



mindFUL moments

Child Enrichment Centre

Policy Guide

Table of Contents

Child Guidance Policy.....	4
Field Trips & Parent Volunteers	5
Incidents/Accidents.....	6
Medical Emergencies	7
Illness	8
Administration of Medication.....	9
Health Care	9
Smoking.....	9
Registration & Orientation.....	10
Nutrition.....	10
Children’s Records	11
Administrative Records.....	11
Portable Records.....	11
Emergency Procedures	12
Supervision.....	14
Supervision Practices	15
Child Abuse: Staff Responsibilities	15
Open Door & Family Communication	16
Programming	17
Confidentiality.....	18
Grievances & Complaints.....	19
Parent/Community Advisory Committee	19
Observations & Referrals	19
Policy Changes	20
Inclusion & Diversity	20
Technology & Social Media.....	21
Health & Safety	22
Program Review	23
Bullying & Harassment.....	23
Transportation	25

Cell Phones..... 25

Outdoor Play 26

Environmental Safety..... 27

Professional Development..... 27

Student Assistants (Aids) 28

Child Involvement 28

Community Engagement 30

Parent Engagement..... 30

Protected Programming Time..... 31

Staff/Child Interaction..... 31

Distal Supervision..... 32

Physical Environment..... 32

Privacy 34

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.

Take a Break

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.

Field Trips & Parent Volunteers

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, supervision details 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 however the activity fee generally covers most of these costs.

There are separate outings for the different aged classes. All students are welcome to participate in age-specific field trips. If the outing is, for example, on a Tuesday morning, all two-year-old students are welcome to attend, not just those registered for Tuesday mornings.

Parent volunteers are also welcome, and are usually necessary during field trips for the preschool. The consent forms will indicate how many parents are needed for each field trip. Field trips may be postponed if there are insufficient parent volunteers to ensure the safety of students.

For our Out of School program, parents are encouraged to volunteer however are generally not required to run our trips as we understand these parents are usually working.

When parents do volunteer within the preschool program, they are considered primary staff and due to this, parents cannot bring siblings unless otherwise noted (there may be activities in which the entire family is invited to participate).

Other general field trips rules for all programs:

- 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 at minimum: child name, date of birth, home address, parents names, home address and contact numbers, emergency contact information (including names, addresses and phone numbers), any other relevant health info (immunizations, allergies, medications). This record will also be brought with staff should there ever be an emergency evacuation of the program.

Incidents/Accidents

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.

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.

Medical Emergencies

If your child becomes ill or is injured while at our program, the teacher(s) 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

A teacher will remain with the child while attempting to contact either the family or the emergency contacts provided. If another teacher or parent volunteer is available, they will be assigned the duty of calling the contacts. 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 contacting 911 for an ambulance. They will then make attempts to contact the family and if they cannot be reached they will contact the emergency contacts provided. If another teacher or parent volunteer is available, they will be assigned the duty of making these calls. The Director will also be called to provide assistance. Whenever possible, we will accompany the child to the hospital, to provide comfort and reassurance to your child. We will provide the hospital with your child's medical information as provided by you in your registration package along with your medical consent forms.

The teacher 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, parents may need to be contacted to pick up their children.

Illness

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, parents are required to follow 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.

Staff will monitor children for signs of illness and will look for clues such as: bumps, rashes, pain, fevers, vomiting, lethargy and coughing. Staff will also communicate with children to ask them how they are feeling. 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 or volunteer 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 our 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. All medication will be administered according to the directions on the label.
- 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 non-emergency medication will be kept in a lock box either in the fridge or in the cupboard depending on the temperature requirements of the medication.
- All emergency medication will be kept unlocked but out of reach of children.

Health Care

If a child is involved in an accident or becomes seriously ill while at the program, the following measures will be implemented:

1. First aid will be administered immediately.
2. If an ambulance is required for immediate medical attention, the child will be accompanied by a staff member if possible. The child's parents will be notified immediately. Portable emergency information will accompany the child to the medical centre. All costs incurred for use of the ambulance will be the responsibility of the parent.
3. An accident/incident report will be completed and signed by the attending staff member, witness, parent and Director. It will then be placed in the child's file.
4. All serious incidents will be reported to licensing immediately using the prescribed form.

Health care will only be provided to a child if the following conditions have been met:

1. Parents have given their written consent to health care being provided, or
2. The health care being provided is in the nature of first aid.

Smoking

Smoking is not permitted on program premises.

No staff member shall smoke where child care is being provided.

Registration & Orientation

The steps to registering a school aged child in our program are as follows:

1. Parent/guardian will complete our online registration form, found [HERE](#).
2. Upon receiving the registration form, the Director will contact the family to confirm their child care needs and offer support with applying for subsidy or other community services as needed.
3. Once the registration has been confirmed, the parent/guardian will submit a \$50 **non-refundable** deposit.
4. Once the deposit has been received, the Director will the parent/guardian to sign and review the following forms and guides:
 - a. [Parent Waiver Form](#)
 - b. [Child Intake Form](#)
 - c. [Information Sharing Form](#)
 - d. [Distal Supervision Form](#) (if applicable)
 - e. [Sunscreen Permission Form](#) (if attending during summer)
 - f. [Parent Handbook](#) (found on our website)
5. If a tour has not yet taken place, time will be offered to the parent/guardian to come and tour the centre and get their questions answered.
6. After the orientation has been provided, the parent/guardian will be asked to sign our [Parent Orientation Form](#).

