



CREATIVE WORLD SCHOOL AGE PROGRAM

PARENT HANDBOOK

Creative World School Age Program

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SECTION ONE GENERAL INFORMATION

INTRODUCTION

Welcome to our program. We look forward to working with your family to support your children while they are in our care. Please read the handbook carefully. It contains very important information about our program.

At Creative World, educators are co-constructors, co-researchers, documenters, and facilitators of children's learning. We advocate for children. Collaboration, teamwork and community building drive the program. We provide a range of open-ended and hands-on activities to help children develop skills such as problem-solving, leadership, and creative thinking; skills that will promote self confidence and positive image.

Partnership with parents is fundamental to the learning and growth of children. Your experience and contribution as the ultimate primary educators of your children are crucial to the overall success of the program. This is why we value and celebrate diversity, and parents' contributions.

The program seeks opportunities for meaningful participation and contribution to the community by involving children in projects that can be designed, planned and supported by themselves and educators.

As you get to know the program and the team, we are sure you will have a lot of questions. We are always happy to hear from you regarding our policies and procedures, expectations, or concerns. It is very important that we understand clearly what you expect of us as the provider, and what we expect of you as parents and guardians of your children.

This handbook provides a lot of information. However, if you require further clarifications, have questions or suggestions please contact us at: 403-991-2827/403-988-9689 or email:creativeworldsap@gmail.ca.

Mission Statement

To create a dynamic environment where children's well-being is the priority and a foundation of excellence for life-long learning is built; where staff is empowered, and families are valued for their diversity and contributions towards their children's development.

Vision Statement

To positively impact and support intellectual, social, emotional, and physical development through flexible and progressive learning activities, nurturing curiosity, exploration, and experimentation through participatory play.

Our Values

- Professionalism
- Quality
- Inclusiveness
- Empowerment

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- Integrity
- Leadership

PHILOSOPHY

Our philosophy of an out-of-school-care program is to promote a positive and caring environment that is nurturing and inclusive; that is empowering and fosters a participatory community way of thinking - where the safety and wellbeing of children are our main priorities; where children are viewed as competent and capable inventors.

INCLUSION

Creative World welcomes children of all cultural, ethnic, and religious backgrounds; those who are “at risk”, and children who have developmental delays or behavioural challenges. However, acceptance of children with developmental delays or behavioural challenges is subject to access to resources required to meet their individual needs. The program may involve external support programs through Alberta Children and Youth Services, agencies/organizations such as G.R.I.T/A.S.A.P and FRFP in our effort to meet specific developmental needs.

Creative World parents are collaborators and advocates for their children. Therefore, the program seeks to form partnerships with families to best support the children’s development in the areas of social-emotional, cognitive, language and literacy, as well as physical well-being. When families feel supported, heard, and being an integral part of their children’s educational and support team, they are more engaged in the program.

In continuous communication with parents, as educators, we learn about their children’s success so we can connect these strengths to our interactions with them on regular bases.

Families are encouraged to:

- provide ideas that can help extend children’s experiences
- volunteer to support staff, or act as facilitators for special activities
- provide feedback that will help improve the program
- participate in social and educational activities organized by the program
- provide parenting support
- make important decisions regarding support provided to their children at program level
- support their children’s social interaction and relationship building

COMMUNITY INVOLVEMENT

Community-based services provide families and children with needed resources and information. Children’s interactions with their community impact how they learn and what they learn. Learning happens within the context of these interactions and relationships.

Creative World partners with the community to engage children in activities that promote cultural awareness, artistic expression and citizenship. Using community resources to support teaching and learning is a way to develop external and additional

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partnerships and relationships, connect with people, businesses, and organizations that can provide valuable experiences for the children in our program.

Field trips are an integral part of the program. They provide children with real world experiences that cannot be duplicated in the classroom. They allow for enriching children's experience of the community; the services, activities, and cultural establishments they can access. Their learning becomes multigenerational, multicultural, contextual and as expansive as the wide world.

In order to assist children and families facing developmental challenges, Creative World partners with **Family Resource Facilitation Project (FRFP)** to access resources and support relating to their wellbeing. For more information on FRFP, please speak to the Program Director or visit their website at www.frfp.ca.

The program works with other agencies such as **Providence, Get Ready For Inclusion (G.R.I.T)/Access Support and Participation (ASaP)**: www.gritprogram.ca/ www.gritcalgarysociety.com and Alberta Health in order to help us better the needs of the children.

