The program will be contacted immediately and parents will be advised about the seriousness of the accident. Alternate transportation will be arranged.

## **Unexpected Program Closures Policy**

Situations such as CBE employee strike, plumbing, heating, boiler problems, snow delays, or extreme weather may arise whereby the Calgary Board of Education closes a school. We will not be allowed to operate until the school reopens.

Floods or storms- If the CBE has closed all schools due to extreme weather we will be closed also.

Power /water outage- If there is not power or water, we cannot be open as it is not safe for the children.

In the event of school closures due to power/water outage and the school remains open, Kids Come First will remain closed until the school is functioning properly. Licensing requires electricity and water to operate safely.

Break Ins- If the educators arrive at the program and there are signs of a break in educators and children will not be allowed in the program/building until it is deemed safe to do so.

If an emergency arises while the program is in operation and we have to evacuate the building parents will be notified ASAP and will have to pick up their children immediately.

Each location has an evacuation plan posted at the program, please familiarize yourself with the plan and where we will evacuate to.

## **Complaint Policy**

All complaints will be dealt with seriously by the operators. Complaints from parents regarding the educators/program will be dealt with immediately and confidentially. A verbal or written response will follow all complaints. All complaints will be kept on file for five years. Parents may be directed to contact licensing with their concerns.

## **Walking Home Policy**

Please be advised that we will not allow children to walk home alone unless they meet the following requirements; parents must sign a waiver giving permission for their child to walk home, and parents must inform the program in verbally each day they wish their child to walk home alone. Children must mature enough to walk home alone. We reserve the right to deny or revoke this privilege.

## **Abuse Policy**

Children Come First is committed to providing a safe and respectful environment for all the children, educators and parents. Abuse of any kind will not be tolerated and may result in termination from the program.

## **Child Abuse and Neglect**

If a child confides in an educator of an issue of abuse or neglect the educator must communicate this to the directors and we will inform the proper authorities. An incident report will be completed by the employee.



## **Late Parent Policy**

If a parent has not arrived or called by 6 pm they will be contacted at home and work. If they still can't be reached emergency contacts will be called to see if they can pick the child up. If the child is picked up by an emergency contact, staff will notify parents by voicemail or a note on the door of who picked their child up and when.

There is a late fee of \$1 per minute which is paid directly to the educators that stay with the child. Operators will be informed of all late parents. If this is a frequent occurrence, termination from the program may occur.

## **Equipment and Facility Policy:**

It is the responsibility of the educators to make sure the children are treating the programs equipment and facility properly. The educators must maintain a safe and clean environment at all times. Daily cleaning of floors, garbage's, tables, chairs and washrooms will occur. Educators will ensure all fire exits are clear and safety standards are maintained at all times. If a child vandalizes property in the program. Laura-Lee and Juli will be informed as well as the parents and they may be responsible to replace or fix the item. All toys and equipment will be cleaned on a regular basis with the proper cleaners. Staff do safety checklist each day to ensure the environment is safe. Yearly fire and health inspections are done as well.

## **Confidentiality Policy**

Children come first has in place a policy for confidentiality in which operators, educators, and volunteers must adhere to with regards to the release of information about the children registered in our program and their families

CONFIDENTIALITY IS DEFINED AS: deserving of trust, trusted and told in confidence.  
Example: medication, family problems, behavioural matters, parent fees etc.

A declaration will be signed by all educators working with the children confirming the educator is aware of the policy and agrees to abide by it.

Release of information will be permitted if authorized by law or judicial action, or with the consent from the parent or guardian. Written consent will state what information is to be disclosed and to whom it will be disclosed to.

Employees are not permitted to release information about the program, it's operation and other employees during or after employment

## **Sharing Personal Information Policy:**

Children Come First may share with permission personal information about your child with the following agencies in regards to your child's emergency information and specific guidance methods:

The school that your child attends

Child and Family Service Authority

Alberta Health Services

Employees of Children Come First

Permission has been granted by signing the back of the Children Come First Registration form.

## **Incident Reporting Policy**

Children Come First programs will report to our local child care licensing office every time a serious illness, injury to a child or any other incident occurs that may seriously affect the health or safety of a child.

The following are considered a reportable incident.