Nutrition

Preschool: Parents will provide one healthy 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. Parents are asked to follow the Canada Food Guide and choose at least two food groups for their child. Children are never forced to eat but are encouraged to try their snacks.

Out of School Care: A morning snack and afternoon snack will be provided by the program and will consist of two food groups. Morning snack will be offered from 7:00am – 8:00am and afternoon snack will be offered from 3:30pm – 4:15pm. All snacks are optional and children are not forced to eat. Children are encouraged to try new foods.

Children's Records

In accordance with the Child Care Licensing Regulations, our program will maintain on the program premises for each child an up-to-date record containing the following information:

- The child's name, date of birth and home address
- A completed enrolment form
- The parent's name, home address and telephone number
- The name, address and telephone number of a person who can be contacted in case of an emergency.
- Medication forms that include written consent from parent
- Details of health care provided to child that include written consent from parent
- Any other relevant health information including immunizations and allergies, if any

All child records are kept in an unlocked cabinet on site. Registration forms are updated every 6 months or as needed if changes occur.

Administrative Records

According to the requirements listed in Child Care Licensing Regulations, our program will maintain, on the program premises, up-to-date administrative records containing the following information:

- Particulars of the daily attendance of each child, including arrival and departure times
- Particulars of the daily attendance of each primary staff member, including arrival and departure times, and hours spent providing child care

With respect to the program supervisor and each primary staff member:

- Evidence of the supervisor's or member's child care certification, and
- A current first aid certificate, where applicable

With respect to each staff member and each volunteer, verification that a current criminal record check has been provided to the day care administration and is not back dated further than 6 months from time provided.

We will also ensure that:

- The records referred above are available for inspection by the director at all times,
- The information is available for inspection by the child's parent at reasonable times, and
- The information is retained for a minimum period of 2 years.

Portable Records

A portable record will accompany staff on all outings or evacuations. This record will include the following information for each child in attendance:

- The child's name, date of birth and home address
- The parent's name, home address and telephone number

- The name, address and telephone number of a person who can be contacted in case of an emergency.
- Any other relevant health information including immunizations and allergies, if any

A current listing of emergency contacts will also be included. This list will have the contact information for the following:

- Emergency medical service
- Ambulance service
- Fire department
- Police service
- Poison control centre
- Nearest hospital or emergency medical facility
- Child abuse hotline

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:

1. Alarm will be sounded by the Director or designate. All staff will be aware of the locations and operating procedures of fire extinguishers.
2. 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.

3. 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.

Supervision

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 both indoors and outdoors 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

Supervision Practices

Staff are given regular feedback on their work with the children and what the expectations of our program are.

The staff at our centre must complete a daily safety checklist both indoors and outdoors to ensure the environment is safe for the children. Staff must sign off on these checklists several times a day.

Staff keep count of the children as they arrive to the centre and subtract from the total as they leave.

When going off site staff count children before leaving, once on the bus and again when off the bus. Children will be counted at regular intervals during the outing.

Our supervision policy is part of our parent handbook.

When an Out of School Care child that is expected does not arrive to the center within 15 minutes of the scheduled drop off time, Mindful Moments staff will contact the following agencies/people to locate the child: school, bus line and parent. If the child's location is still left unknown the police will be contacted immediately.

Child Abuse: Staff Responsibilities

Policy:

- Required by law to report suspected or disclosed abuse.
- Responsible to report suspicions and/or disclosures, staff DO NOT determine if abuse has occurred.
- Failure to report abuse can result in prosecution.
- Staff is NOT permitted to contact the parent, unless specifically directed to do so by Government officials.
- Reporting procedures are designed to protect the child. Our concern is the safety and wellbeing of the child.

Procedure:

1. Inform Director of your call and the reasons behind it.
2. Call Child Welfare to report any child that looks like they have been abused, mentally, physically or emotionally.

3. Document the reasons why you felt you had to make the call.
4. **Do Not** contact the parents of the child you have concerns about unless instructed to do so by Government officials.

Open Door & Family Communication

Policy:

Mindful Moments supports an “open door” communication policy.

Procedure:

1. Parents are welcome to drop in and be a part of the program at any time. If consultation with a child care provider is desired, please let us know ahead of time so that the child care provider can give you their undivided attention.
2. Telephone and e-mail communications are encouraged.
3. Parents can expect ongoing communication with staff concerning
 - Their child’s progress
 - Program activities
 - Centre Operation
4. Parents can expect information regarding community resources to be available to them through our website, e-mails and at the centre.
5. Parents are asked to make themselves familiar with the Parent Handbook and Policy Guide which state the centre policies and procedures that relate to:
 - The care of the children
 - The program
 - The general operation of the centre
6. Parents concerned with the care of their child, or any incidents at the centre are urged to speak with a child care provider, and if not satisfied talk to the Director.

