

Public (when completed)

The personal information requested on this form is collected under the authority of the *Early Learning and Child Care Act* and is managed in accordance with the *Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection or use of this information, contact your Early Learning and Child Care Staff member.

Introduction

Facility-Based program licence holders are required to understand and adhere to the *Early Learning and Child Care Act (Act)* and Regulation (Regulation). The Act and Regulation set out the minimum requirements that child care licence holders must follow to ensure the safety security, well-being, and development of children. This includes the development and submission of a Program Plan.

The Program Plan is designed as a tool to understand how programs will ensure children's needs are being met and quality programming is being delivered. It will also be used as a tool by Early Learning and Child Care Staff to monitor and support compliance to the Act and Regulation. To assist you in applying and operating a licenced facility-based child care program in Alberta you are encouraged to use this Ministry approved template to:

- submit your proposed Program Plan
- submit any proposed changes to the Program Plan during your licence period; and
- receive approval of the proposed Program Plan or any proposed changes.

The Program Plan is intended to be a dynamic document that is reviewed regularly with program staff, parents and Early Learning and Child Care staff to ensure the plan remains applicable, relevant, and to ensure the programs are implementing the statements, policies, and procedures in the approved Program Plan.

As you complete the Program Plan template, you may find the Early Learning and Child Care Licensing Handbook a helpful resource to support your understanding of the requirements and obligations for providing a quality licenced child care program.

If you require support or have questions when completing your Program Plan, an Early Learning and Child Care staff member can consult with you. You may contact your nearest Children's Services office and speak with an Early Learning and Child Care Staff member using the contact information found on our online look-up tool at the following link: [Alberta Children's Services](#).

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Name of Licence Holder

Edmonton Region Child Care Association

Name of Licence Holder Representative

Durray Bosch

Program Name

Edmonton Region Child Care Association (Shauna May Seneca)

Program Address

2130 Wonnacott Way

City or Town

Edmonton

Province

AB

Postal Code

T6X 2H9

Program Hours of Operation

Sunday To

Monday 07:00 To 18:00

Tuesday 07:00 To 18:00

Wednesday 07:00 To 18:00

Thursday 07:00 To 18:00

Friday 07:00 To 18:00

Saturday To

Period of Operation

From Date

January 1

To Date

December 31

Does your program have planned/scheduled closures?

Yes No

List closures. example: we follow the local school board calendar and do not operate on days schools are closed (i.e. summer, holidays, PD days)

We are closed for stat holidays, Easter Monday, and the Thursday before Good Friday, yearly for our educator PD day.

Do you provide a nap or rest period? Yes No

From

To

Early Learning and Child Care

1) Describe the early learning and child care philosophy your facility-based child care program is based on.

Best Practice Examples:

- The program implements Flight- Alberta's Early Learning and Care Framework Curriculum Framework, Reggio Emilia, Waldorf or Montessori.
- The philosophy is connected to the Principles and Matters to Be Considered stated in the *Early Learning and Child Care Act*.

Edmonton Region Child Care Association (ERCCA) follow a philosophy of learning through play. We express that philosophy through many concepts, ideologies and curricula. They are a daily guidance for our practice. We see philosophy and curriculum as two separate pieces.

Our program uses the Flight - Alberta's Early Learning and Child Care Curriculum Framework, as our primary curriculum and program guide. We also have implemented program wide use of the ASaP Pyramid Model of social/emotional development. While these are our two main models for program implementation, we also implement certain aspects of the Reggio Emilia model and Loris Malaguzzi's 100 languages/voices of children and we value the importance of the environment as third educator.

We believe that Flight & all other pieces of curriculum that we implement, reflect the Principles of quality in childcare. Well-Being, for example is a goal for the Flight Framework. It also is a flexible tool which allows each child, and their families to hold space within our program.

2) Please describe how your philosophy will be applied to encourage care and play experiences that support children's development and early learning in your program.

Best Practice Examples:

- Ensure that routines address children's daily care needs.
- Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.
- Reflection using a Learning Story is used to document children's dispositions to learn within daily experiences of care, play, learning, and development.
- School-aged children are provided with the ability to learn and explore based on their age.
- Preschool children will be supported to build skills that will assist them when they go to school.

Our program aims to create Responsive Environments which encourage participation from Educators, Children and Families (creating places of vitality); practice of relationships as co-learner, co-researcher, co-learner of possibilities. We have considerations for Time, Space, Materials and Participation. Educators are encouraged to reflect of their own work, interactions, responses and play experiences provided to scaffold children's learning and development. We use Learning Stories and educators are provided with scheduled, consistent time to ensure that they are being created.

4 hrs per month per educator- learning story time

4 hrs per month per educator- Program planning

1-2 hrs per month - scheduled reflective practice

Using the Flight Framework, we look at the goals and dispositions for learning and use those to Notice, Name, and Nurture each child's learning and development.

This is a reflection of Matters to be Considered (a). As we Notice, Name, Nurture children's skills, interests, and dispositions, this will have a direct correlation to their supported learning and development. ALL children are provided with the ability to learn and explore based on their age. The program's role of the educator is the same regardless of the age of the child they work with. How that unfolds depends on the children in front of us.

Children have access to a range of open ended materials, which they are allowed to access at their leisure. No play experience is forced, rather, we provide provocations of materials and see where the children will go with them. While we do create planning, it is open ended and children can adapt those plans in anyway they see fit. Our plans are provocation; not an exact determinant of the day.

Using the ASaP Pyramid Model of social emotional development, we have an ASaP coach who works with a ASaP Key Lead to create program wide implementation of the Site. This Key Lead also works in conjunction with a group of other ERCCA ASaP Key Leads to provide opportunities for learning and reflection. Through this model, we provide opportunities for children to:

- Express and regulate their emotions
- review a visual daily schedule, which is flexible
- engage in open ended conversations about their lives and things that are important to them.
- learn and reflect themselves using social stories and other forms of documentation

This model also provides us with with a Teaching Pyramid Observation Tool or, TPOT. This allows us to observe educators and measure growth within the usage of the tools of the program. We have multiple certified TPOT administrators within our Association and conduct these 2ce a year. This is a reflection of matters to be considered (e).

3) Describe how your child care program plans to meet, promote and nurture the developmental needs of children for each of the following needs.

*If providing child care to mixed-age groups, please clarify how you will meet the needs of children who may be at different developmental ages and have varying needs. This includes how you will ensure the unique developmental needs of infants are considered.

a) Mental Needs: Describe how you will encourage nurturing relationships, create a safe positive environment, nurture confidence, and provide social opportunities.

Best Practice Examples:

- Children are co-constructors in developing intellectually by exploring and experimenting with the environment and by sharing ideas and information.
- Children have opportunities to develop thinking skills and language.
- Each child's care, play, learning, and development are nurtured as educators work within a practice of relationships, appreciating family, social, and cultural practices and traditions and embracing a strong capable image of the child, as a mighty learner and citizen.
- Children are supported to develop self-regulation skills- the ability to adapt their behavior, attention, emotions and thoughts in response to what is going on around them (sitting still when appropriate, the ability to defer reward and positive self-talk are a few examples).
- Children are supported to express pro-social behaviour- voluntarily choosing behaviours that help and benefit others, such as sharing and cooperation.

ERCCA Educators consider the mental needs of the children by creating flexible and open environments that invite participation from all. All are not only welcome, but celebrated in our program. Here are some of the ways that we support this. We feel that this area of our program is best reflected within points (a) (c) (i)(ii) and (e) of the matters to be considered.

At ERCCA we:

Engage in co-inquiry model, involves children in the program. We co-learn along side the children and dive into topics together; learning side by side.

Ask the children open ended questions, provide them with opportunities to provide their input and ideas share documentation and learning stories with them so we can hear their thoughts and ideas.

"solution kit" Children are given time and opportunities to solve problems that arise between them. (turn taking, sharing)

Children are supported to develop self regulation skills

Building relationships with each child and family: learning about their background and family life. Creating environments which are welcome, open, inclusive, to help them feel a sense of belonging.

Provide a variety of materials for possibilities to explore their world.

Encourage them to bring and share items which are reflective of their lives.

Allow for unstructured, uninterrupted time to learn and explore their environment.

Opportunities for learning by doing are provided to the children.

Value the joy of back and fourth play as an important aspect in successful relationships by acknowledging and showing interest in children's play and activities.

Children are supported in their active engagement in multi modal literacies to scaffold their learning & development. This is done by providing children with a range of mediums to work within. Such as recycled materials, molding materials such as clay, and simply allowing children to use materials in unique ways.

Books can be moved to the block corner and become ramps. This allows children opportunities to express

their flexible and fluid thinking.

OSC advisory committee, which allows children to develop their leadership skills and reinforce an image of the child as mighty learner and citizen, within a community.

All children are provided with a space to learn and explore based on their age and interests.

Celebrate the benefit of diversity with each individual child and family, allowing children to understand that we are a safe place to be who you are.

Showcase children's dispositions to learn (Notice and name)

b) Emotional Needs: Describe how you will support the emotional needs of the child (encouraging positive self-esteem, creating a structured environment, being responsive to attention needs, encouraging children to be independent learners, supporting emotional intelligence).

Best Practice Examples:

- Children's security comes from knowing that the adults they depend on will care for and protect them. Self-esteem means that a child feels both lovable and capable.
- Children should be challenged to master progressively more complex levels of moving, thinking, feeling and creativity.
- School-aged children are supported to build skills in perseverance effort to achieve one's goals even in the face of setbacks. Focus encouragement on effort and perseverance rather than performance and abilities.
- Opportunities are provided for children to be mighty learners and allowed the freedom to express themselves in a safe, secure and non-judgmental environment.
- Based on development and age of the child, programs create an atmosphere that allows children to express their emotions & gives them a sense of belonging.
- Children are supported with opportunities to develop skills for initiating and maintaining healthy relationships with peers and adults in their lives such as awareness, empathy, kindness, and assertiveness.

ERCCA has a large, intentional focus on social/emotional development. This is reflected well in the matters to be considered (e). We have program wide implementation of the pyramid model of S/E development. Educators work with a coach to continually improve their practice and the practice of their teams. The coach is internal within ERCCA. They have regular (bi-monthly) visits where goals are set and reflections are made. This pyramid provides us with the following:

Posters and images depicting facial expressions. These express a range of emotions, both comfortable and uncomfortable.

Words and feelings to express how these emotions feel in your body.

5 steps to problem solve posted to remind educators what do to in these situations to encourage children to solve their own problems.

Teach that all emotions are valid (comfortable & uncomfortable) & how to process/express these emotions.

Provide children with strategies with how to cope with uncomfortable emotions.

"bucket filling" teaches children how to treat one another with kindness.

friendship skills (sharing, turn taking, caring disposition) discussed with books, circle time discussions, intentional pairing and Notice, Name, Nurture.

Songs & fingerplays to teach emotion, friendship skills, and names

Educators work to reduce their no, stop, don'ts are replace them with thoughtful communication skills such as I-messages and active listening.