COMMUNITY LINKS

Metis Calgary Family Services: <http://mcfs.ca/>; 403-240-4642

CARYA <https://caryacalgary.ca/>; 403-269-9888

Alberta Health Services Programs: www.albertahealthservices.ca; 403-943-5465

Alberta Child Care <https://www.alberta.ca/child-care.aspx>

Calgary Counselling Centre: <https://calgarycounselling.com/>; 403-265-4980

Distress Centre's 24-hour crisis line: 403-266-4357

Family Violence: www.alberta.ca/family-violence-find-supports.aspx
www.alberta.ca/family-violence-prevention.aspx

Bullying Helpline: www.alberta.ca/bullying-prevention-resources.aspx; 1-888-456-2323

Calgary Food Bank: www.calgaryfoodbank.com; 403-253-2059

Canadian Childcare Federation: <https://www.cccf-fcsge.ca>; 1-800-858-1412

PROGRAM EVALUATION

As a licensed Out-of-School Care Program, Creative World follows **Alberta Child Care Licensing Act and Regulations**. Employees have access to a hard copy of the Licensing booklet to review at their convenience.

While the program strives to maintain and provide above average service, Creative World uses feedback provided during Licensing and Health Inspection visits to improve any areas that may have been identified as not as strong.

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The program director and educators continuously assess the program environment, materials and programming to ensure children's needs are being met. This is done through observation and goal setting. The goals are reviewed on a needs basis in order for planning to be current with children's needs and interests.

Parent surveys are used to collect information on how satisfied they are with the service provided. They can make suggestions of where improvement can be made. Parents are also invited to participate in meetings to further discuss best programming options.

Children feedback is collected through conversations, surveys and observations. The topics considered are around how safe, engaged, excited and happy they are when they are at the program.

The feedback obtained from all partners helps the program to:

- work with staff/partners to improve the quality of service provided
- determine training options
- enhance indoor and outdoor physical environments and activities
- review program policies to guide practice
- implement improved practices

INCIDENT REPORTING

To ensure the safety of children/staff, and to be in compliance with the Childcare Licensing Act and Regulations as well as Alberta Health Services Guidelines, Creative World takes the following steps in the event of an accident or illness:

- The program director is immediately informed of the incident.
- Child's parent is notified at pickup time, by phone/emailed or both depending on the nature of the accident (open wounds, any mark on the face, or anything involving the head).
- Call 911 if the child requires medical attention.
- In case of reportable incidents, the program immediately reports to Child Care Licensing Intake Line.
- The program records and documents the following on the program's Illness Report Form:
 - Child who is ill, date of illness, name of staff who identified illness, parent contacted, time parent was contacted, name of staff who contacted parent, how parent was contacted, action taken, time child was removed from program
 - Date the child shall return to the program is based on Alberta Health guidelines.
 - Staff may ask parents to provide a doctor's note to confirm their child is fit to return to the program
- Appropriate follow up action is clearly outlined.
- When appropriate, the incident/accident is communicated to the school principal.

All critical incidents are reported to Licensing. Creative World also completes its own investigation by speaking with educators, and children involved. Feedback from Licensing and the results of the internal investigation help to determine what happened, why it happened. The findings allow the program to take the right course

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of action, identify training needs and put in place strategies to prevent further incidents.

CHILDREN'S RECORDS

An up-to-date record containing the following information for each child is kept on site.

- The child's name, date of birth and home address
- A completed enrolment form
- The parent's name, home address, telephone number and email
- The name, address and telephone number emergency contacts
- Written consent of the parent if medication is to be administered
- Documentation of any health care needs provided to the child, including the written consent of the child's parent
- Any relevant information provided by the child's parent

Family Emergency Contact Information and Emergency Medication Forms are updated bi-annually. Every six months, parent/guardian is required to review their information on file to confirm it is still current. All changes are updated.

