

CAMROSE CHILDREN'S CENTRE

FAMILY DAY HOME PROGRAM



Camrose Children's
Centre

Camrose Parent Handbook

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DEFINITIONS:

Throughout the handbook and any other Camrose Children's Centre documentation the following definitions shall apply:

1. "Board" means the board of directors of the society.
 - i. "Executive board" means president, vice president, secretary and treasurer.
 - ii. "President" means chairperson of the board.
2. "By-laws" means the by-laws of this society, Camrose Children's Centre Society.
3. Daycare legislations shall refer to the Early Learning and Child Regulations and Act, Child Care Licensing Handbook- Family Day Home Agency, and the Family Day Home Standards Manual.
4. "Daycare Program" means any of the programs provided on the premises of the Camrose Children's Centre.
5. "Executive Director" means the executive director of all the Camrose Children's Centre programs hired by the board of directors.
6. "Business Manager" means administration staff at the Camrose Children's Centre.
7. "Program Educator" means contract staff members who provide care in a private home and may be referred to as employees.
8. "Educator" refers to an employee who has an Early Childhood Educators Level 1, 2, or 3 certificate and is hereby referred as primary staff member
9. "Family Day Home Program" means programs offered in homes that are licensed under the Early Learning and Childcare Act and Regulations.
10. "Proxy" refers to a person appointed in writing to vote on behalf of a board member, or two members in good standing at an annual or special meeting of the society.
11. "Parent/Guardian" is any persons registered at the Camrose Children's Centre for Child Care Services.

A MESSAGE FROM THE DAY HOME OFFICE:

Welcome to the Camrose Children's Centre Family Day Home Program. We hope that you and your child/ren will be happy with our program, and that the day home of your choice will meet the home-away-from-home environment best suited for your child/ren.

The Family Day Home program was established by Central Region Child and Family Services (now Central Region Early Learning and Child Care Children's Services) and is administered by the Camrose Children's Centre. The Program operates not-for-profit under the management of a volunteer Board of Directors. The purpose of the organization is to provide quality care for children, birth to 12 years of age in a home setting. This is accomplished by a thorough screening of Program Educators, by ongoing training in the areas of child development and by continual support and supervision through home visits.

WHAT IS FAMILY DAY HOME CARE?

"Family Day Home Care is commonly defined as the non-parental care of a child/children for any part of a twenty-four-hour day in a home setting. But this definition does not convey the importance of the service being provided to families who use it or the very personal nature of family day homes". (1)
A Family Day Home is much the same as your own home. The Program Educator, who is generally also a parent, offers the children a safe, caring environment where they can learn social and developmental skills in a small group setting. The size of the group (no more than six children, NOT including the program educator's own children) allows for individual as well as group attention.

The Program Educators must have a valid First Aid certificate within three months of starting the program. They also participate in ongoing training through workshops and seminars, which are offered throughout the year. These trainings cover such topics as child development stages, nutrition, behaviour management, etc. Some of our workshops are also open for parents/guardians, and you will be informed of these through your Program Educator.

The Family Day Home is a home environment, where Program Educators facilitate learning through involvement in the child's play, encouragement of their efforts, and providing necessary items that develop curiosity and learning, such as toys, books, etc.

A child's day may include a trip to the grocery store, a walk in the park, feeding the ducks at the lake, etc. It is a relaxed, easy-going pace, which hopefully, will make each child feel "at home".

Each Program Educator and each Family Day Home is different, and we hope that the one you select suits your needs and the needs of your child/ren. It is important to remember that respecting the Program Educator's home and time is important.

The Camrose Children's Centre Family Day Home Program co-operates with Central Region Early Learning and Child Care Children's Services Licensing in carrying out provincial standards for family day homes.

The Camrose Children's Centre Family Day Home Program shall operate under the management of a Board of Directors.

The Program Educator will comply with Family Day Home Standards Manual for Alberta, Early Learning and Child Care Regulations and Act, Child Care Licensing Handbook – Family Day Home Agencies, and the terms of their contract with the Agency.

N.B. This revised handbook supersedes all previously issued Program Educator/Agency Program plans or handbooks.

BOARD OF DIRECTORS:

A voluntary Board of Directors consisting of not less than five and not more than twelve members ensures that the society carries out its purpose and responsibilities. The Board is also responsible for recommending and developing additional policies. The role and responsibilities of the Board of Directors are clearly outlined in the Camrose Children's Centre By-Laws.

A copy can be obtained from the office. Generally, the Board must:

- 1) Assume ultimate responsibility for the successful operation of the Camrose Children's Centre.
- 2) Engage a responsible Executive Director who will supervise the day-to-day operations of the Daycare Centre, engage a Business Manager who will oversee the administration and business portion of the Centre, and engage a responsible Day Home Coordinator to oversee the Family Day Home Project.
- 3) Cooperate with Central Region Early Learning and Child Care Children's Services Licensing, Community Health, and Alberta Education in carrying out provincial policies and directives.
- 4) Ratify all appointments and salaries.
- 5) Meet on a regular basis to conduct the business of the Society and must maintain open regular lines of communication.

Any Board member missing three consecutive meetings, without reasonable cause, will be automatically assumed to be removed from the Board membership.

If you wish to contact the Board of Directors, please address any correspondence to them at 4304-53 St., Camrose, AB T4V 1Y2 and it will be delivered to them at their earliest convenience. Our handbooks are

reviewed on an annual basis that considers community trends and issues, and provincial compliance to Central Region Early Learning and Child Care Children's Services Licensing contract.

We encourage open door communication with regards to the operation and structure of the program, and the childcare we offer. Parent/Director meetings can be arranged at the parent's convenience to ensure that any questions or concerns are addressed.

The standing Committees for the Board of Directors are as follows:

Finance Committee – works with staff to review, develop and recommend acceptance of annual budget, establish financial policies for Board approval and carry out other duties as assigned by the Board.

Personnel Committee – draft job descriptions, qualifications & performance appraisal system for senior management staff. Interview applicants for senior management staff (see By-Laws).

Regulatory & Review Committee – recommend policies and procedures relevant to the Centre and ensure committee goals are established and carried out.

Fundraising/Public Relations Committee – research, recommend, and implement prospective fundraising events. They are also to work with staff to promote the Centre. Present a slate of candidates for the Board at the Annual General Meeting.

House & Grounds Committee - recommend and implement needed repair and structural improvements to the Camrose Children's Centre building and play spaces.

Diversity, Equity & Inclusion Committee - recommend and implement initiatives that ensure the Centre uses an anti-oppressive approach that reflects and embraces all the children, families and communities we serve.

The board is responsible for approving general policy guidelines to govern the management of the Camrose Children's Centre:

The board shall have responsibility for the following areas of operation of Camrose Children's Centre:

- General policies regarding personnel
- Membership of the board and orientation of new board members
- Operation of Camrose Children's Centre including long-range planning, research, and development
- Involvement with the community
- Public relations
- Financial management
- Approval of program and budget submissions
- Meeting statutory and legislative requirements of the program
- Regular review of the society's objectives, mission, and by-laws every three years.

Recommendations will be considered by the board prior to its Annual General Meeting so appropriate action can be taken.

Any requests for changes in policies, handbooks, and practices shall be submitted, in writing by the Executive Director, to the Board of Directors. Once approved by the Board of Directors, the Executive Director can submit changes to licensing for final approval. Executive Director then gives 30 Days' notice to families of the new changes in policies and procedures.

PHILOSOPHY:

The Camrose Children’s Centre’s programming is founded on evidence that children experiencing and learning through play in a holistic, nature-based, and inclusive environment that fosters respect, individual responsibility and relationship building. This approach recognizes the connections among the child’s physical, emotional, intellectual, creative and social growth, and the importance of the practice of relationships between the family, program(s), and community. We follow a “learning through play” approach to childcare. Educators are following the FLIGHT - *Play, Participation, and Possibilities* framework. Curiosity and an eagerness to learn come naturally to young children, and when at play, they exhibit intense concentration and motivation.

Children develop through similar stages at individual rates. Our programs are designed to provide learning experiences that meet individual as well as group needs of children birth to school age (last day of Grade 6).

We believe a secure environment encourages children to explore and experiment with their surroundings without fear of failure. This helps develop feelings of being capable and competent.

Program Educator’s plan and implement a program designed to meet the developmental needs of all children in their care based upon children’s interests that are observed. A combination of self-initiated and structured activities allows children to experience a range of appropriate experiences and interactions that helps them to add to their knowledge, learn new skills and practice familiar ones. Program Educator’s guide and encourage children while allowing them a variety of choices. They help the children to extend play experiences.

The day home program helps identify children with special needs and gives support to their families by providing additional help to ensure they develop to their full potential.

AGENCY OBJECTIVES:

- To provide high quality, accessible childcare.
- To maintain the well being of the children in our care and help nurture their development.
- To work in a supportive role as closely as possible with the parents/guardians at all levels of the child-care programming for the well being of the child and family.
- To develop child-related programs based on the changing needs of the community.

VISION, MISSION, VALUES STATEMENT, PRINCIPLES, AND MATTERS TO BE CONSIDERED:

Vision Statement

The Camrose Children’s Centre will be the primary choice for providing a safe, nurturing and supportive environment for children, their families and Early Childhood professionals in our community.

Mission Statement

To provide excellent care for children from birth to age twelve through Day Care, Family Day Home and other child related programs.

Values

1. We value our early childhood philosophy of learning through play.
2. We believe families play an integral role in the development and education of their child.
3. We value our network of professionals whom we work along with.
4. We value our role within the Camrose community.
5. We value our passion for what we do and the difference we make in the lives of the children and families within our care.
6. We value all areas of child development.

Principles

The *Early Learning and Child Care Act* identifies the following three principles to guide its interpretation and application in all areas relating to the licensing of child care programs:

1. The safety, security, well being and development of the child is to be supported and preserved.
2. Flexibility in child care supports choice and accessibility for families.
3. Engagement of parents/guardians and community members in the provision of childcare supports the child's optimal development.