Zones of regulation & emotion charts

Mirrors at children's level

fostering the disposition of persistence

Create a space in our room for children to be alone or have time to themselves as needed to regulate their emotions.

Children are encouraged to express their feelings in acceptable ways to form positive and healthy relationships with peers and adults.

Choosing areas of play, family photos

Notice, Name and Nurture as a tool to promote their self esteem.

Emotional Literacy

Celebrate diversity with visuals and materials which are reflective of children and their families.

Adjust our schedule based on the emotional needs of the children.

c) Spiritual Needs: Describe how you will support each child's spiritual needs as appropriate (support them in finding meaning, purpose, structure and value in their life).

Best Practice Examples:

- In consultation with parents, each child will have available opportunities for spiritual development and growth to help support their understanding of the community and world in which they live in.
- Each child will be celebrated for their uniqueness and supported in their spiritual curiosities. Identify and celebrate differences and uniqueness of each child.
- Create a safe, open, welcoming environment for children to explore. Staff ask questions, actively listen, and build upon the information gathered.

It is important that children feel safe, and secure to express their ideas and curiosities within their spiritual well-being. Our program educators ensure that this is supported and preserved. The ways that ERCCA Educators ensure that this happens for children are as follows:
Provide opportunities for open ended conversations about their lives and ideas that are important to them. Encourage them to bring and share items which are reflective of their lives and families.
Celebrate the benefits of diversity of each individual child. Enable them to understand and acknowledge differences.
Create environments which are welcoming, open, inclusive to help children feel a sense of belonging. Provide a variety of materials for possibilities to explore their world. The children's daily schedule is flexible depending on the needs of the children.
Instead of celebrating culturally based holidays such as valentines day, Christmas etc, we celebrate interests and play topics to create togetherness and a sense of belonging.
Encouraging children & families to share aspects of important family traditions and celebrations (diwali, Eid, lunar New Year, Christmas, Chanukah)
Will engage families through an "expression of interest" for sharing spiritual and cultural traditions.
Using language which is respectful of all cultures/religions.
Being conscientious about cultural norms and traditions
Books which touch on cultural holidays and values
When children present with ideas which are related to spirituality, we acknowledge and engage in the co-inquiry process with them.
We feel that our processes are a reflection of matters to be considered (d).

d) Physical Needs: Describe how you will encourage physical activity, develop age-appropriate skills, support proper nutrition, provide rest, and provide sensory experiences.

Best Practice Examples:

- Children have opportunities to use large and small muscles and to develop perceptual skills.
- Opportunities for play and playfulness with others in purposefully designed outdoor and indoor environments are constructed and provided.
- Children have space to freely move and explore while taking calculated risks to test the limits of their mind, body and environment.
- Programs provide opportunities for gross motor activities incorporated throughout the day (minimum of 1 hour full body, physical activity).
- Programs provide activities that focus on fine motor activities (minimum of 1 hour/day). Fine motor activities should be available throughout the day so that children may choose an activity that they want to explore.
- Children participate within open, engaging, and responsive environments where exploration and play are encouraged and purposefully planned.
- School-aged children have the opportunity to help plan after-school activities to reflect the things they are interested in participating in, and include ways to foster a sense of autonomy, belonging and competence.

Physical Health and Wellbeing is a large proponent of ERCCA and the Flight Framework. Here are the many ways in which ERCCA ensures that the children's physical needs are met:
Support & encourage children to explore their own boundaries through risky play. For example, we allow the children to wrestle one another, provided everyone consented to the play, and there is the proper space and play expectations have been set out.
Dizzy play is planned for and encouraged.

Support Children to enjoy the thrill & excitement of the natural world with all of its risk.
Provide a variety of gross motor toys for children to engage with.
Outdoor play is included in the daily routine (weather permitting). Novel play experiences as well as comfortable and familiar play experiences are provided for the children to explore.
DAP based on interest and skill level
Music & Movement
A variety of fine motor development materials are available at all times for children to engage with such as art materials, beading, cutting, taping, weaving, cloth&fabrics for manipulation.
Sportball sessions are often provided to the children to teach them fundamental skills required for team sports such as passing, rolling, kicking, stick-handling, running, running with a ball, chasing, catching, and teamwork.
Provide children with opportunities to give their input into what games they want to play
Acknowledge and respond to the importance of physical activity being a proponent of indoor play, as well as outdoor play.
Provide all educators the opportunity to take Physical Activity 101 course to ensure that the value is implemented in all our team members.
rearrange the indoor play space to allow for gross motor play when the weather does not permit outdoor play time.
Develop the child as a whole person
Including physical activities in our program planning
Field Experiences allow children to explore different parts of the city and use muscles in new ways.
Our association owns Snow Shoes (Novel materials for play & engagement)which we also lend to families to encourage healthy physical outdoor winter play for "home time" as well.
Purposefully purchasing materials & equipment that can be moved, making the space more conducive to being rearranged for physical activity.
Not putting out chairs for children to sit/ forcing them to sit (unless eating)
Sleds on site to allow children to sled as a daily available activity in the winter.
Use of technology to engage in physical play experiences such as dance and cardio movement
Cooperative games
Along with our ASaP Pyramid model, transition strategies have been implemented to ensure that all children feel prepared for transitions in their days. Items such as daily visual schedules, timers, verbal warnings, songs, clapping, as well as call and response couplets.
Program includes time for rest and relaxation in daily schedule. "Quiet time" is meant as a time for the children to do have time for rest each day. Activities at this time are quiet and calm, with many spaces available for the children to rest their bodies without sleeping.
There is a wide variety of sensory experiences available for the children. This includes water tables, sand tables, play dough, moonsand, and more based on the weekly programming.

Food & Nutrition:
Family style dinning, when available is how children are served their meals. Fresh fruit is always available to the children when they are hungry and want a snack.
ERCCA aims to provide a well-balanced and nutritious diet, with an emphasis on introducing children to a wide variety of foods.
Provide a safe and positive eating environment, teaching children about food and nutrition, communicating with parents about food and nutrition and meeting dietary considerations of the children in care.
Educators ensure all snacks are provided serving two of the four food groups as relayed in Canada Food Guide.
ERCCA will reduce the availability and limit the sugar, sodium, and saturated fat content in foods offered. Baking and cooking experiences planned by ERCCA educators will ensure that they will have less than 15% Daily Value of either sodium, saturated fat, or sugar.
Families are prohibited from providing snacks to the child care program for birthdays or other special events. If they are brought in, educators will not serve them to the children. Families are encouraged to celebrate children in another way, such as bringing in a favourite book, or art experience.
Children will only be given foods on the weekly snack schedule, unless families are informed of additional

snacks for special occasions such as field trips, or special curriculum activities.
ERCCA will ensure that at least one fresh fruit or vegetable is available for every meal served.

4) Describe how you will ensure your program will be inclusive and accommodate the needs of all children including children with exceptional needs.

Best Practice Examples:

- Every child has a unique personality and special skills. The primary focus is on each child's strengths and abilities as you work to make modifications and adjustments to their environment.
- Each staff member comes to learn and understand each child as individuals and what works best for them. Plan ahead to identify and avoid barriers for participation.
- Access support using the Getting Ready for Inclusion Today (GRIT) program, Access, Support & Participation (ASaP), and/or the Autism Society.

Our Association aims to provide a child care environment which is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators, staff, carers and other families.

Directors must provide leadership to ensure shared commitment from the childcare team towards achieving equality and anti-discrimination practice in all aspects of the service. Their role will include making sure policies and procedures are implemented and providing the necessary support to create the conditions needed to address diversity and inclusion effectively.

All educators must support all children in their development as active citizens. Educators need the empathy, understanding and skills to help children achieve a positive sense of themselves and of others.

All involved are responsible to protect and value all children in the child care setting, foster empathy and provide accurate information about difference to enable children to think critically about and challenge bias. Executive Director will ensure relevant legislation is considered in the actions of the Association. (Human Rights Legislation)

Definitions:

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. Child Care program that promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

This can be viewed within ERCCA in the following ways:

Educators will ensure their planning is respectful of the diversity in their child care setting.

ASaP - Coaches and Key Leads in the program help with children who are at the "top of the pyramid" to ensure that supports are in place and children with exceptionalities are successful.

All educators take the ASaP Module 1 & 2 at minimum to support the social/emotional needs in the program.

As long as our program has the capabilities to support a child with exceptionalities, we accept them into our program.

New Family Learning Questionnaire to learn more about individual child needs.

My Child Questionnaire to learn about goals families have for their children.

Visual Schedules so all children feel informed about their day.

usage of baby sign as a form of communication and engagement when necessary

Design and re design the room so it fits the needs of the children. Furniture and equipment is child sized and accessible.

Children are included in the program planning. They can write their name next to the plan, take part in planning meanings.

Allow children leadership opportunities: leading play experiences, completing program tasks.

Always provide children with at least 2 choices of play
SACERS/ECERS to be used as see fit
Supported Child Care to be accessed as needed
Model appropriate behaviours (educators)
Develop the whole child
Recognize each child's uniqueness - all exceptionalities are valid
We welcome families to events to learn more about them and include their ideas in our program.

5) Describe how you will incorporate and support the child's familial, Indigenous or other cultural, social, linguistic and spiritual heritage to ensure it is central to the child's safety, well-being, and development.

Best Practice Examples:

- Opportunities to learn from elders and community leaders are provided to ensure authentic and meaningful experiences that connect curriculum to living and life.
- All cultures of the program will be supported by books, photos and knowledge of each family.
- Statement of inclusion to focus on all children's backgrounds , family circumstances , including vulnerable children, where families are respected and valued.
- Programs will display pictures and provide access to literature to children and their families that reflect everyday cultural activities such as an eating or going for a walk.
- Children are enabled to grow their awareness of diversity and social responsibility, of their own and others' identities; their responsibility to themselves, one another, and the environment; and their emerging understanding of themselves as citizens.
- Children participate within socially inclusive and culturally sensitive environments in which social responsibility for self, others, and the world is enacted.

ERCCA believes that our programs should be a reflection of the children who participate within them. We follow an ERCCA Code of Ethics which guides our practice in this area. We also have a variety of other strategies to ensure that our program is a socio-cultural reflection of the community in which we service.

In regards to the Children entrusted to ERCCA, Educators will:

- Promote the health and well-being of all children entrusted to the ERCCA.
- Demonstrate care and respect for children in all aspects of their practice.
- Support children as they experience different emotions; model appropriate responses and guide them through proper expression of emotions.
- Respect the Rights of children as laid out in the United National Convention on the Rights of the Child (1991) and commit to endorsing these Rights.

In regards to the Families entrusted to ERCCA, Educators will:

- Respect the Rights of parents/guardians to transmit their values, beliefs, and cultural heritage to their children.
- Provide families with knowledge, skills and support that will enhance their ability to nurture their children.
- Encourage and provide opportunities for families to participate in planning and decision making affecting their children.
- Demonstrate respect and appreciation for diversity of families, by valuing individuality and appreciating diverse characteristics, and perspectives.
- Promote developmentally and culturally appropriate knowledge, and understanding of children, as well as their individual needs.