ADMINISTRATIVE RECORDS

Up-to-date administrative records containing the following information are kept on the premises for a period of two years:

- records of children's daily attendance, including arrival and departure times
- records of staff daily attendance, including arrival and departure times, hours spent providing child care
- evidence of each staff member's Childcare and current First Aid certificates
- evidence of a current criminal record check

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SECTION TWO PROCEDURES AND EXPECTATIONS REGARDING CHILDREN

CHILDREN'S DEVELOPMENT

Creative World recognizes that the parents are the most important and most influential persons in their children's lives and development. The program seeks to involve parents/guardians and look to their expertise in ensuring their children get the quality care and support they expect. The program makes time to discuss with parents/guardians about how their children are adapting and developing at the program. The discussions allow the program to evaluate the service provided and set goals for further training and improvement.

PLANNING FOR CREATIVE WORLD LEARNING ENVIRONMENT

Creative World implements the kind of learning environment that involves children in quality character building activities. They take ownership of their emotional and intellectual strength to develop a strong sense of purpose, make the right and appropriate choice by them, as well as engage in meaningful social interactions that support citizenship.

The program also focuses on:

- activities that help children to channel their energies in constructive ways, learn how to positively and confidently express themselves; strengthen their character in ways that will allow them to thrive in a community of diverse individuals and needs
- supporting children to feel belonged and heard as individual with their own uniqueness
- supporting children to understand that thinking outside the box is a gift, and that they have the right to be children
- flexible and adaptable methods that help children become problem-solvers
- providing activities that allow children to explore and develop skills in a variety of areas that they show interest
- suggesting new ideas and activities to extend children's original ideas
- supporting children become creative thinkers
- developing and supporting projects based on children's interests
- creating an environment that encourages conflict resolution and fosters social skills
- acknowledging children's natural abilities while respectfully provide support when they are challenged
- involving families to participate and share ideas with the program
- respecting parents as the ultimate primary educators of their children

DEVELOPMENTAL NEEDS

At Creative world, we aim to focus on children's holistic development. All aspects of development do not happen in isolation, or systematically. Therefore, it is imperative that emphasis is put on programming that considers children as a whole, taking into

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considerations their age, interests and ability. Programming is based on emerging interests in order to ensure activities are meaningful to the children. Strong aspects of the S.T.E.A.M (Science, Technology, Engineering, Arts and Mathematics) based approach are incorporated into programming so that concepts can be explored; ideas extended and developed over a period of time allowing children enough time to develop and improve newly acquired skills.

What is STEAM?

This educational approach uses Science, Technology, Engineering, the Arts and Mathematics as the basis for activities that encourage inquiry, dialogue, and critical thinking. Children take thoughtful risks, engage in experiential learning, and practise problem-solving. Children learn to work in collaboration through the creative process of producing something that will result in them understanding that success requires effort and input from others.

Intellectual

To help children develop and enhance their intellectual abilities, educators focus on the following:

- engaging children in thought-provoking activities based on their developmental age.
- activities are challenging, require critical thinking and problem solving, e.g. building structures, working through conflicts
- activities that require children to memorize and reproduce information, including details, e.g. plays, describing what they see/saw
- activities that allow children to create and express unique artistic ideas, adapt and use materials in variety of ways, e.g. writing lyrics, creating artistic representations
- engaging children in planning for their own learning, making decisions about procedures and guiding their own activities
- provide culturally and developmentally appropriate literature that will arouse children's interests in reading and research.
- involve children in decision making. Empower them to become problem solvers, and critical thinkers

Social Emotional

New relationships become increasingly important for school-aged children. They actively seek to make new friends within their age group. It is also a time when they are working hard to understand who they are and to create their own identity.

Therefore, it is crucial that they are supported in ways that allow them to:

- self-regulate and/or develop the capacity to control their urges in order to respect guidelines and regulations, interact with others in ways that support relationship building.
- express their feelings, particularly when they experience negative emotions. Invite children to talk about what they feel strongly about. Provide appropriate language when necessary.
- identify activities and/ or space where they can calm down and refocus.
- model the values of ownership, respect, honesty, and responsibility.
- feel valued and appreciated. Acknowledge their effort and success. Address children in the same positive way you want them to address others.
- be culturally sensitive, understand diversity and not practice negative ideals.

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- establish clear rules and guidelines for their play and activities.
- understand that they will make mistakes, but will be supported regardless. Let them know that it is the behavior that is not desirable, NOT them as an individual
- become culturally aware, understand and appreciate diversity
- feel comfortable approaching others. Engage them in team building activities that help children recognize the value of others.
- recognize their strengths and abilities. Allow them to use their skills and abilities as bases to develop and improve their knowledge, appreciate where they are in their development as well as develop new skills and abilities.

