



mindFUL moments

Child Enrichment Centre for School Aged Children

School Age - Parent Handbook

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Introduction and History

Welcome to Mindful Moments Child Enrichment Centre, a play-based, multi-disciplinary before and after school care program for children ages 5-12. We have been in operation since September 2013 and we are proud to offer an enriching program that balances fun and learning.

Our teachers are familiar with a wide base of knowledge concerning Child Development, including the philosophies of Reggio Emilia, Montessori and the theories of a variety of Child Psychologists and Educators. Our multi-disciplinary approach allows our teachers to tailor every class and activity to the needs, interests and abilities of the children in that particular group. They are also continually developing to ensure that we are offering the most current ideologies and activities available for children.

Our teachers strive to provide a safe, trusting environment in which children can develop on all levels. Children in our program learn to express themselves verbally and learn about their own limits and boundaries, as well as those of others. The program is designed to provide challenges appropriate for each child, recognizing and respecting their unique and individual needs as well as their own pace of progress.

The curriculum is based on play. Through play children, develop positive self-esteem, express feelings and ideas, explore, discover, store impressions, classify and organize their world. Play provides a basis for children to learn about collaboration through interactions with the teachers and their peers as well as providing limitless opportunities for “teaching in the moment” – a philosophy that allows teachers to use spontaneous events in the day to highlight or demonstrate educational concepts to an already engaged and interested student.

Mindful Moments offers children approximately 5000 square feet of space divided between multiple play rooms and a gym to explore, move, create and learn. Our gym is equipped with various gross motor equipment to encourage active play, dance, sport and fundamental skill development.

In our playrooms you will find a variety of fun and engaging areas such as a dramatic play area, block centre, manipulative toy centre, puzzle/game centre, listening centre, math and science centre, practical life centre, sensory centre/tables, spacious art centre with many open ended materials, art easel, costumes, puppets, cultural items and more.

Our environment has been carefully designed to create a warm and natural home like feel. We strive to purchase wood equipment and toys whenever possible and use furniture that is in neutral colours. We do not litter our walls in posters; we mindfully choose art and teaching materials that the children will benefit from. We stay mindful of the environment as well and ensure all materials are displayed in a way that promotes curiosity from the children.



Philosophy

Children

We Believe:

That the primary importance is the development of the **whole child** - socially, emotionally, intellectually and physically

Children are capable and resourceful learners who are active contributors to their own learning

Children need to be valued as individuals, within the context of their family and their community

Children can develop confidence and positive self-esteem through a supportive and secure environment

Therefore We:

Implement a child-centered program

Strive to empower children, by using their thoughts and ideas to develop the program

Promote each child's confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success

Implement an inclusive approach to positively support children's growth of identity, self-esteem and critical thinking

Encourage each child to reach their full potential in accordance with their individual ability

Families

We Believe:

Trust, respect and collaboration form the basis for strong partnerships between families and staff

Families, children and staff form a caring community

Family involvement is integral to a high quality program

Therefore We:

Are committed to open and constructive communication with families which includes discussions, child portfolios, daily diary and newsletters

Strive to have empathy and be responsive to family needs, and provide support when required

Encourage families to engage in meaningful participation within the program

Program

We Believe:

Children learn through collaboration and communication with other children and adults and through interacting with the environment

Children need opportunities to practice and consolidate their skills in key learning areas including: language and literacy; creative and expressive arts; mathematics; science and social and emotional development

Children require daily physical exercise to promote a healthy lifestyle

A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development

Diversity within our centre, families, staff and wider community should be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social inequities

Therefore We:

Implement a flexible program that is responsive to the evolving nature of the early childhood environment and that provides for different learning styles

Make observations of children and document their work to form the basis of the program

Provide children with daily enrichment experiences so they can get the exercise their body requires and also learn through movement

Use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve

Provide attractive, well maintained play areas, with the thoughtful use of furnishings and displays

Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges they may face and become fully realised members of society

Staff

We Believe:

In employing staff who are committed to working for the best interests of children and families

That each staff member brings fundamental, personal qualities to the centre environment such as empathy, respect, warmth and a passion for learning

In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained

Therefore We:

Provide opportunities for staff to share in decision making and to obtain feedback

Provide a safe and comfortable working environment

Provide ongoing professional development for staff

Community

We Believe:

We must strive to be a centre of excellence for early childhood education and enrichment within our community

As advocates for our profession, it is important to share our knowledge and experience

