



# PARENT HANDBOOK 2026

## 780-532-9170

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## **A BRIGHT BEGINNING CHILD CARE SOCIETY'S HISTORY**

A Bright Beginning Child Care Centre was founded by two women, Marietta Stephen, and Ardith Leggat. The Centre was founded in 1995 to fulfil the need in Grande Prairie for another quality childcare facility. In 1999 Ardith left, Marietta continued to provide quality childcare. Marietta felt that the Centre belonged to the community. Marietta approached parents at the Centre and people within the community to form a Society to govern the Centre. So, in 2003 the Child Care Centre was overseen by a Board of Directors. The Board consisted of parents and community people. Later in 2005, the Society received charitable status. In 2018, the Society was approved as an Early Learning and Child Care Program under a provincial pilot project. The Centre re-located to the Avondale School in August of 2019 and increased spaces for children under 2 years of age. A school age program was also developed, giving priority to the Avondale School and A Bright Beginning families. As of September 2023, A Bright Beginning Child Care Society grew again and opened two School Age Programs, A Bright Beginning Ecole Montrose and A Bright Beginning Roy Bickell.

### **PROGRAM DESCRIPTION**

A Bright Beginning Child Care is operated by a non-profit society that provides quality affordable childcare. A Bright Beginning Child Care Centre (Avondale location) provides childcare to children 12 months to 5 years of age (before Kindergarten) in the early years and ages 5 to 9 in the School Age. The Childcare Centre consists of 7 large playrooms. A Bright Beginning Roy Bickel School Age has one playroom, ages 5 to 9 years of age. A Bright Beginning Ecole Montrose has two playrooms, ages 4-9 years of age. A Bright Beginning Child Care Society's educators encourage children to participate in play at their own pace and follow their own natural sense of curiosity and discovery. A Bright Beginning Child Care Society has adopted the Flight: Alberta's Early Learning and Framework. The Educators are involved in a cycle of co-inquiry as they observe and document the children's play, asking questions and drawing perspectives. The educators co-research with the children and their co-educators and collaborate to build on those interests with daily experiences and creating spaces of vitality in the playroom. The educators' observations of the children are added to a web or living wall in the playrooms. Other documentation boards such as learning stories are visible on bulletin boards in the hallway or in the playroom that demonstrate the learning that is taking place. Learning is visible in play and in the environment known as the "Third Teacher" according to Reggio Emilia.

We are committed to giving your child and family a happy, supportive, and nurturing environment.

The Board members of the Society welcome newcomers, community members and parents with children from any of our programs. Meetings are held at one of our locations monthly.

Thank You from the Educators, Directors, and Society Board

**TO BE COMPLETED FOR ACCEPTANCE OF SPACE**  
**(Discretion of the Directors)**

- Completed Waitlist application
- Tour of the Program
- Schedule 4 visits in the playroom (2 with family and 2 with child/ren on their own)
- Completed reading of the Parent Handbook, Conflict Resolution Policy, Child Guidance, Effective Supervision and Unacceptable Behavior Policy.

**TO BE COMPLETED BEFORE OFFICIAL START DATE**

- Signed Agreement of Acceptance and signed waiver for reading of policies.
- Subsidy application form if you're qualified
- Full registration form completed
- All consent forms must be completed
- Required visits completed to help your child adapt to the new transition
- Registration Fee per family of \$250.00, non-refundable, non-transferable and cannot be prorated.
- A Society Annual Membership fee of \$25.00, non-refundable, non-transferable, cannot be prorated.
- Fob Deposit for access to our early years program at A Bright Beginning Child Care Centre (\$15 per FOB refundable upon return of FOB)
- Room Orientation should be completed with a primary educator of playroom.

**THING TO BRING ON FIRST DAY**

- Indoor shoes or footwear that are comfortable and stay on child's feet.
- Change of clothing (shirt, pants, underwear, socks) to be kept at day care (please label everything). Please put in an XLG. Zip-lock bag or labeled backpack.
- A family picture so that your child can stay close to you.
- Blanket for quiet time.
- Water bottles or sippy cups.

**BABIES AND TOTS ONLY – All above plus:**

- One week supply of diapers if not yet trained (please label) and a container of wet wipes (please label).
- Blanket and a crib-sized sheet for quiet time (please label).
- Extra cup for milk for babies

**THINGS TO EXPECT IN THE FIRST WEEKS**

- Your child may cry more in the 2 or 3 days as the new routine is established.
- Questions concerning your child, from educators, as they get to know your child.
- Being ID'd by educators that perhaps are not primary educators to your child, until they get to know who is authorized to pick-up at the end of the day.
- Group interactions may be new to your child so the likelihood of them getting sick is expected. Boosting the child's immune system before the start date is worth some research.

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## A BRIGHT BEGINNING CHILDCARE SOCIETY PHILOSOPHY

A Bright Beginning Childcare Society has adopted **Flight: Alberta's Early Learning and Framework**. The programs of A Bright Beginning Child Care Society strive to provide a learning through a play environment based on the children's interests.

Through the cycle of co-inquiry, the educators identify learning dispositions of the children (notice, name, and nurture) which makes provision for the development of the whole child under the holistic play-based goals according to Flight.

Children's interests are visible through the environment and play materials. We recognize that each child requires nurturing adults who encourage their curiosity and exploration of the environment, interaction with peers and self-expression, identifying each child as a mighty learner and citizen, which is a core concept of Flight: The Image of the Child.

A Bright Beginning Child Care's goals are to provide an environment which values individual children and families, respects their uniqueness, and nurtures their growth and development through a practice of relationships.

We allow children to be individuals, capable and competent by allowing them to play in spaces that are responsive, a space that belongs to them.

Educators encourage them to express their unique feelings and ideas by providing positive reinforcement and redirection.

Educators are aware that children test limits set for them, but by being consistent we endeavor to teach them, co-operative living, and the need to respect the rights of others.

A Bright Beginning strives to create conditions in our environment which reflect the goals and values of our multicultural society and teach children the uniqueness and the importance of each other's background and lifestyle.

We encourage safe ways and provide safe spaces to express feelings without hurting others or damaging equipment.

We help the child to understand their world better by reasoning and providing simple explanations.

We believe that good listening habits practiced by both adults and children enhance communication and produce a positive culture of learning.

Families are partners with educators in guiding their child through these key developmental years. An "Open Door" Communication Policy encourages parental involvement and communication between parents and educators.