Physical

Most children are very active. They want to move around and participate in physical activities. To help them maintain their natural desire to move, develop healthy active habits that will last a lifetime, we engage children in:

- muscle-strengthening activities such as walking, running and dancing
- organized sports such as soccer that require them to strategize and work as one body
- stretching activities to support flexibility and balance, e.g. obstacle course and yoga
- activities that promote and strengthen fine motor skills and eye-hand coordination such as knitting and catching objects while moving as happens in a game of basketball
- feel good activities such as dancing and playing outside in the snow
- challenging activities, such as oral presentations, that support the development of self-esteem
- activities that support relaxation and improve the mood, e.g. breathing

Planned activities are based on emerging interests in the areas of Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M). Children are involved in the planning of activities. They determine the directions their activities take.

Electronic Media such as computers, tablets, or videos will be used with a thoughtful and intentional purpose that connects to the educational programming and/or research. The use of electronic media will be monitored and limited, as our goal is to encourage physical exercise, creative play and social interaction. Documentaries shown shall be General movie rating only and parental permission shall be obtained prior to viewing.

SUPPORTED CHILD CARE

In cases where the program suspects that a child has elevated challenges, extensive observation and documentation will be completed in order to assess the needs of the child and the program. The program seeks the assistance of Supported Childcare Consultants. Once the needs are identified, the program may have access to government funding to enhance ratios and support programs that have children with high needs.

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FOOD

Children are required to bring their own food. The program provides information about healthy eating in accordance with Canada's Food Guide, but the parents are responsible for ensuring their children are getting the right nutrition for their development. The program keeps non perishable snacks such as crackers, dried fruits and granola bars in case children may need some extra snack.

Creative world is a NUT FREE program

Taking into account allergies that children may have, children are required to **NOT** share their food.

GUIDANCE

Creative World aims to create the kind of environment that promotes positive self-concept, self-respect, respect for others and the environment. We support children to develop self-control and sensitivity in their interactions with others and all things around them. We believe it is easier to prevent problems than it is to deal with them.

In the case of unacceptable/inappropriate behaviour, employees use a variety of methods and guidance strategies depending upon the child and the situation. Children involved in the conflict are encouraged to find solutions that will work for all parties. This is an effective way of helping children become critical thinkers and problem solvers. When this approach does not work, or in cases where a staff member has to intervene right away, our guidance policy is applied.

Unacceptable/inappropriate behaviour

Behaviour that:

- violates the rights of others
- jeopardizes the rights of others
- is self-defeating/self damaging
- violates the guidelines of the program
- is unsafe
- is destructive to equipment and/or materials
- contrary to the requirements of the situation

Guidelines and procedures

While the program has specific sets of guidelines that the children and staff follow, the children are involved in setting rules, guidelines and consequences that guide their play/activities and their time at the program. Staff offer support in maintaining their sets of rules.

Rules and consequences are displayed for everyone to see. Children together with staff go over these rules and consequences to ensure everyone is aware of the expectations and what will happen if they break the rules. Consequences for behaviour are logical, sequential and reasonable in relation to individual cases and the developmental age of the children involved.

When there is a situation where staff has to intervene, the staff takes the child/children displaying the inappropriate behaviour aside and help them define the inappropriate behaviour and why it is not acceptable. In some cases, that is all that needs to be done.

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If not, staff may use one or more of the positive approaches keeping in mind the child's developmental age and personal characteristics.

Verbal Discussion: Define the unacceptable behaviour, why it is unacceptable and possible solutions. The solutions should come from the child(ren). This approach requires child(ren) to listen actively and focus on the feelings expressed. They also look at what they can do to prevent from repeating the same behaviour. The staff member supports the process; helps the child(ren) develop skills that will allow them to better communicate and become effective problem solvers.

Logical/Natural Consequences: **Natural consequences** are the direct results of the child's own actions. **Logical consequences** are provided by the adult as a result of the child's actions. **Consequence** allows a child to take responsibility for her/his own actions. The consequence must be directly related to the unacceptable behaviour and should apply every time the behaviour occurs. Staff members may give verbal warnings before a consequence is applied. If the consequence is not effective, then it should be reviewed. All consequences must be in line with the program policies and childcare regulations.