In regards to professional practice, ERCCA Educators will:

- Work in partnership with other ERCCA employees to support the well-being of children and families.
- Treat all information regarding children, families and other educators as confidential unless failure to disclose would put children at risk.
- Make continued efforts to improve professionally by actively pursuing knowledge regarding developments in the child care field.
- Demonstrate integrity in all their professional relationships.

In regards to the greater community of which ERCCA is a part of, Educators will:

- Advocate for public policies and community services that are supportive of families.

- Allocate community resources which will help enhance families' overall quality of life.
- Help children to grow in their roles as responsible citizens.
- Be conscientious of biodiversity and environmental responsibility by engaging in environmentally and socially responsible practices.
- Support other like-minded programs in providing quality childcare to the community.

Other ways that ERCCA ensures that children's socio-cultural background is considered in our programs:
Anti oppression workshop & reflective practice in regards to the diverse people living in Canada

displaying family photos

Celebrate National Child Day

Instead of celebrating cultural holidays, celebrate the value behind the holiday (goal)

materials of representation

Engaging in Reflective Practice to help us consider our work with children and ensure that our practice is meaningful to the children and families we serve.

celebrate the benefits of diversity with each individual child - allow them opportunity to acknowledge differences.

- learn some words from family home language

-social stories in English and home language

-learn hello in multiple language

-familial names for all members of the family.

-recognizing & celebrating children's birthday Singing songs, decorating the space

-Earth Day cleaning our community

Having an open door policy which allows families to participate in our program at any time.

Families are invited to playroom to share experiences as relevant. (Health care workers, etc)

Engage in practices of community kindness such as writing cards to health care workers. (appreciating community leaders)

Multicultural displays

Monthly family connection experiences.

Text families updates and share learning stories to celebrate their learning.

Participate in fundraisers such as growing smiles to encourage children and families to care for plants

Small group projects

ASaP Lead on site as a resource when we need support dealing with different challenges

We feel our Code of ethics and practice is a reflection of all matters to be considered.

6) Child care programs should engage with community organizations, members and resources to support the child's optimal development. Describe how your child care program will engage with and access community organizations, resources, and members to promote positive connections.

Best Practice Examples:

- Programs work with the local public library to promote early literacy during story time once a week.
- Families are aware and connected with Provincial Family Resource Networks.
- Families and the local community are involved in decisions regarding the programs, procedures, and policies.
- Program will seek out other professional supports for children, families and staff to support development.

Promote Community resources and events in our monthly newsletter non related to ERCCA.

ERCCA is ran by a Board of Directors, which is made up of parents of children registered in our program.

The families provide us with input and suggestions on ways which we can best support their children.

ERCCA is active within many childcare community organizations such as SACDA and CAFRA.

We welcome MacEwan University practicum students into our program.

Shepherds Care (St. Stanislaus)

Holy Spirit (Yesterdays Youth)

Charity Fundraiser each year (food bank etc)

Survey our families yearly for feedback to see where we can improve and what families need from us. Use

the same (or similar) questions yearly to ensure that we can track progress.
 Monthly Family activity which help us to create places of vitality which welcome participation from all members.
 Visits to local libraries - "travelling library" visits our program.
 ERCCA has a positive relationship with AHS, CFS, and Licensing, which we lean on for support in our programs as needed.
 GRIT & the ASaP Model are a large part of our program. We are partners in creating emotional supports for children.
 Sportball visits to our programs to teach the children refined skills.
 We are members of Shauna May Seneca School.
 Events are planned that give our families the opportunity to connect in a positive way. This includes year end summer parties, parent information nights, and training events.

7) Relationships with families must be supportive and respectful. Describe the nature and scope of parental involvement in the child care program. The involvement and engagement of parents supports accountability of child care program providers, monitoring of child care programs and maintenance of quality child care programs.

Best Practice Examples:

- Parents are part of the program planning and provide insight and feedback into the activities that meet the unique/individual needs of their child(ren) – create common/mutual goals.
- Creating a sense of community and partnership between program and family.

ERCCA strives for a family centered practice which values and exemplifies families as the main caregivers of their children. Here are some ways that we live this in our daily practice (matters to be considered (f)):
 daily activity board so families can see what happened that day.
 Board (family) involvement in creation of program plan
 posting art work and other creative works outside the rooms.
 Texting families pictures and updates about their days.
 Our open door policy encourages volunteering in our program. Spot on our field trip form for families to participate
 families are invited to provide materials
 families are welcome to add their ideas on our planning.
 Learning stories are shared with families and they are encouraged to give feedback
 ASaP Family Sessions where our educators inform families of the skills that we are using in the program, in case it is of interest.
 annual parents survey
 family orientation process
 inviting families to share their expertise with the children
 "meet the teacher" night
 Creation of open house videos so families can see the space and have some questions answered.
 monthly newsletter to families providing association wide updates.
 Through interview & recruitment practices, we ensure that family centered practices is valued.
 Gift of Time where we offer extra hours of care to families so they have time for themselves.
 Yearly parent survey asks families for feedback and ideas. We use this to create goals and improvements in our program. This ensures we are accountable to the families for quality childcare, and that their needs and wishes are met.

8) Describe your process for ongoing evaluation and improvement of the child care program. Please ensure you describe how you will actively involve and engage parents and guardians to support accountability, monitoring, and maintenance of quality within your child care program.

Best Practice Examples:

- Creation of a parent board for the facility-based licence or having a parent night once/month to gather ideas and suggestions for improvement.
- Installing a suggestion box, reviewing the suggestions monthly, provide parents and staff with the results of the month's suggestions and clarify how the program will progress based on the feedback.

Ongoing evaluation is imperative for professional growth and to ensure that the needs of our families, children, and educators are continuously being met. This is a big value for us and we meet this in the following ways (matters to be considered (f)):

- Pedagogical Coach provides Site Challenges to educators to expand their minds of what quality childcare looks like and to challenge their norms.
- We are working on creating an internal accreditation which will help us create a quality enhancement plan.
- Our board of directors provide us with feedback
- Site audit check list to ensure that all our locations are meeting standards of quality
- Reflective Practice & educator meetings
- annual parent surveys
- annual educator surveys
- annual child surveys
- TPOT - Teaching Pyramid Observation Tool to ensure we are progressing within the Pyramid Model (twice, annually)
- AGM- Where families are invited to hear from the board and be updated on our financials, creating increased accountability.
- Educator PD Day
- Attending workshops and training events
- Monthly Director Meetings
- Monthly Assistant Director Meetings
- Performance Evaluations with educator goal setting and mid point check ins.
- Goal: create a system for educators to give suggestions to improve our programs.

Staffing Plan

Child care programs must create a supportive work environment to maintain a qualified team of child care professionals and assist them in providing high quality child care services through its philosophy, policies, procedures, and practices.

9) Please provide a list of staff positions (including certified Level qualification requirements based on your program) and list related duties and responsibilities.

Best Practice Examples:

- This list should include program directors, program supervisor(s), Level 1, 2 and 3 early childhood educator, cook(s) and any other applicable positions.
- Licence holders should refer to the Regulation to understand the requirements for minimum staffing and general supervision.
- Staffing plan must ensure that adequate staff are available to meet children's needs and to meet the minimum regulatory requirements, including relief staff available to cover staff breaks, illness and vacations.

The program will have a Director (Level 3) who will oversee 2 sites, and be there half of the time, as well as an Assistant Director (Level 3) on site on a full time basis. There will be a minimum of one Child Development Supervisor/Worker for every four staff members. We hope to exceed this requirement

Executive Director (Level 3) - Under the authority of the board, the Executive Director assumes complete responsibility for carrying out assigned policies and regulations. The Executive Director has the authority to direct the implementation of the organization's programs and services.

Director & Assistant Director (Level 3)- Management of day to day operations and supervision. Family and Educator communication and overall program approval and development. Ensures health and safety of all children and maintains Licensing Regulations. Administrative responsibilities, including subsidy submissions and staff schedules. Management of snack preparation and kitchen duties are managed by Director and educators participate in these duties as ratio allows.

ASaP Coach (minimum Level 2/3)- The Coach is responsible to ensure the focus of the child care educators is on the social emotional development (S/E) of children; primarily that which is promoted in the ASaP Modal of S/E development. This is to be accomplished by working directly with a site lead: conducting observation, documenting observations and through site lead partnerships creating goals for the Site to

achieve.

ASaP Site Lead (minimum Level 2/3)- This role implements key concepts, leadership, program delivery, communication, administration practices, and resources from the ASaP model in a child care setting supporting all age groups, whilst continuing in the role of child care educator.

Child Care Educator- (minimum Level 2/3) responsible for the health and safety of the children in their group. Through engagement in the co-inquiry model, responsible to create a plan for play. Communicate with families and work as part of a team of co-workers. Responsible to maintain licensing regulations, health regulations and work within the ERCCA Code of Ethics. Coordinate an implement program for the children with co-workers.

Room Support Educators (minimum Level 1 within 6 months of employment)- responsible to health and safety of the children in their group. Assist program planner with all aspects of program implementation. Works within ERCCA Code of Ethics.

Relief Educators (minimum Level 1) - On call educators who may offer support to our site when to help cover illness/vacations.

Bus Driver- a staff member who has a class 2 operator's license will operate the bus. This position is an additional position above basic ratio requirements

10) Describe how you will ensure all staff and volunteers are screened. Please also provide a description of all other screening methods used (i.e. background checks, reference checks, interviews)

Best Practice Examples:

- Each staff member and/or each volunteer who has unsupervised access to children will have a current criminal record check which is dated not earlier than 6 months prior to the date of commencement with the program and updated every 3 years, before it expires.
- Written evidence to verify the results of all required criminal record checks and vulnerable sector searches are satisfactory and demonstrate the staff member or volunteer has no criminal history that could impact the well-being of a child.
- All staff and volunteers have had their background checked and confirmed to assess their suitability to care for children.
- All staff and volunteers have provided at least three satisfactory personal references from non-relatives that corroborate the provider's suitability for working with children.
- A physician's note that states the applicant is mentally and physically able to care for children.

All new hire Educators must provide (within 8 weeks) a criminal record check with a vulnerable sector search: which is dated not earlier than 6 months prior to the date of commencement of the program and every 3 years after that date. New Educators can not be left alone with children at any time until a criminal record check including the vulnerable sector search is on file.

Volunteers who are other than parents will provide a criminal record check which is not earlier than 6 months prior to the date of commencement of the volunteer position. All volunteers are not allowed unsupervised access to the children and are directly supervised by staff members at all times.

New educators will complete an interview process prior to hiring.

They would also be required to provide (2) reference checks. Reference checks are not required if we are provided with an internal reference. Then, the internal reference check must be completed by the individual who recommended them.

Interview questions are edited and reviewed on a regular basis by the leadership team to ensure they are relevant to the needs of our association and show current trends in ELCC.