- An emergency evacuation
- Unexpected program closure
- An intruder on the program premises
- A serious illness or injury to a child that requires the program to request emergency health care and or requires the child to remain in the hospital overnight. As well if a staff calls 911.
- An error in the administration of medication by an educator resulting in the child becoming seriously injured or ill and requiring first aid, or the program requesting emergency health care and/ or requires the child to remain in the hospital overnight.
- The death of a child
- An unexpected absence of a child from the program (i.e., lost child)
- A child removed from the program by a non- custodial parent or guardian.
- An allegation of physical, sexual, emotional abuse and / or neglect of a child by a program employee or volunteer
- The commission by a child of an offence under an Act of Canada or Alberta, and/ or
- A child left on the premises outside of the program's operating hours.

Children Come First programs must report critical incidents immediately to the Operators and our local child care licensing office. Initial contact can be by phone, fax, or email. The following information must be included in the initial report:

- The program's name and contact information.
- The child's name.
- The date and time of incident
- The action taken by the licence holder as a result.

Children Come First programs must report within two working days of the incident's occurrence, and completely fill out and submit the Incident Reporting Form to our local child care office. Forms will be available at each location. All Incident Reporting Forms must be reviewed by the Operators. All incidents will be reported annually using the prescribed forms and submitted annually to the regional child care office by the Operators.

Educators have been advised that if they have a situation that occurs that is a threat to the children or staff health or safety, the following procedures must take place:

- Take the children inside or to a safe location.
- Call the police or emergency health care.
- Call the Operators (Juli or Laura-Lee).
- Check the list of reportable incidents to the Government of Alberta child care licensing office.
- Fill out the proper incident form for the situation. There are 2 types of forms for incident reporting; if the incident that occurs is under the reportable incident list you will use the Government of Alberta form, if not, staff will use the Children Come First form.
- Inform the parents and get any signature and or information you may need for the forms.

## **Family Involvement Policy**

Children Come First offers regular opportunities for family involvement to ensure that the best of care and support can be provided for the child while in attendance at the program. Children will benefit immensely when the program supports the individual differences and unique family characteristics.

Creating partnerships with families, program educators and school administrators will promote a sense of community which will positively impact a child's security and belonging. These relationships play an important role in a child's development.

How Parents can become involved:

- Volunteer during special events, field trip and Kids Clubs
- Attend family gatherings (Movie Day, Parties and celebrations)
- Attend our open house
- Offer family cultural /traditions to share at the program
- Complete surveys and evaluations.
- Offer input regarding established policy and procedures.

Parents are encouraged to drop in any time to observe or participate in their child's activities. Parents may join in playing a game, playing ball in the gym or enjoying craft time. Open door policies exist to allow for this type of interaction.

Communication and involvement of parents with the school age program staff builds partnerships and creates a loving and safe program. Operators and educators communicate through many methods including monthly newsletters, face to face, emails, phone calls and individual notes.

Positive relationships between parents and educators' model for children's appropriate relationships. Children can learn about respect, cooperation, and communication skills. Ensuring positive communication and relationships will offer opportunities for families to share about their lives – family goals, traditions, culture, and language resulting in a building of community.

### **Community Engagement Policy:**

The Community Engagement Policy will reflect the program working as a team to develop community awareness and global citizenship. Encouraging the children, educators and families to participate in a variety of activities such as science, nature, and community work, global awareness, peacemakers, multicultural, democracy, fundraising for global and community causes.

Helping children recognize their own worth as individuals, knowing that they are unique.

Create an understanding for everyone's differences.

Helping children to see things from another perspective.

Teaching children their rights and responsibilities.

Helping children recognize right from wrong.

Helping children understand what a multicultural society is.

Create understanding for all races and learn from them.

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## **Lock Down Policy**

We have implemented this plan for the safety of the children and educators.

It is a reflection of the changes in our society that we must add variations to our safety drills. We are going to practice a drill known as a lock down which your children currently do at their school. We will do these practices annually; parents and children will be notified prior to the lockdown.

The Lock down Policy is as follows:

### **Threat inside the building:**

- 1) Announce Lockdown 3 times, Secure the room.

For all educators: Check the hallways and bathrooms for any students and bring them into the room.

Ensure the door is locked and have the students sit out of view from all internal viewpoints and go to the lockdown location.

Highwood lock down location- Gym storage room or classroom

Banff Trail lock down location- Classroom or stage

Cambrian Heights lock down location- Classroom or gym

Hawkwood lockdown location- Gym

Evanston lockdown location- Gym storage room

Catherine Nichols Gunn-Gym

North Haven- Classroom or gym

Maintain absolute silence all cell phones turned off.