Breathing Time: Breathing is a technique used to distract children from intense display of emotions, thus allowing them a moment to calm down. Breathing time should not be regarded as a form of punishment, and neither should it be used as such. Children are removed from the heated situation and allowed a few minutes to calm down. The staff communicates that fact to them. Some children may take longer to regain control of their emotions. Therefore, they let the staff know when they are ready to work out the problem they were encountering. This said staff members remain alert to identify children who may use breathing time to avoid focusing on the inappropriate behaviour or situation that need attention.

If none of the above works, the program sets up meetings with families to discuss strategies that can help children build better relationships and develop skills that will allow them to effectively communicate and share spaces with others.

Inappropriate guidance methods

- actions and language that are humiliating and cause a child to feel bad about themselves
- denying children any of their basic rights
- yelling
- repetition of physical movements
- corporal punishment, any action that may cause physical degradation or emotional deprivation
- physical restraint, confinement or isolation

SPECIAL CIRCUMSTANCES

While Creative World welcomes children of all backgrounds, the program:

- reserves right to refuse care to a child with a severe behaviour problem that could negatively impact the well-being of other children and staff in the program.
- If any parent poses a threat to the safety of a child, staff member, another parent or property, their child may be removed from the program.

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- In cases where other professional agencies are involved with a child, the program will co-operate with these agencies and attempt to employ those methods of support suggested. Extensive documentation will be completed in order to assess the needs of the program and the child. We will provide appropriate support to the family. If nothing is successful, care will be terminated.
- In the case of a tantrum, the child's guardian, not Creative World, is responsible for bodily injury to others, structural or equipment damaged.

HEALTH AND SAFETY

Creative World follows the guidelines from the Alberta Health Services to protect the health and safety of the children and everyone in the program. These guidelines must be reflected in the practice of all employees. Copies of these documents are available on site for staff to refer to.

To protect from infections and to remain in compliance with Alberta Health Services standards, children should wash their hands as necessary, including the following instances:

- When they arrive at the program
- Before and after eating
- When they use the washroom
- Before and after applying sunscreen
- After wiping or blowing their nose
- If they cough or sneeze into hands
- After coming in from outdoor play

Our health policy also requires that:

- Equipment, furnishings, and materials are disinfected daily, weekly or monthly based on the frequency of use. If soiled all items will be sanitized immediately.
- children use disposable paper towels.
- all surfaces are sanitized before children arrive at the program, before and after meals, and as necessary.
- toxic materials ARE not permitted for use in programming.

SICK CHILDREN

To protect other children and staff from illnesses, sick children are required to stay home. Children must not return to the program unless they have been symptom free for at least 24 hours. If deemed necessary, the program may ask parents to provide a physician's note as proof that the child can return to the program.

When a child informs a staff that he/she is not feeling well, or if an educator thinks a child may not be feeling well, the staff shall consider the following to assess the child's health:

- a temperature over 100.4 F, 38.0 °C
- is unable to participate in planned activities
- conjunctivitis (pinkeye)
- persistent cough and other respiratory infections with severe (green) nasal discharge
- difficulty breathing

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- if a child has been exposed to, or is showing symptoms of any contagious diseases such as undiagnosed rashes, Measles, Varicella (Chicken Pox), Haemophilus Influenza Type B, Strep Throat, Meningococcal Infection.
- Vomiting
- Diarrhoea

If children show symptoms of any of the above, they are required to stay home. Children may return to care after 24 hours of taking medication prescribed by a physician if symptoms improve and/or when advised by a physician. If you are not sure about when your child should return, please contact the program

If a child becomes ill while at the program, the child shall be separated from other children. The sick child will remain in a separate space under the supervision of a staff. The child's parents/guardians will be informed by phone, email or both. If the child's parents/guardians cannot be reached, staff will contact the emergency contacts the parents/guardians gave at registration. In cases of life threatening situation, staff shall call for medical assistance (911).

If a child becomes ill or sustains an injury, while away from the program, the following procedures will be followed:

- A staff will attend to the child first
- An assigned staff will call 911 if required and follow instructions provided by the 911 operator.
- A staff will contact the child's parents/guardians and inform the Program Director. The Program Director shall always have their phone on and at hand during operating hours. In special circumstance, where that is not possible, he/she shall designate another staff to be responsible in their absence.
- If the educator is not able to contact the parents/guardians directly, they will try to contact them through the emergency contacts given at time of registration

If the illness or injury requires immediate medical attention, and the parents/guardians have not been located, the following procedure shall apply:

- The child shall be transported to a hospital emergency department by ambulance. A permanent staff (CDS or CDW level) shall accompany the child in the ambulance.
- The other educators/volunteers will remain at the location until the program director or designated staff arrives to provide support and transition the group back to the program, or until they have verbally communicated with the program director or designated staff to determine the course of action.