All positions within ERCCA require Child Development Certification, Child Care First Aid as well as a Police Security Clearance, dated within the last six months. The Association will cover the cost of any re-certifications required as part of their employment.

volunteers are given the following screening/job description before commencing:

Our overall goal is to provide you with a quality childcare experience that supports your ongoing learning in early childhood learning. You will view and be a part of a variety of experiences that are planned to enhance the children's development. A special emphasis is placed on social emotional development, communication, conflict resolution and problem-solving skills. The safety and well-being of the children is always your priority!

Here are some guidelines to ensure you experience with us is positive.

- 1) You must read a copy of this Volunteer Policy Manual and sign a statement indicating they have read it.
- 2) A Police Security Clearance with vulnerable check must be provided prior to commencement.
- 3) You should notify via phone call/ text/ email the Director if they are going to be absent on days you have chosen to volunteer.
- 4) You can share with educators of the director of any concerns you may have regarding the children's well-being or concerns regarding educators or the program.
- 5) The Association closes its operations on statutory holidays.
- 6) ERCCA educators will answer all phone calls to the centre. In the event that you are asked to answer the phone you will place the call on hold until the educator is able to attend to the call.
- 7) You are expected to read and become familiar with the ERCCA policies and procedures along with licensing guidelines, that are provided to them for the purpose of carrying out their volunteer duties with the Association
- 8) Only ERCCA educators can administer first aid and medications.
- 9) Parents or guardians must provide any medication brought to the centre directly to ERCCA staff members. You must not accept any medication from parents or guardians.
- 10) You can share messages from families in the communication books or direct/ verbal or written messages from a parent or guardian to a ERCCA educators.
- 11) You cannot release or sign-out children.
- 12) ERCCA educators are responsible for ensuring that the Association's behaviour management policies are followed. You can work with the educator to develop ideas and techniques to work with the children in our care and provide support to challenging behaviours.

11) Describe how staff will receive orientation to your program so they are aware of and understand the Act, Regulation, Program Plan and administrative policies and procedures.

Best Practice Examples:

- Signing and dating an orientation checklist or other documents that ensures they read and fully understand policies and procedures.
- The program supervisor ensures plenty of time is spent with the new staff member so that training and orientation is thorough.

ERCCA is responsible for ensuring that employees are prepared and willing to assume the roles and responsibilities of their position as outlined in the employee letter of offer, and job description. A probation period provides the ERCCA with the opportunity to assess the performance of a newly hired employee to ensure that they can meet the expectations of the position. At the commencement of employment, the ERCCA is responsible for discussing with a new employee the process that will be used to evaluate the employee's performance during the probationary period. The ERCCA is responsible for completing a thorough educator orientation checklist, over the course of 3 months with all new Program Educators. At the end of 3 months, after the completion of the orientation, program educators will receive a probation review from their direct supervisor, which will either mark their probation as complete, or it will be extended if necessary.

Employment may be terminated at any time during this probationary period. Either party may determine that the employment agreement is not acceptable and it may be terminated immediately without written notice. After each area within the process, educator and supervisor initial.

Areas of the checklist are broken down into sections:

Day 1
Week 1
Week 2
Month 1

Month 2

Month 3

Over this three month period, educators will have many opportunities to read and understand our policies. Prior to starting, they must read and sign off on the following policies:

- Child Protection
- Health & Safety
- Child Guidance
- Technology/Social Media
- Oath of Confidentiality

Educators are shown how to access and review licensing standards, our program plan, and ELCC act. These are kept accessible to educators so they can refer to this as needed.

All changes to program plan, licensing regulations and ELCC act will be shared with educators to ensure understanding. Any updates will be posted for educators to read. Discussions will follow to ensure understanding.

The questionnaire at the end of the three month probation period is as follows:

1. How do you see Flight being implemented in our program?
2. Do you know that we are part of the ASaP Pyramid Model of S/E development?
 - a. What do you see being implemented in the program, can you list any skills or tools which are reflective of this?
3. Part of our new Educator Orientation was teaching Notice, Name Nurture. Can you provide me with an example of how you have tried to incorporate this in your practice?
4. How do you encourage independence in our children?
5. Lost Child Procedure - Please Review what you understand to do if you lose a child. Walk me through the process of noticing a child is missing.
6. Medications - Please walk me through the process of administering medication to a child. Start with the point when the parent first brings the medication in.
7. A new person comes in to pick up a child who you have never met. What steps do you take?

Additional questions might be added if we feel that their are certain areas of question with specific educators.

12) Please list the number of primary staff required to meet the staff-to-child ratios for the desired program capacity proposed.

Proposed Total Capacity 61

Please select what program you provide

- Day Care Out of School Preschool

Ratio and Group Size - Out of School Care

Age of Children	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff Required
Kindergarten Children and School-Aged Children	1:15	30	61	4

13) During rest periods, staff must be on premise and available to meet children’s needs and in-ratios immediately when the rest period ends and/or children awake from designated sleep time. Outline below how you will continue to meet child ratios during these periods.

Best Practice Examples:

- Cover-off for staff is available to allow for planned breaks during rest periods.

Our program does not offer a nap time.

Ratio Group Size - Rest Periods

Age of Children	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff/ Volunteers Required
Infants Less than 12 Months	1:6	6		
Infants 12 Months to Less than 19 Months	1:8	8		
19 Months to Less than 3 Years	1:12	12		
3 Years to Less than 4 Years	1:16	16		
4 Years and Older	1:20	20		

14) If you intend to provide care for mixed-age groups, please describe how you will align staff to meet the ratio requirements and the needs of the children.

*In the case of combined age groupings the majority age of the children in the group will be followed for ratio purposes

We have only OSC children.

Administrative Policies and Procedures

Child Guidance Policy

15) As per the Regulation, please provide your child guidance policy that describes child guidance strategies for all ages of children in care, and your plan for how this policy will be communicated to parents, staff and children where developmentally appropriate.

Best Practice Examples:

- Positive child guidance
- Problem solving plan
- Appropriate Prevention methods
- Approved Intervention methods

Appropriate child guidance is key to providing a safe and secure childcare environment. At ERCCA we ensure to respect the rights of the child as they develop emotionally, socially, physically, alongside others within the care of ERCCA.

To provide proper guidance and positive environment, educators will ensure that child behaviour expectations are reviewed with children upon enrollment as it is developmentally appropriate and each room staff will involve the children in developing the “rules/ expectations” and these will be posted in the room for the children to refer to.

At ERCCA, we believe that mistakes are learning opportunities. We follow the 5 problem solving steps which has been observed effective to children.

1. Provide each child with the opportunity to voice their concerns: Hear what they deem their problem to be. Avoid using no, stop, don’t and simply listen to what they have to say.

2. Repeat the problem back to them in your own words, make sure they know that you are trying to help them through understanding the problem.

“ It sounds to me like ... am I right?”

3. Provide the children the opportunity to solve the problem for themselves.

“How do you think we could solve this problem?”

4. Repeat the solution to ensure that both children understand the chosen solution.

5. Check back to make sure that the solution is working for both children.

Also guiding us in our practices is Access, Support, and Participation (ASaP).

We sincerely acknowledge children's feeling/emotions for them to gain trust and confidence as they express themselves. Here are the 6 conflict resolutions adapted from adapted from You, Me, Us: Social-Emotional Learning in Preschool by Ann S. Epstein, 2009) which helped our educators to be effective in handling conflicts with children.

1. Approach calmly, stopping any hurtful actions.

- Place yourself between the children, on their level
- Use a calm voice and gentle touch
- Remain neutral rather than take sides

2. Acknowledge children's feelings.

- “You look upset.”
- “I see that you look sad.”
- “I know you're frustrated. Let's talk about that.”

3. Gather information.

- “What's the problem?”
- “What happened?”

4. Restate the problem.

- “So the problem is, you both want to use this toy.”
- “So the problem is, you got bumped, and it hurts.”

5. Ask for ideas for solutions; choose one together.

- “What can we do to solve this problem?”
- “What can Johnny do to help you feel better?”

6. Give positive feedback and follow-up support.

- “Thanks for helping solve this problem.”
- “That's a great idea—let's try it!”
- “Look, now she's happy—you helped her feel better!”

To give children a sense of security, protection and create a positive, safe and appropriate environment the listed prevention strategies are established and followed.

1) Educators will demonstrate respectful, positive interactions and communication with children.

Behaviour expectations will be clearly explained to the children.

2) A variety of developmentally appropriate materials and equipment will be available for the children they will have choices of activities throughout the day.

3) Experiences that interest children and keep them actively involved will be planned and implemented by the educators.

4) Educators will carefully supervise children.

5) An atmosphere whereby children can interact positively with adults and other children will be promoted.

6) Children are expected to respect the rights and feelings of others, remain in supervised areas and respect personal property and the property of ERCCA and the leased space.

7) Children must be responsible and accountable for their own actions and accept logical consequences that stem from their behaviour.

8) Recurring behavior problems will be brought to the attention of parents or guardians and a meeting with the parents or guardians and the Director or Executive Director will be arranged. Parents are our partners and will be included in developing a plan of action that supports their child. Consistency between the family and the program is stressed.

The Executive Director and Directors are responsible for ensuring all educators have read and signed off on the Child Guidance Policy Review prior to commencing work with ERCCA.

A copy of the child guidance policy is in the parent handbook. A copy of the parent handbook is given to all parents at the time of enrollment. Parents sign an admission agreement stating they agree to all policies contained in the parent handbook.

ERCCA educators are given an employee handbook at the start of employment outlining the child guidance policy. Educators sign an employment agreement stating they agree to all policies.

Off-Site Activity

16) Describe how you will you advise parents of an off-site activity and, collect required parent or guardian consents.

Best Practice Examples:

- Parents will be provided a consent form at the time of registration for regular occurring off-site activities, (i.e. walking to park, access a sports field, etc.).
- For specific field trips that are not a part of regular programming, parents are required to provide consent for each trip, and submit a signed consent form.
- Parents know the whereabouts of their child at all times and have been adequately informed of all off-site activities they consent to.
- Complete details of the off-site activity are provided, so that parents can make an informed decision: date of activity, (when leaving to and coming back from activity); how staff can be reached when off-site; how many children will be involved; supervision and transportation arrangements specific to the activity are completed before the parent gives written permission.
- Description of how children will be transported to off-site activities, (i.e. Program owned buses/vans, city transit, hired bus services, parents transport, or walking only).

Planning activities and field trips away from ERCCA centre provides fun and rewarding experiences for children. Maintaining a safe and secure environment for children in the care of ERCCA extends to any playtime or excursions that are planned outside each centre, including the use of playground/gym equipment, sand play and field trips.

ERCCA educators follow routine procedures to ensure that children remain safe while engaging in such play or excursions.

ERCCA educators are trained to respond quickly to locating a lost child by following the Lost Child Procedure.

To ensure children remain safe while they receive opportunities for experiences outside of the day to day routines.

