

PARENT HANDBOOK

Updated 2023, May



Country Kids Child Care Standard

www.CountryKidsCCS.com

818 The Broadway PO Box 442 Standard Alberta T0J 3G0

Mission:

We will provide childcare and family support in the village of Standard, Alberta as well as to its surrounding communities. Our goal is to be a hub for community collaboration, family resources, as well as a nurturing and stimulating environment which nourishes each child's natural desire and right to develop through play.

Code of Ethics:

We, as an essential service in our community, commit ourselves collectively:

For the child we will:

- Encourage self-esteem through play, support, and compassionate care
- Encourage empathy through play and life experiences
- Encourage self-regulation through play and by modeling feelings and effective coping strategies
- Encourage resilience through play, conflict resolution, and personal connections
- Encourage health through play, teaching, and modeling habits
- Encourage safety through play, risk taking, and real life experiences
- Encourage environmental awareness through play and exploration
- Encourage intellectual growth through play, teaching, and modeling a love for learning
- Encourage creative growth through play with open, positive, and process-based activities
- Encourage respect for self
- Encourage respect for others
- Encourage respect for property

For the family we will:

- Ensure a play-based, nurturing environment
- Ensure qualified, educated staff
- Ensure collaboration at every opportunity
- Ensure inclusion in every program
- Ensure individual attention is paid to each family
- Ensure sharing of information and resources
- Ensure opportunities for involvement through an open-door policy
- Ensure effective communication

For the community we will:

- Develop relationships through participation in community events and transparency
- Develop partnerships through collaboration and resource sharing
- Develop connections through diverse interactions

PARENT RESPONSIBILITIES

Families are encouraged to partake in CKCCs orientation process in order to acclimate to our facility along with its policies, procedures, and practices:

- Take a tour with a staff member (usually takes about 10 minutes, unless you choose to play with us, then it can take as long as you like)
- Complete forms, surveys, and documents
 - FOIP, Pick-up/Drop-off Consents, general registration form as required by Alberta Child Care Licensing), transportation to caregiver's consent (if a student with Golden Hills School District), and any medical/medication forms we will need to ensure your child's needs are met.
 - Forms may be found on our website or in-facility in paper form
- Review the Parent Handbook- Ask questions, make suggestions
- Sign up with StoryPark (our administrator will send you an invitation for each child)
- Ask the questions that will ground and comfort your family, to help build trust within the CKCC team (Would you give us the keys to your home and vehicle?)

Pick up and drop off:

- Day and Out of School Care programs- In the front/East side of building
- Preschool programs- In the rear/West alley side of building

Parents must ensure that all documents are completed entirely and updated with any and all personal information changes including registration, medical/allergy and medication administration, general consent/acknowledgment of CKCC policies and procedures per the parent handbook, and specific consent (including trips off the program premises).

Parents are responsible for providing weather appropriate clothing and outerwear for daily outdoor activities (walking to/from school, going to the park, playing in the yard, etc.). This includes sunscreen, hats, gloves/mittens, snow pants, footwear, coats, sweaters, etc.

Children who are not yet toilet trained will need to have diapers, wipes, any creams/powders provided. Also, if the child is breastfed, there will be a space available for breastfeeding. If breast milk is provided to the facility, it must be labeled with the child's full name and date of birth.

Each child attending must have a full month schedule submitted to the program by the 25th of the previous month, (June schedule submitted by May 25th). This may be submitted via email or in-person in paper form.

All fees must be paid by the first Friday of each month unless alternate arrangements have been made with the program director.

EXTENDED HOURS OF CARE

Any care provided outside of regular program hours (0600-1830) is considered a private arrangement between the CKCC staff member and the parent(s). This is not considered licensed care and the number of children included in a private arrangement must not exceed six (6).

PARENTS PEACE OF MIND

For the parent's peace of mind, CKCC ensures:

- A nurturing, licensed (government monitored) environment
- A bright, clean and well-appointed space
- Guided independence to promote social and emotional development
- Science, literacy, arts and crafts for intellectual, creative and small motor development
- Outdoor play
- Electronics and technology with assigned times and time-limits on screen time
- Activities and games designed to promote learning through play
- Scheduled rest and/or nap time
- Experienced, educated ECE teachers
- Written observations and documentation available for parents/guardians upon request or in our online forum StoryPark

PARENTAL INVOLVMENT

Parents, guardians, and family members are welcome to join their child in play and learning within the program schedule. Opportunities include meals, snacks, skating, and special activities/days. Family involvement in the organization is voluntary (unless hired into a paid position). Family volunteer opportunities include fundraising, bringing in special snacks or meals, and field trip supervision (as specified at the time on the field trip release form).

