Public (when completed)

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.

Alberta

Early Learning and Child Care Program Plan Template

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.

Name of Licence Holder	Name of Licence Holder Representative
CAPE School	Jeney Gordon

Program Name
CAPE Out of School Program

Program Address	City or Town	Province	Postal Code
201 5 Street SW	Medicine Hat	AB	T1A 4G7

Program Hours of Operation

Day	From	To	
Sunday			+ -
Monday	7:00	8:20	+ -
Monday	3:15	5:30	+ -
Tuesday	7:00	8:20	+ -
Tuesday	3:15	5:30	+ -
Wednesday	7:00	8:20	+ -
Wednesday	3:15	5:30	+ -
Thursday	7:00	8:20	+ -
Thursday	3:15	5:30	+ -
Friday	7:00	8:20	+ -
Friday	12:15	5:30	+ -
Saturday			+ -

Period of Operation

From Date	To Date
August 28	June 30

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 follow the CAPE School board calendar and do not operate on days when the school is closed (holidays, PD days, summer)

Do you provide a nap or rest period?　　◯ Yes　　◉ No

From　　　To

+
-

Reset　　　　**Save**　　**Print**

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.*

The philosophy of the school is "to foster a desire to learn, to grow, to explore, to excel, to achieve." This philosophy extends into our Out of School Care Program, which is dedicated to the provision of a safe and quality environment for our children.

The program addresses Principles within the Early Learning and Child Care Act:
- the safety, security, well-being and development of the of child is to be supported and preserved. Program Goal 1) to provide a safe and stimulating environment for the children who attend the program;
- flexibility in child care supports choice and accessibility for families. Program Goal 2) to provide a variety of opportunities for the children to enhance their mental, emotional, spiritual and physical needs, and supports for families that respect priorities, allow choice, and promote equity;
- engagement of parents, guardians and community members in the provision of child care supports the child's optimal development. Program Goal 3) to provide affordable, quality care to the children and families of CAPE School who are in need of out of school care within a community of support.

This philosophy addresses matters that must be considered:
to foster a desire to learn: having care and play experiences that support their development and learning
to grow: the abilities of the children in the program is to be respected and value
to explore: the child's familial and Indigenous or other cultural, social, linguistic and spiritual heritage are central to the child's safety, well being and development
to excel: care of the child must be appropriate to the child's mental, emotional, spiritual and physical needs and stage of development and the child is protected from all forms of physical punishment, physical and verbal abuse and emotional deprivation
to achieve: the background and circumstances of children in the program and their families, including those who may be experiencing social or economic vulnerability

In this way, our program needs and values the involvement of all stakeholders in that involvement and engagement of parents supports accountability of child care program providers, monitoring of child care programs and maintenance of good quality child care programs.

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.

The goals of the CAPE Out of School Program are:
1) to provide a safe and stimulating environment for the children who attend the program;
2) to provide a variety of opportunities for the children to enhance their mental, emotional, spiritual and physical needs, and supports for families that respect priorities, allow choice, and promote equity; and
3) to provide affordable, quality care to the children and families of CAPE School who are in need of out

of school care within a community of support.

In meeting the needs of its children, CAPE recognizes the individual needs of the children. By providing quality programming based on age, development, interests and abilities, the Out of School Care Program attempts to meet the physical, social, intellectual, creative and emotional needs of children in the program. Parents, children, and the care-givers are all involved in providing input into activities that are stimulating and interesting physically, socially, intellectually, creatively and/or emotionally.

Instead of a canned curriculum, the program will draw from a variety of resources that address developmental needs of children in key areas, which are included in program activities daily/weekly
- literacy - daily interactions through language and books. Activities may include caregivers reading with and to children, daily conversation, word games, discussion of language and topics through dialogue.
- physical activity - gross and fine motor development. Gross motor activities may include use of the playground, sports such as basketball, soccer, football throwing, climbing, running, jumping. Fine motor activities may include printing, colouring, puzzles, beading, play dough.
- affective skills - confidence, problem solving, choice, goal setting, belonging. Activities may include choosing activities for the day, playing games where choices are encouraged, identifying and trying new activities with care-giver encouragement and support, using respectful communication phrases, problem solving with peers and care-giver support, inviting others to play and accepting invitations to play with others.
- creativity - individuality, risk-taking, perseverance. Activities may include making choices of activities, making suggestions, art, open play including role playing, dress up, pretend, and making alternative choices when wanting a different option.