ERCCA Educators:

- follow routine procedures to ensure children remain safe.
- incorporate activities into their off site excursions, including the use of the playground.

Director or alternate will ensure that:

- educators have their planning incorporate outdoor play and/or off site activity
- the outdoor checklists are completed on a daily basis

Procedures:

Playground Inspection/Safe Sand Play

- 1) Prior to providing children access to playground structures and sand play areas, ERCCA educators conduct an inspection of the area to ensure that the equipment is in working order and sand areas are clear of debris and unsafe objects.
- 2) Children are not permitted to play in the sand without shoes.
- 3) Boundaries will be discussed with the children when they are outside. There will be landmarks for the children to understand how far they can go in the outdoor space. ERCCA educators will ensure the children stay in a space that allows for supervision and safety.
- 4) While walking to a space outside of the indoor program, ERCCA educators will ensure there is one educator at the front of the line and one at the back to ensure the children are safe and accounted for. If there is only one educator they will be at the front with frequent checks to ensure the children are safe. Attendance is done before leaving the room, then again once they reach their destination to ensure the children all arrived safely.

Playground/Gym/Excursions/Field Trips

- 1) By signing the Admission Agreement: Outdoor Play and neighbourhood walks, given at registration, parents give permission to ERCCA educators to supervise their children at the gymnasiums, playgrounds, areas and facilities adjacent to the site they attend as well as any local excursions that may be scheduled within the communities in which the sites are located and have been signed off on. Any activities that might stretch children regular physical limits or be considered more risky. I.e. Skating, do require parental consent.
- 2) For planned field trips outside of the communities, ERCCA provides written communication to parents about each field trip. Parents must sign a form for giving permission for their children to be transported to (walking, either by a rented bus, local public transit or ERCCA bus) and participate in field trips.
- 3) Children may not attend a field trip without receiving parental permission. If a parent does not wish to have the child participate in a field trip, they must find alternate care for the day.
- 4) Prior to departing on a field trip, educators complete a checklist ensuring that they carry with them all the necessary items (including emergency contact information, medication, first aid kits)
- 5) While on a field trip, children wear pinnies with the ERCCA's emergency phone number for quick identification.
- 6) Field trip ratios will be as follows meeting the minimum ratios of

School Age 1:12

Cancellation of Field Trips:

Field trips may need to be canceled on short notice due to inclement weather or other unforeseen circumstances.

Example of field trip form

Field Trip Permission

Edmonton Region Child Care Association will be taking the children on a field trip from Room: _____
Location (incl. address): _____
Date: _____
Departure & Return Times: _____
Transportation: _____
A fee of \$___ is requested. For your child to participate in this field trip, your signature is required.
Please indicate if you are able to come.
This field trip will be supervised by ERCCA educators in a ratio of ___ educator to ___ children.

Print Child's Name Parent Signature Parent Attending?

Field Trip Check List: To be completed prior to leaving program

DATE:

Field trip confirmation

Group lists prepared/ratio has been met

Master group list to F.T. supervisor

Children and educators have ERCCA field trip pinnies

Emergency backpacks

Cellphone

First aid kits

Directions/address

Payment / cheque

Sunscreen & insect repellent

Coolers with lunches/water/cups/snacks

Sign posted on door w. cellphone number & return time

Toys & equipment

Confirm parent permission signed

Children used washroom

Children dressed appropriately

Key to get back in

Doors locked / alarm turned on

Educators review "Lost Child Procedure"

- 17) If you utilize an off-site outdoor space, please describe how the children will be adequately supervised, how their safety will be ensured, how safe boundaries will be maintained, and how children will be protected on their way to and from the outdoor play space.**

Children are utilizing the open field and the school's playground for outdoor play space.

Educators are responsible to:

- to check weather conditions prior to transitioning to outdoor play
- ensure play experiences are provided to children in our care on a daily basis, weather permitting
- ensure outdoor space is inspected daily and safe for the child care centre to use
- provide range of experiences in the outside area from a quiet area where children can sit and reflect about nature and the world around us to resources which encourage gross motor movement. The area may also provide opportunities to dig, grow plants, roll, jump, write, draw, read, crawl, run, skip, hop, role play, paint, pour, fill, empty and climb which all support children's speaking and listening skills
- ensure that children have opportunity to access the natural environment through planting, mud, water and sand play
- Focus on children's interests and plan for them outside so children can have continuity in their play
- Recognize that this may be a great environment to extend a child's ability to engage and respond to risk which will in turn provide a sense of achievement and an awareness of how far a child can extend their skills within the bounds of safety

Playground Inspection/Safe Sand Play

1) Prior to providing children access to playground structures, fields and sand play areas, ERCCA educators conduct an inspection of the area to ensure that the equipment is in working order and sand areas are clear of debris and unsafe objects.

2) Children are not permitted to play in the sand without shoes.

Supervision:

1) Educators will ensure they are situated within the playground/field area ensuring they have clear supervision of the children.

2) Educators will ensure they are moving throughout the play space to ensure children are supervised.

3) Educators will take attendance and take the attendance records with them as they enter the outdoor space. Educators must also take portable records and first aid kit to the outdoor space

Medication and Health Care

18) Please describe your policy that states that administration of medication to a child can only occur when the written consent of the child's parent is obtained and how you will receive and store these consent records.

Best Practice Examples:

- Medication is only administered to a child when written consent has been provided by the parent.
- Parental consent for administration of medication is stored in an accessible location that is known to all staff and is portable to bring along on off-site trips.

All educators who has First Aid and administer medication are accountable to ERCCA policy. The Director or designated alternate is responsible on a monthly basis to ensure all medical information on file and in the program is up to date.

A posted list of allergies/medication is also in the room for the educators reference. As an educator attends the program, an orientation is provided and part of it is mentioning the names of children with allergies/medication.

To ensure the safety and the health of the child is maintained, part of the procedures followed in administering medication are:

- A Medication Administration Form must be completed and signed by the parent or guardian before medication will be administered. The form will contain the full name of the child, name of medication, time and dose to be administered, the name of the medication to be recorded with each administration to ensure proper medication is given, start and end date for the administration of the medication, and parent signature. Educators with first aid training will record the dosage and the date and time the medication was administered, and will sign the form. Educators will wash hands before and after giving medication. Educators will ask parent if medication was already administered prior to coming to the centre. This form will be placed in the medication binder.

- When children move from the designated ERCCA room a designated staff member will bring emergency medications and supplies including, but not limited to, first aid and Epi-pens to the alternate location. Where developmentally appropriate, children may carry their medicine providing parents sign an agreement outlining the responsibilities of the child and parent.

-A copy of the medication forms will be kept with all emergency medications, wherever it is stored.

19) Please describe how you will ensure medication is stored in a locked container that is inaccessible to children, stored in its original labeled container, and administered according to the labeled directions.

Best Practice Examples:

- All medication is kept in a cabinet that is inaccessible by children, and in a locked box inside the cabinet
- All medication is in the original labeled container and is administered according to the labeled directions.
- When medication has been administered the name of medication, the time of administration, and the amount administered, and who administered the medicine is recorded.
- Parents or Guardians are notified that the medication was administered and updated on the status of their child as required.

In ERCCA's administration protocol it is emphasized that:

- All medications must be delivered to the centre in original containers with the child's name and directions marked on the prescription label. Prescription labels must contain: the date, the prescribing doctor and the name of the pharmacy. The medication is administered according to the labeled directions.
- Medications must be given directly by ERCCA educators. Medications will be placed in a locked box that is inaccessible to children. Emergency medicine can be stored unlocked and must be out of the reach of children.
- Children who require emergency medications (ex epi-pen or asthma inhalers) cannot attend unless the medicine is on site with the child.
- Parents or Guardians must be notified after the medication is administered and will be updated on the status of their child.

Only educators with current first-aid certificate will administer medication.

Following the administration of medicine, ERCCA educators will observe the child for any signs of allergic reaction.

ERCCA educators will request that parents provide written instructions/information/symptoms regarding medications and health care when required.

If a child requires specialized health care, training will be provided to staff members prior to child starting in the program and this will be recorded in both the child and staff files.

On a monthly basis all medication that is housed in the child care facility will be reviewed for expiry date and quantity of medication. This information will be recorded on a monthly checklist form.

ERCCA may provide or allow for the provision of health care to a child only if the written consent of the child's parent has been obtained or the health care is in the nature of first aid.

20) Please describe how you will ensure emergency medication to be used by a particular child as needed to prevent a medical emergency is stored in accordance with a plan that ensures the medication is accessible by staff and the child but is not accessible by other children in the program, and has been agreed on by the licence holder and the child's parent.

Best Practice Examples:

- Medication required for an emergency is inaccessible to children, and can only be accessed by staff and the child who requires the medication in the case of an emergency.
- Their parents and licence holder, have mutually agreed in writing to the emergency medication plan that ensures the particular child who requires the medication and other children in the program have the well-being considered.

Educators ensure that:

- Children who require emergency medications (ex Epi-pen or asthma inhalers) cannot attend unless the medicine is on site with the child.
- Emergency medication is stored unlocked and must be out of the reach of other children.
- Parents will sign the agreement form indicating that their child is aware of the importance of this emergency medication and is developmentally ready for the responsibility of carrying it when in a medicine pouch worn around the waist throughout the day.

Menus

21) Do you provide meals and snacks for children in your program? Yes No

Please describe how you will ensure that menus are posted in a prominent place on the program premises.

Best Practice Examples:

- Weekly planned menu containing meal and snack items are posted near the program entrance where parents are able to view them daily.
- Menus posted align with a food guide recognized by Heath Canada or Alberta Health, and support appropriate nutrition needs of the children.
- Parents are provided with a copy of the menu to ensure they are able to support the nutrition needs of the child when not receiving meals and snacks from the child care program.

ERCCA aims to provide a well-balanced and nutritious diet, with an emphasis on introducing children to a wide variety of foods.

ERCCA aims to provide a safe and positive eating environment, teaching children about food and nutrition, communicating with parents about food and nutrition and meeting dietary considerations of the children in care.

Educators ensure all snacks are provided serving two of the four food groups as relayed in Canada Food Guide.

ERCCA will reduce the availability and limit the sugar, sodium, and saturated fat content in foods offered. Snack menu preparation is overseen by the Director to ensure Canada Food Guide is followed.

Menus are posted outside playroom doors and visible to families. Any changes or adjustments made to the menus are updated for families to see the changes made.

ERCCA provides snacks before school (between 7:00am-8:00am) and after school (approx. 3:30 -4:00pm). Snacks are to include two servings from the food groups identified in Canada Food Guide. For the AM Snack, toast or cereal are always available as a breakfast alternative. Milk and water are served with every meal.

Allergies

ERCCA will align with the school they are providing care from regarding being nut free, should the school be a nut free school then the child care will also be nut free.

If a child in our care should have an allergy to specific food our program, will also ensure they comply and not serve that product nor have anyone attending the program bring that item in.

When requested, Menus may be emailed and/or printed to be shared with families to help make accommodations.