Programming

Policy:

Program planning will reflect the philosophy of the program as well as individual interests, strengths and developmental needs of the children. Daily plans will provide a balanced program of child initiated and adult directed activities including individual and small group activities, routines and transitions to support social, emotional, physical development and cognitive skills.

Procedure:

1. Weekly planning will be posted in parent area.
2. Activities will be planned with the children's input and will:
 - Be responsive to children's interests, backgrounds, preferences, needs and abilities.
 - Provide opportunities for the children to celebrate individual differences and unique qualities.
 - Use current and developmentally appropriate resource materials.
 - Have resources referenced on the planning sheet.
 - Incorporate a variety of planned and spontaneous activities.
 - Have spontaneous activities recorded in the programming.
 - Limit commercialized characters (Disney, Dora, etc).
 - Include opportunities for children to share their home language (when applicable).
3. Weekly planning will include a variety of activities, including but not limited to experiences in drama and music, literacy, science, math, gym/outdoor play, open ended art, community awareness activities, cultural activities as well as nutrition and health focussed activities.
4. Staff will ensure that each centre has a sufficient amount of materials and equipment for the number of children in the room. Staff will regularly add materials to the centres to increase interest (add different materials to sand box, add different materials to dramatic play, add props into block area, etc).
5. Daily recreation opportunities will be planned for the children. This will be a mixture of indoor and outdoor activities.
6. Field trips will be planned for most PD days and holidays. During school breaks (Spring Break, Fall Break and Summer), 2-3 trips will be offered per week.
7. Programmers will aim to provide occasional community service experiences for the children (working with seniors, making cards for sick people, fundraisers for pets, etc).
8. Programmers will provide opportunities for children to gain leadership skills within the program.

9. Staff will be given at least 2 paid hours per week to complete one week of programming. Activities should be chosen that are not always material intensive and the preparation and clean up time should be taken into consideration. Please ensure you are choosing some crafts that can be done with materials already at the center and that we are not always purchasing items for every craft.

If any materials are required for the programmed activities, they should be gathered and prepared the week before so the prep work is mostly completed and the activity is ready to be carried out.

Programming materials are generally purchased on the weekend so all programming must be submitted prior to this time if materials are needed.

10. Staff will be given at least 3 days at the end of June to complete summer programming each year.

All items that are required for summer programming should go on a list so everything can be purchased in the least amount of trips possible.

Field trips will be discussed as a group prior to May and must stay within the budget set by the Director. Bussing will be included in this budget.

The Director will book the field trips and make the summer calendars. These calendars should be ready to send to families by June 15th each year, if not earlier.

Confidentiality

Policy:

To respect the privacy of the children, parents/guardians, employees and associated agencies of Mindful Moments.

Procedure:

1. Information about a child belongs to the child with the parents acting on the child's behalf. Consequently, parents whom have custodial rights have unlimited access to the records of their child.
2. Employees will be permitted access to records on a need to know basis as determined by the Director.
3. Records will not leave the site without permission of the family and/or Director.
4. No information about a family may be released to another agency without the written consent of the family, **unless required by law.**
5. Information that families give to an employee may be shared with other employees or the Director, but only on a need to know basis.

6. All employees are required to treat information about the families responsibly and with discretion. Staff are permitted to discuss information with other staff only on a need to know basis. Information about families or staff members is not a suitable topic of casual conversation among staff or in the presence of children.
7. All information related to the center, including information regarding children, families, employees, and associated agencies is confidential and should not be discussed with anyone without prior approval from the related party. Employees that violate this policy will be subject to personnel action as determined by the Director. When warranted, such action may include suspension or dismissal.

Grievances & Complaints

If a parent or community member has a complaint or issue that he/she wishes to be addressed, they should first speak to the staff member who is aware of the issue. If they feel they did not receive a satisfactory response, they may then speak to the Director to resolve the concern.

All concerns brought forward will be documented and dated and kept on file.

Parent/Community Advisory Committee

Mindful Moments welcomes all families and community members to play an active role within our program. We have created a diverse advisory committee that offers feedback and insight into our program delivery. Some of the tasks our committee can assist with are assisting in creating new policies, supporting fundraising endeavours, summarizing surveys and being a sounding board when we are making decisions that could effect our stakeholders. If you are interested in joining our committee, please contact the Director. Many current members of our committee have communicated that they would prefer to have it be more casual and via email so this is currently the way we operate. The Director will send out emails from time to time asking for committee review and feedback. Tasks may also be assigned to interested parties.

Community Stakeholder Orientation

When a community stakeholder is interested in being a part of our organization, we will take the opportunity to introduce our program philosophy and goals. We will then discuss what sort of role/tasks they would like to take on within our organization.