Educators are viewed as role models and professionals who take an active part in the learning of children, otherwise known as parallel practice as co-learners and co-researchers. Professional learning is an ongoing commitment for Educators. Everyone is encouraged to further develop their skills and expertise within their profession. To do this we support Northwestern Polytechnic - Early Child Development Diploma program and through ARCQE's Learning series derived from Flight: Alberta's Early Learning and Framework.

**ADMINISTRATION POLICY & PROCEDURES**  
**HOURS OF OPERATION: Monday - Friday - 7:00 am to 6:00 pm**

**CLOSURE DAYS**

A Bright Beginning Child Care Society's programs will be closed for the following days: New Years Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic holiday, Labor Day, Thanksgiving Day, Remembrance Day, Christmas Eve (if during the week), Christmas Day, and Boxing Day. A week-long closure for early years at Avondale June or July, two days for our school age programs and/or possibly at Christmas time for cleaning and maintenance. Two days per year (one in the fall and one in the spring) for Professional Learning days for Educators. Closure dates will be posted at least one week prior in visible locations at the programs.

**ENROLLMENT**

A Bright Beginning Childcare Centre is a 100 space Centre, A Bright Beginning Ecole Montrose is a 50-space program, and A Bright Beginning Roy Bickell is a 24-space program licensed by the Ministry of Education and Childcare. The program accepts children aged twelve months to five years (before starting Kindergarten) in our Early Years program at the Avondale location. Busy Bee school age at Avondale program has kindergartens up to 9 years of age. A Bright Beginning Ecole Montrose has pre-kinder age 4 to age 9 and for A Bright Beginning Roy Bickell kindergarten age 5 to age 9. A Bright Beginning Child Care programs provide full-time spaces. Part-time spaces may be available if there is an offset to fill it as a full-time space. Drop in spaces are available if the 4 visits have been completed.

**EDUCATOR/CHILD RATIOS**

The licensing childcare regulations stipulate the following educator/child ratios:

2 Babies (12 months-18 months)	1 educator / 4 children
2 Tots (19 months -36 months)	1 educator / 6 children
Juniors (36 months - 4.5 years)	1 educator / 8 children
Seniors (4.5 years - 10 years)	1 educator / 10 children
School Age (5-9 years)	1 educator/15 children

Our Centre is licensed for:

- 16 Babies - 4 educators
- 24 Tots - 4 educators
- 16 Juniors - 2 educators
- 20 Seniors - 2 educators

A Bright Beginning Child Care Centre-School Age-Avondale  
25 (kinder and SA) 2-3 educators

A Bright Beginning Ecole Montrose 50 (pre-kinder, kinder and SA) 4-5 educators

A Bright Beginning Roy Bickell 24 (kinder and SA) 2-3 educators

For our full-time educators the programs will be provided float educators who will cover shift changes, for Administrative and Flight Club times and when educators are away taking courses or due to other absences.

## REGISTRATION

Upon registering, parents are required to complete and submit the following:

- Child's Health and Social Resume

Upon placement, parents are required to complete and submit the following:

- Emergency Information Card
- All families are required to purchase a \$25.00 Annual Society Membership (non-refundable, non-transferable, cannot be prorated)
- All waivers, consent and agreement forms
- Parental Agreement Form
- Financial agreement
- \$250 registration fee (non-refundable, non-transferable, and cannot be prorated)
- Apply for Subsidy if family is qualified

The office will require annual update forms to be completed. It is the parents' responsibility to do so and to return them as soon as possible. It is the parent's responsibility to update any changes throughout the year.

The parent **MUST** inform the Society of any changes in:

- Name
- Marital Status
- Address / phone number (home, work, or school)
- Employment and hours of work
- Persons authorized to remove your child from the Centre.
- Work Schedule / School Schedule
- Child's health / safety issues
- Emergency Contacts

The programs should be notified immediately after any change has occurred.

A yearly statement will be sent out for income tax purposes in January.

The Society is a registered *charitable organization*. Please inquire with your employer for any contributions that they could make for any of the programs. In return, we will provide a tax receipt for them and advertise their Logo and contribution on our Facebook page and website. Inquire with the Director.

## Annual Membership Fee, Registration Fee and Fee for Space

- Registration fee is due with registration forms.
- Annual Membership Fee is due with first month's fees.
- Fee for Space is due on the 1<sup>st</sup> of each month for that month.

\*The following conditions exist unless other arrangements have been agreed upon with the Director. \*

- A \$25.00 late payment fee charged is applied after two weeks with no payment.
- After 30 days with no payment and no payment arrangements are made, you will be required to find alternative care.
- After 30 days, failure to make payment and no payment arrangements are not met, the outstanding balance will result in your account being sent to a collection agency for legal actions, and any costs associated with this action will be added to the balance owing.
- Due to fees being paid on the 1<sup>st</sup>, if you leave during the month without 30 days' notice the space.
- Part Time spaces must provide a schedule by the 15th of the preceding month. If no schedule is provided, the full-time fee could be charged to your account for that month, as per Fee Schedule. If your offset for a part time schedule drops out, the full fee will be applied.
- Fee for space cannot be paused if your child is not in attendance for an extended time away (3 weeks or more.) Fee for space is required to maintain the space. (no affordability grant will be granted if your child is not attending, so full fees will be due)
- If affordability grant is not awarded for the space due to lack of attendance, you will be required to pay the full fee.
- \$48 per day for a drop-in space fee is required to be paid that day of attendance.

### Please Note:

A late fee of \$1 will be charged for every minute your child is in care past operating hours. An exception may be made if the parent notifies the program in advance of an unavoidable delay (i.e. work related, family emergency or car trouble). This \$1.00 per minute is payable to the closing educator. If you do not pay, the Society will send out an invoice as a reminder. Society does not pay the Educators past 6:00pm.

### WITHDRAWAL

A Bright Beginning Child Care Society asks for a minimum of 30 days' notice prior to the withdrawal of your child or children from the program as a consideration.

In situations where a child withdraws from the program and a balance remains on account; the parent has 2 months for the balance to be paid. The account will then be handed over to a collection agency, and the overall costs will be added to the outstanding balance (this includes the percentage charged by the collection agency).

### **COMMUNICATION IS THE KEY**

Please inform the program of your child's absence via phone or email.  
If the absence is due to illness, please let us know.