Family involvement brings a unique insight into a child's personality, temperament, and development. Having parental and/or familial participation in the program offers a chance for sharing stories, plans, reflections, and goals thereby creating a deepening sense of community and partnership.

Following are some examples of other ways for families and community members to get involved:

- Attend open community meetings
- Donation of toys (new or used in good condition and easy to clean/sterilize)
- Donation of craft supplies (markers, crayons, paint, toilet paper rolls, scrap paper, newspaper, magazines, etc.)
- Financial donation (receipts issued)
- Contributions and/or donations towards special events
- Help with facility projects
- Help with fundraising
- Suggestions for overall improvements
- Attending special events, meals, and snacks
- Helping with supervision on field trips and/or off-site excursions

FEES

All program billing is completed on a monthly basis for each child and all fees are due by the end of the first Friday of each month. Any days added after the calendar is submitted are pending space in the program and will be paid on a day-to-day basis.

Failure to complete payment will result in the child's removal from the program effective at the end of the month. Exceptions may be made if payment arrangements are discussed and approved with/by the Program Supervisor. The outstanding amounts will be sent to collections and a 0.05% per day interest fee will accrue and be applied from the due date as indicated on the invoice or per any written agreement between the owner/director and family.

All fees are according to the fees and schedules document and may be subject to change.

Subsidy is available for both the day and out of school care programs. Application forms are online at: <https://www.alberta.ca/child-care-subsidy.aspx>

For each new family a \$50 one-time, non-refundable fee will be due upon registration with completed paperwork to cover administrative costs and to hold each child's place in the program.

WITHDRAWAL

Four (4) weeks' written notice must be given upon the child's withdrawal from all programs to ensure the program can find an alternate child to fill the space. Of course, if unforeseen circumstances arise, exceptions may be made at the discretion of the program director.

Incidents and Consequences

All measures will be taken to ensure this does not happen. We will provide adequate supervision and intervention so that wherever possible, situations are not permitted to escalate to the point that discharge would be necessary.

- Examples of serious misbehavior may include, but are not restricted to, the following: persistent and malicious biting, hitting, kicking, bullying, name calling, pushing and shoving, rude and aggressive behavior, consistent failure to follow facility rules.
- All behaviours will be handled by facility staff according to our Child Discipline Policy, if further action is required per the above criteria the following will occur:
 - First Incident: the parents will be contacted, the problem discussed, and a course of action decided upon. Parents will be asked to review the behavior with the child at home. Documentation will be placed in the child's file.
 - Second incident: the staff will contact the parents immediately and the child will be redirected according to center policy. Documentation will be placed in the child's file along with a written summary of the discussion held with the parents of the child. The parent will be advised at this time that if the inappropriate behavior continues there will be grounds for immediate dismissal and the child is placed on probation.
 - Third incident: the parents will be contacted and asked to come to the center and remove the child from our care. Documentation will be placed in the child's file once again and payment would be due only for services rendered to the point of discharge.

Because not all conflicts involve just the children in our care, a child will also be discharged under the following circumstances:

- Failure on the parents' part to pay for childcare at the agreed upon time will result in the parents being told to make alternate arrangements. The outstanding amounts will be sent to collections and a 0.05% per day interest fee will accrue and be applied from the due date as indicated on the invoice.
- Failure on the parent's part to communicate and behave in a manner which supports the CKCC team and models respect and dignity for all our children.
- Failure on the parents' part to communicate any and all situations that may affect their child at the center. This may include but not be limited to the following:
 - Child's personality and behavior,
 - Past negative experiences with other daycares,
 - All financial arrangements or issues that affect the payment of their child's care prior to the child's commencement in the program, as this impacts cash flow schedules of the center,

- Length of time the parent intends to have the child remain in the center's care. This is important as most centers have lengthy waiting lists. Most children do much better in a long-term placement situation. Parents need to take into consideration that some smaller centers may have a harder time replacing children after a short period of time. Parents who know they require only short-term care or have their name on a waitlist at other centers, are required to disclose this fact to the center before placing their child. This disclosure works to benefit both the child and the center.