Observations & Referrals

If staff at Mindful Moments have any concerns regarding your child's development they may speak to you directly about possible assistance or ways you can help at home. Please feel free to ask the staff for suggestions/ideas at any time if you have concerns. If at any time you would like a referral to any specialized programming such as Speech Language Therapy, Occupational Therapy or an Early Intervention/Prevention Specialist, please speak to the program Director.

Policy Changes

Policy:

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.

Procedure:

1. When a new policy or amendment to policy is being considered, Mindful Moments will solicit parent feedback when appropriate.
2. Mindful Moments will notify all families when changes to operational policies have been made. A copy of the policy will be provided.
3. Parents will be invited to discuss policy changes with the centre Director should they desire.

Inclusion & Diversity

Policy:

At the end of the school day, children need an opportunity to choose from a variety of activities that provide reprieve, rejuvenation and refreshment according to their individual interests.

Procedure:

- Leaders invite children to become involved with new activities.
- Leaders offer recreation activities promoting physical health and well – being of the child.
- A variety of cultural and inclusive child care materials and literature are available and accessible by the children.
- Program activities are modified to accommodate different abilities.
- Leaders plan for opportunities to incorporate and celebrate the cultural heritage of the community of families they serve.
- Leaders provide the children with opportunities to be sensitive to and celebrate individual differences and unique qualities.
- Opportunities are provided that allow children to use their own abilities, skills and talents.
- Leaders encourage children to try new things on their own.
- Leaders recognize children who show compassion, include others, and are good citizens.

We aim to:

- Provide a secure environment in which children can flourish and in which all contributions are valued.
- Include and value the contributions of all families to our understanding of equality and diversity.

- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the program.

Methods:

- Our program is open to all members of the community.
- We reflect the diverse members of our society in marketing and promotional materials.
- Applicants are welcome from all backgrounds and employment positions are open to all.
- Review practices to ensure implementation of policies on equality, diversity and inclusion.
- Work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We provide a setting which includes activities, foods, pictures, song materials and stories which are reflective of other countries and cultures.
- Staff develop intimate and warm relationships with each child and family through informal discussions and collecting relevant information about the family's unique context.
- Provide accessible play facilities ensuring the physical environment is adapted to each child's individual needs.

Technology & Social Media

Use of Electronic Media

The following forms of media may be used from time to time by Mindful Moments:

1. Computers (laptops/tablets) may be incorporated in to the program to develop children's computer awareness.
2. Audio may be used to focus on particular activities, such as:
 - Music, singing, drama and dance
 - Improving listening skills
 - Providing enjoyment and enhanced appreciation.
 - Background for other quiet activities.
 - Rest times.
3. Video may be used as part of programming.
 - Movies may be watched up to two times per month. They may be used as a special activity when the weather is poor or as a compliment to a very active day (ie: after coming back from swimming).
 - Materials/cartoons of a violent nature are prohibited from being shown in the centre.
 - Online videos may be shown to teach children about a particular topic they are learning about.
 - Fitness related videos may be shown to children to get them active.
4. We ask that parents refrain from letting their child bring electronic devices into the program unless a special day has allowed for it. **Mindful Moments will not be held responsible for the loss of such devices.**

Social Media

Mindful Moments utilizes Facebook as a means to share program happenings, educational material and local community events with families and the community. Vanessa, the program Director, runs the page so please forward any questions or suggestions to her.

Prior to posting photos of the children, families are provided with a Parent Waiver Form which includes a section for parents to choose if they are okay with such sharing. The choice of the parent is always respected.

We ask that all teachers and parents refrain from posting photos of children that are not their own as we want to respect the privacy wishes of all families. If you are wanting to post a photo of your child and other children are in the photo with them, please blur out or crop out the other children prior to posting.

If you have not yet liked our page, you can do so [HERE](#).

Health & Safety

Policy:

Mindful Moments will maintain the highest practicable hygiene standards.

Procedure:

- Children to wash and dry their hands before each meal and after toileting and handling animals.
- Staff are asked to encourage children to flush the toilet.
- Children are advised not to share food, drink and cutlery.
- Utensils and food dropped on the floor are not to be used.
- Staff are to wash their hands before serving food, after toileting children, handling animals and after assisting children with nose wiping.
- Floors are to be swept and mopped each night.
- Soiled and wet pants need to be double bagged.
- Garbage bins are to be washed with warm soapy water once a week.
- Recycling bin is emptied daily.
- Toys are to be washed regularly on a rotating basis.
- Staff are to wear gloves when attending to cuts, abrasions and at any other time when they will be in direct contact with blood.
- Paper towel is used for serving snacks and for some types of cleaning (wiping toilets).
- Food will be prepared in designated areas.

Program Review

Policy:

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.