**A Bright Beginning Child Care Centre-Avondale**  
Main Office: 780 532 9170 [abbcc.rainbow@hotmail.com](mailto:abbcc.rainbow@hotmail.com)  
Busy Bee School Age Avondale 780-533-5174  
ABB Ecole Montrose 587-259-3735  
ABB Roy Bickell 587-259-4422

## **AFFORDABILITY GRANT/CHILD CARE SUBSIDY**

Affordability Grant is available to all families. Children must attend 100 hours or more for full time grant and 50-100 for a part-time grant. There is no affordability grant for drop-in fees.

Families may be eligible for a government subsidy for childcare fees if your child is in Grades 1 and up and if the family income falls under the threshold. Call the office for more information or inquire online.

It is the **PARENT'S RESPONSIBILITY** to apply, follow through and re-apply for subsidy when needed. The parents will take *ALL responsibility* for pro-rating from subsidy and any disputes with subsidy. The Director is there to help with her knowledge to the best of her abilities.

***If a lapse in subsidy occurs and if subsidy is not back dated, you will be charged the full fee for those days attended.***

The Director will inform you if a subsidy has not been paid for your child's space for the previous month. It is then the **PARENT'S RESPONSIBILITY** to contact subsidy immediately and provide whatever information is necessary. The parents shall then contact the Director, providing information on their subsidy status. Failure to contact subsidy and rectify the situation will result in the parent being responsible for the unpaid subsidy portion of their fee. The subsidy program will not back date pay. During the month that it expires, reapply asap.

Subsidy requires parents to have their child in attendance a minimum of 100 hours per month for full-time care and when less than 100 hours are used regularly it is paid out on actual hours of attendance. Subsidy for the first and last months of care is based on the child's actual hours of attendance for those months. It is the parent's responsibility to report any absences to the Subsidy Office (i.e. sickness, vacation or child is with non-guardian parent). If the child is in a full-time space, ensure that attendance is a min. of 100 hours to avoid being charged subsidy's short fall.

## ARRIVAL & PICK UP PROCEDURES

- Parents are required to accompany their child into the program, remove their outdoor clothing and contact an educator, when dropping off their child. **Children must not be left alone at the door or in the cubby area. The child needs to be delivered to the opening room before 7:30 am or the child's playroom after 7:30 am.** We want to know that your child has arrived.
- All programs are open at 7 am and close at 6 pm. ***Children are required to arrive at the program by 9 am to participate fully in the day's activities and to avoid disrupting the routines (such as lunch and nap) of the playrooms or missing out on Field Trips.*** Arrivals cannot happen after 9 am unless your child is attending preschool/ puff program or for an appointment. Arrangements must be made at the office.
- All children must be picked up and leave the programs at 6:00pm. Families must pay \$1.00 per minute to the closing educator if you are past 6:00 pm.
- **It is essential that the parents sign their child in and out on the program's app or provided sign in and out sheet (depends on the location).**
- The parent is required to inform educators when they are removing their child from the program.
- If the parent is unable to pick up their child, we require a verbal notice, a phone call or an email notice be given by the parent with regards to who will be picking up the child and the approximate time. Identification will be asked for to ensure the safety of the child. Under no circumstances will the child be released from our care to any individual other than those who have been authorized by the parent. When a parent calls to give an alternate pick-up person for that day a password will be requested. This password was established at the time of acceptance to the program at orientation with the primary educator.
- The program educators will not give a child to any one whom they feel is unfit to drive due to alcohol or drugs. Educators will insist that an alternate method of transportation is used. If necessary, the child will be placed in the care of the Department of Child and Family Services. **The Society has a responsibility to ensure the safety and well-being of children.**
- If the parent is unreachable and emergency contacts, other family members or other individuals listed as contacts are unreachable, the child will be placed in the care of the Department of Child and Family Services after 30 minutes of trying.
- The parents must supply the programs with at least one alternative adult name with full address and contact numbers in case of emergency.

## Policy and Guidelines for Separated/Divorced Parents

It is the parents' responsibility to inform the program about a change in family dynamics. Parents and other family members must be in a shared agreement over the well-being and care of their children.

- The directors and the children's educators should be notified when the change occurs to ensure the child is supported through the changes.
- If there is no custody order or legal court order around dropping off and picking up of your child, a document must be provided that both parties agree upon. Both parents must sign the document which includes the names of other people who can drop off and pick up.
- Any person authorized in the document who can drop off and pick up will be added to the child's registration and emergency cards with proper contact information. Proper ID must be provided at the time of pickup with parents calling ahead to let the program that a different person is picking up the child.
- If both parents cannot come to an agreement of this nature, then a legal document from a court or lawyer must be provided. On the discretion of the Directors, only the mom or dad may be allowed to do drop-offs and pick-ups till the matter is sorted out and legal documents are provided.
- The Program, Educators and Directors, will not be placed in an uncomfortable situation during situations where parents cannot agree on the decision making for the child's well-being.
- If a court order or legal document of any nature is provided, the Program, the Educators and Directors are obligated to abide by that order.
- If a parent or any other person who is not legally allowed to pick up due to a court order, will be denied access to the child if they come to the program.
- Copy of any documents and/or court orders will be placed in the child's file.

### PARENT PARTICIPATION

Parents' participation in fundraising, special events and children's activities is expected.

\*Small fundraisers will occur throughout the year with individual playrooms to fund any upcoming field trips for the children.

\* **An ongoing bottle drive** where families can drop off empty returnable containers at the main location-Avondale.

\*The Society has ongoing fundraisers with **Mabels Labels** and **Scholastic**. Information is available at the office, via email and on the Facebook page.

\*Yearly, fundraisers such as Purdy's or Growing Smiles will be promoted. Share with family and friends in the community to support A Bright Beginning.

The Society is a non-profit organization. Parents with board experience and/or interests are invited to attend the monthly meeting. Upcoming meeting dates are posted in a visible place at each location of date, time and location. (Avondale.) The Society is also on rotation with the casino, about every three years. Your participation is welcomed during your child's day with us. Watch for special events or opportunities posted on our Facebook page or your child's playroom newsletters, which are posted just outside the playroom doors.

### **SMOKING/VAPING**

Smoking/Vaping is always prohibited in and at any of our locations. Educators and volunteers are prohibited from smoking/vaping on field trips and casual outings when present with children. There is no designated area. Smokers/vapers need to be off any of the properties and out of the view of the children.