PHILOSOPHY

We encourage individuality through mutual respect and positive reinforcement. Each child is offered compassion as well as the freedom to experience risks in everyday situations to develop healthy self-confidence and regulation. We value trust and accountability: our children are, where no serious harm may occur, allowed to make mistakes and learn from the consequences (natural or otherwise). We give all children the opportunity to demonstrate their abilities without adult interference which allows them to test their own limits and develop a strong sense of self. There are times when children get hurt, but with strong, healthy relationships and guidance, they will come to no harm which is crucial to developing resilience. We encourage program and individual staff accountability through regular family conversations/involvement, and documentation in StoryPark using Alberta's early learning and care curriculum framework "Flight".

CHILD DEVELOPMENT

Responsive (flexible and adaptable) indoor and outdoor spaces, along with program planning by our team (completed collaboratively at regularly scheduled staff meetings and ongoing), enables active co-exploration in a mixed-age group setting which encourages both leadership and support by adults and children together. Children explore freely and creatively and play cooperatively while enjoying minimal use of transitions. Staff document regularly using StoryPark and reflect upon their experiences while interacting and observing (where appropriate), to ensure each child is being stimulated, challenged, and cared for according to their unique needs.

Infants (children under 19 months per Alberta's Early Learning and Care Licensing Regulations © Alberta Queen's Printer, 2021), are engaged by caregiver(s) who apply their knowledge of growth and development to co-create with the children and co-workers, environments and activities where each infant is stimulated and cared for according to their individual needs either separately or as a part of the mixed-age group as appropriate and in compliance with legislation (see ratio requirements)

Mixed-age groupings of children ages 0-12 years are established to keep siblings together and to allow children the opportunity to learn and experience mutual assistance and sharing to develop cooperative and diverse relationships.

Cognitive/Intellectual/Mental: Children are provided with a variety of open-ended play experiences that spark and challenge their cognitive development in areas such as literacy and numeracy. Staff encourage (and assist where needed) children to develop and use critical thinking skills to develop fluidity in practice in multi-modal approaches (application of learned concepts through a multitude of mediums). Staff strive to encourage a love of learning by becoming co-learners, explorers, and researchers. Not all technology play involves screens and CKCC uses science, technology, engineering, and mathematical concepts in everyday programming. Electronics and technology with screens have assigned times and time-limits for children of all ages

Socio-emotional: Conflict resolution is overseen by staff (see Child Guidance Policy); however, every child is encouraged to be responsible for their own emotional well-being and to demonstrate respect for themselves, each other, and their environment. Children and staff are encouraged to feel and express themselves openly making their needs known, and to understand one another's humanity. Through these realistic expectations, we are developing life-long, strong, caring, and supportive relationships within a safe environment where empathy and trust are highly valued.

Staff guide children in the development of supportive relationships by modeling kindness, empathy, and acceptance of others. Staff allow open communication of each child's needs (while also considering behaviors as a form of communication), and take time to explain to younger children, as well as children new to our program, their right to feelings and expression. Staff encourage the children to consider potential outcomes so they may make choices moving forward as well as in the future.

Spiritual/Creative: Each child is respected and celebrated as an individual with specific needs and curiosities. Staff program-planning is adaptable and/or open-ended to ensure each child can participate should they choose. Their work and creations are celebrated as being unique to them and their personalities. Through discussion with families and collaboration with the children, the Country Kids team creates individual opportunities to encourage spiritual and creative growth.

Physical: Weather appropriate physical activities occur daily to promote passionate, interactive, and fun learning which is conducive to all spheres of development. Use of real tools allow the children to experience risks and challenges as well as consequences. As each child is unique in their skills and abilities, staff familiarize themselves with each child to ensure they are being appropriately supported in their play. Each child is encouraged to simply explore with all their senses and appreciate the natural environment around them.