Procedure:

1. All parents, staff and children will be asked to participate in at least one annual survey.
2. Outcome of the parent, child surveys will be compiled and shared with staff and parents as relevant. Action items will be added to our QEP.
3. Mindful Moments will review our Quality Enhancement Plan each month to see what goals need to be completed and if they are still applicable to our program at the current time. Notes will be made as we progress through our three-year plan.
4. Policies will be reviewed at each staff meeting to keep the staff current on policies and procedures as well as to decide if any changes are required.
5. Annually, we will complete the review process as sanctioned by AELCS as well as a SACERS program review to see how we are performing. From time to time we will also use the CIS tool to evaluate staff.

Bullying & Harassment

Policy:

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.

Emotional

Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, forcing another person to be 'left out' of a game or activity, passing notes about others or making fun of another person.

Physical

Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any other sort of violence against another person.

Verbal

Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

Psychological

Behaviour likely to instil a sense of fear or anxiety in another person.

Mindful Moments recognises that legitimate play-behaviour may include many of these facets, but when one or more parties becomes targeted on a frequent and recurrent basis the experience of those affected can be extremely negative. Mindful Moments will respond to all incidents thoroughly and sensitively.

Procedure:

1. Staff will inform the Director if they witness an incident of bullying at Mindful Moments.
2. Children will be encouraged to report any incidents of alleged bullying immediately and will be reassured that what they say will be taken seriously and handled sensitively.
3. If a child or staff tells someone they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
4. The Director will always ask the alleged bully to explain their side and take into account their response when deciding whether bullying has occurred.
5. If it is decided that bullying behaviour has occurred then in most cases, the behaviour can be addressed by using the strategies in the Child Guidance Policy. The alleged bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person/people involved.
6. Mindful Moments will inform the parent of all children involved in the alleged bullying incidents at the earliest opportunity.
7. Where bullying behaviour persists, the alleged bully's parents will receive a written warning that the child must stop this behaviour.
8. If bullying continues the alleged bully's parents will receive a final written warning that suspension or exclusion will occur from Mindful Moments if the behaviour does not stop.
9. As a final option, if bullying still continues the alleged bully will be excluded from attending for a set period of time as decided by the Director.
10. After the incident has been dealt with, the staff will monitor the children involved to ensure further problems do not occur.
11. If the child who has been bullied or the alleged bully or their parents have any issues concerning the way the incident had been dealt with they should contact the Director immediately.

Transportation

Policy:

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.

Procedure:

1. The parent will notify Mindful Moments in writing or by phone call if their child will not be in attendance on a particular day.
2. The staff member who receives this information will write the information in the staff communication book and will let the staff member in charge of that child's group know that they will be away.
3. When a child that is expected does not arrive to the center within 15 minutes of the scheduled drop off time, Mindful Moments staff will contact the following agencies/people to locate the child: school, bus line and parent. If the child's location is still left unknown the police will be contacted immediately.
4. Mindful Moments staff will walk children to their bus stop and will pick children up from their bus stop.
5. Parents are required to accompany their children into the centre when dropping them off. They must sign them in and must come to the center to sign them out when they are leaving at the end of the day.
6. When the children are taken on field trips, we will walk, take public transit or rent a chartered school bus. All transportation arrangements will be noted on field trip permission forms.

Cell Phones

Policy:

Cell phones or other personal devices are not to be used while on shift. All personal emergency calls can come to the centre.

Procedure:

1. Personal cell phone use is restricted to staff break times unless otherwise approved by the Director.
2. If cell phone use during work hours persists, the staff member will be subject to employee discipline procedures as listed in the employee handbook.

Outdoor Play

Policy:

Outdoor play will be offered as a regular part of programming. The green space across Wye Road will be utilized as well as the green space behind the building (seasonal). We will encourage the children to play safely, having fun and being creative and using their imaginations.

Procedure:

1. Children will be encouraged to partake in physical play outside in all kinds of weather, as long as safety is not compromised by doing so.
2. Winter outside play is permitted to -15 degrees including the wind chill. Summer outside play is permitted with proper protection (sun screen, bug spray, hats, shade breaks) and hydration.
3. Children must understand and respect the physical boundaries of the play area.
4. Children must be within sight of a staff at all times.
5. No gun play with sticks, shovels, or other improvised media is allowed. Staff must redirect violent play into constructive and peaceful interacting.
6. Children must respect the property.
7. Disciplinary problems, especially repetitive ones, are responded to according to our Child Guidance Policy.
8. Parents will ensure that their children bring appropriate outdoor clothing and footwear for the weather at all times.
9. Staff are to ensure that children wear weather appropriate clothing and footwear for outside play. If a child doesn't have proper outdoor wear they will be required to stay inside.
10. A staff member must be easily accessible to children at all times.
11. The children require warm coats until it is +10 outside at which point a sweater or light coat should be supplied.
12. Portable equipment will be made available for the children to use in their play when outdoors.
13. Children require sunscreen when the UV rating is higher than 3. Children and families are regularly encouraged to wear a hat when playing outside from May – September.

Environmental Safety

Policy:

All indoor play environments will be inspected daily prior to children arriving at the program. All outdoor play environments will be inspected prior to the children using the space. All play equipment will be regularly maintained.