ERCCA strives to be inclusive of exceptionalities and keeps stock of "safe" food items for children who have

allergies.

ERCCA supplies milk and /or water for breakfast, lunch and snack.

Lunches are provided by families for children who eat lunch at the centre. Lunches can be heated at the centre. ERCCA can supplement a lunch should the child indicate they are still hungry; the educators will also bring this to the attention of the family.

If a child is hungry outside of lunch or snack time, the educator will provide the child with a small snack (ex. fruit/vegetable). If the request is ongoing the family will be notified.

ERCCA promotes family style eating during snack and lunch: children will be seated while eating. No beverages will be provided to children while they are napping. In the case of a pandemic or illness outbreak we will comply with all Public Health orders, which may include the discontinuation of family style eating.

Food Preparation

In preparing snacks for children in its care, the ERCCA Food Handling Permit requires the following: Foods must come from an approved restaurant, store or center that has a valid food handling permit (no home prepared foods are permitted).

Educator must be aware of the ERCCA's posted food handling procedures. Cooking/frying with the use of a deep fat fryer, broiler, or any such apparatus is not permitted.

The ERCCA will ensure that all hot foods will remain kept hot and cold foods will be kept cold.

Dishwashers with sanitizer cycles will be used to disinfect all dishware. No towel drying is permitted. Dishware is to be air dried prior to putting away in cupboards. If dishwasher is not functioning the centre will use disposable dishware until the dishwasher is repaired.

Cups, cutlery, plates and bowls cannot be washed by hand. In the absence of a dishwasher, only disposable dishes and cutlery will be used.

Food prep surfaces and tables must be disinfected with a food safe cleaner prior to use and after use.

Food Handlers

All educators are required within their first year of employment to complete Alberta Food Safety Basics 1.0 online course.

One educator per location will be required to take the Home Study Course In Food Safety provided by Alberta Health and Services.

Nutrition

Baking and cooking experiences planned by ERCCA educators will ensure that they will have less than 15% Daily Value of either sodium, saturated fat, or sugar.

Families are prohibited from providing snacks to the child care program for birthdays or other special events. If they are brought in, educators will not serve them to the children. Families are encouraged to celebrate children in another way, such as bringing in a favourite book, or art experience.

Children will only be given foods on the weekly snack schedule, unless families are informed of additional snacks for special occasions such as field trips, or special curriculum activities.

ERCCA will ensure that at least one fresh fruit or vegetable is available for every meal served.

Accident or Illness

22) Please describe how parents will be notified in the case of an accident or serious illness involving their child.

Best Practice Examples:

- In the case of an accident or a serious illness involving a child, the parent must be notified immediately. If parent cannot be reached, the emergency contact person will be notified. Children will receive medical attention deemed necessary.

ERCCA Child Care will ensure educators have the appropriate training to support situations that are accidental and may require first aid: emergent or non-emergent.
In the event of an accident or injury to a child, ERCCA Child Care ensures that:
In the event that emergency medical attention is required, an ambulance will be called and the child will be transported to the Hospital.
-Parents will be notified immediately by phone
If parents or guardians cannot be located, emergency contacts listed on the registration form will be phoned. An educator will remain with the child at all times until a parent, guardian or the emergency contact person arrives.
In the event of an emergency when parents or guardians are not present, an attending physician will proceed with any medical procedures deemed necessary. Any expenses incurred in such an event are solely the responsibility of the parents or guardians.
An incident/injury report will be completed and provided to parents in a timely manner when incidents/injuries occur and includes details of any corrective action taken by staff. The report must be signed by the parent and retained in the child's file.
Child Care centre will complete a critical incident report as required by licensing.

23) Please state how you will respond to an accident or serious illness that involves a child. This includes ensuring that a child receives medical attention as necessary.

Best Practice Examples:

- First aid procedures are followed by a staff member with approved first aid certification, acceptable to the statutory director.
- 911 is called immediately when required.
- Staff can readily identify the parent or the emergency contact person who must be contacted.

All educators maintain an up to date first aid certification.
Directors also ensure certifications are kept up to date.
A qualified staff member will administer first aid, as required.
If staff have determined that the child's injury requires non-emergency medical treatment, the parents will be contacted to pick up the child.
An incident/injury report will be completed and provided to parents in a timely manner when incidents/injuries occur and includes details of any corrective action taken by staff. The report must be signed by the parent and retained in the child's file.
ERCCA will only provide or allow provision for health care to a child only if written consent is obtained from the parent, and the health care provided to the children is in the nature of first aid.

24) Please state how the program will track, review, analyze and respond to accidents. This includes identifying of any trends or potential issues so that future accidents can be prevented and avoided.

Best Practice Examples:

- The program supervisor takes the lead and ensures all accidents are reviewed at regular staff meetings to receive feedback on how to be proactive instead of reactive.

The Program Director will track the type and occurrence of accidents and incidents happening in the program.
A review of the policy is done during educator meetings including a discussion of the incident/accident happening in the program to plan in preventing the same incident/accident to happen.

Supervision Policy and Practices

25) Please state your supervision policy and practices, including a description of the methods used to ensure that primary staff effectively supervise children's play and behavior in both indoor and outdoor settings. Effective supervision prevents injuries, accidents and reduces harm to children. It also promotes safe, positive, responsive and intentional learning environments for children and staff.

Please also ensure you describe how you will ensure that primary staff are aware of the program's indoor and outdoor physical environments, and supervision policies.

Best Practice Examples:

- Staff are actively participating in, or guiding children's activities, while being attentive, alert and watchful of each child, as well as engaged with the group.
- Supervision is adjusted to the specifics of the child care environment and the individual needs of the children attending the program.
- Able to demonstrate that children are safe and are supervised in accordance with their developmental needs and that primary staff are aware of children at all times.
- Supervision practices are reviewed every six months at staff meetings.
- All children are accounted for both on and off program premises, when arriving or leaving the program premises or entering and leaving a vehicle.
- At staff orientation, the program supervisor ensures new staff spend time in all the rooms where childcare is being provided and describes adequate supervision techniques in each room - and - spends times outdoors showing appropriate supervision techniques around play equipment.
- Staff conduct regular safety checks of the program premises and equipment to remove hazards and complete safety assessment checklists as required.
- Staff can identify where extra supervision is required to position equipment and arrange the environment to allow staff to supervise the children's indoor and outdoor play spaces, rest, and bathroom areas.
- School aged children are provided guidance and are distally supervised based on their age and development.

ERCCA believes that strong and consistent supervision of children while participating in our programs is essential. Children are safe and are supervised in accordance with their developmental needs and primary educators are aware of children at all times.

Educators are accountable to the children in their care and as part of the hiring orientation the policy and procedures will be carefully reviewed with the Director of Assistant Director.

The Executive Director and Directors shall be responsible for providing or organizing new educators with an orientation of ERCCA facilities. This includes identifying how to access all parts of the building including the gym, playground, bathrooms, and play rooms and emergency procedures. Children must be primarily supervised by ERCCA educators with a current criminal record check and valid certification. The supervision policy is part of the new parent handbook. Families sign off that they have read and understood the policy.

Procedures:

1. Educators will attempt to position themselves to provide optimal coverage of any space where children are located and will engage in active supervision when children are not in an educator's direct line of sight.
2. ERCCA educators will observe children's play and behaviour by directing and closely monitoring children when carrying out activities that may involve some risk (including, but not limited to, playing near water, near doorways, or during transition time).
3. ERCCA educators will observe children in their care on a regular basis and record their observations on their planning form.
4. Educators will actively attempt to identify and record any signs of illness, or unusual behaviour in children.
5. For children who are in kindergarten to grade six ERCCA will provide developmentally appropriate supervision. Children within this age group will be allowed to go to the bathroom by themselves and to get something from another room or their cubby provided they ask an educator. Children outside of this age group will be escorted to the washroom and outside of the room.

6. There is a whiteboard with children's names on magnets that can be moved around to specific categories. These categories are "in the room", "in washroom", "outside" and "out". Children are responsible to move their names based on where they are in the program. This helps keep a list of where each child is, and provides a tally of each group.

Distal Supervision:

1. Children who are ten years old or older may be allowed to be alone to do homework or quiet activities not directly supervised by the ERCCA educator. This will only occur when it is developmentally appropriate for the child.
2. Parents of children who desire distal supervision must sign an agreement that outlines when and where this will take place.
3. Educators will periodically check on children who opt to participate in distal supervision.
4. ERCCA reserves the right to refuse distal supervision.

26) Please describe how the licence holder will promote child safety through supervision practices, including ensuring all children are accounted for both on and off program premises, when arriving or leaving the program premises or entering and leaving a vehicle.

To promote child safety, during on and off program premises including entering and leaving a vehicle:

1. ERCCA educators must maintain a list of all children who are currently being supervised in any given space.
2. All educators must conduct a role call prior to transitioning from one space to another and do head counts periodically throughout the day.
3. While transitioning educators must carry a list of children who are moving from one space to another.
4. Once educators reach a new space they are required to do a second role call to ensure all children have successfully transitioned to the new space.
5. Children who are picked up during a transition shall be removed from the educator's attendance list and then signed out once the educator has reached the destination.
6. If the transition includes a site that is outside of the ERCCA premises educators are required to do periodic head counts to maintain appropriate supervision. This includes entering and exiting the ERCCA school bus.

Informing Parents of Postings

27) Please state how you will ensure parents or guardians are informed of all required information that is required to be posted as described in the Act and Regulations.

Best Practice Examples:

- A Licence holder of a facility-based licence notifies parents or guardians in writing of the new posting that is available for review in a clearly visible and prominent place on the premises where the licenced facility-based program is being provided.
- Parents are informed and aware of all changes to policies and procedures, including the Program Plan, through parent orientation at the time of registration and are provided updates on any changes throughout the year.
- Parents will be issued an email about any new postings to ensure they are informed of any changes to the program and updated on current events.
- Parents are issued a newsletter monthly of the programs plan for the next month and are informed of any plans, events or changes to the child care plan.
- Programs notify parents or guardians of all incidents and any planned or unplanned events that may impact or has impacted the child's well-being but didn't not result in a hospital visit or physical injury. (i.e. Child was upset over fire drill, a child showed anxiety when going down the slide).

Our licensing information is posted on our family information board. It is clearly labeled as licensing information. When new licensing inspections are completed, they are posted on this board.

- Families are provided with a copy of the parent handbook at the time of registration. Families are provided with any changes to policies and procedures when they happen.

- We maintain an email list for all of our parents and send out regular emails with centre information these emails go out monthly to all of the child's primary caregivers. If there has been an inspection update we will inform the families of such in the monthly email, allowing families to look at the postings when updates are made. Any other updates or changes to the program plan are also a part of these emails. We also use these emails as an opportunity to share community events, fundraising endeavors, and educator changes. Our educators are cc'd on this as well so they are aware of the information that is being shared with families.