We are a central link to information and support services within the wider community

In the importance of nurturing established relationships with community organizations, council and local schools

The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs

Therefore We:

Ensure that we operate within the guidelines set down by governing and professional bodies

Use the established channels of communication with committee, council and the community

Encourage Early Childhood and work experience students to take part in our program

Utilise local services in an effective and meaningful way

Participate in community events

Evaluate our centre goals and program regularly

Child Guidance Policy

Everything children do is logical to them. By understanding child development and discovery, teachers are able to assist children to communicate their feelings and needs in a cooperative way. By assessing behaviour and determining the root of it, teachers can discover the child's reasoning and then respond appropriately. All child guidance will be reasonable and geared toward each circumstance. The teachers use the following skills to guide the children:

Encouragement

Children are encouraged in their activities through honest appreciation of them. Positive statements by teachers set a comfortable tone in the classroom. Children learn cooperation rather than obedience and this requires negotiating and respecting the rights of others.

Negotiation

The teachers model ways for children to talk through conflicts and find reasonable solutions. Children are encouraged to state their needs and feelings and to make "I" statements. For example, "I want a turn", rather than "He won't share".

Responsibility

Children are responsible for themselves and their actions. They are taught to care for themselves, each other, the teachers, and the objects in the room. Natural consequences are used as a means of highlighting this expectation.

Communicating

Teachers assist children who are arguing to verbalize their difficulties appropriately. They help to define the problem and may suggest alternatives. When a resolution is reached, the Teachers monitor from a distance, acknowledging and encouraging positive results.

Anticipation and Redirection

Teachers work to anticipate problems and redirect children with potential conflicts to other activities. For long-term results, teachers give the children the support they need to learn to communicate boundaries and needs effectively.

Break Table

The teachers will encourage the child to take a break where the child can choose a quiet activity (i.e. puzzle, drawing, play dough, looking at a book) until they are ready to join group play. The child determines when he/she is ready to re-join the group.

The following types of discipline are **not** used within our program:

- Physical punishment
- Verbal or physical degradation
- Emotional deprivation
- Denying or threatening to deny a basic necessity
- Physical restraint, confinement or isolation



Families will be provided with our child guidance policy at the time of registration. It is part of our parent handbook. Our staff become familiarized with the policy through the staff orientation and review of the staff handbook. Our teaching staff will clearly outline expectations to the children.

Communication with Parents

Mindful Moments has an open door policy and encourages parents to communicate openly with all of our teachers and admin staff. At Mindful Moments, several different communication tools are used to ensure that parents are well informed of special events and important dates throughout the school year.

Newsletters/Emails

Email updates will be sent throughout the year. Please make sure that the school has an up-to-date email address for your family.

Bulletin Boards

We will often post things on the door or on the bulletin board in the front area for parents to view.

Verbal Discussions

Teachers will communicate with families regularly about their child.

Remind App

We use this app that can be downloaded onto your phone so that parents can text teachers and vice versa.

Volunteering

Families are encouraged to volunteer within our program whenever possible however it is not a requirement of our program. Join us for field trips, come teach the kids something or read them a story. Speak with a staff member if you are interested.

Fundraisers

From time to time Mindful Moments may use fundraisers to generate income for new supplies and equipment. All parents will be encouraged to participate.

Parent Guidelines

Phone Calls: Our centre phone number is 587-269-2211

Email: vanessa@mindful-child.com (Owner) teachers@mindful-child.com (Teachers)

1. If for any reason your child is going to be absent, please call at least fifteen (15) minutes prior to their expected arrival time and leave a message if there is no answer.

2. Please be prompt in picking them up at the end of the day. Teachers are paid only for instructional hours and it is not fair to ask them to supervise children after hours. If you absolutely cannot avoid being late, please call to inform the teachers, if there is no answer please leave a message.
3. If someone other than a parent is to pick up your child, you must inform the teachers in advance. The individual will be required to show photo id. Unauthorized pick up people will not be allowed to take the child without parental consent.
4. Notify teachers of any allergies and ensure that all emergency medical information is up-to-date.
5. If your child may require medication to be administered (e.g., for allergies or a pre-existing medical condition), please review our Medication Policy.
6. Keep teachers informed of any event or change of routine at home that may affect your child's behaviour.

Enrolment

Registration for our programs is open year round subject to available space.

Fees

Tuition

Please contact us to discuss current monthly fees.