### **"OPEN DOOR" COMMUNICATION POLICY**

The Society supports an "OPEN DOOR" Communication Policy. What to expect:

1. You will be welcome to drop in and observe/participate in your child's program at any time. If consultation with an educator is desired, please let the program supervisor know ahead of time so that arrangements can be made to dismiss Educator from ratio within the playroom. A phone discussion can also be arranged.
2. Parents will be given an orientation to the playroom in which your child is placed. During this process we recognize that you as your child's primary educator, will have valuable information (this information will be shared with-in the program as needed) concerning the rearing of your child and the expectations you may have of the program.

#### **We need to work in partnership.**

3. Communication within the program's app will give you an insight into your child's day. Pictures of the playroom experiences and learning through a story will be posted on the program's bulletin board or playroom. Educators' will strive to communicate through the app a min of 3 times per week depending on the availability of coverage for the educator. The office admin will distribute information to families via emails, the Facebook page, workshop opportunities and reminders. Please make sure your email address is current. Parents may email the office at [abbcc.rainbow@hotmail.com](mailto:abbcc.rainbow@hotmail.com) or the Executive Director [abrightbeginning@hotmail.ca](mailto:abrightbeginning@hotmail.ca) or the Program Director [abc.osc@hotmail.com](mailto:abc.osc@hotmail.com).

*We ask parents/guardians refrain from using social media (Facebook personal text or classroom email) to contact educators individually. Please contact through the program's phone #. The educators are required not to use cell phones while in ratio.*

4. Parents can expect ongoing communication concerning:
  - Their child's progress (we use screening tools in conjunction with observations to assess individual development.)
  - The family's beliefs, culture, and traditions (to build into our weekly program plans.)
  - Program activities (giving opportunity to participate in playroom activities and field trips) and social events.
  - Society operations (fundraising and Board governance.)

Parents are asked to make themselves familiar with the Parent Handbook, which states Society's policies and procedures which apply to:

- the care of their child
- the program
- the general operation of the Society

If you have any questions, please do not hesitate so to ask your room Educators or the Directors.

Parent Handbook (updates) are available on our website at [www.abrightbeginningchildcare.ca](http://www.abrightbeginningchildcare.ca)

Parents concerned with the care of their child, or any incidents in their perspective programs, are urged to speak with their child's Educator and/or Directors. If satisfaction is not forthcoming, please follow the procedure outlined in the "ACTION FOR PARENT" section of the Handbook.

Educators will welcome the interests and concerns of parents on any topic.  
**COMMUNICATION and RELATIONSHIP BUILDING IS THE KEY.**

### **ACTION FOR PARENT**

A parent who is concerned about their child's care should contact their child's Educator immediately. However, if the parent does not receive satisfaction from their child's Educator, or does not wish to contact them, they should contact one of the Directors (Early Years Director or School Age Director) and provide a formal complaint in writing. The Director will investigate the complaint and discuss it with the individuals concerned and try to come up with an agreeable solution. If one cannot be reached, contact our Licensing Department. This formal complaint to Licensing will be reported to the Board of Directors. Contact people are listed below.

1. Your Child's Educators

2. Directors: Denise Morgan, Executive Director  
Mars Agyapas, Program Director 780-532-9170

3. Board Members:

A current list can be obtained from the Executive Director.

4. Government of Alberta Licensing Officer:

Mandy Cunnigham: [mandy.cunnigham@gov.ab.ca](mailto:mandy.cunnigham@gov.ab.ca)

### **RESOURCES FOR PARENTS**

The Centre has many resources for parents found at the main office. We have a binder with many services within the community of brochures and information sheets/articles. Resources bins are available to take out to use as a family. Please ask at the front counter.

Inquire with the Program Supervisor or Directors about any special needs that you are looking for, and we will try our best to help you connect. The Society works in partnership with outside agencies and programs that can assist with developmental delays and/or special programming that a child may need. There are also resource books on Parenting and Nutrition that can be signed out at the main location, Avondale.

When Educators /Directors receive information on sessions and workshops that are being offered within our community, parents will be emailed the information, and it will also be posted at the front entrance.

## **Transition POLICY AND PROCEDURES for Children and Families**

Separation is a process we go through all our lives. Though often challenging and exciting, this growth towards independence can be painful and scary, especially for young children. Parents and educators working together demonstrate to children that they trust and believe in one another and offer a foundation of support when the world suddenly seems new and appears different.

### **PREPARATION The First Days**

- Tell your child how you felt when you were their age and started school. This will help them realize that they are not alone with their feelings.
- Encourage your child to talk about what they might be thinking. This is one of the best ways to help them prepare for their first days in a new program.
- Bring your child to the program when you are registering them. This will give them an opportunity to explore a new environment, meet their educator and other children while you are still close at hand.
- Visits are essential for children. These hours at the program together will give you and your child a good understanding of the day's routines and familiarize you with the Educators and the surroundings.

### **THE FIRST DAYS:**

- Do something special together the night before. Together you can pick out what your child would like to wear, and he/she might like to help you select what you are going to wear.
- Try to have a special morning ritual. Take time to do something special. Even sitting down to a quick breakfast can help get the day off to a good start.
- Decide on a special "friend" or object to bring on the first day. Ask your child if he/she might like to bring a favorite stuffed animal toy or even a favorite hat or something of yours. These objects can be very comforting.
- On the way to the program, discuss what each of you will be doing that day.
- Let your child see that you and his/her educator are building a relationship. Take time to stay and talk a bit and bring your child into the conversation.
- Take time to say good-bye. It may be tempting to leave while your child is involved in an activity and might not notice, but this doesn't promote trust in the long run. Clear good-byes build trust. Over time, good-byes can strengthen children's beliefs that you will come back. *You might ask your child "How should we say good-bye? Do you want to give me two hugs? Can we rub noses?"* This way your child has a choice about what you will do, and together you can build your own good-bye rituals.

### **WHEN A CHILD CRIES:**

If you can, stay a bit longer so that you and your child's educator can help to reassure him/her and get him/her settled into an activity. If your child continues to cry, give him/her a hug and let them know you are leaving and hand your child to an educator. Feel free to phone or send a message via the program's app to check on your child. Be assured that your child will not be left to cry all day and that you will be called if he/she doesn't settle in within a reasonable time.

A child's crying is tough on parents but trust us that your child will be safe and well cared for in your absence. If crying persists you will be called, and you may call to check up anytime.