The program will document the following information on the Alberta Health Services Illness Report:

- the name of the child
- date of the illness/accident
- the name of the staff member who identified the illness
- time parent was contacted
- who contacted the parent

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- time child was removed from the program/transported to emergency department
- date child returned to the program.
- If a child is sent home due a communicable disease, a physician's note is required upon return to care.

If a child is taken to hospital by a program staff or because of an injury sustained at the program, the incident will be reported to Licensing.

When there is an illness outbreak, Creative World will adhere to Alberta Health Services enhanced recommendations for cleaning solutions.

WEATHER GUIDELINE

Outdoor play provides opportunities for fun activities and explorations. However, before taking children outside, staff must consider some very important points. According to Canadian Pediatric Society, children shall be kept indoors if the temperature is -27°C and below, with or without wind chill. Refer to https://www.caringforkids.cps.ca/handouts/winter_safety. However, Creative World may not take children outside if the temperature is -20°C and below.

Staff must also consider the following:

- UV index must not be above 7
Low 0-2, Moderate 3-5, High 6-7, Very high 8-10, Extreme 11+
<https://www.canada.ca/en/environment-climate-change/services/weather-health/uv-index-sun-safety.html>
Time outside shall be limited when the UV index is between 6 and 8. There will be no outdoor play between the hours of 1:00 and 3:00 p.m. Children's health conditions shall be considered at all times.
- Air quality
- According to Environment Canada, the air quality rating is as follows:
Low 1-3, Moderate 4-6, High 7-10 and Very High, Above 10.
<https://www.canada.ca/en/environment-climate-change/services/air-quality-health-index/children-health.html>
Creative World shall keep the children indoors when the air quality rating is higher than 6 and shall limit the time spent outside when the rating is above 3. Children's health conditions shall be considered at all times.
- Children are dressed according to the weather:
 - jacket/snow pants, winter boots, gloves, tuque for cold days
 - Sunscreen, hat, for warmer days
 - raincoat and rubber boots for rainy days
- The activities children are going to be engaged in
- How long they will be outside
- Water is available
- Tornado Watch/Warning
- Heavy rain or snow fall
- Winds gusting over 29 km per hour

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MEDICATION

All medications administered at the program shall be prescribed by a physician and is authorized in writing by a parent/guardian.

Guidelines and Procedures

- Only prescribed medication with a physician's written authorization shall be administered.
- Parents/guardians shall sign a Medication Form authorizing staff to administer prescribed medication.
- All prescribed medications must be in the original container and labelled.
- All prescribed medications shall contain a pharmacy label clearly showing: physician's name, patient's name, date of issue, duration for medication, specific instructions for administration.
- Prescribed medication is administered according to the directions on the label.
- Only a permanent staff with current First Aid certificate shall administer or assist children with taking prescribed medication.
- A second permanent staff with current First Aid certificate shall be witness and confirm that the dosage and administration of prescribed medication is done according to procedure.
- The Medication Form shall contain the following information:
 - child's name
 - date
 - name of the medication
 - time and amount to be administered
 - if medication was given at home, the time must be recorded
 - parent's signature
 - record of each time the medication is administered
 - signature of person administering medication and the witness
 - any reaction observed
- All medications are to go home at the end of the day, except for emergency medication which can be kept on site when children are not at the program.
- Completed Medication Forms are kept in the children's files.
- All prescribed medications are kept in a locked container and stored out of children's reach.
- Emergency medications are fully accessible, but out of reach of the children.
- Observe children carefully for allergic reactions after prescribed medication has been administered.

Parents are required to inform the program if their child has taken any medication, prescribed, over the counter or herbal at home before coming to the program.

EVACUATION PLAN

The program carries out monthly evacuation practices to ensure staff and children are aware what to do in cases where we may have to evacuate the building or go through a lockdown. Each practice session will be documented and analyzed in order to identify weakness and develop better strategies to ensure the safety of the children and staff.