Procedure:

1. The first staff member arriving in the morning will conduct the indoor safety inspection to ensure the area is free of potential hazards.
2. When going outdoors, one staff member will first conduct a safety inspection to ensure the area is free of potential hazards.
3. All play equipment and furniture will be washed on a rotating basis as per cleaning check lists.
4. The facility will be cleaned throughout the day as needed and a final clean will be done at the end of the day as per cleaning check lists.

Professional Development

Policy:

All staff at Mindful Moments are required to attend at least 15 hours of professional development per year.

Procedure:

1. Staff may request specific training that is relevant to their position or may be asked by Management to pursue training that would benefit their work within the centre.
2. Training must be approved by Management before it will be paid for. Some training may be eligible for funding from the Government. Amounts of funding depend on child care certification level reached.
3. Training during the employee's normal work hours is paid at the normal wage. Training during non-work hours will result in time off with pay at a later date that is agreeable to both parties.
4. Staff will be asked to sign a training contract agreeing to pay back the cost of the training (if employer paid) and wages for attending training should that staff resign from their position prior to 1 years' time after the training takes place. The staff may opt out of this by attending training on their own time.

Student Assistants (Aids)

Policy:

Student aids will follow the procedures listed below while working with children at Mindful Moments.

Procedure:

1. Aids will refrain from disciplining/guiding children that are not those they are employed to work with. They may intervene if a child is getting aggressive however a Mindful Moments teacher should be called over to follow up verbally should they not be on the scene at that moment. Intervening in a simple manor is acceptable (e.g: I see they had that toy first, please hand it back to them) but if a conversation needs to be had with a child it is best left for the staff in case a parent was to follow up.
2. A child that is assigned to an aide will not be taken away from the centre without the knowledge and consent of both their parents and the centre staff or management.
3. Cell phones are not permitted to be used during time with the children. If you need to take with a call, please remove yourself to do so. Using them to contact the child's family or to take photos of the child you are working with (if the parent has consented) is okay.
4. Photos and videos of other children from Mindful Moments are not permitted to be taken on personal cell phones or cameras of those not employed by Mindful Moments as many of our families have not consented for photograph use.
5. Aids will not assist children with sensitive things such as toileting procedures or getting changed from an accident. Mindful Moments staff will handle these incidents.
6. Aids should never be alone with a child, including the one they are assigned to work with (e.g: left inside with a child while others are outside). In the other room within ear shot is okay if Mindful staff are in the other room and not leaving the centre.
7. Aids are asked to please respect the time during which the Mindful Moments team is teaching the children and to refrain from pulling them into unrelated conversation on a regular basis while they are doing so. We expect a bit of chit chat but please ensure the children come first and that they are the focus.
8. If an aide will not be in, they are asked to ensure they call to let the teaching staff know.

Child Involvement

Engaging children in programming is about staff assisting children of all ages to express their interests and readiness to engage in experiences. There are many ways to ensure that children's interests and readiness to engage in activities and experiences are integral to the daily program. The most obvious way for caregivers to gain a genuine understanding of individual children and their interests is by taking frequent opportunities to communicate meaningfully and respectfully

with them. It is vital that children are made to feel that their contributions, ideas and interests are valued and appreciated.

By including the interests of the child it:

- Validates them as important participants and gives them a way to connect with the task.
- Gives them a sense of belonging.
- Shows them that their opinions matter.
- Gives them a sense of control (whether perceived or real).
- Allows for them to learn about things that are relevant or interesting to them.

Programming

Staff at Mindful Moments are to regularly seek input from children as to what activities interest them. Input can be obtained through various methods:

1. Ask the children directly (Examples: What activities do you like to do? What field trips do you like? What type of art do you enjoy?)
2. Create a child interest survey and ask the children to fill it in. They can tell you what to write if they are too young to do so.
3. Use a suggestion box and have the children write their suggestions and put them into the box.
4. Observe their play and make notes on what trends you see (Example: You see the kids flying paper airplanes every day for several days – how can you extend this? Maybe make airports for their planes and turn the dramatic play into an airport).
5. Have the children vote between choices of activities (Example: We can either do this or this).
6. Have the children look through programming books and pick their ideas. They can put a sticky note with their name on the pages or activities they would like to try.
7. Use signup sheets on the wall in advance and have the children choose activities that interest them before planning them.
8. Complete surveys after doing things such as a field trip and ask for their feedback. Did they enjoy it or not? Why? This can be done after activities as well.

Leadership

Staff will look for opportunities for children to gain leadership skills through their experiences at within the program. This can be done through various methods.

1. If enough children are interested, we could run a Leaders in Training group and hold meetings every so often.

2. Children can lead a club (eg: drawing club, sewing club, science club, drama club, etc).
3. Games can be enjoyed by the whole group that have leadership traits involved in them. Children can also lead a game.
4. You can assign a task to a child (eg: help with the field trip checklist, help with attendance, help do the safety inspection with staff, help count how many kids are with us, etc).