Blinds will be closed and children will be moved from the windows.

Check attendance silently.

- 2) Call 911 if know, provide a description of threat, height, weight, gender, clothing, hair, vehicle etc. Give information on how the suspect is armed if known. Identify location of suspect.
- 3) Remain in the lockdown location until evacuated by police.
- 4) Debrief to directors Juli or Laura-Lee.
- 5) Parents will be informed if there is an incident after it is safe to do so.

**Threat Outside the building:**

- 1) Have all the children accompany you to the lockdown area in the building.
- 2) Follow the procedures for the Threat inside the building once inside.

**Natural Disasters, tornados, high winds, hurricanes, earthquakes.**

During a natural disaster, the greatest danger is falling debris, trees and glass breakage.

Actions to follow if indoors:

1. Get under a desk or table immediately.
2. If a desk is not close, stand in a door frame for protection.
3. Get away from windows or glass.
4. Remain calm in a protected area until threat has ceased or danger has passed.

Actions to follow if outdoors:

Try to get to a protected and safe area away from building, windows, glass, telephone poles or any place where there could be falling debris.

**Registration/Orientation Policy**

**Registration:**

- \$200 deposit per family is required and returned when the child leaves the program with two months written notice
- PAD form (Pre-Authorized Debit) and void cheque
- A registration form must be completed
- If you qualify for childcare subsidy, you can apply at <http://www.humanservices.alberta.ca>. Families must submit a copy of a subsidy approval to the program before the child begins

**Orientation:**

- Children and parents will receive a tour of the program
- Families must bring their child to see where the program is and meet the staff prior to starting the program
- If the child takes any medication, the parents are required to fill out a medication release form
- Parents are responsible to inform the program of any changes to personal information
- Parents are required to notify the program if the child is absent
- Parents will be informed what the child is required to bring to the program each day

- Parents are required to bring their children to the door when dropping off and meet them at the door when picking them up
- An open house will be provided once each year for current and new families
- Educators will go over rules and daily routines with children and families
- The program may help in guiding families if additional supports are required. A community resource binder is available for families
- New Children must wear a wristband for the first week of care.
- Parents must inform the school and teacher that their child attends the program.

## **Physical Environment Design Policy**

The environment will be set up in such a way to foster independence, creativity and learning. The environment will follow health and safety regulations. Multiple age-appropriate centers will be available at all times including art, science, physical play, dramatic play, building, and a quiet area. Alternative space will be provided if our current space is in use by others. In this situation we will inform licensing for approval and provide an adequate space for the children.

## **Family Support Policy**

- Access to childcare subsidy for eligible families with provisions for quality and continuity of care
- Access to parent resource binder containing childcare subsidy information, community resources, parenting strategies, and contact information for community outreach programs
- Program supports diversity and inclusiveness for families by initially inquiring about their heritage and cultural celebrations on their registration forms
- Program provides a free family event annually
  - Program will provide communication books when necessary to ensure adequate communication
  - Educators monitor children's emotional needs, cognitive needs, physical needs, social needs, and nutritional needs and provide feedback to parents
  - Provide parents with financial assistance for community resources
  - Program encourages parent's participation for such things as cultural events, sporting events, celebration and kids' clubs

## **Physical Wellness Policy**

Children and employees who are physically and mentally well are better able to achieve the goals of education. Educational research recognizes this connection and acknowledges the school

systems role in creating and supporting healthy school communities and foundations for optimal learning. Children and employee wellness in the areas of physical well-being (healthy eating and active living) and mental well-being (emotional well-being, spiritual well-being, and positive social environments).

1. Physical well-being: the ability, motivation, and confidence to make choices that result in healthy growth, development, and care of the body.
  - 1.1 Healthy eating: consists of consuming the types and quantities of food that offer an ideal balance between nutrition and energy to support childhood growth as well as adult metabolism. The Alberta Nutrition Guidelines for Children and Youth assist Albertans to create an environment that provides and promotes healthy food choices and healthy attitudes about food.
  - 1.2 Active living: Developing knowledge, skills, and attitudes that strongly correlate with living a healthy active lifestyle.
2. Mental and Emotional Well-being: recognizing and acquiring the skills and potential that contribute to a positive self-worth.
  - 2.1 Emotional well-being: acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner; is supported in developing a strong sense of self
  - 2.2 Spiritual well-being: the beliefs, practices, customs and rituals that are deeply personal and embedded in virtually all cultures and traditions
  - 2.3 Positive and social environment: building a predictable and safe environment, relating positively and respectfully to others, supporting a strong sense of belonging and connection.