Matters to be considered

The Act gives direction on a number of matters that must be taken into consideration by providers of child care programs and operationalized in the program plan:

- (a) Children should be encouraged in having care and play experiences that support their development and learning;
- (b) The child is to be protected from all forms of physical punishment, physical and verbal abuse and emotional deprivation;
- (c) Diversity in
 - (i) The background and circumstances of children in the program and their families, including those who may be experiencing social or economic vulnerability, and
 - (ii) The abilities of the children in the program are to be respected and valued;
- (d) the child's familial and Indigenous or other cultural, social, linguistic and spiritual heritage are central to the child's safety, well being and development;
- (e) Care of the child must be appropriate to the child's mental, emotional, spiritual and physical needs and stage of development;
- (f) Involvement and engagement of parents/guardians supports accountability of child care program providers, monitoring of child care programs and maintenance of good quality child care programs.

CODE OF CONDUCT:

The Camrose Children's Centre Family Day Home Project Code of Conduct requires all Program Educators, Staff, and Volunteers to:

- Abide by the Code of Ethics developed by Canadian Child Care Federation (CCCF) 2005.
- Maintain standards of integrity, conduct and concern in their interactions with children, parents/guardians and the community.
- Maintain a family centered approach.
- Treat everyone with respect and courtesy.
- Maintain confidentiality in all interactions between Program Educator, staff, volunteers, families and children.
- Observe safe work practices.

CONFIDENTIALITY POLICY:

Respecting the privacy of our parents/guardians, children, and Program Educators is a basic value of Camrose Children's Centre Family Day Home. Personal information is confidential and will not be disclosed or discussed with anyone without permission or authorization from the parents/guardians, Program Coordinator or Executive Director. Confidentiality is maintained in the following ways:

- Care shall be taken to ensure that documents containing confidential information are not left in the open or inadvertently shared.
- Program Educators and staff of the Agency may be exposed to information which is confidential and/or privileged and proprietary in nature. It is the policy of the Agency that such information must be kept confidential both during and after contract service.
- Program Educators are expected to return materials containing privileged or confidential information at the time a contract is terminated or expiration of service.
- Program Educators sign an Oath of Confidentiality when they have successfully completed the approval process.
- Unauthorized disclosure of confidential or privileged information is a serious violation of this policy and will subject the person(s) who made the unauthorized disclosure to appropriate discipline, including possible contract termination.

HARASSMENT POLICY:

The Camrose Children's Centre Family Day Home Board members and staff believe in the dignity, worth and fair treatment of every parent/guardian, Program Educator, and employee. Parents/guardians, Program Educators, and employees will be treated with respect. Each parent/guardian, Program Educator, and employee have the right to be free from harassment of any nature. We are committed to the equality of all parents/guardians, Program Educators, and employees. Program Educators and employees are expected to show a strong positive commitment to the Agency and to perform to the best of their abilities serving our families, children and the community.

GRIEVANCE POLICY AND PROCEDURE:

Parents/guardians are made aware of day-to-day happenings in a variety of ways. They are always welcome to join their child should they choose, when Government of Alberta health regulations permit. The Program Educator may leave notes detailing how the child's day has gone. We deal with parental concerns through discussion with the parent(s)/guardian(s), Program Educator and the Program Coordinator. Grievance procedures are a means of dispute resolution that can be used by an Agency to address complaints by parents/guardians. A grievance procedure provides a hierarchical structure for presenting and settling disputes.

Should a parent/guardian have a concern with reference to their child, staff performance, program, policy, or Board, the following procedure should be followed:

First discuss the concern with the Program Educator or Program Coordinator in an attempt to resolve the matter.

A family who feels they have a grievance which remains unresolved must submit their grievance to the Executive Director within ten (10) working days from the date of the alleged grievance having occurred. The Executive Director shall answer in writing within four (4) working days of receipt of the grievance.

Should a parent/guardian feel that their concern has not been resolved, they may submit, in writing, their concern(s) to the Board of Directors. The Board will then arrange a meeting with

the parent(s)/guardian(s) and parties concerned to reach an amicable settlement. In this case the following grievance procedure will be followed:

Procedure:

Step 1

If the family remains unsatisfied with the proposed resolution, the family, within four (4) working days of receipt of the response to his/her grievance, shall present their grievance in writing to the Board President.

Step 2

The President and a member of the Personnel Committee shall form the Grievance Committee. The President shall, within five (5) working days of receipt of the grievance, arrange a meeting with the family, the Program Coordinator, and the Executive Director and the Grievance Committee.

Step 3

The President shall, within two (2) working days of the meeting, provide a response from the Grievance Committee to the family in writing, with a copy to the Program Coordinator and Executive Director. The written response from the President shall confirm whether the grievance is upheld or denied and the reasons for that decision.

FINANCES:

Revenue for the day homes is derived from:

1. Parent fees
2. Fundraising
3. See Appendix C for fees

By the end of March of the following year, an annual tax receipt for childcare fees paid during the previous calendar year will be provided to each family. If a **second tax receipt** is needed you will be charged a \$10.00 fee for this receipt.

STANDARD CENTRE CLOSURES:

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

If child care is required on a statutory holiday, and the Program Educator is available, it will be a private arrangement and the Agency will not be involved or liable for any incidents.

CONTRACTING CHILD CARE:

- Invoices are made from the completed Parent/Guardian monthly contracts.
- Monthly contracts must correspond with what is stated in the enrollment commitment section of the *FDH Three Way Agreement* or the *Change of Attendance Needs* document.
- If parents/guardians have been approved to receive subsidy the amount will be documented on their monthly statements.

- All clients are required to **pre-pay** childcare, according to their contract. Payment is due at time of billing. **No account can go past the current month of childcare, unless arrangements made otherwise with the office.**
- Child care services may be terminated if parents/guardians have not paid their monthly fee and have not contacted the Program Coordinator or Executive Director.
- Proof of payment will be reflected on the following month's statement.
- A tax statement of yearly payments will be mailed in February to the address on file.
- Methods of payment: The Agency accepts:
 - Exact cash (no change available)
 - Cheques and/or post-dated cheques (made out to the Camrose Children's Centre)
 - Electronic Funds Transfers to be sent to camcad@telus.net and please make password your Program Educators name.
 - Debit cards – in person.
- The Centre is open from 6:00am to 6:30pm Monday through Friday (except Standard Centre Closures) and any of the staff can take payments.
- If the Centre is required to pursue a collection agent for unpaid child care fees, parents/guardians will be responsible for paying their account balance, plus any fees charged by the collection agent and/or legal fees incurred.
- If a cheque is returned non-sufficient funds (NSF), the current bank fee will be added to the monthly statement. Parents/guardians are required to make a payment within two working days of being notified of previous non-payment, unless other arrangements have been made with the Business Manager or Executive Director.
- Parent/guardian fees are subject to change following thirty days notice to all parents/guardians and Program Educators. Annual reviews of fees are performed by the Board of Directors. Any changes to fees must be approved by the Board before implementation.
- If parents/guardians have a question pertaining to their invoice, they should contact the Business Manager within 30 days of receiving the invoice.
- To reserve a future child care spot, a deposit fee, not exceeding \$250 per month, can be charged by the Program Educator. The amount is determined by the Program Educator, and must be agreed upon by the parent/guardian and the Agency. It is non-refundable and is not directed towards child care fees. This is compensation given to the provider to hold the spot for a child.
- Fees will be refunded if a Program Educator is unavailable and no backup care is available. The credit will be documented on the following monthly statement.
- **Fees cannot be refunded or credited in the event of a child's illness or other unscheduled absence**, but special circumstances may be brought to the attention of the Program Coordinator or CCC Executive Director.
- Parents/guardians are required to complete and submit the monthly contract to the Program Educator before the date stated on the monthly contract. If care commences mid-month, the contract will start from placement date.
- If no monthly contract is received, an invoice for care will be produced according to the "Service required" section of the registration form, from the *Three-way agreement*, or from a *Change of Attendance Needs document*; whichever is the most current.
- If more child care hours are used than what the monthly contract originally stated, the additional charges will be included on the following monthly statement.
- Parents/guardians are required to give the Program Educator two weeks' notice, in writing, in the event of holidays or termination of childcare. If two weeks' notice is not given, parents/guardians will be billed for the two weeks of childcare in lieu of two weeks' notice.
- Any child who is absent from his/her assigned Family Day Home for a period of five consecutive care days, without prior notification, will automatically have care terminated. After such

termination, the child will be considered a new applicant if services are again required and reinstatement can be agreed upon by both parties.

- Parents/guardians are expected to notify the Program Educator by phone at least half an hour before drop off time if arrival time has changed or the child/ren will not be attending that day. If the Program Educator has not received a phone call, they will continue with their planned day.
- Two weeks' written notice is required if parents/guardians need to change their enrollment commitment. A *Notice of Change of Attendance Needs* form can be obtained from the Program Educator. Program Educators will determine if the request can be honored. If not, parents/guardians have the option to continue with the previous arrangement or terminate care, upon submission of two weeks' written notice.

TERMINATION OF CARE:

- 1) Every effort will be made to accommodate all children. However, once admitted, should a child require care that cannot be adequately given by the Program Educator or agency, the parent will be requested to make alternate arrangements. The Program Coordinator, Executive Director and/or Board will make this decision.
- 2) Two weeks written notice to the Program Educator or verbal notification (documented) to the Program Coordinator or Business Manager must be given prior to withdrawing your child from the program, or transferring to another Program Educator. If notice is not given, parents/guardians will be charged for two weeks according to the "service required" or "Three-way agreement". However, if the agency is able to find a suitable childcare replacement in the Program Educator's home with the equivalent number of hours, the two weeks' notice will not be charged to the parent or paid to the Program Educator.
After five consecutive days of absence without notification, a child will be considered withdrawn unless other arrangements have been made with the Executive Director or Program Educator.

SUBSIDY:

Parents/guardians who want information about applying for subsidy can contact the Program Coordinator or the Executive Director. For general inquiries about child care subsidy call 1-877-644-9992 Monday to Friday from 7:30 am to 8:00 pm.

- Parents/guardians can apply online at: <https://www.alberta.ca/child-care-subsidy.aspx> or contact 1-877-644-9992, Fax 780-422-5692. Should you require assistance, the Camrose Children's Centre can provide internet services, fax machine and photocopier.
PARENTS/GUARDIANS ARE RESPONSIBLE FOR THE COMPLETION OF THE SUBSIDY APPLICATION in the requested time frame, SINCE THERE IS NO BACK DATING OF DOCUMENTS.
- The subsidy amount will depend on actual hours the child/ren is/are in care each month.
- When the subsidy claim form is received and if there are any overpayments to you for your subsidy, these amounts will be charged back to your account and will be your responsibility to pay as soon as possible
- If your subsidy is due to expire and confirmation of your subsidy being renewed or accepted is not received by the Camrose Children's Centre office, you are responsible for the full amount of childcare fees. Due to FOIP, the parent applying for subsidy will be informed before the Camrose Children's Centre office will. If more information is required from the parent/guardian, it is the parent's/guardian's duty to send this information. If you have any questions, call Subsidy claims personnel at 1-877-644-9992 or 780-644-9992.