NSF Cheques

A \$35.00 administration fee will be charged for all cheques returned NSF. In the event a family produces 2 or more NSF cheques, the said family will be required to pay future fees by cash, certified cheque or money order prior to the first of each month.

Registration Fee & Deposit

There is a \$50 per child deposit due to hold your space(s) which will go toward your first month's fees. **This fee is non refundable.**

PD Day and School Break Programs

Our programs offer a mixture of our active enrichment programs as well as occasional field trips. A great day is guaranteed!

Program hours are from 6:45am - 5:30pm. We follow all school calendars in Sherwood Park and are happy to say that we can accommodate children from all school streams on their PD days.

Please note we are closed during the two week Christmas Break for approximately 7-8 non statutory days.

Waiting List

Applicants who wish to have their name placed on our waiting list must submit our waiting list form which can be found on our website. Admission will be granted on the basis of availability. Families who wish to enroll a sibling of another child already attending will take priority for new openings.

Parents/Guardians will be notified by phone when space becomes available. Enrollment must begin within 2 weeks or the space will be forfeited and the client's name will be removed from the waiting list.

Drop In Care

Drop-In classes are available if space is available. You may use this service daily, weekly, or even monthly - there is no limit on the amount of time you may take advantage of this service. To ensure space availability, call to schedule your child as soon as you know you need us. We ask that you call before you bring your child.

Probation Period

Every child is different as and such our program may not be the best fit for every child. We will assess this after a four week period of the child being enrolled. If we feel that our program is not the best fit for your child we will communicate this to you and provide you with a pro-rated refund of any fees paid.

Inclusion

Sometimes families approach our school to register their child with extra support needs. These extra support needs may be language barriers such as ESL, emotional barriers such as hypersensitivity to stimulation, or physical barriers caused by mobility issues or other health concerns.

We are committed to providing all of our families with the best possible environment at all times. To this end, if we feel we can successfully support the child within the scope of our program and the current classroom situation, the child will be welcomed into our school.

Orientation

All new families will be provided with an orientation session when enrolling their child. We will discuss our policies and procedures and give you a tour of the program premises. All questions will be answered during this time. Parents will be asked to sign an orientation checklist once this has been completed.

Withdrawal Procedures

If you wish to withdrawal your child(ren) from Mindful Moments we require 30 days written notice from the first of the month. Failure to do so will result in full fees coming due for the following month.



Days of Operation

Our program is open year round aside from statutory holidays and Christmas Break. We follow the Elk Island Public School calendar. Our program is open to parents during classroom hours only unless an appointment is pre-arranged with the teacher and/or Director outside of these hours.

Dropping Off & Picking Up Children

Parents are responsible for bringing their children to the program where they will be greeted by the staff. Parents will sign their child in and out using our tablet on a daily basis. The teachers are responsible to check daily attendance.

Please let staff know in advance if someone other than a parent will be picking up your child, otherwise s/he will not be released to that person. The individual may be asked to provide photo ID.

If a parent does not appear they will be called, followed by emergency contacts if necessary. In the event that nobody can be reached within half an hour of the end of class, and there are no obvious extenuating circumstances, such as a blizzard, staff will follow procedures outlined for dealing with an abandoned child – they will contact Social Services. It has never been necessary to follow this procedure but it exists as a measure of last resort.

PLEASE NOTE: Late fees are charged at \$1.00 per minute and are to be paid to the staff on duty.

Smoking

Smoking is not permitted on program premises.

No staff member, volunteer or other person shall smoke where child care is being provided.

Food & Nutrition

A morning snack and afternoon snack will be provided by the program and will consist of two food groups (following the Canada Food Guide). Morning snack will be offered from 7:00am – 8:00am and afternoon snack will be offered from 3:15pm – 4:15pm. All snacks are optional and children are not forced to eat. Children are encouraged to try new foods.

We do not serve lunch so parents will be required to send a **nut free** lunch on non-school days.

Allergies

We are a **NUT FREE** program. Please ensure all of your child's snacks are nut free. You may need to read the labels to ensure this as some say "may have come in contact with nuts".

Clothing and Personal Items

Please ensure that students are dressed in play clothes that may become stained with paint, markers, etc. A clean pair of "indoor" shoes is required to be worn in the classroom at all times in case of an emergency requiring quick evacuation.



Slippery-soled shoes, open-toed sandals and slippers are not suitable as we will be using the gym daily. If your child might need a change of clothes, please ensure these are packed in their bag each day.

