



# mindFUL moments

Child Enrichment Centre

Preschool - Parent Handbook

## Table of Contents

Introduction and History.....	4
Philosophy.....	5
Educational Goals.....	7
Child Guidance Policy.....	8
Communication with Parents .....	9
Volunteering .....	9
Fundraisers.....	9
Parent Guidelines.....	10
Enrolment .....	10
Fees .....	10
Monthly Tuition .....	10
NSF Cheques .....	11
Registration.....	11
Waiting List.....	11
Probation Period.....	11
Gradual Entry .....	11
Inclusion .....	12
Orientation.....	12
Withdrawal Procedures .....	12
Curriculum.....	12
Days of Operation .....	13
Dropping Off & Picking Up Children.....	14
Smoking.....	14
Nutrition.....	14
Food & Allergies .....	14
Birthdays .....	14
Toileting & Cleanliness.....	15
Clothing and Personal Items .....	15
Special Events & Field Trips .....	15
Illness Policy .....	16
Administration of Medication.....	17



Incident/Accident Policy ..... 17

    Major Incidents ..... 17

    Accidents ..... 18

Emergency Procedures ..... 18

    Fire Alarm/Emergency Evacuation ..... 18

    Power Outages ..... 19

Medical Emergency Policy ..... 19

Custody & Access Policy ..... 20

Suspected Child Abuse Policy ..... 20

Field Trip Policy ..... 21

Program Closures ..... 21

Supervision Policy & Practices ..... 21



## Introduction and History

Welcome to Mindful Moments Child Enrichment Centre, a play-based, multi-disciplinary preschool program for children ages 2½ to 5. We have been running since September 2013 and we are proud to offer an enriching program that balances fun and learning to prepare you and your child for the coming years of education. We currently offer programs both in the morning and afternoon.

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 preschool children approximately 4000 square feet of space divided between a play room, art room, sensory room, music/mindfulness room and gym. Each room has been thoughtfully designed to provide your child with a magical experience from day to day.

Our environment has been 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

### **Educational Goals**

The goals of Mindful Moments Child Enrichment Centre are:

- To use fun, exciting, developmentally appropriate and personally relevant interests and projects as a foundation for the education of, among other things, Math, Science, Music, Art, Geography, History, Language, Reading, Writing, Culture, Life Skills, Bodily Health, Critical Thinking and Social Well Being;
- To provide a safe and enriching learning environment that enhances a child's desire and ability to successfully integrate into Kindergarten;

- To positively model and reinforce appropriate, respectful behaviour in order to build our students' social skills such as self-esteem, self-control, empathy, respect, honesty, enjoyment and sense of fairness;
- To support families in our community by maintaining a close relationship that keeps parents informed of their child's progress and increases their overall knowledge of child development and health;
- To effectively liaise and work with community agencies, individuals and organizations that are essential to the wellbeing of each child and family; and,
- To communicate with families whenever extra support needs are suspected and to assist in enhancing the awareness and utilization of community resources available for meeting those needs.

## 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**

We strive to have daily conversations with our parents about their child's experiences within our program. Outside of this, several different communication tools are used to ensure that parents are well informed of special events and important dates throughout the school year.

### **Mindful Moments Website**

This website is regularly updated throughout the year. It includes information about the school as well as all important dates and events.

### **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.

### **Remind App**

We use this app as another means for families to make contact with us via their texting app or through a dedicated app.

## **Volunteering**

Mindful Moments has no volunteer requirements however will from time to time ask for help on field trips, in the classroom and to complete special projects. Parents can volunteer if they are able.

## **Fundraisers**

From time to time Mindful Moments may use fundraisers to generate income for new supplies and equipment. We use Scholastic Book Orders as an ongoing fundraiser and may offer others from time to time throughout the year.

## Parent Guidelines

**Centre Phone:** 587-269-2211    **Office Phone:** 780-803-2298

**Email:** vanessa@mindful-child.com

1. If for any reason your child is going to be absent from school, please call at least fifteen (15) minutes before class begins and leave a message on the general line.
2. Please be prompt in bringing your child to school and in picking them up at the end of class. Teachers are paid only for instructional hours and it is not fair to ask them to supervise children outside class time. 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 current families begins in January. After our open house in late January we will open registration to new families. When a class is filled, all following applications for the September term will be placed on a waiting list.

Children who will be 2½ years of age or older by September 1st of the year they are enrolling are eligible for our programs.