- Parents/guardians waiting for subsidy approval will be responsible for paying the parent/guardian portion not covered by subsidy. We will assume that they are qualified for full subsidy, unless informed otherwise. For example, total invoice bill, less expected subsidy coverage equals parent portion not covered by subsidy. Full subsidy does not always equal the amount of the invoice.

Note: - Subsidy payments are based on actual hours used by the child, and not what the childcare was billed for. - If any credit occurs on your account from overpayment, refund checks will not be issued. until the invoiced fees and/or subsidy adjustments are cleared.

- If subsidy is refused and the child remains in care, parents/guardians will be required to make up the balance of the childcare fees, according to their contract for care before the end of the current month, or payment plans can be arranged with the Business Manager or Director.
- Generally, turnaround time on subsidy applications is 2 weeks from submission date. If parents/guardians have not heard back after 2 weeks, it is suggested they call the subsidy office at 1-877-644-9992 and speak to a Subsidy Assessor.
- The parents/guardians are required to submit ALL documents required for subsidy.
- For subsidy purposes the family must use a minimum of 4 hours per month of extended care to qualify for extended care hours.

WAITLIST:

Occasionally the Agency will experience an increase in demand for family child care services due to trends in the community or need for recruitment of Program Educators. The Agency makes every effort to recruit family day home Program Educators through advertising/marketing and/or public relations work in the community. During high demand the Agency will establish a waitlist that considers child care, ages of children and family needs expressed at the application stage. When a child care space becomes available, Agency staff will contact the first family on the list to advise of a potential space available. Reasonable documented attempts will be implemented by the Agency staff to contact the family, however if no contact with the family, Agency staff will continue to recruit families from the established waitlist by moving down to the next consecutive families on the waitlist.

ADMISSION OF CHILDREN:

The Agency accepts children aged birth to 12 years old or a child of 13 or 14 years of age who, because of special needs, requires care. Program Educators can choose the ages of the children they accept in their homes as long as they comply with the age ratio stipulated in the Family Day Home Standards Manual for Alberta. The following procedures are employed when requests for child care are made:

- The Program Coordinator will email Program Educators when there is a request for child care. Program Educators who are interested in meeting the family will give the Program Coordinator their permission to share their phone number with the family.
- Children who cannot be placed immediately will be put on a waiting list. The waiting list will be reviewed each month by the Program Coordinator to keep it up-to-date.
- Once a family has chosen day homes of interest, the family can request a Program Educator Profile. The profile includes information about home visits, complaints received, and any incidents that have occurred in a Program Educator's home.
- Before a child is admitted to the program, parents/guardians are required to complete all of the documents in the registration package.
- In situations where there is **legal documentation of custody, copies will be required for the child's file, at the Agency** office and the Program Educator's residence.

- Parents/guardians are required to read the Parent Handbook.

ITEMS SUPPLIED BY PARENTS/GUARDIANS:

- Parents/guardians must supply diapers, wipes, formula, sunscreen, bug spray, and special food for children who may require it. Children using bottles should arrive at their day home with enough bottles prepared for the day.
- Check with your Program Educator regarding bringing toys from home to the day home. Children often enjoy having their own special blanket or toys as a sense of security. If at all possible, have duplicate items (one for home and one for day home) to minimize problems related to leaving an item at the Program Educator's home.
- Children must be suitably dressed for the weather. Parents/guardians are required to bring an extra change of clothing, to be kept at the day home.

CHILD ADMINISTRATION RECORDS:

The following records are kept for families registered with the program. **This is not exhaustive, as some topics may be added or deleted as per regulatory requirements.**

- Registration package documents.
- Observation notes, developmental checklists, and incident reports.
- A third party's assessment or information notes, such as ASQ's, Mid-West Family input, speech & occupational therapists, etc.
- Miscellaneous Subsidy documents left at the office.
- Prescription and non-prescription medication forms.
- Court orders or parenting plans.
- All communications with parents/guardians regarding childcare services.
- Walking forms for daytrips, FOIP permission forms, etc.
- Update forms and walk permission forms (yearly)
- All records at the agency are kept in a secure, locked premise and then shredded by a professional contractor, unless there is a reason it should be kept longer. Program Educator/child records are kept for 5 years after termination of contracts.

All children's records are updated and reviewed yearly.

COURT ORDER PROCEDURES:

- 1) In the event that a court order mandates that a family member/parent/guardian is not to take custody of a child, and that person attempts to pick that child up, the following steps are to be taken:
 1. Step 1. The Program Educator will stop the person from entering, and ask who the person is and who they are picking up. The Program Educator will check to see if the person is on the "access list". When it appears that they are not on the "access list", the Program Educator will explain that the child cannot be released to any individual who isn't on the "access list".
 2. Step 2. The person may state that they are a relative to the child, or explain some kind of relationship to the child. If they release their name, and demand to take the child the Program Educator may explain that we have a court order on site stating that the child may not be released to them. The Program Educator will ask the person to leave the residence, and if they don't the Program Educator will call the police to assist.

When dealing with a person who is known to be irate, please do the following, when a court order is in place:

3. Repeat Step 1 and 2 then Step 3) if the irate person insists and the Program Educator makes the decision **that the other children are at risk**, then the child can be released to that person and the police immediately contacted with a description of vehicle and license plate number, as well as the legal parent/guardian.

BACK-UP CARE:

In the event that a Program Educator is unavailable:

- The Program Educator must notify the parent/guardian as soon as possible to determine if back-up care is required.
- If back-up care is available, it is the parents/guardian's prerogative to accept or reject the back up arrangement.
- The Program Educator is responsible for arranging back up care with another Program Educator or the Daycare Centre.
- An alternate back-up form must be completed by the Program Educator and signed by the parent/guardian before back up care is provided. A copy of this document is given to the back up Program Educator.
- If a Program Educator has an appointment during regular day home hours, the Agency Administration Staff will do their best to provide back-up care. Parents/guardians will always be notified 24-48 hours prior. An exception will be made in the event of an emergency.
- In the event of an emergency, the Program Educator will first contact the Program Coordinator to provide back up care. If the Program Coordinator is unavailable, the Program Educator will contact their back up care person or another Program Educator. If the Program Educator is unsuccessful in finding back up care, he/she will contact the Daycare Centre to check for availability. Agency staff will notify the parents/guardians that back up care has been arranged for the child/ren.
- Under no circumstances will contracted children be left in the care of a person not approved by the Family Day Home Program.
- If the alternate back-up care is anyone other than a prior approved Program Educator, this person will need to go through the Program Educator application process.
- If an alternate pick-up person is picking up a child in care of an alternate back-up Program Educator, the parent/guardian will need to contact this Program Educator and give a physical description and name of the alternate pick-up person. The alternate pick-up person must provide photo identification to the Program Educator.
- When Program Educators are unavailable for providing child care, they will not receive remittance for this time.
- In turn, the back-up Program Educator is then remitted for services rendered based on the parent/guardian contract.
- Twelve hours' notice must be given to the back-up Program Educator by the parent/guardian if care is no longer required. If back-up care is booked and not used the parent/guardian will be invoiced for booked hours and these hours remitted to the back-up Program Educators for services rendered.
- In the event the Program Educator is unable to care for your child, every effort will be made with as much notice as possible, to arrange back-up care either in the Program Educator's home with an available approved alternate Program Educator or in an alternate approved day home. Your Program Educator will contact (e.g., Phone, texting, written notice, etc.) the agency and notify you when arrangements have been made. Back-up arrangements will be initiated by the

Program Educator with assistance by the agency if required. A first offence of not giving 12 hours' notice when back-up care needs to be cancelled will result in a written warning to the family. A Second offence of not giving 12 hours' notice when back-up is NOT cancelled will result in a \$25.00 "Notice not given" fee, which will be applied to the family's bill.

- It is the parent's prerogative to accept or reject the back-up arrangement. If back-up is not available, or the parent chooses not to use back-up, the parent will not be charged for that day. However, this only applies if the number of days' care used is less than 17 days within a month.

SEPARATION ANXIETY:

Our Program Educators support you and your child as your child works through feelings of anxiety over separation. Our Program Educators are sensitive to the emotions and anxiety when a child starts a new program and are available to help make this new situation manageable for you and your child. A joint effort by parents/guardians and Program Educators should promote a relatively smooth adjustment.

The way you feel about your child going to the Family Day Home's for the first time significantly affects your child's adjustment. The following suggestions may help:

- Think and speak positively to your child about beginning care, as your feelings will affect how your child adjusts to the separation,
- Help your child deal with their feelings,
- Assure your child that you will return,
- Make sure you inform your child of your arrival and departure (attempts to slip away unseen will increase your child's level of anxiety on subsequent occasions).

ARRIVAL AND DEPARTURE PROCEDURE:

- Early Learning and Child Care Regulations require children to be signed in and out daily. We use Timesavr to sign child/ren in and out each day. If a child is removed from the Day Home for any part of the day (for an appointment, etc.), and will be returning the same day, the child must be signed out and in again.
- Parents/guardians are expected to notify the Program Educator by phone at least half an hour before scheduled drop off time if arrival time has changed or the child/ren will not be attending that day. If the Program Educator has not received a phone call, they will continue with the planned day.
- Children are only released to the individuals listed on the "Access List" on the child's information card or registration form. Individuals picking up a child must produce picture identification. For example: A Driver's License.
- If an alternate person is picking up the child/ren, the Program Educator must be notified prior to pick up.
- Any request to remove or add a person from the "Access List" must be made in writing and signed by the parent/guardian who has contracted/registered with the Agency.
- In the event that a non-custodial parent/guardian whose name is not on the "Access List" attempts to pick up the child/ren, they will be denied access.
- Should a parent/guardian need their child to be picked up by someone not on the "Access List", the parent/guardian will need to contact their Program Educator and give a physical description and name of the alternate pick-up person. If the parent/guardian is giving written notice by email or text, or, in an emergency, are calling to give permission for someone not on the registration form to pick their child up, they should include the child's health care number on the note, or give

it to the Program Educator over the phone to confirm their identity. The parent/guardian should also advise the person picking up that he/she will be required to show picture identification before being able to take the child from the day home.