Community Engagement

Mindful Moments strives to involve staff, children and families within the local and broader community. Ways in which we do this are as follows:

1. Bring the children to various community organizations to discover what is available in their community or the history of the establishment.
2. Support local school endeavours when possible.
3. Invite community members in to speak with the children about their career or culture or share a talent such as art or music.
4. Encourage families and/or community members to come to events run by Mindful Moments.
5. Involve the children in community initiatives.
6. Involve families in fundraisers or donation drives.
7. Have the children perform community service activities such as litter clean up, visit seniors, make things for sick children, etc.

Parent Engagement

Parents are an important part of our program and we hope they will find the time to share themselves with our program. Some ways we like to engage parents are:

1. Invite them to events at our centre (or rented space) such as the Christmas Potluck, Mother's Day and Father's Day events.
2. Add information about our program and community events to our parent bulletin board.
3. Encourage families to share information about their culture, language, backgrounds, beliefs and traditions.
4. Invite them to visit the classroom to share a talent or skill with the children.
5. Ask them volunteer on field trips.

6. Involve them on a community advisory committee and ask them for feedback on policies, program changes or things that may affect families or community members associated with our program.

Protected Programming Time

Policy:

Lead teachers at Mindful Moments will be given at least two hours each week to complete programming for the children in their care.

Procedure:

1. Teachers will use times when we have a ratio enhancement to complete their planning on a weekly basis.
2. Paid planning time will always be offered during working hours.

Staff/Child Interaction

Policy:

Teachers will interact with the children regularly, using various methods to engage them.

Procedure:

1. Teachers will encourage children to think, reason, question and experiment throughout the day, using actual events and experiences as the basis for concept development.
2. Teachers stimulate children's ideas effectively by adding information and expanding on ideas presented by children.
3. Teachers treat all children equally and discourage gender stereotyping.
4. Teachers and children are actively involved with each other and with materials.
5. Teachers use resources to enhance children's play.
6. Teachers introduce concepts in response to children's interests and need to solve problems.
7. Teachers appreciate children's efforts.
8. Teachers enjoy being with children.

9. Teachers express respect for and affection towards children through attentive listening, smiling, touching, holding, and speaking to children at the eye-level.
10. Teachers create frequent opportunities to have friendly, courteous interactions with all children individually and respond to them warmly.

Distal Supervision

Policy:

Children ages 7 and over will be afforded the opportunity to use specified spaces with a peer. A teacher member will check on them at least once every 15 minutes and will always be within ear shot.

Procedure:

1. Parent and child both have to sign specified agreement prior to engaging in distal play. A teacher will read the agreement to the child and check that they understand the rules and consequences should they choose to break them.
2. Children may only use the gym, game room and sensory room while a teacher is within ear shot.
3. The teacher that granted them access to the room will check on the children at least once every 15 minutes and more often if the child is new to the distal procedures.
4. If a child breaks the rules and it is a minor infraction, they will lose privileges for a certain amount of days as deemed appropriate by the teacher in charge.
5. If the child breaks the rules and it is a major infraction (hurting someone else, doing something very dangerous), they will lose privileges permanently.
6. If a child has continuous problems using the space without direct supervision they will not be granted distal privileges until the teacher feels they are mature enough to follow the rules.
7. Three children will need to go together when using the glow room, otherwise two children for the other spaces.

Physical Environment

Policy:

We are committed to providing a welcoming and caring environment that provides for the children's safety and wellbeing and supports them in their development and learning. We believe that the organization and layout of the environment should enable children to be active, and involved in social and individual play activities and experiences.

Procedure:

1. Take positive steps to establish a welcoming and friendly environment for children and parents.
2. Provide a safe, secure and supportive environment for the children's care, health and wellbeing, as well as their development and learning.
3. Provide both indoor and outdoor play activities and experiences.
4. Ensure that all parents and children, including those with disabilities, have easy access to the premises.
5. Provide appropriate space for children, including those with learning difficulties and/or disabilities, to move freely and safely around the setting.
6. Organize the space to allow a wide range of play experiences, including whole-group activities.
7. Provide defined rest areas appropriate for the children's needs, as well as separate rest/break facilities for the staff.
8. Ensure that all areas of the building are clean, and well maintained.
9. Ensure that there is a working telephone on the premises to contact outside assistance, as well as to receive incoming calls.
10. Maintain efficient systems for contacting parents, support services and other agencies.
11. Ensure that all the children have easy access to drinking water, toilet facilities and eating facilities.
12. Provide an environment that reflects the children's development and learning and has relevance for local cultures and communities.
13. Provide an area of privacy where parents, staff and other agencies can speak confidentially.
14. Create defined areas for different play activities, thus supporting the children in all learning domains.
15. Use the available space creatively and flexibly to provide opportunities for the children's imaginative play, movement and large-scale play activities.
16. Provide opportunities for both floor play and table activities.
17. Create opportunities for children to access equipment and materials independently, and choose for themselves, by using low-level open-storage shelves and boxes.
18. Encourage the children to care for their environment by making some cleaning equipment (brushes, dustpans, cloths) available for them to access and use independently to clean and tidy up play areas.
19. Provide regular opportunities for children to play outside, providing open space where they can run, as well as using fixed or other play equipment.