**PLEASE NOTE:** Once a child begins a program, the child will finish out the year in that program even when he/she has a birthday during the year. For example, if a child starts in the two-year-old program in September, and turns three in April, the child remains in the two-year-old program until the end of the year.

## Fees

### Monthly Tuition

Please contact us for current tuition information.

## NSF Cheques

A \$25.00 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

Upon registration, Mindful Moments requires the following fees/deposits per family:

- \$50.00 non-refundable registration fee per child (annual fee)
- Activity fee which will cover the cost of all field trips, special guests, bussing to trips in Edmonton, child/class photos and any other special programs. This fee may change from year to year.
- Ten post-dated tuition cheques dated September 1<sup>st</sup> through to June 1<sup>st</sup> (or the month you are starting till June).

## Waiting List

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.

## 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. The registration fee is non refundable.

## Gradual Entry

During the first week of school (if starting in September) the children will attend for one day in a small group of children to get familiar with the environment and rules. The second week they will all attend together. If there is a low enrollment in the class they will all start together in one group.

If your child is having trouble with separating, it may be best to stay with them for the first day so they can get comfortable with the teachers and other children. Some children find separating more challenging than others however most of them tend to get over it quickly when their parent leaves and they become engaged in the activities. We will always be in touch if this is not the case.

## 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 evening in August prior to the classes commencing. Please note that children are not able to attend this event so please make child care arrangements if needed.

## 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**. This is still the case if your child has not yet started their class yet. Please note that failure to provide such notice will result in the fees for the month still being due.

## Curriculum

Children participate in a variety of activities including (but not limited to) the following:

**Learning Centers** - These are areas set up by teachers and students and are changed regularly. Materials and equipment in each area are displayed in a manner that promotes individual and independent play. Often, problems are presented for children to solve for creative and cooperative problem solving sessions.

**Practical Life** - All children are encouraged to behave independently according to their individual development level. The staff encourage children to problem solve creatively, to learn to accept and appreciate diversity, and negotiate for what they want when it is in conflict with another's desires. Staff will assist children in areas of practical life and self-help skill development by providing activities that encourage using undeveloped skills. The goal for children of all ages is to promote positive self-esteem and competence. Whether buttoning, pouring, folding, preparing food, or cleaning a table, children experience real life situations and activities that encourage them to expand their independence.

**Circle Time** – Circle time provides the children with the opportunity to interact with each other as a group. During this time, we will learn calendar skills, weather skills, sing songs, play games, read stories, share special items from home and learn about each other. During this time, the teacher will prepare children for the day and review the letter, number and color of the week. The children may also do short presentations for one another.

**Creative Arts** –Creative Arts projects stimulate a child's mind. These activities also assist in the development of fine and gross motor skills. Children also achieve a sense of pride and accomplishment through the development of projects. Our program is filled with hands-on learning activities as well as open-ended art activities. Open-ended art



allows the child to explore the use of various materials and processes and enjoy what happens. Craft projects are designed to help the children develop their creativity and the use of specific skills. Uneven or lopsided projects are to be expected from children of this age. The children are in the process of learning. It is the “process not the product” that is important. Please keep this in mind and treat all of your children’s projects as masterpieces!

**Letters and Numbers** – Children will learn to recognize, identify and eventually work toward writing letters and numbers.

**Math & Science** –Math skills will focus on number recognition, counting, sequencing, patterns, charts, and addition. Science will consist of simple science experiments.

**Manipulatives** – Manipulatives develop organizational skills like sorting, counting, comparing, classifying, matching, and shape recognition. Children integrate concepts through more physical involvement. By using more senses, children form more associations and learn.

**Sensory Experiences** – Children will be provided with a wide variety of hands on, concrete, real world sensory experiences appropriate for the child’s age and stage of development. They will learn about all of their senses and how to use them. Sensory experiences include sand and water play, sensory box play, light table, play dough, warm/cold objects, glowing items, etc.

**Kindergarten Readiness** – Children will be taught the necessary skills to ensure success in kindergarten throughout our curriculum. Regular assessments will be done to see where they are at and provide more skill development in areas they may need more focus in.

**Enrichment Programs** – Children will be offered a variety of enrichment programs including but not limited to: child yoga, music, creative movement, field trips and fitness activities. Research shows that these types of activities have a very positive impact on the development of children.

**Relaxation/Guided Visualization/Breathing** – All of our classes incorporate a 5 minute relaxation session. The children get to listen to relaxation stories and learn how to use their breath to help them be calm. This is often their favorite part of the day!