- Program Educators will not release child/ren into the care of a cab company.
- Program Educators will not release child/ren to anyone who is under the influence of alcohol or any other legal or illegal substance.
- If/when a court order is on file, the child is only released to the designated person on the court order.

LATE PICK-UP OF CHILD/REN:

- Parents/guardians are responsible to ensure their child/ren are picked up from the Program Educator's home according to the monthly contract.
- Parents/guardians will be invoiced for extra time the month following the service.
- In the event a parent/guardian is more than 30 minutes late, and has not phoned, the Program Educator will take the following steps, in this order:
 1. Phone both parents/guardians to pick up the child/ren.
 2. Phone emergency contact people to pick up the child/ren.
 3. If the appropriate persons cannot be reached at the above numbers, contact:
 - A. the family day home Program Coordinator or Executive Director, then
 - B. the Program Coordinator or Executive Director will contact Central Region Early Learning and Child Care Children's Services, or call the Child Abuse hotline 1-800-387-5437.

HOURS OF SERVICE AND EXTENDED HOURS:

- Program Educators must communicate their regular hours of service to both the agency and parents/guardians in a written statement.
- Program Educators offering child care for longer than 18 hours in a 24-hour period must provide that child with sleeping time. In such cases the Program Educator must give each child their own bedding and sleeping accommodations that meet children's developmental needs (school age female and male children must sleep in separate rooms).
- Program Educators offering extended care are required to provide the child with facilities for bathing/showering (children must be bathed individually and supervised, according to developmental needs).

TRANSPORTATION AND OUTINGS

- Program Educators transporting children must have a valid driver's licence and a vehicle in good operating condition.
- Program Educators transporting children must obtain automobile liability insurance coverage at a minimum of \$2,000,000 per occurrence--Standard 1B:
- Parents/guardians must be advised in writing of any outings or excursions the Program Educator plans for a child, including transportation and supervision arrangements. Standard 5
- In the event of group field trips, other Program Educators and agency staff (with proper insurance) may also transport children. Parents/guardians will receive a field trip permission form for this event. If a child is dropped off or picked up at the field trip site, parents/guardians and Program Educators must ensure accurate recording on the child attendance record.

- Under no circumstances will any child/ren be left unattended in a vehicle. Leaving a child unsupervised in a vehicle will result in immediate termination of the Independent Program Educator Contract.
- Upon registration and at Annual Update time, parents/guardians will be asked to sign a release giving permission to have their child(ren) transported-within the city limits. Each out-of-town trip will require a separate permission form.
- The Program Educator must follow the Alberta Highway and Traffic Act and the Canadian Motor Vehicles Safety Standards regarding regulations for children’s car seats.
- All children must be seated in an appropriate car seat/booster seat. **Program Educators must adhere to all current information from the Canada Motor Vehicle Safety Standards Guide. For more information, please see the website www.albertaseatbelts.ca.**
- Children 12 years old and younger should remain in the back seat of the vehicle according to Transport Canada recommendations. Children can be seated in the front seat only if the space is needed to accommodate all children in care. The airbag switch (if present), should be turned to the off position, the child properly restrained with a seat belt, and the vehicle seat moved as far back as possible. Parents/guardians must sign a statement of release acknowledging the circumstances under which their child may be transported.
- Program Educators must maintain a complete, portable record of each child in care, which must be taken on all outings and must include: child’s name and date of birth, parent/guardian names, home address, work address, home telephone number, cell number (if applicable) and work telephone number, emergency contact names and telephone numbers, addresses and cell numbers (if applicable) and relevant health information including immunization status and medical conditions.
- Program Educators preparing for a field trip or an outing will review safety rules with the children and chaperones prior to the field trip. Program Educators prepare the children for the outings by explaining where they are going, what will happen there, whom they will see and whom they need to listen to or go to for help.

ANIMALS:

- 1) Where there are pets in the Program Educator’s home or other animals on the Program Educator’s property: (Standard 10F)
 - Children must not have access to animal/pet foods or wastes.
 - Children should not have unsupervised access to pets.
 - Pets must be vaccinated according to local veterinarian recommendations.
 - Reptiles and amphibians must be kept in safe, locked aquariums and cages (Standard10F).
- 2) Program Educators need to be alert to signs of fear or allergies in the child/ren in care.

HEALTH AND SAFETY:

- If an incident occurs, a Program Educator must: (as per reportable incidents in Day Home Standards Manual)
 - Obtain emergency medical assistance as required.
 - Immediately notify the parent or emergency contact if the parent is unavailable.
 - Notify the agency immediately and complete an incident report.

- Participate in the investigations conducted by the agency and/or the CFSA or other law enforcement agencies as required. (Standard 10A).
- Program Educators must maintain their homes and yards with safety and hygiene in mind at all times to ensure a healthy environment for children.
- Program Educators must diaper children on a non-porous surface, and disinfect after each use. Separate diaper change pads must be used for each child. Soiled diapers, soiled linens, and garbage are stored in closed containers.
- Program Educators shall use proper hand washing procedures, before and after diapering, following toileting, after cleaning a child's nose and before feeding or food handling.
- Program Educators shall teach children to wash hands after using the toilet and before and after eating and handling food.
- Program Educators should ensure that children and adults wash hands more often when infections such as colds are in the house.
- Program Educators are required to make sure all toys and equipment are inspected regularly for safety, maintained in good repair, and disinfected regularly. Bedding, play yards, high chairs, booster seats and toys, etc. shall be washed at least once a week, or on a daily basis **while children are infectious**.
- Program Educators must have written emergency plans for evacuation procedures and an evacuation route. All children who are developmentally able must know the designated meeting place outside the home in the event of a fire. Fire drills must be practiced and recorded monthly.
- Program Educators' homes must be equipped with working smoke alarms that are placed on each level of the home. Smoke alarms must be ULC or CSA approved. Batteries are to be replaced every year. Carbon monoxide detectors are recommended.
- At least one fire extinguisher is required and it must be maintained by Program Educators at all times.
- Program Educators must post an emergency evacuation plan which will have a floor plan of the Family Day Home with exits from each room and a relocation site, contact person and phone number for use in such an event.
- Program Educators must store any firearms on the premises in a locked firearms case inaccessible to children. Ammunition is to be removed and stored in a separate inaccessible place.
- Program Educators must make first aid supplies readily available in their home.
- Program Educators Providers will ensure that each child uses his/her own labelled personal grooming items, bed linens, and bottles. These must be labelled prior to entering the Family Day Homes.
- Program Educators must provide each child with his/her own wash cloth and hand towel.
- Program Educators and their guests are not permitted to consume/use any alcohol or other legal/illegal substances while children are in care.

IMMUNIZATIONS:

- Parents/guardians are advised to ensure that their family's immunization program is up to date in order to avoid the spread of disease between child/ren in Family Day Home care and their own family.
- Should parents/guardians opt to not immunize their children, Program Educators will be notified.

- Program Educators are advised to ensure that their family’s immunization program is also up to date in order to avoid the spread of disease between child/ren in care and their own family.
- Should Program Educators opt to not immunize their own children or themselves, parents/guardians will be notified.

ILLNESS:

- If a Program Educator notices that a child exhibit any of the signs or symptoms listed below, the Program Educators must ensure that the child’s parent(s)/guardian(s) arrange for the immediate removal of the child from the program premises and the child does not return until the parent(s)/guardian(s) declare that the child has been symptom free for at least 24 hours. (Standard 10C: Family Day Home Standards Manual)
- We follow Alberta Health Services, Canadian Pediatric Society recommendations, and Universal Childcare Precautions
- Signs and symptoms of illness exhibited by a child include:
 - ❖ Vomiting
 - ❖ Fever
 - ❖ Diarrhea
 - ❖ New or unexplained rash or cough
 - ❖ Child requiring greater care and attention than can be provided without compromising the care of the other children in the program;
 - ❖ A child having or displaying any other illness or symptoms the staff knows or believes may indicate that the child poses a health risk to persons on the program premises. (Standard 10C: Family Day Home Standards Manual).
 - ❖ Any communicable disease
- It is strongly recommended that parents/guardians have alternative arrangements for their child/ren in case of illness, so that the child/ren can be picked up as soon as possible from the Program Educator’s home.
- Program Educators must notify the Program Coordinator or Executive Director within 24 hours of a child or resident living in the home coming into contact with a communicable disease listed in Schedule (AR238/85) – Appendix A. The day home will be unavailable for child care until the individual obtains a physician’s note declaring that he/she no longer poses a health risk to others.
- Program Educators will report all incidences of communicable disease to the Agency.
- Parents/guardians must be informed to seek alternate child care or keep their child at home if the child is not well enough to participate in regular activities of the program, the illness requires greater care from the child care staff that can be provided without compromising the care of the other children in the program, or their child has received one or more of the following diagnoses from a physician or other health professional: (Ref: “Healthy Child Care, Healthy Child”, by Government of Alberta, September 2011).
 - ❖ Chickenpox (the child can be permitted to return to the program when he or she feels well enough to participate in all activities, regardless of the state of the rash and as long as the child returns to the same group, they were with one to two days before the onset of the rash).
 - ❖ Diarrhea or loose stool (the child should be excluded for 24 hours until symptoms are resolved or assessed by a physician).

- ❖ Hepatitis A (the child should be excluded until 14 days after the onset of illness or seven days after onset of jaundice).
- ❖ Impetigo (the child should be excluded until 24 hours after antibiotic treatment has been initiated).
- ❖ Wheezing/Persistent Coughing (the child should be excluded until assessed by a physician or the symptoms are resolved).
- ❖ Measles (the child should be excluded until four days after the appearance of a rash).
- ❖ Mouth sores or drooling (the child should be excluded until a physician has determined that the symptoms are non-infectious).
- ❖ Mumps (the child should be excluded until nine days after the onset of parotid gland swelling).
- ❖ Pertussis, or “Whooping Cough” (the child should be excluded until five days after antibiotic treatment has been completed, until three weeks after onset of symptoms, or until coughing has stopped).
- ❖ Purulent conjunctivitis or “Red/Pink Eye” (the child should be excluded until 24 hours after antibiotic treatment has been initiated).
- ❖ Rash, with fever or behaviour change (the child should be excluded until a physician has determined that the symptoms are non-infectious).
- ❖ Rubella (the child should be excluded until at least for days after the onset of the rash, or up to five to seven days at the option of local health authority).
- ❖ Scabies, Head Lice, or other infestation - Occasionally, outbreaks of lice occur where there are groups of children present. While lice is not a dangerous condition, it is highly contagious. Please note that we have a “nit-free” policy regarding the return of children who have lice. This means that once children are treated and are “nit-free”, they may return to the program
- ❖ Strep throat or other Streptococcal infection (the child should be excluded for 24 hours after appropriate antibiotic treatment and cessation of the fever).
- ❖ Symptoms of Possible Severe illness, such as lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing (the child should be excluded until assessed by a physician or the symptoms resolved).
- ❖ Temperature, with a fever of 38.0 degrees C (100.4 degrees F) or higher
- ❖ Tuberculosis (the child should be excluded until a physician has approved his or her return).
- ❖ Vomiting – with two or more episodes of vomiting in the last 24 hours.