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.

Our program recognizes the need for children to develop intellectually, creatively and socially. This is done in an environment where care-givers engage children in making choices, playing within developmentally-appropriate structures, solving problems, taking risks and celebrating individual uniqueness.

Nurturing relationships are founded in respect, trust, safety and predictability.
- Respectful communications between all persons in the program will be modeled and expected. Praise for contributing to the environment will be a priority.
- Staff will treat information provided by children, families or the school with confidentiality and without

judgment. This will help build trust within the program-home team, and develop a feeling of personal safety.
- Caregivers will engage children in establishing rules for creating and maintaining a safe environment. Rules will be posted and the children will be supported to follow the rules. Daily facility checks completed by staff will ensure the physical environment is safe before children arrive.
- Routines and established protocols will provide structure and stability. Children will be greeted by name and will be engaged in conversation daily. Praise and regular interactions will provide a safe and positive environment.

Children will build confidence through building self-esteem. This is done when children:
- feel liked and accepted. This is nurtured through social inclusion and invitation to take part in daily activities.
- feel confident. This is done through trying new things and feeling successful as they receive authentic praise from care givers.
- feel proud of what they can do. This is done by helping children set goals and reach attainable goals with support.
- think good things about themselves. This is done through individual acknowledgment,praise and modeling of positive statements.
- believe in themselves. This is modeled through encouragement to take risks, offers or help and support, and praise for effort.

Children may be grouped for activities which address their developmental needs and promote social interactions. While some activities will be age appropriate, other activities offered will be organized for ability levels.
We will do this by:
1) allowing for spontaneity, and build upon the talents and interests of the caregiver(s) as well as the children. This means children may choose their peers for spontaneous play.
2) providing support for academic and intellectual endeavors such as homework and environmental activities. This means working with peers to learn.
3) providing access to books and videos of different complexities. This means sharing opportunities for learning and discussion.
4) allowing for child choice from a number of activities which are appropriate in developmental level. This means linking children to peers with similar interests and allowing children the opportunity to try new activities.
5) providing access to arts and dramatic play activities. This encourages creative play with collective ideas.
6) allowing for leadership opportunities that permit children teach one another and help the community. This means children are able to learn from one another and share expertise to build confidence.
7) promote activities that support social interaction and development. This means balancing individual activities with partnerships, small groups and large groups.
8) planning activities that include children of various ages. This allows children of multiple ages to help one another and cue from older children.

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.

Our program plans to meet the emotional needs of children by:
1) promoting a healthy self-image. This will be done through mindful language choice and using phrases that express faith in the child's goodness and in their abilities.
2) allowing for independence and self-direction in amounts appropriate to the age and level of maturity of the participating children. This is done by providing children with opportunities for success and supporting the interests of the child. Routines will include activities that address child interests, abilities including those of children with unique needs, and developmentally-appropriate endeavors which promote language, culture, leadership, connectivity. Independence will be built through routine practice of tasks including getting materials and returning them, personal care with clothing for younger students (shoes, coats, etc.), practice new skills with support, praise for trying, and problem solving to overcome obstacles.
3) respecting each child's right to privacy and individual attention. This will be done by assisting children to manage emotions and work out problems. Children will be encouraged to explore the environment, ask questions and feeling welcome, and engage in make-believe play activities.
4) including care-giver interactions that consider age and feelings of the child. This will be done by spending time together, acknowledging effort and offering encouragement. Maintaining a connected relationship means keeping the lines of communication open. The routines for younger children will provide more guidance for independence (handwashing, tying shoes, opening snacks, getting materials and putting them away) and will consider activities of shorter times to accommodate the developmental age of the children. Routines for older children will promote independence, teamwork and communication and may include routine jobs, collaborative times with younger children, longer periods of activity as compared to younger children, academic supports for school.

In communicating with children, staff firstly establish a safe and supportive environment within which the children can express their feelings and ideas. Staff acknowledge the children by name, respond attentively, and show interest when the children communicate with them. Each day, staff will seek out meaningful interactions with the children. This means allowing children to make suggestions, have choices, ask questions, and express their needs and concerns. Appropriate discussion topics provided by the children will be fostered by staff. In communicating with staff, children are given ample opportunities to speak without interruption.