20. Ensure that when outside there are areas of shade and shelter.
21. Use the outdoor environment to offer a wide range of learning opportunities for investigation and exploration.
22. Create a rich and stimulating environment by using visual and interactive displays.
23. Provide display areas for children's own work, including pictures, drawings, writing and models.
24. We ensure that displays are informative, and relevant to all families within the local community.

Privacy

Policy:

Mindful Moments has developed the following Privacy Policy in order to ensure compliance with PIPA, as well as to inform individuals of our continuing commitment to the protection of their personal information.

What is personal information?

Personal information includes any factual or subjective information, recorded or not, about an identifiable individual. This includes information in any form such as a person's e-mail address, food allergies, person's age, home address and so on. It does not include the name, title or business address or business telephone number of an employee of an organization.

Who is responsible for protecting the personal information collected, used and disclosed by Mindful Moments?

The Director is the Privacy Officer for the organization and is responsible for ensuring compliance with PIPA and with this Privacy Policy. Other individuals, such as program managers and certain staff may be delegated to either act on behalf of the Privacy Officer or to take responsibility for occasional collection, use and disclosure of personal information.

Why does Mindful Moments collect or use personal information?

Mindful Moments is committed to providing quality, dependable and inclusive child care, support and information services to meet the diverse child care and early years needs of families and children. In order to meet these goals, Mindful Moments collects, uses and discloses personal information for the following purposes:

Provision of services

- To determine eligibility for our programs and services.
- To assess the needs of each child and to ensure that these needs are met.
- To ensure the health and safety of all children who participate in our programs and services.
- To identify the children and their families ("clients") who use the services of Mindful Moments.
- To ensure we communicate with the appropriate parent/guardian for each child in our care.
- To promote new and existing programs and services to our clients.

- To ensure timely communication between parents/guardians, caregivers, child care community partners, referring agencies and Mindful Moments staff.

Administration

- To administer our programs and services (e.g. time sheets, attendance reports, etc.).
- To collect payment for services provided.
- To ascertain the qualifications and suitability of applicants to provide child care.
- To ascertain the qualifications and suitability of volunteer applicants.

Reporting

- To generate statistics on services and programs provided by the centre.
- To generate statistics on the child care needs of families.
- To report use of child care services to the Government of Alberta.

Other

- To periodically undertake fundraising activities to enhance programs and services for children and families.
- To meet statutory, regulatory and contractual requirements relating to the services and programs provided to our clients.

Does Mindful Moments disclose personal information?

We disclose personal information:

To staff members that work with the children on a daily basis.

To child care related Government related parties (Child Care Licensing, Child Welfare, Accreditation)

To institutions providing the centre with payroll and banking services.

To our auditors, and

To third parties for processing of data (e.g. hardware and software support).

Unless required to do so by law, Mindful Moments does not currently disclose the personal information under its control to any other parties. It does not trade, sell, barter, or give away its client information to anyone. Should it be necessary in the future to make such a disclosure, Mindful Moments will not do so without the express consent of the individuals involved.

How do individuals provide Mindful Moments with their consent for the collection, use and disclosure of their personal information?

When families seek the services of Mindful Moments they provide their personal information expressly through a registration process. Mindful Moments then has access only to the personal information provided by the client that is

required to fulfill the purposes stated above. A client may withdraw their consent at any time upon reasonable notice, subject to legal or contractual restrictions. Please note however, that due to our statutory and regulatory obligations withdrawing consent may affect our ability to continue to provide a client with the services they have or would like to receive.

How much personal information does Mindful Moments collect, use or disclose?

Mindful Moments makes every effort to ensure the personal information it collects, uses and discloses is as accurate and up-to-date as is required to fulfill the purposes listed above. If an individual's personal information requires amendment, they need only contact Mindful Moments to ensure that the correction is made. When a file is no longer needed it is either destroyed or all personal identifiers are removed in such a way as to prevent accidental disclosure.

How secure is the personal information stored at Mindful Moments?

Mindful Moments is committed to ensuring that personal information is protected from unauthorized access, unintended disclosures or theft. This protection is provided by firewalls in the computer system, passwords to protect databases and limited access to certain work areas. Only the Privacy Officer and delegated individuals have access to this information.

How can individuals learn more about Mindful Moment's Privacy Policy?

This policy is made available in our policy guide which is posted on the members section of our website:

www.mindful-child.com

A hard copy can also be made available by contacting our office.

How can individuals access their personal information held by Mindful Moments?

Individuals have a right to access their own personal information in the possession and control of Mindful Moments. They also have a right to know if their information has been disclosed to any third parties. If individuals wish to access their personal information, they need to contact Mindful Moments in writing. Mindful Moments reserves the right to charge a reasonable fee for the copying of this information.

How can individuals relay their concerns about their personal information held by Mindful Moments?

If individuals have a complaint related to the Mindful Moments Privacy Policy, they can contact the Privacy Officer.