Parents/guardians play an important part in preventing the spread of illnesses in child care settings by keeping their child home while he/she is sick.

- If your child has an accident and is seriously injured while attending the licensed program we must:
- Call 911
- Contact you (the parent/guardian) or the child’s emergency contact immediately after calling 911; and
- Report the injury to their local Central Region Early Learning and Child Care Children’s Services Licensing office. This office may contact you as part of their investigation into the incident.

MEDICAL CONDITIONS:

As required, Program Educators must:

- Consult with the parent/guardian about special handling of children with medical conditions (for example, allergies, diabetes, asthma, eczema, epilepsy); and may require special instruction or training from medical personnel on how to handle certain conditions or medical emergencies (for example, asthma attack, administering insulin). (Standard 10D)
- Provide documentation that they are qualified to provide or allow for health care such as administering insulin, g-tube feeding, slits, etc.

MEDICATION:

- Program Educators may ONLY administer medications including prescription and non-prescription drugs, emergency medications and herbal remedies, when:
 1. Program Educators have written consent from child's parent(s)/guardian(s);
 2. medication is in its original container; and
 3. medication is clearly labelled with dosage instructions. (Standard 10E)
- Program Educators must be able to recognize the allergy/emergency symptoms and know how and when to administer emergency medications. Emergency medications must be available for the child at all times, including on outings.
- Program Educators must record the following in all cases where medications are administered:
 1. the name of the medication;
 2. the time medication was given;
 3. the dose administered; and
 4. the initials of the person who administered the medication.
- Program Educators must lock up all medications excluding emergency medications (such as an Epi-pen) and store them in an area that is inaccessible to children.
- Program Educators should watch children closely for adverse reactions and seek medical attention, if required, before informing parents/guardians.
- Program Educators must know which (if any) children use emergency medications, (for example, Epi-pen), where the medications are stored (should be easily accessible, but out of reach of children) and know how to administer them. If a back-up Program Educator/relief person is required, this person must know who needs this medication and where it is stored, and be trained on its administration before accepting care of the child.
- Program Educators must ensure medication administration forms for EACH medication have been filled out correctly by parents/guardians with the following information:
 1. Name of medication;
 2. Times medication is required; and
 3. Dosage requiredProgram Educators are to check ALL expiry dates on ALL medications and herbal remedies.
- If there are two or more children requiring the SAME prescription medicines, ALL children's names must appear on the label as printed by the pharmacist or individual bottles supplied for each child. The parent/guardian must not write on the pharmacy label.

USE OF AN AMBULANCE:

In the event of an emergency requiring the use of an ambulance, Program Educators will call an ambulance and then contact the parent/guardian and/or emergency contact. **Ambulance expenses will be the responsibility of the parent/guardian.**

BLOOD-BORNE INFECTIONS POLICY:

Based on the provisions of the Individual Rights Protection Act of Alberta, NO ONE MAY DISCRIMINATE AGAINST A CHILD, FAMILY, CAREGIVER OR PROGRAM EDUCATOR OF DAY CARE SERVICES BASED SOLELY ON BEING INFECTED WITH AN INFECTIOUS DISEASE. In order to minimize any possible spread of infection, the “UNIVERSAL PRECAUTIONS” must be practiced consistently and carefully in all child care services where exposure to all potentially hazardous bodily fluids is likely to occur, REGARDLESS OF WHETHER OR NOT IT IS KNOWN THAT A PERSON IS INFECTED.

Procedures to include HIV/AIDS/Hepatitis B and other blood borne infections.

The Camrose Children’s Centre recognizes that Human Immunodeficiency Virus (HIV), and Acquired Immune Deficiency Syndrome (AIDS), are extremely serious conditions and that neither a medical cure nor a vaccine to prevent their spread has yet been found.

The Camrose Children’s Centre considers the risk of acquiring HIV Infection/AIDS/Hepatitis B in the work environments under our auspices to be minimal.

The Camrose Children’s Centre is committed to dealing with children, Program Educators, and parents/guardians who are infected with HIV infection or have AIDS/Hepatitis B in a compassionate, safe, responsible and consistent manner.

“GUIDELINES FOR HANDLING HIV INFECTIONS AND AIDS IN DAYCARE SERVICES.”

1. Camrose Children’s Centre supports universal precautions as standard procedure for child care workers as outlined in the publication from Alberta Family and Social Services Daycare Program.
2. Children in care who are infected with HIV or who have AIDS/Hepatitis B shall be guaranteed full confidentiality under the Alberta Provincial Guidelines.
3. Employees of the Camrose Children’s Centre who are infected with HIV or who have AIDS/Hepatitis B will be treated from an employment standpoint in the same manner as anyone with a life threatening or chronic illness. They shall be guaranteed the right to confidentiality under the Alberta Provincial Guidelines.
4. The Camrose Children’s Centre recognizes that persons with HIV, Hepatitis B or AIDS may:
 - a) Be unaware they have this disease.
 - b) Choose not to disclose this information - if they are aware - because of the stigma associated with the disclosure.
 - c) Choose not to disclose that information as a result of the need for confidentiality.

HANDWASHING PROCEDURE:

In groups of children, infections and germs can be easily spread through cross-contamination. Therefore, Program Educators and children practice thorough handwashing throughout the day. Please assist the Program Educators in making this common practice for your child at home as well!

Handwashing routines must include:

- using warm water and soap
- thoroughly scrubbing both sides of the hands

Handwashing must be done:

- before and after eating
- before and after food preparation and handling
- after diapering and toileting
- after playing in the sand or outside
- after wiping noses, sneezing or coughing
- whenever hands are soiled

GLOVES:

All employees working in childcare programs should use disposable gloves when:

- Coming into contact with blood.
- Changing diapers, when hands may be in contact with blood, urine or stool; and/or
- If they have open sores or cuts on their hands.

Gloves should be disposed of in a plastic-lined garbage can and hands should be washed immediately afterwards.

EMERGENCY EVACUATION PLAN AND FIRE DRILLS/PORTABLE RECORDS:

Program Educators *are to refer to the Family Day Home Standards Manual for Alberta: Standard 10B*

- Program Educators will participate in two safety checks per year. The Program Coordinator will use a CFS approved Home Safety Check Inspection Checklist. The document will be presented to each Program Educator at least one month prior to each visit.
- Program Educators must have a POSTED emergency evacuation plan which will have a floor plan of the day home with exits from each room and a RELOCATION SITE, contact person and phone number, for use in such an event. A copy of this must be supplied to the agency to be retained on the Program Educator file, and to each family.
- Program Educators must hold monthly fire drills to familiarize children in their care with the procedure. Program Educators will record each fire drill on the end of month cover sheet form and submit it to the agency for the Program Educator file. The Program Educator will provide new families with the evacuation form upon or before the child's first day of attendance.
- Program Educators will take all children's portable emergency information records on all evacuations, including evacuation practices.
- Children's Portable Records will be maintained up-to-date at both the Program Educator's home and at the Agency, and include the following:
 - Child's name, date of birth, and home address;
 - Parent's/Guardian's name, telephone number, and home address;
 - Name, home address, and telephone numbers of emergency contact;
 - Any other relevant health information about the child provided by the child's parent/guardian including allergies and immunizations, if any; and

- The telephone numbers of the local emergency response services, child abuse hotline, hospital, and poison control centre.
- After hour emergency contact number is posted in the front window of the Camrose Children’s Centre.

In the event of an emergency evacuation, all parents/guardians or emergency contacts listed in the child’s portable emergency file and the Licensing Officer will be notified of such event by way of telephone/cell phone once all children/staff are safe and the emergency response services have been contacted.

LOCKDOWN / DISASTER PLAN:

Program Educators should have a procedure to follow in the home, to ensure the safety and well-being of children in the event of a disaster or lockdown.

Procedure is to include:

- Gathering all children in a safe and secure place e.g., a lockable door, no windows, no outside access. Suggestion: bathroom, inside room, basement.
- Having readily available portable emergency information, cell/phone, available essentials such as emergency medication, water, diapers, food, etc. For further suggestion also see <http://www.getprepared.gc.ca/index-eng.aspx> Emergency kit basic items/Emergency Get Prepared Guide.
- Having readily available a “rainy day play bag” to keep children settled, such as books, colouring, etc.

The Program Educator needs to inform parents/guardians and call the Agency as soon as possible in the event of a disaster or lock down.

SMOKING OR VAPING:

- Smoking or vaping of any substance is not permitted on the premises of the family day home during hours that children are being cared for. Smoking or vaping of any substance is not permitted at any time or in any place where children are being cared for, including off-site activities and during field-trips or other program related activities. (Standard 11)
- No smoking or vaping of any substance will be done by any person within the vicinity of the program children.
- All smoking or vaping items; i.e., lighters, matches, ashtrays must be inaccessible and out of sight to children.

NUTRITION AND MANNER OF FEEDING:

Program Educators are to ensure that all food is handled in a safe manner and as per guidelines from Alberta Health Services.

- Program Educators must serve meals and snacks at appropriate times, in sufficient quantities and in accordance with each child’s needs (i.e., allergies and special diets), ensuring that:
 1. Meals and snacks are prepared and served in accordance with the current food guide recognized by Health Canada or the Alberta Nutrition Guidelines.
 2. Hot foods are kept hot; and cold foods are kept cold at all times. During food preparation, serving utensils and surfaces are sanitized before and after each use.
 3. Meals/menu plans are made available to parent/guardian or home visitors/consultants upon request.
 4. The manner in which children are fed is appropriate to age and level of development.