Weather permitting; we will often enjoy outdoor play. Students must have proper winter clothing, including coats, boots, hats, mittens and snow pants, in the colder months. **Please remember that if your child does not have appropriate clothing for outdoor play, it affects all the children in the program as they will all have to stay inside.**

All indoor and outdoor clothing and footwear should be labelled.

Special Events & Field Trips

Throughout the year, our school participates in several special events. Notices and details for all events are provided in our newsletters and posted on the bulletin boards. The following are some of the events we offer throughout the year; however other events may also occur.

Halloween Party

The kids dress up and enjoy some Halloween themed activities.

Christmas Potluck & Concert

In the last week of classes before winter break, all of our families will gather for a Christmas potluck and concert. It's a wonderful chance to meet and chat with the other families at your school and to join in some holiday cheer.

Mother's & Father's Day Celebrations

We offer special events to make these days special. You can attend while picking up your child(ren) at the end of the work day.

Field Trips

We take several field trips throughout the school year. Transportation will be via public transportation or yellow school bus.

Outdoor Play

Outdoor play is seen as a valuable part of childhood. Mindful Moments has access to two nearby playgrounds as well as two sledding hills in the winter months. We also have a green space with several mature trees behind our building that we use more casually for running around and playing games. As the Kindergarten children are with us for half of the day, there is always a portion of which is spent outdoors (weather permitting). Older children have a mix between going to the gym after school and playing outdoors depending on the season and programming for the day.

Illness Policy

Occasional illness is a part of every child's school experience. While it may be inconvenient for parents to keep their child at home when they would normally be attending, bringing a sick child has consequences beyond those of the family directly concerned. Our teachers are exposed to many children during the week and if they fall ill then every student's school experience is adversely affected. In the interests of our teacher's health, and as a courtesy to other families who would like to avoid unnecessary illness, we ask parents to adhere to the following guidelines.

Parents are required to keep their child home or pick them up immediately if they are displaying **ANY** of the following:

- fever (38 degrees or higher, especially if persistent)
- diarrhea/vomiting (2 or 3 times in 3 or 4 hours)
- undiagnosed rash/skin condition
- pink eye
- communicable disease (other than mild upper respiratory tract infection)
- obviously infected discharge (thick and colored, especially green, red or brown)
- lethargy and irritability
- persistent pain
- cough (frequent bouts - 3 to 5 times/hour, especially if choking or vomiting)
- untreated head lice (staff must be notified of any case of head lice)

Allergy symptoms do not require exclusion from class unless the child is lethargic and unable to participate in class activities.

Children may not return to the program until they have been symptom free for 24 hours or if on medication, have been on it for 24 hours. The program Director and or designate have the right to exclude the child from the program if they feel that their current condition is still a potential health risk to the other participants. A doctor's note may be required.

If a staff member notices your child has fallen ill while attending classes, a call will first be made to the parent contact(s). If we are unsuccessful the emergency contacts will be called. The child will be taken to the book corner, which is partially enclosed. A teaching staff will sit near the opening to the corner to prevent other children interacting. As the teaching staff will be sitting in the opening they will have a clear view of the sick child and able to observe other areas of the room.

Staff will record and document all children who are ill including the name of the child, date they were first observed ill, name of staff member who identified the illness, time the parent was initially contacted, name of staff person who contacted the parent, time the child was removed from the program and the date the child returned to the program.

All parents will be asked to read this policy during their orientation and will sign agreeing to all centre policies. This policy is made available via our parent handbook and reminders are sent out regularly in newsletters and postings throughout the centre.

Administration of Medication

In the event medication needs to be administered by the staff, the following information must be provided:

- Written consent of the child's parent with details as to when, how much, the name of the medication and how many days.
- Medication must be in the name of the individual receiving it
- Medication must be delivered in its original labelled container
- How is the medication to be stored i.e. fridge or counter
- Medication must have clear written instructions as to when and how the medication is to administered, as well as the specific dosage
- A log will be kept by the teachers to indicate the medication was administered which will include the name of the medication, date, time and amount administered as well as the initials of the person who administered the medication.
- All emergency medication will be kept unlocked but out of reach of children.

Incident/Accident Policy

Incidents/accidents are occurrences that are not normally experienced in the environment and which may result in immediate or potential harm or emotional upset of a child or children. Incidents are defined as negative events that do not result in discernible physical harm, while accidents result in a physical injury.