## Days of Operation

Our program begins on the first Monday during the second week in September and follows 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.

We are closed for all school PD days, school breaks and statutory holidays. For a calendar of these dates, please head to our website.

Our program ends on the third Friday in June. We do not run during the summer months.

## Dropping Off & Picking Up Children

Parents are responsible for bringing their children to the program where they will be greeted by the teacher. The teacher will sign your child in.

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.

## Smoking

Smoking is not permitted on program premises.

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

## Nutrition

Parents will provide one healthy, nut free snack for their children when they attend the program. Snack time will be mid-way through the child's program. During a three hour program, the snack would be about 1.5 hours in. Please refrain from sending the following items: juice boxes, yogurt tubes, fruit cups, Babybel cheese and uncut grapes.

## Food & Allergies

We strive to promote healthy living throughout our program so we ask that parents please follow the Canada Food Guide when sending snacks for their children. We ask that junk food not be sent as a snack. Choose healthy options such as crackers and cheese or fruits and vegetables.

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".

## Birthdays

Due to health regulations and allergies parents are not able to bring in a special treat for their child's birthday unless it is store bought with a label indicating it is nut free. **Please let us know if your child cannot have a treat should we have a parent bring them in for a celebration.**

## Toileting & Cleanliness

The school promotes self-directed toileting skills and recommends parents work with their child to help them communicate these needs to the teachers. Teachers are there to support children with the training process and give reminders throughout the day.

Along with assisting the child with their toileting when needed, our teachers will provide your child with clear instructions on proper bathroom hygiene, hand washing techniques, dressing and undressing advice, and a patient, supportive and understanding attitude toward them during this learning process.

## 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. Please send a full set of extra clothes in a marked bag when your child attends the program. Any children in the 2½ year old program that are not yet toilet-trained should also have extra Pull-Ups and baby wipes available.

Weather permitting; we will sometimes enjoy outdoor play during the Spring and Fall. 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 emails and newsletters so be sure to check them regularly. The following are some of the events we offer throughout the year, however other events may also occur.

### **Halloween Party**

We participate in the Halloween festivities through such activities as putting on a fun dress-up party with games and creating fun-filled activity centres.

### **Christmas Concert**

In the last weeks of classes before winter break, all of our families will gather for a Christmas Concert. The children practice some songs to perform for their family and together, present their holiday production. It’s a wonderful chance to meet and chat with the other families at your school and to join in some holiday cheer.

### **Valentine’s Day Party**

Our classes will share in a special Valentine’s circle. Please ensure that your child has a Valentine for all the children in their class.

## Mother's & Father's Day Celebrations

How can we forget our most important Moms and Dads? We can't! So we offer special events to make these days special.

## Field Trips

We take several field trips throughout the school year, and regular classes are often cancelled the day of field trips due to travelling time and logistics of the event. Transportation will depend on the location of the field trip. We will be bussing the children via yellow school bus to most Edmonton field trips. Parents are welcome to join us on the bus.

## Crossing of the Bridge Ceremony

All of our classes celebrate at the end of the year with a "Crossing of the Bridge" ceremony where each child is given a certificate after crossing over the bridge. The bridge signifies a child moving through a phase of their life and onto a new journey, whether that be another year of preschool or going off to Kindergarten. Parents are invited to join this memorable event which is followed with photos from the year and a snack.

## 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. In such an event the staff will ensure all families have received notice of such closure either via direct telephone conversation or in person. The teaching staff will wait at the school to ensure all children have been picked up. In such circumstances we will not be providing make up days.

## 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.

There are separate outings for the different aged classes.

Parent volunteers are also welcome, and are usually necessary during field trips. The consent forms will indicate how many parents are needed for each field trip. Field trips will be postponed if there are insufficient parent volunteers to ensure the safety of students. When parents do volunteer, they are considered primary staff and the following rules apply:

- Volunteer parents cannot bring siblings unless otherwise noted (there may be activities in which the entire family is invited to participate).
- There are limits to the number of volunteers for each trip based on the number of students attending.
- 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.

**Due to small group sizes, some groups may be asked to combine for field trips. If this is the case, your child may sometimes get one extra class day when this occurs.**

## Program Closures

Class cancellations may be necessary during severe weather conditions, i.e. blizzard, extreme cold, or mechanical problems. If this is necessary, you will be contacted by telephone and email as soon as possible.

## Supervision Policy & 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 out 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 attendance 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