Care-givers will assess their own practice using self-reflection and assessment tools which identify successful and highly effective strategies to use with 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.

Spiritual needs of children include the supports that help children grow in learning, purpose, structure and value in their lives. Children should feel free to express their feelings in a safe and supportive environment. Care-givers will promote positive interactions with children by providing specific verbal encouragement and praise. As children try new activities, staff will offer encouragement. Care-givers will also offer support for children to initiate, plan, and follow through on their activities. This helps build the child's sense of accomplishment and pride.

At CAPE, we believe:

(a) children wish for, need, and deserve an individualized, flexible, and innovative program, which will lead to success in academic pursuits. They wish to be identified as individuals and will be respected as unique. Each child's identity will be celebrated by their name, family, culture, language and interests. This is supported through personal choice and developmentally-appropriate activities. In acknowledging and celebrating personal identity, the care-givers help support positive sense of self. Activities may include posting the child's name and work with in the program, having multicultural books and art materials for use to celebrate diversity, inviting families to share their cultural snacks and customs, and allowing children to select activities of interest which may mean purchasing items that the program lacks.

(b) children wish for, need, and deserve an affordable, supportive, equitable, responsive, and accessible environment within which to grow and develop personal and academic skills, which will lead to active world citizenship. This is supported through attentive and responsive care-giver interactions. Activities may include structures that support extra time and attention to children who may need it, supporting families with issues such as food scarcity or subsidy, offering assistance with school tasks, and cross group activities like activity buddies to promote leadership.

(c) children have the right to become involved in programs of choice. This is supported through daily choice of activities. Activities may include children's choice of physical activities outside or in the gym, art activities, creative play materials, games, who to play with and provide suggestions to other activities.

(d) each child presents with particular academic and personal needs because of different cognitive, emotional, and social developmental rates. This is supported through the offering of developmentally-appropriate activities that address various aspects of child development. Activities may include differentiated reading materials, different complexities in activity planning (more advanced activities for older children and more simplified for younger children), support for children with academic work who may be struggling, communication with the school to promote information sharing in the support of the child.

(e) children when placed in an appropriate environment, have the potential of becoming successful and confident. This is supported by social and intellectual programming. Activities may include daily opportunities for socializing, modeling respectful communications, caregivers assisting with problem solving, praising successes and trying, daily attention of care-givers to listen to children.

(f) administrators, care-givers, parents, and children are partners in the academic and personal development of the child. This is supported by collaborative relationships to inform planning and program evaluation. Activities may include school-program conferences for child development and alignment of

strategies, conferencing with parents to create lines of communication, using technology to communicate program events and child activities with parents, surveying children and parents to improve the program.

(g) the community at large has a role to play in the academic and personal development of children. This is supported through community partnerships to support families and enhance programming. Activities may include having guest speakers, taking field trips, using community resources such as the library with regular frequency, and inviting children to share their community experiences.

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.

The opportunity for physical activity is to be provided each day. Children will be invited to take part in activities that encourage movement. This allows children to learn about the benefits of regular exercise. Choices of physical activities will be provided in recognition of student age, ability and preference. Both indoor and outdoor spaces (as weather permits) will allow for various physical activities and will be set up as to accommodate a number of activities safely. Planned physical activities will be include competitive, non-competitive, group and individual sports. The caregiver will assist with determining the rules, setting boundaries, and arranging fair teams for organized sports. The five facets of fitness (muscle strength, muscle endurance, muscle flexibility, body composition, and cardiovascular activity) will be considered in physical activity plans. Within the daily schedule, times of physical activity will be dispersed with periods of rest. Louder, group activities will be balanced with more quiet activities. All activities will be of an appropriate duration based on age (shorter periods for younger children, longer for older children). Rest times are not scheduled but are rather provided upon child request. Rest activities may include laying on mats or carpets, or resting in the reading carols, or using a quiet space in the classroom for a quiet activity.

Our program plans to meet physical needs by:
1) emphasizing physical outdoor activities as weather permits while still providing indoor physical activities. In this way, physical activity is available and implemented daily. Both spaces offer equipment that supports running, climbing, throwing, catching and resting.
2) including activities that allow children participate at different physical levels of ability. This means that equipment of various sizes is available. Activities planned will address the developmental level of children based on balance, coordination, and strength. Children developing these skills will have different activities than those who have already developed these skills. Sporting equipment will be made accessible to children at the program. Materials will be sorted into those which children may access freely, and those which require permission or assistance to access.
3) including a variety of planned sports activities. Cooperative and competitive sports will be planned to accommodate the children's understanding of rules and sportsmanship.   As well, care-givers will initiate

activities that develop skills of children, make accommodations for students with exceptionalities, and encourage children to set attainable goals.