In the case of a severe medical emergency or severe illness, the teachers will first contact 911 if needed, then the parent. If the parent cannot be reached, the emergency contacts will be called.

Staff members are required to report any general incident or accident involving a child by completing the prescribed form within 2 business days.

The following incidents must be reported to the regional child care office **immediately**, using the prescribed form:

Major Incidents

- An emergency evacuation;
- An unexpected program closure;
- An illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in hospital overnight;
- An error in the administration of medication by program staff or volunteer resulting in the child becoming seriously ill or injured and requiring first aid, or the program requesting emergency health care and/or requires the child to stay in the hospital overnight;
- The death of a child;
- An unexpected absence of a child from the program (i.e: lost child);
- An allegation of physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer;
- The commission by a child of an offence under an Act of Canada or Alberta;
- An intruder to the program;
- A child removed from the premises without parent/guardian consent; and
- A child left on premises after operating hours.

Accidents

- Injuries to the head, eyes or teeth;
- Injuries to the groin or genitalia;
- Fractures, sprains or strains;
- Burns, cuts, serious scrapes; and
- Loss of consciousness.

In addition to the instances mentioned above, incident reports should be completed in the case of minor injuries that may have a sustained physical impact or effect. Other minor injuries or incidents will be noted and mentioned to the parent or guardian but an incident report will not be completed.

Staff members will follow these procedures for reporting general incidents/accidents:

- The staff member who handled the situation will complete and sign the appropriate form.
- The parent will be contacted if needed.
- The parent will sign the report.
- The Director will sign the report.
- The report will be filed in the child's file.

Completed incident and accident forms are analyzed regularly to identify trends and issues. Annual incident reports, using the prescribed form, are submitted to the regional child care office.

Emergency Procedures

Fire Alarm/Emergency Evacuation

Emergency procedures as well as emergency exit locations are posted in all rooms by the exits. Staff and children practice monthly fire drills to familiarize themselves with the procedures and include children in regular conversation about what is required of them should there be an emergency.

Evacuation procedures are posted near the door of each room. A copy is given to all parents.

1. IN CASE OF FIRE:

- a. The person detecting the fire will sound the alarm and call 911 if this has not already been done.

2. THE LAST STAFF WHO LEAVES THE CENTRE WILL:

- a. Check washroom, art room, play room and gym to ensure no one is left in the building.
- b. Close door on exiting.

3. ROLL CALL WILL BE TAKEN BY STAFF AT THE DESIGNATED MUSTER POINT

4. DO NOT RE-ENTER THE BUILDING WITHOUT THE PERMISSION OF THE FIRE DEPARTMENT

5. IN THE EVENT OF A REAL EMERGENCY, PARENTS ARE TO BE NOTIFIED AND ADVISED TO PICK UP CHILDREN AT THE EVACUATION COLLECTION POINT.

FIRE DRILLS:

- Alarm will be sounded by the Director or designate. All staff will be aware of the locations and operating procedures of fire extinguishers.
- Registers for each room - picked up by the staff in charge who also leads group of children to the nearest exit and out of the building to meet at muster point.
- If a drill, the director or designate will instruct the children and staff to return to the centre.

Relocation Procedures:

In case of fire or other emergency, children will be evacuated to:

7-11
52 Brentwood Blvd
Sherwood Park, Alberta
780-467-2055

Power Outages

In the event of extreme weather, power outages, or utility outages, we allow the staff to use their discretion to close the program. Parents will be mass contacted via our Remind app (text messaging) and asked to contact us immediately. If we do not hear from them within 5 minutes, we will try calling them and subsequently, the other emergency contacts as needed. The teaching staff will wait at the school to ensure all children have been picked up.

Tornados

In the event that a tornado is suspected to hit our area, all children will be brought down to the gym and asked to keep low. Parents will be mass contacted via our Remind app (text messaging) and asked to contact us immediately. If we do not hear from them within 5 minutes, we will try calling them and subsequently, the other emergency contacts as needed.

Lock Down

In the event there is imminent danger to the staff or children in the centre (whether staff suspects threat or upon notification from local authorities), the following procedures will be in effect:

1. All doors will be locked.
2. All children will be moved into the gym and asked to remain as quiet as possible.
3. Lights will be turned off.

4. Authorities will be contacted - “911” (if they did not call us first)
5. This will remain in effect until notification from the RCMP or Director or lead staff has been received.
6. Parents will be contacted after the situation has been deemed safe with an update as to what occurred.