5. All children must remain seated when eating and seated or standing still to drink at all times, to prevent any incidents of choking.
 6. All children must remain seated when eating and seated or standing still to drink at all times, to prevent any incidents of choking.
 7. Children do not have access to food/drinks when they are lying down for naps.
- Parents/guardians of infants will supply infant food (including special dietary requirements) (Standard 12).

DAILY ROUTINES:

Each Family Day Home Program Educator has a unique routine, which is based off children’s interests and is developmentally appropriate for the children in care.

Free play is child self-chosen and self-directed play that focuses on the process instead of the product and is individually constructed, imaginative, and active. It allows for creative expression, make-believe play and the freedom to participate in many activities. While free play is child directed, it is Program Educator enhanced through the use of conversation to increase vocabulary, open ended questions and imaginative exploration.

Going Green Project: Program Educators are encouraged to incorporate natural and recycled materials into their daily activities. Including natural and recycled resources in both indoor and outdoor environments help children:

- Learn to appreciate and respect the natural world.
- Learn to be innovative as they think about and experiment with natural and recycled resources.

APPROACHES TO MEETING THE NEEDS:

CHARACTERISTIC	WHAT IS LEARNED
ACTIVE	During active play, children use their bodies and minds in play by interacting with the environment, materials and other people.
Adventurous and risky	This type of play involves children exploring unknown or new concepts. When children engage in adventurous or risky pretend play, they are able to safely explore these concepts within the confines of a safety net.
Communicative	Play presents a natural opportunity for children to share information and knowledge. Children can communicate verbally, using words or their bodies, postures and other non-verbal cues and these messages can be simple or more complicated.
Enjoyable	Simply put, play is fun! When children play, they should be enjoying themselves and they can often find excitement and humor in or through their play. If they aren’t having fun, it probably isn’t play. Instead of playing to win, children should be playing to play and have fun!
Involved	Remember that play is a child’s work, and just like adults need to concentrate while working, children should concentrate during their play also. Children might become very involved while playing as they are actively thinking about what they are doing.

Meaningful	Play provides opportunities for children to make sense of their world. Through play, children process the things they have seen and heard, what they know and what they don't yet know. These experiences help children build upon their current knowledge, test out new theories and roles and grow their knowledge, understanding and skills.
Sociable and interactive	While it is healthy and necessary for children to play independently, at least some of the time, play presents a unique and formative opportunity for children to engage in social interactions and build relationships with other children and adults.
Symbolic	Children are able to test out roles, feelings, behaviors and relationships, replay things that have already happened in order to make sense of them. Symbolic play may just look like pretending, but it is actually laying the foundation for understanding of themselves and the larger world.
Therapeutic	When play is fun, engaging and meaningful, it can be very therapeutic for children. Play can be a natural way for children to relieve stress and work through different emotions and experiences.
Voluntary	Play is a self-chosen, spontaneous pursuit that children can change, alter and manipulate freely. Children should and will change the story, characters, materials, events, locations and purpose of their play at will.

While play can be as varied as the children themselves, these common characteristics describe play experiences that are fun, engaging, and educational for young children.

Many common play activities help to meet the goals of learning socially, physically, language, emotionally, cognitively, intellectually, and diversity. These are some of our objectives set out for the children through play. Program Educators are using children's interests to pick themes and help expand on child led learning.

Creative activities offered depend a lot on the children and their interest in what is happening. Blocks, dress-up materials, pretend play (i.e., small toys such as cars, dolls, etc.) and craft materials will be open to the children at all times. To retain diversity and interests, sand/water tables, electronics, music/sound centers, puzzles, and crafts such as painting will be opened at varied times throughout the day. These centre's will at times also directly reflect the theme to encourage language and vocabulary growth. Children will be able to come and go as they are open.

Planned sensory activities focus on one or more of the senses to heighten awareness and create a guided focus. An example would be touching goop, listening to different styles of music, tasting different items, etc. Creative experiences are teacher directed activities that are engaging for any number of reasons. Some examples include mud play outdoors, marble painting, group dramatic play, etc.

ACTIVITY	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 rhythm and rhyme through songs 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
Block Building	A foundation for more advanced science and comprehension including gravity, stability, weight, and balancing concepts.
Sand-Box Play	Measuring and problem solving. Fine motor skills
Cooking	Math skills (counting and measuring), nutrition, and science concepts (prediction, cause, and effect
Coloring/Painting	Creativity, emotional expression, symbolic representation, fine-motor skills, pre-reading, and pre-writing skills.
Water Play	Math skills such as conversation, weights and measurements, counting, data and information collection, etc. while learning to work and interact with other children.
Music and Movement	Children learn to channel aggression, relieve tension, and express themselves through music and dance, while learning new skills in rhythm balance, grace and co-ordination, and developing kinesthetic and cultural awareness.
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.
iPad / Technology	Children develop knowledge in use of computers and programs such as Microsoft Office and play with educational computer games while learning language and math skills. Aids in hand-eye co-ordination and teaching of concepts such as color and numbers.

OUTDOOR PLAY:

Except in the most inclement weather, we are required by Licensing and Best Practices, to take the children outdoors everyday throughout the year. As children will be going outside daily, regardless of the weather, please make sure each child has the appropriate outdoor clothing.

A first aid kit and all emergency contact information will accompany Program Educators while they are outside of the home.

TRAMPOLINES:

The use of trampolines by children in care and the Program Educator's own children is prohibited during hours of operation. Any trampolines on the premises must have the safety net attached securely to the frame and must be located on a flat level surface and installed to manufacturer's recommendations.

INCLUSION / DIVERSITY POLICY:

Camrose Children's Centre is a quality children's center within the Camrose community. We believe that all children have the right to quality care within an inclusive setting. Therefore, we are creating our program to accommodate this.

The Program Educator shall promote self-sufficiency, self-esteem, self-discipline and cooperation in children through an environment that is safe, accepting and where contributions from each child are valued.

Whatever their ability, age, gender, ethnic origin, race, religion, impairment, status, sex, gender, or social economic background, all children need to be included in everyday learning situations. The Program Educator shall encourage initiative and decision-making in children in their choices of activities.

The Program Educator shall take every opportunity to enhance children’s problem-solving skills (i.e., turn taking, conflict resolution, cooperative play etc.).

The Program Educator shall identify and respond to individual needs in order to foster positive peer association; encourage friendships, cooperative sports, cooperative play and projects; develop awareness, understanding and tolerance of individual differences.

The Program Educator shall be sensitive and inclusive to the children’s culture and individual differences.

The Program Educator shall encourage children to participate in the planning, development and implementation of program activities.

The Program Educator shall facilitate the inclusion of all children regardless of the child’s ability whenever possible.

Where a concern arises regarding a child’s developmental progress, Program Educators will engage the parent/guardian in discussion regarding the concerns. Developmental screening tools will be utilized to ascertain where delays may be, and appropriate community referrals will be made.

CHILD SUPERVISION:

Program Educators will ensure they meet the requirements of Standard 8: Child Supervision of the Family Day Home Standards Manual for Alberta.

- Program Educators should match their level of supervision to the needs of the children they have in care.

Age of child	Level of supervision required
Up to 19 months old	<ul style="list-style-type: none"> • Children are within the Program Educator’s sight at all times when awake. • Sleeping children are monitored with an infant monitor if sleeping out of the Program Educator’s sight.
20 months to 4 years	<p>Children are not allowed to use outdoor space without supervision.</p> <ul style="list-style-type: none"> • Children must be within hearing distance of the Program Educator at all times. • Children are physically checked on by the Program Educator every 3-5 minutes. • Sleeping children are monitored with an infant monitor.

5 years to 8 years	<ul style="list-style-type: none"> ● Children may use outdoor play space without supervision if they are within sight of the Program Educator (e.g., through a window) ● Children are physically checked on by the Program Educator every 5-10 minutes.
9 years to 12 years	<ul style="list-style-type: none"> ● Children may be allowed more freedom within the residence and in the Program Educator's private outdoor play space. ● Children's whereabouts are known at all times. ● Children are frequently monitored for appropriate age and developmental behaviours.

- Effective supervision involves watching and listening to children at play, being aware of the environment and having an understanding of child development and how children play and learn.
- Program Educators will use the following strategies and techniques while supervising children indoors and outdoors:
 1. Being aware of different ages, personalities, behavior characteristics and cultural awareness.
 2. Being aware of the play environment, positioning ones-self and using techniques to maximize children's safety and ability to be free from harm and injury.
 3. Arranging furniture and equipment in a safe and functional manner.
 4. Watching, listening, interacting, and making observational notes to plan activities for children in all developmental areas and play experiences.
 5. Maintaining a continual knowledge base of early childhood development (i.e., attending courses, workshops, seminars, and being familiar with the latest development and best practice recommendations from recognized authorities).
- In a circumstance that a child has failed to be present at the agreed time and location (for example, a bus stop, school yard, etc.), the Program Educator will contact the parent/guardian immediately to assist in the location of the child. If the child cannot be located it will be up to parent/guardian recommendations of what to do next (for example, calling the police, etc.). The Camrose Family Day home program does not assume liability until the child has been signed in at the Program Educator's home.

CHILD GUIDANCE:

It is important that appropriate child guidance techniques be used within the program. Program Educators are required to ensure that the child guidance used is reasonable and suitable to the circumstances.

Program Educators must use a positive approach to child guidance. The approach should be discussed with the child's parent(s)/guardian(s). The child guidance methods used by the Program Educator should be consistent with both the parent handbook and agency policies and should be explicitly communicated to the:

- Parent(s)/guardian(s)
- Children when developmentally appropriate.

Any child guidance action taken should be reasonable given the circumstances and must never:

- inflict or cause to be inflicted any form of physical punishment

- inflict verbal, physical degradation or emotional deprivation
- deny or threaten to deny any basic necessity
- use or permit to use of any form of physical restraint, confinement or isolation
- Children need guidance to help them make appropriate behaviour choices. Program Educators /staff have both the opportunity and responsibility to use child guidance strategies to encourage self-control, self-respect, and respect of others.

Program Educators should use the following child guidance methods:

1. Re-Direction
2. Substitution
3. Distraction
4. Problem Solving
5. Changing the Environment

No person may use corporal punishment against a child under any circumstances.

“Corporal punishment” is defined as any type of physical punishment. It includes shaking, pushing, slapping or spanking. Yelling, screaming and/or name calling will also not be tolerated.