- Parents will be provided with a copy of the Program Plan and any updates that are made
Incidents/accidents:

We have an incident/accident for minor occurrences which impact children's daily lives such as

- educators have parents sign incident and accident reports that apply to their child. We discuss what actions were taken and any follow up required by families.

Transportation

28) Does the program provides transportation for children between school and the program's premises?

Yes No

Please describe the following

- the mode of transportation used (i.e. walking, program motor vehicle, 3rd party chartered school bus).
- how you will ensure that a child's parent is informed and has provided consent in writing to be transported to and from school by the child care program.
- the procedural steps that must occur when a child fails to show at the arranged pick-up time or location.

Best Practice Examples:

- All drivers have appropriate class of licence and training to provide transportation.
- Details of transportation and supervision have been planned and documented, and communicated to parents or guardians.
- What time are they dropped off at school and where- on the playground when a teacher is on supervision or are they walked to their classroom.
- What time is dismissal and when are they picked up.
- Where is the meeting spot or are they met at the classroom.
- The form usually includes a statement that it is the parent's responsibility to inform the program of any changes in their schedule.
- The program must develop steps to follow if the child does not show up as arranged.

ERCCA will transport children from ERCCA child care to their designated school location in a safe manner ensuring the health and safety of the child. Educators who are walking children to school are required to know in advance who and what time they will take children to school.

Parents are required to complete & sign a transportation agreement form that includes the details of the transportation arrangements.

Children will be closely supervised. Attendance will be checked before departure from the centre and before leaving the program.

Transportation Agreement- Parent sign off on.

Children attending inside their child care building

- ERCCA educator will walk the child from ERCCA child care to their assigned door prior to the start of their class; will ensure the child is marked out of the ERCCA program; will do a roll call of remaining children to ensure all are present; will ensure they have the emergency back pack as well as the cell phone upon transportation.

Upon pick up, ERCCA educator will proceed to the room prior to its end time (< 5 minutes); will sign the child into care and will do a roll call of children in care

If the children is not in the group, these are the next steps:

- If you are in a school location, check with the office and if possible have them announce the name of the child on the intercom and a meet up location.
- Phone the parents. If you are not able to get a hold of parent/ emergency contacts or they cannot verify the attendance, call 911.

If the Child Is Not Located Within 15 Minutes

- Phone Police "911" Tell them you need help locating a missing child and give them your location.
- Director is called to inform them of situation
- Executive Director is called by Director
- Executive Director calls Board Chair

Once child is found:

- Critical Incident is reported as a lost child to Children Services/ Licensing using the lost child reporting form.
- On site investigation is conducted by Executive Director and Director, changes to required to policies as a result.

Parent handbook:

Absences

You must notify the child care centre if your child will be absent. If your child does not arrive as anticipated you will be contacted, and/ or your emergency contacts to confirm their whereabouts.

Overnight Child Care

29) Do you provide overnight child care? Yes No

Records

30) Please describe your records policy including how records will be stored, kept up-to-date, and in which format(s) they are maintained (digital or paper).

Best Practice Examples:

- Director or assigned staff member completes regular reviews of information with the parents.
- A good record should be easily retrievable, kept up to date, and contains the information as indicated in the *Early Learning and Child Care Act* and Regulation.

Director and Assistant Director is responsible for updating and maintaining information.

Accurate information pertaining to children in care is needed to provide the desired standard of care at the site where the child is enrolled.

In maintaining records for children in care, special precaution will be taken to ensure any sensitive or personal information is adequately secured and safeguarded.

Maintaining accurate and up-to-date administration records ensures that educators providing care have the appropriate qualifications and attendance records are accurate and complete.

Accurate portable records for children in care are needed when play and excursions away from the center are planned.

Procedures:

All records of the Association are clearly marked with their contents and with the year that the records pertain to. Records are stored in a designated location and in a manner that reasonably safeguards personal, confidential and sensitive information. Examples of safeguarding include storing in a location with limited access, in a locked office or cabinet, in a password protected computer file etc.

ERCCA must maintain on the program premises up-to-date child records containing the following:

- the child's name, date of birth, & home address
- the parent's name(s), home address & telephone number
- any legal documents pertaining to the child
- the name, home address & telephone number of an emergency contact
- a completed enrollment form
- medication information and administration of medication records
- the particulars of any health care provided to the child
- any relevant health information pertaining to the child, including health care number, immunizations & allergies

This information is to be updated by a file review with the educator and parent yearly to ensure information accuracy is maintained.

Administrative Records

ERCCA must maintain on the program premises up to date records containing the following:

- daily attendance of both children & educators, including arrival & departure times, & hours spent providing childcare, if applicable
- educator child care certification, first aid & police information check including the vulnerable sector search which dates no longer than 6 months prior to their start date and is updated every 3 years.

Original Records: Unless otherwise set out in this policy, original records are stored at the office of the Association. The Executive Director controls access to original records and restricts access to employees, agents and Board Members as reasonable in the normal course of business of the Association.

Exceptions: Designated members of the Board of Directors control access to original Minutes of Annual General Meetings, Minutes of Meetings of the Board of Directors (in-camera and regular) and the Personnel file of the Executive Director. An Executive Member of the Board of Directors may authorize access to these records if reasonable for the business or best interest of the Association (e.g. auditor).

Financial and Other Business Records: Other records of the Association are available to employees, Members of the Board of Directors and standing committees as reasonably required to perform their duties. Access and copies to outside parties may be authorized in the discretion of the Executive Director or Executive Member of the Board of Directors as necessary for the outside party to provide services on behalf of the Association (e.g., auditor).

Retention & Destruction: Whenever records of the Association are disposed of, they are first destroyed by shredding, incineration, wiping of the computer file or similar method so as to safeguard any personal, confidential, or sensitive information.

Emergency Evacuation Procedures

31) Please describe your emergency procedure policy, including a description of how staff and children, where developmentally appropriate, will be informed and aware of emergency evacuation procedures and describe how and where this will be posted.

Best Practice Examples:

- Have consulted with local emergency services to implement recommended and approved practices (i.e. fire department).
- All emergency procedures are available and directly correspond with guidance from the local fire department.
- Fire drills will be scheduled and practiced at regular intervals (i.e. Quarterly).
- Staff have been oriented on all procedures.
- Policy and procedure on how to work with emergency service personnel if lock-down procedures are required due to a serious incident.
- Portable record is readily accessible in case of emergency evacuation.

ERCCA must take reasonable steps to ensure the safety of children, educators, and others on the premises in the case of any emergency and must have an emergency procedure in place.

Directors will ensure all educators are trained and familiar with emergency procedures.

All attendees will partake in emergency protocols and procedures undertaken by the schools in which they operate (i.e. lockdowns, responding to natural disasters [tornadoes]).

Programs not located within a school will conduct their own safety drills, monthly, alternating between fire and lockdown.

ERCCA Directors or alternate will ensure emergency information posted at each site is accurate and up to date.

Types of Disaster/ Emergencies:

- Fire
- Loss of utilities
- Thunderstorm
- Tornado
- Dangerous individual
- Lockdown

Procedures:

Fire:

Immediately activate the building fire alarm system. This will notify the fire department and the rest of the building to evacuate.

Fire extinguishers are in the facility where there is a kitchen. If the fire is small enough, use a fire extinguisher to control the fire. Do not fight the fire in the following situations:

- You do not know what is burning
- The fire is spreading rapidly
- They don't have the proper equipment
- You are unsure of what to do

Follow evacuation procedures as you would during a fire drill.

Never re-enter the building.

Fire Drills and Evacuation

1. If the program is in a school environment, a fire drill is to be conducted once a month apart from the school drills. Records should be posted.
2. If a fire is discovered, the fire alarm will be activated. The educator will begin the evacuation procedures.
3. The educator will lead the children through the nearest exit, taking the Attendance Binder and portable records on the way out, to the field at least 50 feet from the school.
4. Educators must close all doors, check the rooms, washrooms, hall area, gym and windows. Children's

emergency information should be secured.

5. An educator from each room must immediately take roll call when they reach their meeting point.

6. In the case of a fire drill, the Director (or designated person in charge) will instruct the children and educators to return to the school when it is safe to do so.

7. The Director (or designated person in charge) shall phone the fire department:

Dial 911- State: "Fire"

Your location address

8. In the event the facility needs to be evacuated listed below are the names of the centre and their alternate location.

Shauna May Seneca educators and children will proceed on foot to:

Corpus Christi Catholic Elementary School 460-Watt Blvd Ed. AB T6X0P6

PH.780-409-2606

All parents will be phoned, if not reachable, the emergency contacts will then be phoned.

Loss of Utilities:

Loss of utilities, power, water and heat will result in the closure of the centre OR relocation of the program until services are fully restored.

Power Outage

The Executive Director or Assistant Director will contact EPCOR Power Trouble Line at 780-412-4500.

If the estimated outage time is less than 2 hours the program will remain open.

If the estimated outage is greater than two hours

parent will be contacted and asked to pick up their child from the program.

If the centre is closed into the next business day, the program may relocate to another ERCCA location if space is available.

Water Outage

The Executive Director or Assistant Director will contact EPCOR Power Trouble Line at 780-412-6800.

If the estimated outage time is less than 1 hour, the centre will remain open.

If the estimated outage time is more than 1 hour,

parent will be contacted and asked to pick up their child from the program.

If the centre is closed into the next business day, the program may relocate to another ERCCA location if space is available.

Loss of Heat:

The procedure applies when the outside temperature is below Zero Degrees Celsius.

The Executive Director or Assistant Director will contact ATCO Gas Emergency Line at 780-420-5585

If the estimated outage time is less than 1 hour, the centre will remain open.

If the estimated outage time is more than 1 hour,

parent will be contacted and asked to pick up their child from the program.

If the centre is closed into the next business day, the program may relocate to another ERCCA location if space is available and will reopen when the centre has reached a minimum of 15 Degrees Celsius.

Thunderstorm:

All thunderstorms are dangerous, no matter how mild or severe they are. Every thunderstorm will produce lightning so immediate shelter must be sought.

When playing in the playground - designated play space:

At the first sound of thunder,

All children and educators are to go inside the child care program
Ensure all doors are securely closed
Close open windows
The program may not go back outside until 30 minutes have passed from the last sound of thunder.

When playing in the playground- field trip:

At the first sound of thunder,
All children and educators are to find immediate shelter in the closest public building
Ensure the children are not close to windows
Contact the Director/ Assistant Director to inform them of the location change
The program may not go back outside until 30 minutes have passed from the last sound of thunder

Tornado:

Tornado Watch: Weather conditions are favorable for the development of severe thunderstorms that may turn into a tornado.

Tornado Warning: severe thunderstorm is imminent or occurring and the conditions are right for the formation of tornadoes.

During a thunderstorm, Environment Canada website: www.weather.gc.ca or cell phone app. will be monitored by the Director of Assistant Director for Tornado warnings.

In the event that a Tornado warning is issued:

Any children and educators who are outside must return to the building
Once inside, windows must be closed.
Educators will gather the children in the hallway or the gym if no windows are present and classroom doors will be closed.
Educators will remain in the hallway until the warning has been dropped.