## CHILD GUIDANCE POLICY

The purpose of guidance and discipline in the program is to provide a safe and healthy learning environment in which a child can feel secure and have a sense of belonging. Each child will be encouraged and supported to develop positive relationships with peers and educators. Educators strive to be appropriate behavioral models, using parallel practice, by showing respect for children, parents, co-educators and their environment. To this end, parents can expect that educator will:

- Provide clear, simple, and consistent limits regarding appropriate behaviors within the program. Such limits will be offered in a positive manner. Harsh or belittling language will not be used at any time. Any child disciplinary action taken will/must be reasonable in the circumstances.
- Demonstrate appropriate affection and caring for your child through appropriate forms of verbal and physical interaction.
- Maximize opportunities for appropriate and positive behavior for your child through the program and activities.
- Educators will give verbal direction and redirection as the main means of guidance. Role modeling and guiding children through social interactions and situations that the child is having problems with.
- Recognize, validate, and label your child's feelings in situations which may be difficult for him/her.
- Always supervise your child and will not remove your child to an unsupervised area as punishment. Children are given flexibility with appropriate age behaviors (for example, a four-year-old may move themselves to a quieter area for self-reflection.)
- If behavior problems persist, you will be asked to assist the educator in a guidance plan that will meet the needs of your child, yourself, and the primary educators for your child.

When a child becomes disruptive within the classroom, the educators will evaluate why and if he/she is imposing possible harm to himself or others. Child will be requested to display appropriate behavior. If the child remains non-compliant, the educator will either engage themselves with the child to role-model appropriate behaviors or offer VOICE AND CHOICE. The educator will remain actively engaged with that child to redirect, role model and problem-solve in an appropriate activity until acceptable conduct is displayed.

In a severe case of a meltdown (throwing or overturning objects, screaming disruptively, hurting educators and peers), the child will be removed away from the children and program supervisor called to support. The educators will help the child to calm down so that he/she may regain control of themselves. The child and educator will engage in reading or another quiet activity until calm and then the child may return to join his/her peers. This removal is necessary for the safety of all children and educators involved. Parents will be called if the child has intentionally struck, bit or hurt an educator in any way. Parents may also be called if the behaviors cause safety issues for others more than three times throughout the day.

As parents, guiding your child through these key development years, it is desirable that educators and parents work closely and honestly together. Please inform the educator of any changes in the home and your extended family that your child may be experiencing. Childcare environments are places where everyone can share experiences, learn, and grow together in an enjoyable and supportive way. If the child has caused the childcare environment to be unsafe for all, the parent will be asked to seek additional support

services from health care practitioners to avoid dismissal. A family meeting will be held if safety concerns persist, which may result in dismissal. Educators will make every effort to provide relevant information to assist parents and support the playroom environment.

The Director will be pleased to discuss any questions you may have about any aspects of this Guidance Policy. A copy of the submitted licensing policy can be requested.

### **INCIDENT/ACCIDENT/ILLNESS REPORTING**

Parents will be notified immediately in the event of a serious incident/accident or serious illness involving a child at any one of the programs in the Society.

In the event of a non-serious incident/accident or illness, an educator will fill out an Incident/Accident/Illness Report Form and have the parent sign after being notified. The Director or Program Supervisor will call ahead of time by phone to share immediately any serious injuries or injuries to be made aware that is being assessed.

### **SICK CHILD POLICY AND PROCEDURES**

A sick child must not be brought to the program. When a child develops any of the symptoms below, families are required to pick up their child as soon as possible. To protect your child and others, the Society has the following guidelines.

**Keep your child at home or will be sent home when he/she:**

- Has a **fever** - an oral temperature of over 100°F or 37.8°C (normal temperature is 98.6°F or 37°C.)
- Has an **eye infection** (Conjunctivitis or Pink Eye) that is not being treated by medication. The eye will look red and tender with some burning, itching and may have a thick yellow discharge.
- Has developed a **rash**, which the parent cannot identify or that has not been diagnosed by a physician.
- Has **one incident of diarrhea**
- Has **one incident of vomiting**
- Is suffering from a **severe cold** - the child is **fevered, severe coughing and discharge from the nose, not participating in programs activities.**
- Afflicted with a **communicable disease** - some examples are chicken pox, mumps, rubella, red measles, strep throat, head lice, etc. A physician must diagnose the child, and the parent must report to the program supervisor the diagnosis and when the child can return to the program again.
- **Cannot participate in the day's program** (*this includes outdoor play.*)

**NOTE:** With any of these conditions, arrange to see a physician as soon as possible. Ask the physician about the illness and when the child can return to the program.

**When your child remains at home because of illness, please notify the child's program of the absence and the reason why. Early years Avondale: 780-532-9170; Busy Bee's School Age: 780-533-5174; ABB Roy Bickell: 587-259-4422; ABB Ecole Montrose: 587-259-3735.**

***When a Government Health authority issues a health statement and guidelines, they will take priority (such as an outbreak or pandemic.)***

**Your child may return to the program when:**

- The physician has diagnosed the illness, stating that the child is not contagious and may return.
- The cold is mild; the child has no fever and is eating and sleeping well.
- The child has a type of infection, and the child was given an **antibiotic for twenty-four hours before returning to care. If there are still symptoms you can get a doctor's note to return to daycare.**
- The child's rash is not contagious.
- The child has a loose bowel movement because of something the child ate or because of a medication that he/she is taking.
- Has been treated with appropriate treatment and is clean of nits (head lice).

**NOTE:** If you are unsure at all whether you should keep your child at home, please call a program supervisor or director. They will be able to advise you about the need to see a physician, whether to keep your child at home or return to the program. It is a good plan to have a person who you feel is responsible, mature, and loving that could care for your child during these illness periods.

**Please DO NOT administer fever or pain medication** (unless it's prescribed by a doctor and educators have been notified) before arriving at the program. **Licensing does not allow programs to administer Advil or Tylenol.**

**If your child becomes ill while at the program, you will be called and asked to arrange that your child be picked up immediately.** The educators/directors are not medical experts and will not make a medical judgment call. The programs do not have a separate room to care for a sick child. *When an educator is obligated to care for a sick child, the other educator remains to be out of ratio, which is non-compliance with government licensing regulations.*

The definition of an ill child according to Government Regulations is a child who:

- **Is vomiting, has a fever, diarrhea or a new rash or cough.**
- **Requires greater attention than can be provided without compromising the care of other children in the program; or**
- **Displays any other illness or symptom that the educator member knows or believes may indicate that a child poses a health risk to other children, educators, or directors.**

Your child can return to the program if a written notice from a physician is provided indicating that the child does not pose a health risk to the program. The child may also be able to return if the Director is satisfied that the child no longer poses a health risk to other children.