Medical Emergency Policy

If your child becomes ill or is injured while at school, the teachers will quickly assess the situation to determine what action/attention is required and then will act accordingly.

First Aid Situations

In an instance where a child is not seriously injured and First Aid is sufficient, all lead teachers are First Aid Certified and will provide such treatment as is necessary. They will comfort and reassure your child while acknowledging their feelings as well as recognizing the needs and concerns of the rest of the class. An incident report is filed and the family is notified upon pick up.

Medical Attention Required

The lead teacher will remain with the child while our parent volunteer attempts to contact either the family or the emergency contacts provided. If none can be reached, the family physician will be contacted. If the family physician cannot be reached, the teachers will proceed as though it were an emergency situation. (See next).

As in the first aid situation, the teacher will comfort and reassure your child while acknowledging their feelings as well as recognizing the needs and concerns of the rest of the class. An incident report is filed.

Emergency Medical Situation

Our lead teacher will remain with the child while the parent volunteer calls 911 for an ambulance and attempts to contact either the family or the emergency contacts provided. The Director will also be called to provide assistance. When the ambulance arrives, we will accompany the child to the hospital, to provide comfort and reassurance to your child. We will bring your child’s medical information as provided by you in your registration package along with your medical consent forms and will remain with your child until either a family member or an emergency contact arrives to relieve them.

The parent volunteer will continue to attempt to contact the family of the injured child if they have not yet been contacted. We will work with the children to discuss and debrief the event as necessary. Depending on the nature of the emergency, the class may be cancelled with all parents being contacted to pick up their children.

Custody & Access Policy

If parents live separately, Mindful Moments expects that the information provided by the enrolling parent is accurate. If there is a court order regarding child custody, the teachers will verify and file the statement and, by law, must comply. If no court order or custody agreement is filed with the teachers, staff cannot deny access to the non-enrolling parent. Legally restrained parents are treated the same as unauthorized persons.

If custody has not been legally determined and conflict between family members is evident, the school may require that a signed agreement be provided confirming the details concerning authorization for pick up and access to the child's information. This agreement may be a requirement for conditional enrolment in the program, with conditions that state that breach of the agreement may result in withdrawal of the student.

Suspected Child Abuse Policy

The Child, Family and Youth Enhancement Act states that all children in the Province of Alberta are entitled to be protected from abuse, neglect and harm or threat of harm. The Act also states that any person who had reason to believe that a child needs protection must promptly report the matter to the appropriate Ministry. We adhere to this law.

Field Trip Policy

When field trips have been planned, all parents will receive a consent form outlining all pertinent details of the trip including the method of transportation and location of the trip.

A consent form must be signed by a parent before each field trip. Parents may be asked to provide funding for the trip and transportation.

Parent volunteers are welcome to join us.

- There will be a brief review of volunteer duties before each field trip to minimize confusion.
- Teaching staff will carry with them at all times a portable record of each child attending the field trip. The form will include, but may not be limited to the following: child name, date of birth, home address, parents name, home address and contact numbers, emergency contact information (including names, addresses and phone numbers), any other relevant health info (immunizations, allergies). This record will also be brought with staff should there ever be an emergency evacuation of the program.

Photo Policy

From time to time we take photos and/or videos of the children while they are engaged in their activities. All families will be asked to sign a waiver in which they choose where their child's photos and videos may be used.

Centre Closures

Centre closures may be necessary during severe weather conditions, i.e. tornado, severe blizzard or should there be mechanical problems that interrupt light or heat. If this is necessary, you will be contacted by telephone and/or email as soon as possible.

Confidentiality

All Mindful Moments staff are held accountable to a confidentiality policy and as such, do not discuss any confidential information regarding the children and families that use our program outside of work.

Parent Grievances

The following describes the roles and responsibilities of each staff member and parent. We hope that this process will make it easier for parents and our staff to relay information that is essential in providing quality child care services. We appreciate your cooperation in following this procedure.

1. The first step is to contact your child's primary caregiver. They are your child's #1 listener and they are familiar with his/her daily needs.
2. The second step is for the caregiver to acknowledge this information and implement a resolution approved by the parent and in accordance with established centre policy.
3. The third step is to be used in the event that the resolution agreed upon is not operative. A parent conference will be scheduled with the parent, director, and caregiver to communicate, discuss, and resolve the situation at hand.