In case of an evacuation, we will meet in the staff parking lot in front of the school. We will then walk to our safety point:

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Winston Heights Mountview Community Association
Address: 520 27 Ave NE, Calgary, AB T2E 2A6
Phone: (403) 276-5474

THIS IS THE SAME USED BY THE SCHOOL.

Procedure

Staff will ensure all the children are walked out of the program through the nearest exit door leading to the muster point.

- Upon hearing the alarm, staff will gather the room list, count the children, take the emergency backpack/supplies and walk the children out of the room through the nearest exit door.
- Once at the muster point, roll call will be done, ensuring each child is physically there.
- After the children and educators leave the room, the program director or designated staff will check all the rooms and corners where children may be able to hide to ensure no one is left behind. The program director or designated staff will then vacate the building.
- Once all the children are accounted for, staff will lead them to the safety point:

Winston Heights Mountview Community Association
Address: 520 27 Ave NE, Calgary, AB T2E 2A6
Phone: (403) 276-5474

- Upon reaching our safety point, educators will do another roll call to ensure all children are accounted for.
- The children's parents will then be contacted.
- Staff will continuously count the children to ensure they are all present.

Program Director (if Program Director is not on site, a designated staff will do the following)

- Check all areas/rooms to ensure all children and staff have been evacuated.
- Close all doors.
- Meet the staff at muster point.
- Check and ensure all children have been accounted for as per attendance records. Give the go ahead to start walking to safety point.
- At safety point, roll call the children again.
- Contact Licensing Officer for the program
- Calmly supervise the situation.
- After all children have been picked up, or returned to the program, write a report to forward to Licensing.

Designated Staff

- Assist the Program Director in making sure all children are out of the building

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- If the Program Director is away, complete the Program Director's duties. Designate a team support to help.
- Meet the staff and children at the muster point to ensure all children are accounted for as per attendance records and to ensure all children have been checked for signs of shock or injury.
- Contact the Program Director.
- Calmly supervise the situation until all the children have been picked up or returned to the program
- Contact the program director again to provide updates.

If children are in the play area, they should remain outside and educators shall follow the same evacuation procedure.

LOCKDOWN PROCEDURES

In the case of a lockdown:

- staff shall gather the children in the space identified as the "safe area". This shall be a space where there is limited or no view of the outside of the building.
- roll call to ensure all children are in the room
- there shall be no use of cell phones other than the program director who may call for help (911)
- children shall be instructed to remain as quiet as possible
- under no circumstance shall anyone, staff or children try to confront an intruder
- when it is deemed safe to transition out of lockdown, regroup and meet up with any group that may have been in another area. Roll call and ensure everyone is safe.
- talk to the children. Allow them to express their emotions
- start reporting procedures as required by Licensing

If children are in the play area, they should walk to:

Heights Mountview Community Association
Address: 520 27 Ave NE, Calgary, AB T2E 2A6
Phone: (403) 276-5474

FIELD TRIPS AND NEIGHBOURHOOD WALKS

Field trips are an integral part of the program. Field trips provide children with real world experiences that cannot be duplicated in the classroom. They allow for enriching their knowledge of the community; the services, activities, and cultural establishments they can access. Their learning becomes multigenerational, multicultural, contextual and as expansive as the wide world.

Proper child/staff ratio must be maintained at all times, including at least one extra staff/volunteer per 15 children.

At the time of registration, parents sign a general excursion release form, which is kept on file. This form is considered adequate consent for neighbourhood walks within 2kms of the program. The details of the neighbourhood walk is communicated to parents.

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Anything more than 2kms from the program will be considered a major field trip. For such trips, details are communicated to parents at least one week in advance. Parents are required to give written authorization for their children to participate. The form shall state the particulars of the trip. If a parent's written consent is not obtained, the child shall not go on the Field Trip. In this case, the parents are responsible for their child's care on that day/time. If a child arrives at the program on the day of a fieldtrip, the parent is responsible to take them to the trip destination and stay with them until they can join the group, or they can find alternate care. If extra staff or volunteers are not available, the trip shall be postponed.