If your child is taking medication or a treatment which is only being administered at home, it would be appreciated if you advised room educator and/or the Director. **In all cases, the child must remain at home for at least 24 hours before returning.**

- ✓ Vitamin D's and C's are great immune boosters.
- ✓ Kindly wash your child's hands upon arrival

## MEDICATION POLICY & PROCEDURE

Medication will be administered to a child if:

- It is a prescribed medication clearly labeled with the name of the physician, name of child and the dosage instructions. **The educator is required to fill out the medication form.**
- Medications need to be handed to the Educator to be stored in designated locked boxes.
- Non-prescription medications must be in the original container, and the requested dosage must not exceed the recommended daily dosage.
- Parents will be required to sign a medication form giving us permission to administer any medications. The educator will then sign the form after medication is administered.
- For everyone's safety, please do not leave any type of medicine including cough candies in your child's cubby or backpack. Pass the medications to a room educator, who will ensure your child receives it. The medication will be returned when administration time has ended. The medication form needs to be completed.
- Emergency medication requires a complete Allergy Information form to be filled out and an on file, with a signed Medication form (i.e. epi-pens, puffers). These are then kept in the playroom backpack.
- ***Fever and pain medication such as Advil or Tylenol cannot be administered as a "just in case" or "as needed" and will need a doctor's written recommendation preferably prescription.***

## PHYSICAL CARE POLICY & PROCEDURES

The purpose of this physical care policy is to ensure the physical health and well-being of children attending the program are met. It is recommended that parents inform the educator about their child's physical needs at registration and that parents, at the same time, be informed about the routines and procedures followed by the children and the educator in the program.

## DRESSING AND TOILETING

Parents can expect the educators will:

- Encourage individual responsibility for dressing and toileting. Assistance and support will be given to the children to encourage these new skills.
- Ask parents to provide required clothing and footwear. Spare clothing for emergencies should be available.
- Encourage the development of healthy personal habits by modeling good personal hygiene.
- Ask that all clothing, linens, and bottles or cups be labeled for the individual child.
- Follow Ministry of Health recommendations for diapering and toileting to promote good child health.
- Follow appropriate procedures to prevent illness and the spread of communicable disease.
- Give adequate skin care to genital and rectal areas, if necessary (i.e., when child is unable to accomplish the task unaided).

- Require children to wash hands thoroughly (with soap and water) when they arrive in the playroom, after toileting and before eating. Tots and Babies will be washed with wet cloths or the educator will assist at sinks.
- Administer topical ointments or special care in toileting as instructed in writing by the parents.

## PHYSICAL HEALTH

Parents can expect that educators will:

- Encourage parents to be informed about immunizations.
- Ask parents to notify them of any concerns regarding their child's health (i.e., medications, allergies, immunization records).
- Record and report illnesses or injury experienced by their child while in the program.
- Advise parents immediately of any communicable diseases that their child may have been exposed to.
- Require parents to provide written permission for the administration of medication. All prescriptions must be, in their original container, labeled with the child's name, the name of the drug and the directions. **Educators will not administer any drug that has not been prescribed by a physician.** See "Sick Child Policy" on page
- Possess current First Aid Certificates.
- Provide adequate First Aid Supplies.

## SUPERVISION COMMITMENT

We strive to always provide effective supervision to the children to ensure their safety, well-being, and development. Interacting and engaging in play (both indoors and outdoors) with the children will help in planning activities that interest the children and promote developmental growth. This will give opportunities to talk about playing safe to avoid harm. Effective supervision reduces the risk of harm by preventing injuries and accidents. It promotes positive, responsive, and intentional learning environments. Effective supervision requires Educators to be involved, engaged and familiar with the children in their care. Only when ratio allows, will activities that draw attention away from the children be performed. Co-educators will inform each other that they are not actively supervising while engaged in housekeeping, phone calls, children's files, etc., to uphold regulated 'child to educator ratios, if enhanced ratios allow. Educators will be familiar with children to educator ratios and max group sizing. We will regularly evaluate and assess supervisory practices with Educators to ensure that we are meeting the needs of the children in our program. If you would like a copy of the policies that encompass supervision, inquire with the Director.

## EMERGENCY EVACUATION PROCEDURES

Children will be immediately evacuated in the event of a fire, gas leak or any other danger/or safety of the children within the building. They will be evacuated to **the Muster point** for the program. This muster point is indicated on an emergency evacuation plan at each program. If we cannot reenter the program, we will proceed to the designated evacuation place for that program your child is attending. Parents will be notified and can pick up their children from that place. Ask your educator where their emergency evacuation location is. **Please ensure that we always have current and correct contact information numbers.** The programs will circulate an update form once per year. We will be participating in the GPPSD's program "Hour Zero". The information can be found on the Grande Prairie Public School District website.

## **EMERGENCY AND VOLUNTARY CLOSURE Procedure**

1. **Emergency closures** can be deemed by Alberta Health, Childcare Licensing Department, or the program itself. Families will be notified as soon as possible via email, the app and phone from the program, Facebook Centre's page and posted at the entrance of the program.  
For example, no water/power, cannot meet child-educator ratios or an outbreak of illness such as stomach flu. Illness updates will be communicated by email if two or more illnesses occur in a room.
2. **Voluntary closures** deemed by the Directors/Board will be communicated via email and phone, and the Facebook Centre's page plus signage on the entrance of the program as soon as possible from the program. Examples include outbreak of illness, child-educator ratios that cannot be met and/or close the program to sanitize for a period of 24-48 hours due to an outbreak.

### **PERSONAL ITEMS**

**Please label all items** your child brings including boots, shoes, hats, coats, mittens, change of clothing, blankets, and stuffed animals. This also includes snack bags and snack items.

### **TOILET TRAINING**

If your child is still in diapers, please bring a daily supply (cloth diapers are welcome) we prefer a bulk package. We also require a container of diaper wipes. The educator will let you know when your supply gets low.

Parents should advise educators when toilet training has begun at home. Please do not send pull-ups as they are more difficult to change. Children who are in the toilet training should have extra clothing, pants, socks and several pairs of training pants or regular underwear.