4) including regular fine motor activities daily that are developmentally responsive. Age-appropriate skill development will be addressed with choice of activities. Fine motor activities will be included daily through arts, crafts, writing and games.

5) providing snacks daily that promote nutritional awareness, cultural diversity, and choice. Children will have a voice in contributing to the daily snacks. Healthy snacks will be portioned for children and may represent various cultural cuisines as requested. Staff will monitor child lunches (morning care and Friday care) to assess for potential food scarcity issues. Concerns will be reported to the director to investigate and connect families with resources.

A variety of sensory materials are available within the program to stimulate creative play. Activities may include sand and water tables, flash lights or soft lighting, music or availability of headphones, scent centres, play dough, and tactile crafts.

On Fridays, students will be included in cooking activities. Sensory equipment needed by children with exceptionalities (such as rockers, wiggle seats, headphones, body socks, etc) will be available within the program.

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.

The CAPE Out of School Program believes in developing personal excellence and as such recognizes that each student is an individual with unique likes, dislikes, talents, abilities, and concerns. Children with exceptional needs and vulnerable families need not only to be included and supported, but feel included and supports.

Being accepted as an individual means that activities are planned which meet the developmental needs and interests of a variety of children. Planned activities should incorporate a variety of developmental areas:

Personal Development (social/emotional):
As individuals, children should feel supported in developing personal abilities, skills and talents. These skills and talents should be actively encouraged by the care-givers on a daily basis. These personal abilities should also be celebrated by the group. This is done through involving children in the planning of activities and encouraging individual children to act as leaders for planned activities. Activities will be adapted to include students with exceptional needs.
In supporting individual children, activities must be flexible to meet the needs of children who require additional support. Care-givers are expected to be alert and attentive to children and the potential need for assistance. Children of all abilities should be able to participate in all activities, even if that means some accommodations must be made.

Intellectual Development:
Resources and materials must be age and developmentally appropriate for the children in the program. To accommodate varying abilities and skill levels, a variety of materials must be available. Staff will ensure that programming addresses the individual and unique needs of each student in such a way that every student will be able to take part.

The program works in a partnership with the school to share child and family information as a way to best understand child needs. To assist in recognizing appropriate materials and developmental milestones, staff will have access to programming resources. Staff may add relevant resources to the programming reference binder as these become available or come to their attention. The program administrator will also serve as a resource for making suitable program accommodations for children.

Supports for vulnerable families will be coordinated with the school so that families may be connected with wrap-around services. The program will support families by connecting them with community resources for food acquisition, housing, family safety and parent education.

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.

Celebrating cultural differences is one of the greatest sharing activities. The program supports celebration of individual culture by:
- learning about each child and family and intentionally adapting and respond to each child's strengths and needs. This is done through intake surveys and interviews.
- developing and teaching two to five expectations that are linked to the values and cultures of the children, teachers, and families. Examples of expectations for young children include "Be a Friend, Be Safe, and Be a Helper" and "Use Listening Ears, Use Gentle Touches, and Use Walking Feet."
- teaching and modeling empathy, showing concern for others arising from an emotional connection and understanding the experiences of others. Care-gives will do this by modeling warm and responsive actions, like anticipating and responding promptly to children's needs and worries, and greeting children with a smile. Programming will include lessons and activities that highlight respect, kindness, compassion, and responsibility—and help children discover similarities with peers from different backgrounds through storybooks, games, and music.

Families are eagerly invited to share cultural experiences and/or preferences. Each child in the program will be invited to share some of their traditions and customs with the group throughout the year.
To facilitate learning about differences, a variety of cultural materials will be available for children. This will include games, dolls, stories, music, and art. Community resources, which support diversity, will be actively sought and included in the programming. Children are also encouraged to speak languages they use at home and are comfortable with.

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.

Community resources support children and families to be accepted, respected members of society. Community connections include activities for five types of involvement.