When indoors and/or outdoors, throughout each day, staff ensure that a range of sensory experiences are available to children to engage large and small motor, cognitive, socio-emotional, and spiritual awareness and development. Examples of sensory experiences we engage in regularly include all outside play, playdough, preparing meals and snacks, and bringing natural items inside during winter months such as pinecones, deer antlers, branches, snow, ice, etc. In each activity we encourage the children to experience and differentiate the sights, smells, sounds, feel, and sometimes tastes to encourage mindfulness as well as complete awareness of their surroundings.

As well as providing these opportunities, CKCC will, in consultation with families and the children, ensure a balanced menu of two meals and two snacks each day: breakfast, morning snack, lunch, and afternoon snack. By ensuring appropriate family input and seeing that each meal and snack meet the standards as set in Canada's Food Guide (2020, <https://food-guide.canada.ca/en/>), we are further contributing to each child's sense of well-being and physical development.

Rest periods are provided as needed for individual children, and at a scheduled time for nap between the hours of 12:00pm and 3:00pm. This allows for some flexibility where some nap for shorter periods or not at all and will have quiet time to rest their brains and bodies and/or practice mindfulness.

INCLUSION

CKCC values the contributions of all community members so long as our policies, contributors (families, community members, staff, etc.) and children are being respected. We value cultural

diversity of all forms and continuously strive to ensure children/families are welcome in our program and included in the overall programming, and planning of facility events, activities, etc. Daily operations and planning are adaptable to ensure all children, families, staff, and community stakeholders feel safe, secure and valued. Activities are easily adaptable to meet the needs of all participants and we strive to ensure continuous awareness of social responsibility and respect from ourselves, our children and our families.

Where a family identifies special needs and/or exceptionalities, the staff work together and with the family to ensure a smooth transition into our program.

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A family is a family is a family, and a child is a child is a child. Where cultural or familial differences are present, we ensure that all parties understand the need to be respectful and kind even where we may not agree or choose practices for ourselves. Staff program-planning is adaptable and/or open-ended to ensure each child can participate should they choose. We also ensure diversity is present in the books we read to the songs we sing and the food we eat (for example) to help expose new cultures to the children which helps to facilitate understanding and kindness when faced with differences.

CHILD GUIDANCE POLICY

All disciplinary action is reasonable and proportionate to the circumstances.

The Country Kids Child Care program encourages each child to recognize inappropriate behaviours and self-correct with minimal assistance from the staff members/volunteers.

- Observe the situation and allow children to problem solve to the best of their abilities
- Observe and guide, offering suggestions only as needed
- Assist children to recognize what is occurring in each situation
- Assist children to determine a solution
- Allow each child to self-regulate and, where necessary, use physical redirection to remove a child from a situation they are not be able to handle
- Allow each child to be individual and express their unique needs

In the course of assisting the children to determine behaviours, the staff members will not:

- Inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation
- Deny or threaten to deny any basic necessity
- Use or permit the use of any physical restraint, confinement or isolation

In the event where parents or guardians permit the use of any alternate forms of discipline and/or guidance, the program supervisor, owner, and staff will collaborate to determine appropriate methods and specific times for use of such methods. All situations must be documented, approved

by parents and not be considered physical abuse (all actions resulting in non-accidental physical injury or harm) or contradict the Alberta Early Learning and Child Care Act or Regulations.

OFF-SITE ACTIVITY

In the event of a planned off-site activity, the parents/guardians will be provided consent form for the activity and any transportation required. Consent forms must be returned to the program prior to the child participating in the off-site activity. Information regarding contact information for the staff/activity site, cost, and supervision requirements will accompany this consent form. Written parental consent must be obtained for all off-site activities. If a child is unable to attend an off-site activity or in the event that consent is not given, the child will be provided supervision and remain at the facility.

Per the registration form, parents and/or guardians may give permission for regularly occurring excursions such as walks within village limits.

For all off-site activities (and all emergency evacuations), staff must have in their possession:

- Portable record of each child including all emergency, medical conditions/allergy, and parent/emergency contact information
- First aid kit
- Any emergency or time sensitive medications required by a child for which parents have provided written consent

In the event of an emergency evacuation all staff are required to adhere to the CKCC "Fire, Emergency Evacuation and Shelter Procedure ". Fire drills are conducted on a regular basis (minimum one drill and/or safety awareness discussion every 6 months) to ensure consistency and efficacy in the event of a true emergency.