BEHAVIOUR MANAGEMENT POLICY:

SCOPE: The intent of this policy is to ensure that the requirements of the Early Learning and Childcare Act and Regulations are being practiced in a consistent manner in all the programs of the Camrose Children’s Centre.

Preamble: Our goal at the Children’s Centre Family Day Home’s is to work in partnership with all parents/guardians to assist the children in our care, in developing self-control, self-confidence, self-discipline, and a sensitivity in their interactions with others.

The first step in managing behavior is creating a positive environment.

- 1) Adequate space, equipment, and planned age-appropriate experiences based on the individual needs and interests of the children will be provided (e.g., Toys rotated, children help plan activities)
- 2) Children who have a variety of choices and activities in a secure safe environment are less likely to have conflicts and are more able to develop in their ability to self-regulate. (e.g., a balance of rest/active, Individual/ group activity, child initiated/adult initiated)
- 3) Routines and transitions serve as a framework from which children gain trust, order and security. (e.g., following posted flexible daily routines)
- 4) Children are provided with clear awareness of what is expected. The guidelines are communicated to the children in a way that is easily understood.
- 5) Using positive communication and developmentally appropriate practices, state, in short clear sentences, what the acceptable behaviors are. (e.g., follow handout “Communication is the key” posted in all rooms)

A. The Camrose Children’s Centre must insure that child discipline methods used in the program are communicated through the following modes:

1. Program Educator orientation, Program Educators will sit down with the Day Home Coordinator to review policy and procedures and be orientated, Program Educators will attend all staff meetings unless prior commitments are arranged with the Day Home Coordinator, observations will be done every other month.

2. Parents/guardians will be given an orientation to the home by Program Educator with registration package and Parent Handbook, and parent nights which are held two times a year.
 3. Program Educators will communicate to children where developmentally appropriate child discipline methods. Ex) positive communication with children and staff, guiding, setting limits, positive reinforcement.
 4. Children, where developmentally appropriate (verbally (at transitions, circle times, and throughout the day as reminders) and
- B. Any child disciplinary action taken is reasonable in the circumstances.

Procedure for managing behavior positively:

- 1) Build a positive relationship with each individual child. (e.g., spend one on one time with the children in your care)
- 2) Be aware of child's challenges and be proactive in your response. (e.g., Tired, provide quiet areas for children, understanding the child's frustration by observing the children thought out the day)
- 3) Praise children for demonstrating positive behaviors. (e.g., child cleans up, use praise, and acknowledge the specific task they accomplished. Instead of saying "good job" say "I liked the way you helped clean up the blocks")
- 4) Establish eye contact with the child. Using developmentally appropriate practices. (e.g., simple language with toddlers, talking with older children, discussing situations, asking for their input. State in a clear natural tone what the child should do instead of what not to do)
- 5) Positively communicate in a short clear sentence what the acceptable behaviors are. (e.g., instead of saying "Don't run" say "Please use your walking feet")
- 6) Use natural and logical consequences. (Consequence is not to be punitive in manner, with the safety of the child taken into consideration). (e.g., child unwilling to use climber safely, natural consequence would be child needs to choose an alternative activity until they are ready to use the climber safely)
- 7) If re-direction is needed, Program Educator will ensure enough time is allowed to assist the child to focus on a positive activity. (e.g., child is playing with a toy, other child comes up and wants the toy, staff member redirects the child that wanted the toy to another toy/ activity)
- 8) Maintain consistency with expectations to ensure that all staff and children are practicing guidelines. (e.g., maintain open communication with staff, when another staff member comes in to do your break, let them be aware of all situations that are going on in the room)

If the above steps have been taken, and the behavior is still a concern, then the following course of action will be taken.

- 1) Program Educator will brainstorm with parents/guardians to see what steps they would like taken to stop the behavior.
- 2) Have parents/guardians meet with the Day Home Coordinator and the Program Educator to discuss the issues and look for a solution.
- 3) Consult Mid-west family connections or other appropriate community support.
- 4) If all previous steps have been followed and the behavior has not been corrected, then termination of childcare will occur.

Prohibited Practices:

As legislated by the Child Care licensing Act, the following practices are not permitted.

- 1) Physical punishment, verbal/physical degradation or emotional deprivation is not allowed.
- 2) Deny or threaten to deny any necessities of life (e.g., food/shelter)

- 3) Use or permit the use of any form of physical restraint, confinement or isolation.

Procedures for Monitoring Behavior Management:

The Day Home Coordinator is responsible for ensuring that all Program Educators receive an orientation package to this policy before they start work with the agency. This policy is to be reviewed and the behavior management policy is signed and maintained for two years by staff. The Day Home Coordinator will monitor behavior management practices on an ongoing basis through observation, regular supervision, and/or on a group basis through staff meetings. Also, specific behavior management problems will be reviewed at regular staff meetings and a formal action plan to address the problems will be developed and documented for use by all of the staff.

The behavior management skills of each Program Educator will be evaluated and documented during the annual performance review process.

Contravention of Behavior Management Policy

All Program Educators and anyone else acting on behalf of the agency are responsible for reporting observed or suspected infractions of this policy to the Day Home Coordinator, who must inform the Child Care Licensing Officer.

BULLYING POLICY:

The Camrose Children's Centre does NOT condone any form of bullying at all. We pride ourselves on being a bully-free zone.

Bullying is the persistent behavior by any individual or group which intimidates/threatens or has a harmful or distressing impact on another individual or group. Bullying can be in a variety of forms including emotional, physical, racist, verbal, psychological or cyber (e.g., text messages).

Emotional

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

Physical

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

Verbal

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

Psychological

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

Procedure to be followed during a bullying incident:

- Program Educators will inform the Program Coordinator or Executive Director if they witness an incident of bullying.

- Children will be encouraged to report any incidents of alleged bullying immediately to the Program Educator. The child will be reassured that what they say will be taken seriously and handled sensitively.
- If a child tells the Program Educator that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The Program Educator will always ask the alleged bully to explain their side and consider their response when deciding whether bullying has occurred.
- If it is decided that bullying behavior has occurred, then the behavior can be addressed by using the steps outlined in our behavior management policy.
- The Program Educator will inform the parent/guardian of all children involved in the alleged bullying incident(s) at the earliest opportunity through the use of our incident reports. (Confidentiality of the children's names will be upheld throughout the reports)
- All children involved in any bullying incident will be offered support through Program Educator, families and if necessary, community organizations.
- After the incident has been dealt with the Program Educator will monitor the children involved to ensure further problems do not occur.
- If the child who has been bullied or the alleged bully or their parents/guardian have any issues concerning the way the incident was handled they should contact the Program Coordinator or Executive Director immediately.
- If bullying is continuous and persistent, and the above steps have been followed, then care for the bully may be terminated at the discretion of the Executive Director.

CHILD INVOLVEMENT:

Children within the Day Home program are encouraged to become more developmentally independent by doing routine tasks such as participating in clean-up/set up of games, crafts and meals. They can also share their ideas about room organization and activity planning. Older children can help the younger children and/or new children in the day home with routines of the day, such as reading to other children or explaining a game or activity they have suggested.

TECHNOLOGY POLICY:

Program Educators will ensure that use of technology is limited and focused on developmental outcomes. Technology can be used to enhance scheduled activities. All technology use is to be supervised by Program Educators. Program Educators are encouraged to limit TV watching to one hour per day, less with children age 2 and under. All shows are to be age appropriate. TV should not be used as background noise during nap/rest time. Music would be a better alternative. On special occasions movies can be shown, however, alternate activities must be available for those who do not wish to participate. Devices such as computer/iPad/Cell phone/tablet used by children should be approved and supervised by the Program Educator. This applies to all technological devices brought into the home.

SOCIAL MEDIA POLICY:

Camrose Family Day Home understands the importance of utilizing social networking sites for the promotion of our program but want to ensure we are safeguarding the rights and privacy of the families, Program Educators, staff and children. The Agency will use an Agency Facebook page to communicate with the community, families and staff. Posts will be related to projects and activities the children are

participating in, child care related news, or articles and upcoming events. Posts on the Agency page will never include pictures of children's faces in the program unless permission is obtained from the parent/guardian.

- If Program Educators choose to create a private Facebook group for their individual day home, it will be monitored closely by the Program Coordinator. The Program Coordinator will monitor the content of posts, ensuring they are consistent with the values and beliefs of the program. Any posts or comments found to be inappropriate will be deleted immediately and the offending user will be reported and blocked from the site.
- The Program Educator will use high privacy settings to only allow current families to see the posts.
- Parents/guardians will be asked not to save pictures unless they are only of their own children.
- Each Program Educator's group will only include families that are actively in care in that home.
- All parents/guardians must indicate on the Agency's consent form whether they give approval for the program to use the child/children's images on social media sites.

The Agency will welcome feedback from families, Program Educators, staff and the community on the effectiveness and content of the sites. Any grievance or feedback will be documented in writing and responded to by the Program Manager or Director.

MEDIA INTERACTIONS:

For all persons in contract with the Camrose Children's Centre.

Policy:

If approached by any media outlet (TV, reporter, etc.), all associated parties are required to respond with NO COMMENT, and direct them to the appropriate designate, President of the Board of Directors.

Procedure:

The President of the Board of Directors needs to be notified immediately of any incident that does and/or could affect the safety of the children in care. Upon being approached or questioned in regard to any incident the standard response will be as follows:

"I am not at liberty to discuss the recent events however our public relations designate; President of the Camrose Children's Centre Board of Directors can be contacted through the Camrose Children's Centre for further information. I'm sure they will be willing to answer any questions you may have. Thank-you."

INCIDENTS/SERIOUS ILLNESS:

Each complaint, serious illness, or incident must be investigated for the safety of the children. An onsite visit must be completed as soon as possible following a critical incident. For all other complaints an onsite visit must be completed within 5 working days.

- If an incident OR serious illness occurs, a Program Educator must:
 1. Obtain emergency medical assistance as required
 2. Immediately notify the parent/guardian or emergency contact if parent/guardian is unavailable
 3. Notify the agency immediately and complete an incident report
 4. Participate in investigations conducted by the agency, CFS or other law enforcement agencies as required. (Standard 10: A)
- Non-reportable incidents are documented on an Agency incident report form and the parent/guardian is notified when she/he picks up the child. (Agency policy)

LICENSING INSPECTION VISITS/REPORTS:

Inspection visits occur unannounced periodically throughout the year. The most recent report will be posted on the Parent Info Board at the front entrance for parents/guardians to view. We will include them in the newsletter and or emails as they happen.