### **Meal and Snack Time**

The educators will provide a comfortable, relaxed, and non-coercive environment for the children during these and all routines. The Educators will inform you of any significant changes in routines of their child or the group. Educators will model healthy attitudes towards food at mealtimes and will encourage children to try food that may be unfamiliar to them. Educators will encourage healthy choices from home. Educators will from time-to-time share resources that talk about healthy choices, ideas to prepare lunch and snacks and to include your child in this process. There are resources in the hallway of the Avondale location regarding healthy food choices for your child.

We are a **NO NUT AND PEANUT FREE** program.

Except for special occasions, **candy is not allowed at any of the locations**. Please do not send your child to the program with any candy and limit the number of sugary snacks as sugar can cause behaviors that can be unacceptable. We request that snacks from home are nutritious and labeled.

The Society has a Special Events Policy in place for those parents wishing to celebrate their child's birthday or special cultural event. This policy will be provided upon registration. Please ask one of the Directors or room educators for a copy if you are planning such an occasion so that we can help you arrange for success.

## OUTDOOR PLAY

It is the policy of the Society to provide all the children with the opportunity to play, explore and experience the outdoors daily, this promotes and gives the opportunity for large muscle movement in the fresh air. The only exceptions would be rain and extreme weather advisories. On cold winter days outside playtime to explore the winter wonderland is important, it will be limited to a minimum of 20 minutes. When the temperature is minus 21 degrees this includes the wind chill, and it will be an inside day. The children may be required to stay inside due to poor air quality (4 and up), wind warnings (40-57 mph), and extreme heat (30 degrees and up) as indicated in our weather policy. **DUE TO THE EDUCATORING RATIOS WE CANNOT ACCOMMODATE PARENT'S REQUESTS TO KEEP THEIR CHILD INDOORS.** If your child is too ill (refer to "Sick Child Policy" on page 15) to play outdoors, then they are too ill to participate in all the programs activities including outside play. There is no care for your child to remain inside. The educator will ensure that your child has been dressed properly for the weather in the outdoor clothing that you have provided or with the program's extra clothes. This will ensure all children are dressed appropriately for the weather.

## TOYS FROM HOME

Except for toys that are sometimes needed in the initial child's transition from home to the program, we ask that you leave your child's toys at home or in your vehicle. If an item is brought to the program, please label it and help your child choose a toy that will complement the weekly plans of your child's room. Inform your child that he/she will need to share and that he/she will need to be responsible for the item not the educator or the program. We will not be responsible for it. We will encourage your child to play with it appropriately with respect and will require the child to share with their peers. Children will be given a choice. If a toy causes disruptions or brings stress into the classroom, that choice will be to put it away in a safe place, or to play and share. No guns, war toys, or destruction toys that promote physical aggressiveness will be allowed at any of the programs. All electronic equipment needs to be kept at home. Parents will be requested to take the item with them, or it will be placed in the Directors office for safe keeping.

## NAPTME/QUIETTME (early years program only)

Children are required to have a quiet time in the afternoon for the Baby and Toddler playrooms. The Mighty Explorers have the option to do quiet time activities while others can take a nap. The Super Seeking Seniors will have a quiet time if needed while others go outside. The program will launder sheets and blankets as needed or bi-weekly. The rooms may be darkened any time after 12 pm responding to the rhythms of the children and quiet time ends at 2:45pm) Children that do not sleep will be provided quiet time activities. Children will be relaxed with soothing quiet music and personal nurturing by Educators to make this time a pleasant experience.

**Parents with concerns or questions about the physical care of their child should consult with their child's educator or the program Directors (see "Open Door" Communication Policy on page 7.)**

## WHAT TO WEAR TO THE PROGRAM

Think of your child's comfort - and provide simple clothing that is free of complicated fastenings. Think of the messy art materials and other messy activities - and provide clothing that is washable. Think of the playground – and provide clothing that is sturdy. Think of how you would feel “playing” outdoors in wet, cold, and windy weather. For your child's comfort we recommend that the following outdoor clothing be available:

### FOR SUMMER:

- Bring a bathing suit and towel and a light T-Shirt to be worn over bathing suit to prevent sunburn.
- Sun hat (no straw hats)
- Appropriate walking shoes/water shoes (no thongs)
- Sun block (children must use a sunscreen with SPF 15)
- Water bottle

### FOR FALL:

- Rubber boots
- Hooded jacket (no strings if possible)
- Light gloves/mitts
- Long pants

### FOR WINTER:

- Winter boots
- Mitts that are easily put on and stay on and keep hands warm.
- Hat, neck warmer
- Ski pants
- Warm jacket with hood

### FOR SPRING:

- Rubber boots (extra socks a must)
- Splash pants, muddy buddies
- Hooded jacket (no strings if possible)
- Light gloves/mitts

All children must have a pair of indoor shoes during the rainy weather and winter months. Finally, think of our collection of unlabeled unclaimed clothing please **LABEL ALL OUTER GARMENTS**, including hats and boots. If you do not have a permanent marker, we have markers available for such use. We have an ongoing fundraiser with **Mabel's Labels** that would be ideal for labelling your child's clothes, cups, and other belongings. Information can be found at the front counter or on our website.

## **INFECTION CONTROL POLICY AND PROCEDURES**

### **HANDWASHING**

Remember hand washing is the best prevention for the spread of infection. Think germs.

#### **WHEN:**

- When educators, volunteers or children come to the programs – wash hands well with soap and warm water.
- Before educators, volunteers, children, or parents eat or drink.
- After wiping a child's nose or cleaning up a child's spit-up.
- After using the toilet.
- And before food preparation or serving food.
- After coming in from outside activities

#### **HOW:**

- Use soap in the dispenser and running water, rub hands vigorously for 20-30 seconds remembering to wash all surfaces.
- Back of hands, wrists, between fingers and under fingernails (nails should be kept short for educators).
- Rinse your hands well. Leaving water running, dry your hands using a single use towel/cloth then turn off the taps using the towel instead of bare hands.

### **SICK CHILD**

- The educator must notify the Directors of a child's first signs of illness.
- A sick child is not to be brought to the program (see "Sick Child Policy" on page 15.)
- The Director and educator must be aware of illness in the child's home.
- Communicate with parents about what alternate care has been arranged for the sick child.
- The Director will notify the Public Health Nurse of any communicable disease outbreaks and follow guidelines set by the Public Health Department.