In the event of a natural disaster or severe weather staff will (in addition to the above) ensure the following:

- Every reasonable effort to contact parents/guardians will be made
- Children and staff will be moved to a safe location acceptable in the circumstances (ex: basement).

In the event of a lockdown situation where the children must remain in the facility and safe:

- The staff will lock and/or secure all doors and windows.
- The staff will move the children to a safe location within the building free of doors and/or windows where possible (ex: basement).
- The staff will call for assistance in the form of 9-1-1.
- The staff will make every reasonable effort to contact the parents and apprise them of the situation as well as how we have and are handling it. Staff will inform the parents to stay away from the facility until the situation has been cleared by police, fire or rescue as indicated.

Emergency Procedure
<ol style="list-style-type: none">1. When the alarm sounds the children will stop what they are doing2. The CKCC Staff will assist the children to form a line at the closest exterior door3. The CKCC Staff will lead the children from the building4. The CKCC Supervisor will follow the children out taking the attendance, emergency information, cell phone and first aid kit.

5. In the event there is only one staff member on site, this staff will direct/lead children off site and ensure all children are accounted for as they leave the premises.
6. Once outside, the children and staff go to a safe place away from the building (Muster Point)
7. The Supervisor will contact the Fire department and the CKCC Staff take attendance
8. Building re-entry will occur when cleared by a fire official or it is determined that no emergency exists

Relocation Procedure
<ol style="list-style-type: none">1. Should a fire or other emergency cause the facility to be uninhabitable, the CKCC staff will move the children to a safe location and notify the parents/emergency contacts to pick up the children.2. The CKCC staff will, to the best of their ability, keep the children safe until picked up by a parent/guardian/authorized person.3. If necessary, in the emergency situation, the staff will use their personal vehicles to transport the children. <p>PRIMARY LOCATION- Playground behind the Village Office at South picnic table/bike racks SECONDARY LOCATION- Standard Community Hall in the main hall OR Standard Arena TERTIARY LOCATION- Standard Library meeting room or basement (availability pending)</p> <p>Emergency procedures is accessible in each staff's 'Google Drive' for easy and quick access, as well as posted around the facility. The CKCC Emergency Muster Point is located at the west fence line (where the playschool and daycare yards meet) and is marked with a folder containing all Emergency procedures- this folder is accessible and visible from outside the program premises.</p>

ACCIDENT OR ILLNESS

In an instance where serious (requiring first aid, CPR or 9-1-1) injury, accident, or serious illness occurs involving a child, the staff shall immediately notify the parents or emergency contact, and forthwith provide medical attention as needed. The license holder must ensure/verify that the child's parent was notified immediately.

When contacting the child's parent, the "Parent Notification of Incident, Illness or Injury" Procedure will be followed. In the case of serious illness, accident or serious injury, the staff shall notify the program supervisor, contact the child's parent(s) or emergency contact by telephone and establish a plan for care of the child; this may include calling 911, providing first aid, etc. All details of the incident and notifications are documented in the child's StoryPark profile.

Following an accident or illness, the program supervisor may contact the parents/guardians by email or phone to complete a medical follow-up, where appropriate, within 24 hours. This would include a status update on the child, a welfare check on the family as a whole, and a plan for the short term (1-7 days) which may involve a second follow up phone call or email as appropriate.

Parent Notification of Incident, Illness or Injury Procedure
Description: The following procedure is to ensure that each situation is assessed thoroughly and safely while maintaining effective communication with the family and emergency services to expedite appropriate treatment and seek help where necessary.

Gather relevant information to communicate:

- Situation- What happened, why you are calling
- Background- What was happening leading up to the illness or injury (potential causes and antecedents)
- Assessment- per Assessment of a Sick Child or Assessment of an Injured Child procedures
- Response- what is happening now
- Plan- what will happen next

Call the child's parent/guardian or emergency contact

Initiate care of the child and call emergency services if indicated. Care will be provided by an experienced/confident staff member or volunteer with certifications acceptable to the director (CPR, First Aid, Medication administration, etc.)

The staff who responded to the incident or detects the illness will complete the appropriate incident report and submit to the Program supervisor for immediate reporting to licensing, submission of the form to licensing within 48 hours, and follow up with the parents. Incident reports are analyzed at staff meetings and on an annual basis for follow-up (where necessary), as well as to determine any potential hazards and an appropriate course of action to remedy the issue or potential issue.