FAMILY INVOLVEMENT:

Camrose Family Day Home and Program Educators recognize that a positive relationship, with opportunities for communication, between the Program Educators and parents/guardians is essential for child development. Parents/guardians are welcomed and encouraged to become involved in the program in whatever manner they can (assuming there are no public health guidelines in place that restrict access). The Program Educators are available during the day for families to discuss issues or concerns or to have a friendly conversation. For parents/guardians new to the day home, families are encouraged to bring their child(ren) into the day home ahead of time so that children and parents/guardians can feel comfortable with the transition.

We welcome parents'/guardians' input ANYTIME and encourage you to explore your child's world when the opportunity arises. Family Day Homes are open and accessible to you during working hours. On occasions such as birthdays, you may wish to make a special visit, or join your child for lunch. Advise your Program Educator in the case of such an event in advance and they will be pleased to assist you.

Parents/guardians will be advised of events, fundraising projects, workshops and changes to the Program plan by newsletters, memos on billing invoice, posters, Program Educator communication books (carbon copy), or our website.

Parents/guardians and Program Educators participate in community events such as parades, Jaywalkers, Book bike, etc.

The Camrose Children's Centre Family Day home recognizes the parents/guardians are the child's first caregivers and educators and therefore their views and knowledge of their children are paramount in ensuring that we are able to provide the best possible care. The Camrose Children's Centre Family Day home strives to provide the best possible working relationship for each child and their family, to ensure that individual needs are recognized and supported.

COMMUNITY-SCHOOL PARTNERSHIP / UTILIZATION OF COMMUNITY RESOURCES:

UTILIZATION OF COMMUNITY RESOURCES

The Day Home Program utilizes the following community resources:

- Camrose Public Library: - books for children/rooms
-book bike in the park activities

- East Central Public Health: information on communicable diseases, information for food handler's course, co-operation for controlling communicable diseases, in-house workshops, ex: speech pathologist, nutritionist

- AHS Pediatric Rehab: Walk-in clinic for speech & hearing for parents/guardians Ages & Stages Training,
- Family Resource Centre: for information for Triple P and other workshops for parents/guardians We also obtain resources like birch bark baskets,
- RAP (Resource Access Pass) Card: to help with ARCQE workshops cost/materials
- Camrose & District Help Book: resources for parents/guardians to include in newsletters
- Camrose Neighbor Aid (Food Bank): to donate to the community or they send overflow to us of particular items that spoil easily
- Centra-Cam: volunteers in kitchen duty
- Bottle Depot: fundraising re: bottle donations
- Camrose Elks Club, Thrift Store, Camrose Kinsmen Club, Tim Horton's, Superstore, Walmart, Save On Foods, Safeway, Co-op: Fundraising projects, Halloween donations for parties, and supplies.
- Vision Credit Union
- Individual donations: donation receipts for tax purposes when giving cash or items with value attached for use in centre

As a part of the community, it is integral that we make partnerships with the City of Camrose. The following are partnerships that are already established with the community.

- TIPS (teaching independent parenting skills)
- Post-secondary institutions
- Alberta Health Unit
- Family Resource Centre
- Camrose Police Service
- Camrose Recreation Centre

We will sustain these partnerships by doing the following:

- Post-secondary institutions
 - o Having practicum students from the early childhood education program in the Day Home.
 - o Having our daycare professionals' act as mentors for upcoming professionals within the early learning community.
 - o Providing our children with the opportunity to engage in developmentally appropriate experiences provided by students.
- Teaching independent parenting skills
 - o Being a middle standpoint for programs offered to parents/guardians i.e., Triple P and TIPS we display any upcoming programs on parent information board.
- Alberta Health Services
 - o Providing medical info on communicable disease.
 - o Providing the Canada Food Guide and Alberta Nutrition Guidelines and any other relevant pamphlets.
- Family Resource Centre: parent link
 - o Providing information to our families as they become available to us from the family resource center.
 - o Connecting with the organization to further our staffs' professional development through workshops, etc.
- Camrose Police Service
 - o Maintaining an open line of communication
 - o Have an officer come and have talks with children about strangers and safety.
 - o Have an administrative connection when it comes to situations like lockdowns, court orders
- Camrose Recreation Centre
 - o Support children in their sports efforts in the community and integrate more active activities into our daily programming.

In order to further develop our relationship with the community of Camrose, we as a non-profit organization would like to develop and maintain the following relationships:

- Camrose District Support Services
- Bethany /Seniors centres
- Battle River School Division #31
- Elk Island Catholic School division
- Camrose Family literacy
- Earth Rangers Bring back the wild
- Operation Christmas child

COMMUNITY COMPLAINT POLICY AND PROCEDURE:

Camrose Children's Centre encourages open communication between our staff, parents/guardians, community partners, and the general public.

Camrose Children's Centre ensures the safety and well-being of the children and families served as well as the staff. Complaints made by the public are taken seriously and handled in accordance to the following steps:

Step one: Document the complaint with details, on the Public Complaint form.

Step two: Communicate with the staff and children involved in the incident to clarify the complaint details.

Step three: If the complaint warrants, make the necessary call to a Licensing Officer and fill out appropriate paperwork.

Step four: If no further action is required, contact the complainant to assure a proper investigation was conducted.

RESOURCES FOR PARENTS/GUARDIANS:

Early Learning and Child Care Regulations

https://www.qp.alberta.ca/1266.cfm?page=2008_143.cfm&leg_type=Regs&isbncln=9780779822478

Early Learning and Child Care Act

https://www.qp.alberta.ca/570.cfm?frm_isbn=9780779822249&search_by=link

Child Care Licensing Handbook: Facility Based Program

<https://open.alberta.ca/publications/child-care-licensing-handbook-facility-based-programs>

Subsidy Assistance

Alberta Supports Contact Centre

- PHONE: (877) 644-9992
- FAX SUBSIDY FORMS TO: (780) 422-5692
- FILL OUT ON-LINE AT <https://www.alberta.ca/child-care-subsidy.aspx>

Children and Youth Services

Lisa Woodrow

Child Care Licensing Officer

Central Region Early Learning and Child Care Children's Services

5005 49th Street, Camrose, AB T4V 1N5

Phone: (780) 608-2536 Fax: (780) 679-4046

Email: lisa.woodrow@gov.ab.ca

Regional Information Telephone Enquiry

All Albertans have free telephone access to Provincial Government offices through the R.I.T.E. network. The R.I.T.E. number is 310-0000. Dial the R.I.T.E. operator and type in the number.

Child Care Staff Resources:

Choosing a Day Care Centre: A Guide for Parents

Contagious Diseases in Day Care: A Handbook for Parents

The Day Care Licensing Policy Manual

(Available at <https://www.alberta.ca/child-care.aspx>)

Day Care Nutrition and Food Service Manual

Available <https://open.alberta.ca/publications/healthy-eating-for-children-in-childcare-centres>

Canada Food Guide

<https://food-guide.canada.ca/en/> (Available from Local Health Units)

APPENDIX A

Public Health Act

Schedule 1

(Notifiable Communicable Diseases)

(Section 6(1) of this Regulation; Sections 20(1) and 22(1) of the Act)

(To access a current detailed list www.qp.gov.ab.ca) "Alberta Queens Printer")

***This is only a guide as Notifiable Communicable Diseases are updated periodically! ***

Acquired Immunodeficiency Syndrome (AIDS)	Haemophilus Influenzae Infections (invasive)	Reye Syndrome
Amebiasis	Hemolytic Uremic Syndrome	Rickettsia Infections
Anthrax	Hepatitis A, B, Non-A, Non-B	Rocky Mountain Spotted Fever
Arboviral Infections (including Dengue)	Human Immunodeficiency Virus (HIV) Infections	Rubella (including Congenital Rubella)
Botulism	Kawasaki Disease	Rubeola
Brucellosis	Lassa Fever	Salmonella Infections
Campylobacter	Legionella Infections	Severe Acute Respiratory Syndrome (SARS)
Cerebrospinal fluid isolates	Leprosy	Shigella Infections
Chickenpox	Leptospirosis	Smallpox
Cholera	Listeriosis	Stool Pathogens, all types.
Congenital Infections (includes Cytomegalovirus, Hepatitis B, Herpes Simplex, Rubella, Toxoplasmosis, Varicella-zoster)	Malaria	See note below
Dengue	Measles	Tetanus
Diphtheria	Meningitis (all causes)	Toxic Shock Syndrome
Encephalitis, specified or unspecified	Meningococcal Infections	Trichinosis
Enteric Pathogens. See note below	Mumps	Tuberculosis
Foodborne Illness. See note below	Neonatal Herpes	Tularemia
Gastroenteritis, epidemic. See note below	Nosocomial Infections	Typhoid
Giardiasis	Ophthalmia Neonatorum (all causes)	Typhus
	Pandemic Influenza	Varicella
	Paratyphoid	Viral Hemorrhagic Fevers (including Marburg, Ebola, Lassa, Argentinian, African Hemorrhagic Fevers)
	Pertussis	Waterborne Illness (all causes) See note below
	Plague	West Nile Infection
	Poliomyelitis	Yellow Fever
	Psittacosis	
	Q-fever	
	Rabies	

NOTE: Enteric Pathogens, Foodborne Illness, Gastroenteritis, epidemic and Waterborne Illness include the following and any other identified or unidentified cause: Aeromonas; Bacillus cereus; Campylobacter; clostridium botulinum and perfringens; E. Coli (enteropathogenic serotypes); Salmonella; Shigella; Staphylococcus; Viruses such as Norwalk and Rotavirus; Yersinia.

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FEES

Revenue for the Family Day Home Program is derived from:

- Parent Fees
- Administration Grant from Central Region Children's Services
- Fundraising

PARENT FEES AND CHARGES Effective September 1, 2016

FULL TIME \$775.00

(17 care days or more per month)

DAILY \$45.00

(Less than 17 days, but 5 1/2 hours or more per day)

HOURLY \$7.50

(Less than 5 1/2 hours per day)

OVERTIME \$11.00 per hour

(Charged after 9 1/2 hours of care per day, regardless of contract)

Extended Care will reflect the set operational hours of each Program Educator and the fee will be agreed upon by the Program Educator and the parent before commencement.