While the tornado warning is in effect:

No educator will be permitted to leave the building
Any parents that arrive to attend the centre will be asked to stay inside until the warning has been lifted.

Lock Down/ Dangerous Individual:

Lock down and/or dangerous individual is implemented when there is a serious security risk to the child care centre or the building it occupies.

Lockdowns are issued by:

Edmonton City Police
School Authority
Issued by Director

In the event the lock down is not a drill the Director or Alternate will contact 911 stating:

1. Location/name and room number
2. Number of people in the location
3. Any injuries
4. If threats are identified, state:
 - Location and number of suspects
 - Direction of travel
 - Clothing and description
 - Any weapons or backpacks
 - Any unusual sounds etc.

Roll Away Programs During Lockdown

In case of lockdown, our roll away programs have designated space within the school.

On a monthly basis, lock down drills are conducted. If the program is located in a school environment the drills are conducted in coordination with the school.

1. Monthly lock down drills will be conducted and records posted.
2. Educators will move to the nearest room where they can lock and barricade the door
3. Turn off lights
4. Windows will be covered with blinds, if possible
5. Educators will support the children to lay on the floor or take cover out of sight
6. Cell phone volumes will be turned off and used only to report injury or for status updates via text
7. The focus will be to keep the children in care calm and quiet
8. The program will remain in this state until notified the danger has passed.
9. Should the fire alarm sound during the lock down the program will not evacuate. They must wait for information from the authorities.

Emergency Information:

ERCCA must ensure the following numbers are posted on program premises and readily accessible:

- a) emergency medical services
- b) ambulance service
- c) fire department
- d) police service
- e) poison control centre
- f) nearest medical facility
- g) child abuse hotline
- h) an after-hours emergency contact that is visible from the outside of the program premises.
- i) emergency evacuation procedures are posted outside the program so that they can still be seen when the program is closed.

Usable Play Space

32) Indoor usable play space includes all space that can be accessed by the children at any time during all operating hours for play purposes. When determining maximum capacity for children, it is important to understand what total usable play space is available. This may include areas that the children may access within the premises that allow room to play. This does not include staff rooms, supply rooms, kitchens, closets, or fixed storage furniture like cubbies, shelves, or cabinets that cannot be used as play space.

Please be aware that if you have a child care licence that was issued to prior to December 1, 1990, the floor space may be calculated by measuring the usable floor space, including unencumbered hallways, but not including stairwells, kitchens, offices, staff rooms or half the washroom. For more information on how to measure your program please contact your early learning and child care staff.

1. To ensure that each child has a minimum amount of primary play space available for playing, resting, eating, and learning purposes. According to the Early Learning and Child Care Regulation, a licence holder must provide a minimum net floor area of:

- 3.0 square metres of primary play space multiplied by the licenced capacity for a day care, if the licence holder provides day care programming.
- 2.5 square metres of primary play space multiplied by the licenced capacity for pre-school care, if the licence holder provides pre-school care programming.
- 2.5 square metres of primary play space multiplied by the licenced capacity for out of school care, if the licence holder provides out of school care programming.

2. Determine Total Square Metres. Please provide the Length and the Width of the usable indoor primary play space and subtract any areas that are unable to be used. (i.e. fixed shelves, rooms for staff only).

Length 13 X Width 13 = Total Usable Square Metres 162

3. For the Total Square Metres calculated above, a maximum number of Day Care children and Preschool/Out of School children are provided below.

Maximum Number of Day Care Children 54

Maximum Number of Preschool or Out of School Children 65

4. To determine how much space is needed based on the number of children, please select the group and enter the information required below.

Please select group Day Care Preschool or Out of School Mixed

Number of Preschool or Out of School Children 60

Play Space Required (Preschool or Out of School Care) 150 Square metres

33) Based on your facility-based program, please fill in the box below to clearly identify how your primary indoor place space will be utilized by your program and provide a description on how it meets or exceeds the minimum requirements.

This includes submitting a visual to Early Learning and Child Care Staff that includes clearly labeled images, and/or diagrams that illustrate how the layout of your indoor play space is utilized by your program.

Best Practice Examples:

- The primary indoor play space layout adheres to the different groups of children, and the maximum group sizes.
- The layout of the program and fixtures allow for and promotes adequate supervision (i.e. no blind spots).
- Staff are able to be strategically placed to supervise and respond to children's needs.
- An attachment has been submitted to Children's Services that accurately shows in detail the layout of the indoor play space.

Room 145 (flex space) measures 86m²/2.5m², net area for children = 31 children
Ancillary gym (small gym) measures 76.8m² utilizing half of the total gym space net area for children measures 76.8m²/2.5m² =30 children

The program will also have access to the gym located in the school and age appropriate equipment will be brought in by staff for the children to use. The small gym is licensed for OSC Roll-away with a maximum of 30 children. The washrooms are located down the hallway a short distance from both spaces. Room layouts are done so with thought to ensure educators can see children in all spots. Furniture is moved and rearranged often, to meet the needs of the educators and children. Each staff member has a locker or basket to put their personal belongings.

Outdoor Play Space

Minimum Requirements

Day Care

A Day care program licence holder must provide the following minimum outdoor play space that is on, adjacent to or within easy and safe walking distance from the program premises and accommodates at least 50% of the licenced capacity at a level of:

- Not less than 2 square metres for each infant under 19 months of age receiving day care, and
- Not less than 4.5 square metres for each child who is 19 months of age or over receiving day care.

Example Calculation for 20 Children under 19 months
= (20 Children under 19 months * 50%) * 2m²
= 10 * 2m²
= 20m²

Example Calculation for 20 Children 19 months and over
= (20 Children months * 50%) * 4.5m²
= 10 * 4.5m²
= 45m² = total amount of outdoor play space required

Out of School Care

An out of school care licence holder must provide outdoor play space for children that is, to the satisfaction of the statutory director, within easy and safe walking distance from the program premises.

Preschool Care

A preschool program is not required to provide an outdoor play space. However, if your program provides an outdoor play space as part of your program plan, please fill in the following boxes to document your outdoor play space.

34) Based on your facility-based program, please fill in the box below to clearly identify how your outdoor space will be utilized by your program and provide a description on how the outdoor play space meets or exceeds the minimum requirements.

This includes submitting a visual to Early Learning and Child Care staff of clearly labeled images, and/or diagrams that illustrates the layout of the outdoor play space utilized by your program.

*If you have applied and received an exemption or variance to your license please ensure your plan represents those changes.

Best Practice Examples:

- The layout and equipment adheres to the different groups of children, and the maximum group sizes.
- The layout of the outdoor play space allows for and promotes adequate supervision (i.e. no blind spots).
- Staff are able to be strategically placed to supervise and respond to children's needs.
- An attachment has been submitted to Children's Services that accurately shows the layout of the outdoor play space.

This program does not have a playground yet but is scheduled to be built this year, until then the educators will bring out many different developmentally appropriate gross motor play equipment, as well as many different materials that would be primarily used indoors, such as drawing materials, blocks, and paint. They also use the tarmac and hills for additional play space.

The outdoor play space is available outside of the school and the educators set up boundaries with the children so they know which space they may play in. Children are utilizing the open field and the school's playground for outdoor play space.

Educators are responsible to:

- to check weather conditions prior to transitioning to outdoor play
- ensure play experiences are provided to children in our care on a daily basis, weather permitting
- ensure outdoor space is inspected daily and safe for the child care centre to use
- provide range of experiences in the outside area from a quiet area where children can sit and reflect about nature and the world around us to resources which encourage gross motor movement. The area may also provide opportunities to dig, grow plants, roll, jump, write, draw, read, crawl, run, skip, hop, role play, paint, pour, fill, empty and climb which all support children's speaking and listening skills
- ensure that children have opportunity to access the natural environment through planting, mud, water and sand play
- Focus on children's interests and plan for them outside so children can have continuity in their play
- Recognize that this may be a great environment to extend a child's ability to engage and respond to risk which will in turn provide a sense of achievement and an awareness of how far a child can extend their skills within the bounds of safety

Playground Inspection/Safe Sand Play

1) Prior to providing children access to playground structures, fields and sand play areas, ERCCA educators conduct an inspection of the area to ensure that the equipment is in working order and sand areas are clear of debris and unsafe objects.

2) Children are not permitted to play in the sand without shoes.

Supervision:

- 1) Educators will ensure they are situated within the playground/field area ensuring they have clear supervision of the children.
- 2) Educators will ensure they are moving throughout the play space to ensure children are supervised.
- 3) Educators will take attendance and take the attendance records with them as they enter the outdoor space. Educators must also take portable records and first aid kit to the outdoor space

Approval

I certify that the information I have provided in this program plan program plan template is true and accurate, and understand it must be adhered to and approved by the Statutory Director or approved designate.

Licence Holder Representative Signature

Ministry Use Only

Date Received yyyy-mm-dd	Date of Review yyyy-mm-dd	Decision	Date of Decision yyyy-mm-dd
<input type="text"/>	<input type="text"/>	<input type="radio"/> Approved <input type="radio"/> Refused	<input type="text"/>

Statutory Director's Delegate Signature

Resources

Programming:

Flight- Alberta's Early Learning and Care Framework - <https://flightframework.ca/>

Child Development Instruments:

Early Development Instrument: <https://edi.offordcentre.com/>

Middle Years Development Instrument - <http://earlylearning.ubc.ca/mdi/>

Improving Early Childhood Development and Learning (toolkits and resource sheets on various topics):

https://www.edc.org/body-work/early-childhood-development-and-learning?gclid=EAlalQobChMIx_Dx4Ovc7AIVwRd9Ch2UhQ-LEAAYASAAEgJ-GvD_BwE

Center on the Developing Child Resource Library - <https://developingchild.harvard.edu/resources/>

Resources for Early Learning - <http://resourcesforearlylearning.org/educators/>

Creating Indoor Learning Environments for Young Children - http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294

It takes a Community to Raise a Child - http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=589

Healthy Eating and Nutrition:

Canada Food Guide - <https://food-guide.canada.ca/en/>

Canada Food Guide for Indigenous/Inuit and Metis:

<https://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html>

Alberta Nutrition Guidelines for Children and Youth - <https://open.alberta.ca/publications/5906406>

Physical Activity:

Get Kids Moving in Child Care - <https://healthykidshealthyfuture.org/5-healthy-goals/get-kids-moving/>

Helping Children in Child Care Be Physically Active - <https://childcare.extension.org/helping-children-in-child-care-be-physically-active/>

Physical Activity for Children and Youth with a Disability - <https://csepguidelines.ca/wp-content/uploads/2018/12/PA-New-Abilities-Toolkit-Final-ENG.pdf>

Canadian 24 hour Movement Guidelines for Children 0-4 years - <https://csepguidelines.ca/early-years-0-4/>

Canadian 24 hour Movement Guidelines for Children 5-17 years - <https://csepguidelines.ca/children-and-youth-5-17/>