Assessment of an Injured Child Procedure

Description: The following procedure is to ensure that each child is assessed thoroughly and safely while maintaining comfort and dignity in order to expedite appropriate treatment and seek help where necessary.

Observe and document the vitals:

- Temperature- per illness procedure
- Pulse- observe for bounding pulse at the wrist or carotid
- Respirations- abnormal breathing patterns or sounds
- Blood pressure- facial flushing, edema in extremities (not at injured site)
- Pain- per illness procedure

Observe and document the injury itself:

- Child's description of the injury and precipitating events
- Child's description of pain
- Mobility
- In what position the child is most comfortable
- If the injury requires bandaging or immobilizing and a description of same

First aid Treatment:

- Always apply gloves where blood or body fluids are present or if infectious disease is suspected
- First aid treatment may be applied where permission has been granted and per the staff's First aid training (Updated first aid books are readily available for easy reference in emergency situations)

Assessment of a Sick Child Procedure

Description: The following procedure is to ensure that each child is assessed thoroughly and safely while maintaining comfort and dignity to expedite appropriate treatment and seek help where necessary.

Observe signs of illness and document the following in addition to any other information the staff member feels relevant:

- Diarrhea- colour, consistency, presence of blood, mucous, or foreign objects
- Vomit- colour, consistency, presence of blood, mucous, or foreign objects
- Rash- colour, physical location, raised or flush to skin
- Cough- accompanied by a sore throat, colour of throat and tongue
- Pain- Physical location, precipitating factors, what the child thinks caused the pain, may use happy face scale or on a scale of 0-10 when at rest and during activity (0= None; 5= moderate requiring medication; 10= Severe requiring immediate attention)
- Skin- Pallor/colour, perspiration, skin temperature feel to touch
- Physical- What position the child goes in to feel comfortable, facial expressions during activity and at rest
- Any other symptoms the child may complain of using direct quotes.

Physical assessment:

- Apply gloves in all situations where infectious disease is suspected, or blood and body fluids are present.
- Take the child's temperature
 - Children 2 years and up: Take a temporal scan or oral reading.
 - Children 0-23 months: Take reading in the child's armpit (axillary) with an oral thermometer.
- May gently palpate the child's rash to check for blanching or gently palpate an area where the child describes pain or discomfort to determine if the palpation worsens the pain. Watch the child's face during palpation for signs of discomfort (facial wincing, tears, etc.)

The child or staff member may return to the program premises once the license holder is satisfied that they no longer pose a potential health risk as evidenced by being symptom free for at least twenty-four (24) hours or having a written note from a physician stating that the person is not contagious and does not pose a health or safety risk to other staff and children.

If the child displays symptoms of illness and cannot be removed from the program premises immediately by the parent or emergency contact, the child shall be supervised separately from the other children until such a time that they are able to be picked up.

Sick Means:

- Persistent diarrhea within the last 24 hours.
- Persistent nausea and/or vomiting in the last 24 hours.
- Persistent temperature of $>37.6^{\circ}\text{C}$ within the last 24 hours.
- Persistent or unexplained rash or cough.

MEDICATION AND HEALTH CARE

Staff members who are trained by CKCC and have written permission from the parent/guardian may administer medications from their original, labeled container. Additional forms are required for

medication administration as well as specialized medical care and are kept in the binder with the Medication Administration Records (MAR). All medication administration must be completed according to the original medication label and accompanied by the seven rights:

- Right Person
- Right Medication
- Right Dose
- Right Time (and frequency- when was the last dose given?)
- Right Route or Method (oral, sublingual, ophthalmic, etc.)
- Right Reason (Why are you giving this medication?)
- Right Documentation (Did you complete the MAR? Are there any additional notes related to the medication that should be recorded like side effects or reason for any wasted medications?)

Any additional documentation related to medication administration must be copied and attached to the MAR as well as placed in the child's file and the parent notified in a timely manner. All documents/records may be found in each child's StoryPark profile.

Documentation must include, but not limited to: Medication name; Time the medication was administered; the administered dosage; and the initials of the staff who administered the medication.