### Benefits of Physical Activity

Physical activity is an important part of healthy living at any age, and its essential for children. Making regular physical activity a habit at an early age will provide children with lifelong benefits.

Physical activity helps children:

- Develop cardiovascular fitness, strength flexibility and bone density
- Maintain a healthy body weight
- Reduce the risk of chronic disease and health problems
- Lessen the likelihood of tobacco, alcohol and drug use
- Feel better every day through improved mental health and well being

## Indoor Safety Policy

Indoor safety check has to be done daily. Educators will make sure there are no tripping hazards or sharp corners from broken furniture in the walkways or stairway. Educators makes sure that all equipment and toys are used responsibly. Areas should be kept clean and unobstructed from



hazards. All areas should be well lit. Electrical sockets are securely covered. Trash cans should be covered. Toys/equipment needs to be age appropriate and checked daily for broken pieces. Educators should be completing the indoor safety checklist daily.

## **Conflict Resolution Policy**

If a parent has a complaint or issue that he/she wishes to address, the parent should first speak to the educator who is aware of the issue. If the parent has a concern or if a child's needs are not being met, the parent should talk to an educator regarding their child to come up with a solution. Educators work in partnership with the families and respect the family beliefs. Educators are encouraged to deal with any concerns/ conflicts the parent, children and other educators might have, in a timely manner. If the parent does not receive a satisfactory response, then the parent may speak to the program's Director. Educators will also assist with conflict among the children using age-appropriate guidance and intervention techniques. Educators model respectful interactions with other educator and children. If it is a lengthy conversation, educators may need to set up a meeting outside of program hours as staff need to be in ratio. Verbal and written complaints will be directed to Juli and Laura Lee Operators/Directors. All complaints will be dealt with seriously. A verbal or written response will follow all complaints. All complaints will be kept on file for two years.

When issues arise, that educators are unable to resolve, both educators and families are welcome to bring the matter to the Operator/ Directors of KCF. The Director will work towards a workable solution to resolve the issue or concern. A follow – up is an essential part of a resolution and the Director will ensure that the things are working out as planned. The follow up will be done in person, email or a phone call. Workable solution/ strategies are communicated to the educators for input. When mutually agreed upon, the strategies will be implemented and results recorded. If the family is not satisfied with the solution from the staff or Operators of KCF, the parent may be directed to licensing.

## **Volunteer Involvement Policy**

We believe volunteers bring a fresh vitality and a diversity of skills which enables Kids Come First to function more effectively and enriches the health of individuals, families and community. With sensitivity to the volunteer's needs and interests, it is our aim to work together in clearly defining their tasks and, where appropriate, setting time lines on their commitments. In this way we can provide well suited and meaningful opportunities that will encourage the personal growth and creativity of the volunteer. Each individual volunteer shall be supervised by a designated educator. Volunteers will be given an orientation, by the director, in regards to policies and procedures.

## **Community Consultation Policy**

We recognize the importance of community engagement for our children and families. Educators take the time to research different community events and resources both to implement into our program and for the families to take part in together.

Community agencies are invited into the program to educate the children in specialized subjects which enhances their experience in our program.

Educators also continuously update the parent resource binder to provide parents with information for community agencies and resources available to them and also post flyers and information about family events in the community on the parent board/table.

## **Equal Opportunities Policy**

We ensure all children who attend the program are treated equally. No child will receive less favorable treatment in regards to race, religion, gender, socio-economic status or abilities in any matter to do with our program. All activities will be modified as needed to be accessible to everyone. We stride to provide a prejudice free environment where all children feel included.

## **Notification of Policy/Procedure Updates Policy**

Throughout the year, policies and procedures will be reviewed and may be updated or created.

Parents and employees will be notified of these changes including accident/illness policy updates immediately via:

- 1) Website – parent handbooks
- 2) Email Notifications
- 3) Hard Copy Distribution
- 4) Child registration forms (back side)

Parents are instructed to review our Parent handbooks annually. Parents are invited to offer suggestions to the program regarding our policies.