Policy Changes

Any time policies and/or procedures change that affect the operations of the center throughout the year, parents will be notified in writing as soon as administratively feasible. Parents are always welcome to discuss any policy or procedure with the Director at any time and will often be asked for their feedback prior to changes being made.

Inclusion & Diversity

Mindful Moments recognises there is a need to protect and promote an environment that is considerate to human differences and that people have the right to make choices about their lifestyle. Mindful Moments will appreciate and respect the uniqueness of each child and will offer development for children regardless of colour, sex, race, creed and ability. Mindful Moments will promote that differences are valued and families are actively encouraged to share their experiences with staff, children and other families.

Electronic Media

Mindful Moments recognizes the value of the electronic media in extending children's learning processes. At times, Mindful Moments may employ the use of a phone or tablet to show the children a clip about something they have been discussing or learning about. We also occasionally watch movies with the children on non school days. **We ask that all personal electronic devices be kept at home** as we do not allow their use at our centre unless we have a designated "electronics day", of which you will be notified.

Program Review

We will provide our stakeholders with a variety of opportunities to evaluate the program and use the feedback gained to update our policies and procedures annually.

Bullying & Harassment

Mindful Moments is committed to providing an environment for children that is safe, welcoming and free from bullying (the persistent behaviour by any individual or group which intimidates/threatens or has a harmful or distressing impact on another individual or group). Bullying can be: Emotional, Physical, Racist, Verbal, Psychological, Sexual or Cyber (e.g. text messages). Bullying of any form is unacceptable at Mindful Moments. **If a child is exhibiting this behaviour toward other children and our best efforts with that child and family have not amended the problem, we will terminate services immediately.**

Transportation

Mindful Moments will take children to the bus, pick them up from the bus and may also use bus transportation for some field trips. Parents are responsible for letting Mindful Moments know when their child will not be in attendance.

Supervision Policy & Practices

Parents will be made aware of our supervision policy and practices through reviewing our parent handbook. The children's developmental needs will be met through the following supervision practices:

Caregivers will be aware of the physical environment and:

- Conduct regular safety checks of the program and equipment to remove hazards
- Position equipment and arrange the environment to allow for clear and easy supervision of all play areas in the room
- Ensure that emergency information and pick-up lists in the attendance books are current and that alternative pick-up arrangements are recorded in the communication book for all staff to refer to
- Notice when children and families arrive and depart to ensure that they are able to accurately record children's attendance and numbers in the room at all times
- Ensure that emergency medications, first aid kits and emergency contact numbers are kept on hand at all times

Caregivers will observe children's play and behavior by:

- Directly and closely monitoring children when carrying our activities that may involve some risk, such as play near water, near doorways, or during transitions times when children may gather in larger groups
- Observing play and anticipating what may happen next in order to provide them with the opportunity to assist children and intervene in the event of potential danger
- Listen closely to children, even those who are not in the direct line of sight (such as those in outdoor play spaces)
- Position themselves to allow for the supervision of the entire group of children



- Monitor children’s health to identify early signs of fever, illness or unusual behavior
- Watching and participating in children’s play to ensure that children are playing in a safe manner

Administrators will promote safety by:

- Review supervision policies with staff regularly, particularly when there are programming changes (for instance, during summer, when the children are outside more, or in the fall, when new children may enroll in the program)
- Ensuring that attendances sheets are used to record actual arrive and departure times
- Ensuring that the room number/ratio counts are done during all transitions
- Ensure that simple safety rules for children are posted and followed in the center (example, “ when we are indoors, we walk”)
- Maintain staff to child ratio at all times
- Complete regular evaluations of the staff and provide feedback and training where needed

Parents will:

- Personally deliver children to the teacher and ensure that the teacher is informed when departing
- Let us know if their child is not attending the program on any given day
- Inform the teacher if a person, other than authorized, will be collecting the child
- Ensure the ‘Authorized Person to Pick Up’ information is up to date
- Inform us of any current or pending court orders affecting the child. Provide the centre with a photocopy of the court order to be kept with the child’s enrollment form
- Ensure they are familiar with the procedures to be followed when attending excursions with the group
- Adhere to correct “Sign In and Out” procedures
- Ensure that the front door and safety gates are closed after entry or exit

NOTE: If a child in our out of school care program is expected on the bus and does not show up within 15 minutes of the normal scheduled arrival time, the staff member will first contact the bus company and/or school to see if there was an error and if there is still no resolution the parents will be called immediately to find out the child’s location.