No staff are required to administer any medications with which they are uncomfortable, unfamiliar, or untrained. In this event, the staff must request the assistance of another trained staff who is comfortable and familiar with the medication in question. Staff with additional education in medication administration are encouraged to maintain certifications. Examples of such certifications include registration with the Alberta Registry for Health Care Aides, and the College of Licensed Practical Nurses.

All medications are stored according to manufacturer's guidelines. Regardless of where (refrigerator, or at room temperature in the medicine cupboard), all medications are kept in their original container within a secure and locked container where they are inaccessible to children.

Completed parental consent forms are required for all medications.

Emergency medications are kept in or close to the emergency/portable backpack that is accessible only to staff and the child requiring the medication. Completed parental consent forms are required for all medications.

EFFECTIVE SUPERVISION

CKCC ensures that when indoors and outdoors:

Staff are observing child's play appropriately according to the developmental needs of the children, conducting head counts, and establishing boundaries.

The license holder ensures supervision of the staff's interactions with the children.

Where no physical boundaries exist (i.e., fences), the childcare staff establishes boundaries in collaboration with other staff and communicate with the children, parents, and volunteers.

Prior to crossing all roads and alleyways, CKCC staff ask the children: Are we together? Look for our people. Is it safe? How do you know?

All staff adhere to the document 'Effective Supervision in Child Care Settings'.

The license holder ensures that all staff are aware of the indoor and outdoor premises through use of cleaning/equipment checklists and regular rearrangement of the spaces as part of their ongoing program planning.

The license holder and staff promote child safety by conducting frequent head counts, completed on site, off site, and during transport. During transport the following head counts are performed:

- Prior to leaving the program premises (lined up at the door)
- While loading the vehicle(s), and prior to vehicles' departure
- At least twice during transport and/or at each road crossing
- At final destination or while unloading the vehicle(s), then again at a pre-designated meeting area

All staff are aware of any children who wander, run away, or hide. All staff are familiar with developmentally appropriate practice to ensure all children are accounted for and appropriately monitored during all on-site, off-site activities, and transport (walking or vehicle where applicable).

Developmentally appropriate safety precautions include, but are not limited to:

- Child safety seats, seat belts, and booster seats for vehicle transportation
- Ensuring developmentally appropriate toys and activities at all times (indoors and outdoors)
- Completing a walk-around upon arrival at off-site parks and facilities. Staff will then repeat the walk-around upon leaving to ensure all children and property are accounted for.

Types of Supervision:

Direct Supervision- Where the supervisor/staff member is always directly present with those being supervised and is readily available.

Indirect Supervision- Where the supervisor/staff member is always readily available but may not always be directly present.

Supervision and Developmental Needs:

All staff, students and volunteers ensure that each child's physical, intellectual, social, emotional, and creative needs are met through collaboration with other staff to identify each child's needs as well as frequent personalized interaction with use of an emergent and developmentally appropriate curriculum based upon Alberta's Curriculum Framework Flight, which models caregivers as co-learners, co-researchers, and co-imaginiers.

As a part of an emergent curriculum, the staff and volunteers observe and document for each child on a regular basis thereby ensuring the children are adequately supervised at all times. Each child's physical and social needs are met by allowing the children independence and autonomy. Where the children are split between rooms, indoor and outdoor on-site activities, the primary staff may float between the two groups so long as each group receives supervision that is appropriate.

PARENT INFORMATION

Ongoing community and parental input are crucial and encouraged through parent/community meetings and/or communication via StoryPark, social media, phone, and email, like our monthly email newsletters.

All inspection reports, exemptions and documents from our regulatory bodies are posted on the bulletin board at the front door for your convenience should you want to take a look.

TRANSPORTATION

Children of school age are walked by a responsible caregiver to and from the assigned bus stop at the pre-established time as communicated at the start of each school year by the school's transportation department. Parents are responsible for completing the transportation forms as issued by the school district (copies may be found in-facility).

Should a child fail to appear at a pre-designated meeting place, the parents will be contacted immediately (or emergency contacts when necessary). If the child is missing after speaking with the parents and emergency contacts, the proper authorities will be notified (RCMP). The staff and children will remain at the designated meeting place (so long as it is safe to do so), until the parents are contacted. Where necessary, the staff will return the children to the program premises and send another familiar adult staff or volunteer to return to the meeting place in case the child returns.