When going on a field trip, each ratio group shall carry an emergency backpack containing the following:

- (a) A copy of each child and staff's emergency card which includes:
 - medical information
 - Alberta Health Care number
 - contact numbers of parents (work and home), back-up emergency phone numbers.
- (b) a complete First Aid kit.
- (c) two different cell phones that are fully charged. Cell phone numbers should be left with the contact person at the program.
- (d) program T.shirts **MUST** be worn by the children and staff/volunteer. Every child, staff/volunteer will have the program information: name of program and phone number.
- (e) children shall have no physical contact with animals when they are on field trips.

If a child should go missing on a fieldtrip:

- gather all the children in one safe area
- ask the other children if they have seen the missing child
- check the attendance sheet to see if the child was already picked up
- check with the other Early Childhood Educator to see if they know where the child could be
- search the immediate area
- if the child cannot be located call 911
- contact the director to inform of the child's disappearance. Describe the steps taken to find the child.

Program Director or designated staff, if the program director is not available will:

- provide extra support to assist with the search
- inform parents

If police need to be called, the following information will be required.

- name and age of child
- give a description of child and clothing they are wearing
- provide parents' contact information
- communicate the last known location and time the child was seen

A missing child is a critical incident. It must be reported to Licensing.

LATE PICKUP

The program does not have access to the premises after 6.00 p.m. It is very important for children to be picked up before 6.00 p.m. as the staff may not be able to ensure their

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safety outside the building, especially on cold winter days. Parents **MUST** be aware of that. We do recognize that there will be emergencies when parents may not be on time. However, the program **must** be made aware of the delay, and emergency contacts should be contacted to pick up the children.

If the program is not informed of your late arrival, staff members are **NOT** required to wait more than 15 minutes. Social Services may be called to pick up children if parents do not contact the program and do not organize for another authorized person to pick up their child(ren) .

AUTHORIZED PICK UP

Anyone who is not a parent is required to produce a picture ID for inspection at pickup time, especially when they are picking up the child for the first time, or they have not been introduced to the staff. The pick-up person must be named on the child's emergency card. A parent **must** have informed the program beforehand if someone else is picking up their child. If the program does not have this information, a parent/guardian shall be contacted before the child is allowed to leave. If a parent/guardian cannot be contacted, the child will **NOT** be allowed to leave.

NOTE: Parents who are picking up their children for the first time and have not met the staff will also be required to produce picture ID.

ABSENCES

If your child will not be attending the program on any day, it is very important that the program be contacted. You can call; leave a voicemail or email. If the program is not informed of your child's absence, we will assume that they attended school and will start the procedure to identify their whereabouts.

- Do a quick search of the area
- Contact the school
- Contact the parents, or emergency contacts if the parents cannot be contacted
- If none of the above is successful, the police will be notified

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SECTION THREE PROCEDURES AND EXPECTATIONS FOR STAFF

EDUCATOR TRAINING AND QUALIFICATIONS

All primary Educators must have at least a Child Development Worker certificate or higher. The Program Director shall be certified as a Child Development Supervisor and must have extensive knowledge of childcare regulations.

ON CALL STAFF

The program shall have employees working on on-call basis to cover sick days, enhance ratio on field trips or any time extra staff is required. On Call staff shall go through the same interview and hiring process as permanent staff.

First Aid

All staff must have a current Child Care First Aid Certificate. If a staff member does not have a current first aid certificate at the beginning of their employment, they must obtain one within three (3) months of their employment.

Security/Vulnerability Check

All staff must have a valid Security Check, which includes a Vulnerable Sector Search completed every three years. This must not be dated earlier than **six months** at hiring date.

Professional Development

All members of staff are required to participate in mandatory Professional Days, which will happen during the days that the program is closed and therefore will not affect our opening hours.

Food Safety Certification Course

All staff are required to take the Online Food and Safety Certificate offered through Alberta Health. This will be done in their own time.

STAFFING/CHILDREN RATIO

Kindergarten = 1:10 (Maximum 20 in a group) Grade 1-6 = 1:15 (Maximum 30 in a group)

Thank you for choosing Creative World. We look forward to developing long term relationships with all of our families. Please take a minute to give us your feedback. It is very important that we know how we can better support you and your family.

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Parent Manual Review and Feedback Form

Your feedback is important in helping us improve or policies in order to better support your needs and the needs of the program. Please complete this form and return it to the program by _____.

I have had the opportunity to review Creative World Parent Handbook. I would like to provide the following comments, suggestions and feedback:

I did not understand/need better clarification on:

General Comments:

Signature

Date