### **SANITATION**

- Kitchen counters, changing areas, bathroom surfaces, eating and play surfaces will be disinfected daily.
- Bathrooms are thoroughly cleaned and disinfected daily.
- Carpets will be vacuumed, and floors will be washed daily in playrooms, Entry area, halls, and kitchen.
- Tots and Baby's toys that are used are disinfected daily.
- Larger toys are sprayed and wiped with disinfectants.
- Carpets are shampooed as needed.
- All "spit-ups" etc. on the floor are cleaned immediately with disinfectant.
- Upholstery is shampooed as needed.
- The supervisor may request additional cleaning needed.
- Soiled linens are stored in a closed container until they are washed.
- All garbage that is wet or decaying must be placed in the kitchen garbage can which is a covered container.

## **DIAPERING PROCEDURES**

Procedures are posted at changing tables in the Baby room and tot room. All soiled diapers are discarded in a closed container. The diapering surface is sanitized after each child. Please speak with the room educator if you have any concerns or special requests. We want to achieve and provide the most comfortable and enjoyable experience for your child.

## **IMMUNIZATION**

- Immunization is not mandatory in Canada.
- The director will inquire about your child's records. We would like to know which children are not or are immunized for the purpose of data collection over the years your child is with us. Also, we can inform you quickly of cases that may affect your child.
- Our educators are encouraged to inform themselves on the pros and cons.
- When a child is suspected of having a communicable disease the parent/guardian will be requested to remove the child from the program for the requested period that is prescribed by a physician.
- All communicable diseases will be posted in the room as they occur.
- Please educate yourselves on your choice and risk factors; information is also available from the directors.

## **CHILD ABUSE- EDUCATORS REPORTING RESPONSIBILITIES**

Parents, please note:

- We are required BY LAW to report suspected abuse or disclosed abuse.
- Failure to report abuse can result in prosecution under the Family Services Act.
- We are NOT permitted to contact the parents, unless specifically directed to do so by the Department of Social Services.
- Reporting procedures are designed to protect the child.
- Our responsibility is to report suspicions/disclosures, NOT to determine if abuse has occurred.
- It is the responsibility of the Department of Social Services to investigate and decide if abuse has occurred.
- Our concern is the safety and well-being of the child.

If you would like more information or have any concerns, please do not hesitate to contact the Director.

## **PROGRAM POLICY**

To ensure that the philosophy and goals of the Society are being achieved, the programs are successful, the children are receiving quality care, and the following elements are considered and adopted when developing the program.

- The programs should be pleasurable for both children and adults. Humor, laughter, and fun should be a part of every day.
- The programs utilize play as learning.
- Parents will be informed of upcoming events and parental involvement opportunities on the Society's Facebook page and through the program's app.

### **A Bright Beginning Child Care Society:**

- base learning on actual experience and participation of the children's interests.
- provides a variety of learning experiences (ie sensory, drama, creativity, problem solving) to meet the holistic goals of the children.
- provides spaces of vitality in the environment which acts as the "third teacher" (Reggio Emilia)
- uses the cycle of co-inquiry to extend and enhance the children's interest while learning through play. (Flight: Alberta's Early Learning and Framework)
- has stability and regularity combined with flexibility.
- observes the individual needs of the child by noticing, naming, and nurturing allowing each child to develop as a mighty learner and citizen.
- has balance between voice/choice and adult guidance. Both approaches are valuable.
- includes the families as part of the life of the program. Communication between families and educators provides an easier transition for the child.
- Positive social interactions are important
- Fostering a sense of belonging for both children and families to create stability and security for the child.

### **PROGRAM PLANNING**

The Society has implemented Flight: Alberta's Early Learning and Framework, which promotes learning through play guided by children's interests. A variety of learning experiences are provided daily to enhance the holistic goals of the child. (**Flight: Alberta's Early Learning and Care Framework** by Makovichuk, L., Hews, J., Lirette, P., & Thomas, N. 2014.) [www.flightframework.ca](http://www.flightframework.ca)

### **HOLISTIC PLAY BASED GOALS**

#### **Well-Being**

-the child will experience a safe and caring environment where their emotional and physical health is nurtured, protected, and promote positive identities.

-learning experiences help children develop a recognition of self-worth, their identity, confidence, respect, being curious, supporting, caring for others, experiencing trust, building relationships, developing a sense of place, making connections, etc.

#### **Play and Playfulness**

-the child will experience open and flexible "free play" where they can explore, solve problems and be creative where the environment is intentionally created based on their interests.

-experiences to promote these facets can be seen through rough and tumble play, imagination and creativity, exploring, researching and the child's curiosity.

#### **Communication and Literacies**

-the child will experience intellectually, socially, and culturally engaging spaces of vitality in the environment where they are supported through communicative practices, multimodal literacies, and literate identities within the community.

-these facets help children form relationships through different modes of communication, recognize and understand the different ways language can be expressed and understood. Learning that literacy comes in a variety and makes meaning in different ways such as art, music, math, or drama. Children will also co-construct a range of literate identities from families, culture and within the community, from home and to the program.

### **Diversity and Social Responsibility**

-the child will experience socially inclusive and culturally sensitive environments.

(Consideration for others, inclusive, equitable, democratic and sustainable practices, social responsibility is nurtured.)

-these facets will help the children appreciate their own culture and those of their peers and the community, being confident in their identity, engage in practices that respect diversity and learn to be responsible and responsive to members of the community, (empathy, respect for others and their environment in the playroom) practice decision making of choices that affect themselves, appreciating the natural world and beauty of it, recognize relationships in nature, and developing appreciation for the creativity of the world.

The Educators observe the children's play by noticing the play, naming it and nurturing it further with materials, toys and spaces that are responsive to their interests. Flight calls this ***the children's dispositions to learn***. Educators will respond to each child's learning by reflecting the image of the child, identifying them as capable, strong, resourceful, a mighty learner and citizen. The five learning dispositions are **play and playfulness, seeking, participating, persisting, and caring**. The Educators identify these learning dispositions and share the learning through documentation pieces of your child which can be found on the playroom's bulletin board and/or shared in the program's app. Living Walls and Webbing boards (also documentation boards) are found in the playrooms displaying the children's interests which are used for extensions of learning. These types of documentation demonstrate the learning.

## **MISSION STATEMENT**

### ***Our Mission***

To Promote Growth of Knowledge in Young Children,  
Through play experiences  
That encompass  
Individuals, families, community, and the future.

### ***Our Vision***

An accountable and quality childcare Centre, where the inquisitiveness of the child comes first and allows them to blossom.