Type 1-Parenting. Type 1 activities are conducted to help families strengthen parenting skills, understand child and adolescent development, and set home conditions to support learning at each school level. Type 1 activities also enable families to provide information to schools so that educators understand families' backgrounds, cultures, and goals for their children. Activities in this area include workshops for parents;

short, clear summaries of important information on parenting; opportunities for parents to exchange ideas with other parents, educators, and community experts on topics of child and adolescent development. Community resources may include McMan, Allied Health, and Medicine Hat and District Child Care.

Type 2-Communicating. Type 2 activities increase program-to-home and home-to-program communications about community programs and child progress. This will be done through newsletters, emails, posters, use of technology (program app) and face-to-face communications.

Type 3-Volunteering. Type 3 activities are designed to improve involvement of parents and others as volunteers and as audiences in the program to support children. This will be done through community volunteer programs and community consultants who will provide programming. Community resources may include local high schools, Myawasin Centre, artists, musicians, etc.

Type 4-Decision-making. Type 5 activities include families and the community in developing, designing, reviewing, and improving program policies that affect children and families. This will be done through School Council advisement, focus groups, membership with community child care partners and support organization. Community resources may include MHDCCA, other child care programs, CAPE School Council & Board.

Type 5-Collaborating with the community. Type 5 activities draw upon and coordinate the work and resources of community businesses; cultural, civic, and religious organizations; senior citizen groups; post-secondary institutions; governmental agencies; and other associations in order to strengthen child-care programs, family practices, and child development. This will be done through after-school recreation opportunities, tutoring programs, health services, cultural events and sharing information about summer programs. Community resources may include the Medicine Hat College, Esplanade, local high schools, Food Bank, Women's Shelter, Mustard Seed.
Other Type 5 activities enable children, care-givers and families to contribute their services to the community. This will be done by service opportunities including volunteering and supporting local charities. Community resources may include local charities, the Food Bank, senior residences, local park clean up.

To summarize, community resources may:

1) provide supports for families in the ways of social programs, education, resource scarcity and housing.
2) provide a means to increase communication.
3) support relationship building and awareness by including community members such as artists, musicians, speakers as available to come to the school during child care hours.
4) provide input for program development and improvement.
5) provide opportunities to contribute to the community
6) supply necessary materials and snacks for the program, support nutritional needs of children in the program, provide play areas for field trips within the local community.

A list of community supports available to families will be included on the school website so that families may access information confidentially and at any time of day. Access to supports will be facilitated by a program-school relationship.

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.

CAPE's Out of School Program has an open door policy. This means that parents are welcome to be involved in the program and help inform the decision-making processes for the program. CAPE parents may have involvement in and help support the Out of School Program in the following ways:
1) providing specific student information via the registration form;
2) offering suggestions for programming and activities through written or oral communications;
3) making donations of food items or materials for activities;
4) expressing concerns through established protocols;
5) providing input for programming through contact with caregivers or surveys;
6) act as advisors through School Council or the school Board.

Parents have the ability to inform the decision-making processes of the program through the following means:
1) surveys;
2) regular staff communications; and
3) letters, email, etc.

As it is recognized that parents who require the service of out of school care are typically working and unable to attend the program itself, there is no expectation for parents to volunteer.

Interactions between care-givers and parents are intended to facilitate the positive development of the child. As such, communications are regular, intentional, and respectful. When families register for the CAPE Out of School Program, they are provided with access to a parent handbook which outlines policies and practices.

Parent Orientation
Parents of children who are interested or registered in CAPE's Out of School Program will be supplied with print information about the program. A formal orientation meeting will be held for parents in September on the same evening as the meet the staff event. At this meeting, a program overview will be given, staff will be introduced and parents will have the opportunity to ask questions. For parents who are unable to attend that meeting, an alternate meeting day may be arranged with administration. Parents will be asked to sign a letter indicating they have attended an orientation meeting or have waived the privilege.

Parent Input and Activity Survey
As children register for the program, parents and children will have the opportunity to input into program activities and snacks by completing an input survey. Input from these surveys will be considered when making program decisions.

Throughout the year, parents are welcome to provide input either in discussion with the administration and/or with the care-givers, or in writing.

Parent App
Technology will be leveraged to provide parents with information including:
monthly snack schedule
activity list
student work and program pictures
copy of the license
staff certification
emergency phone numbers
upcoming special days or guest visits
courses / community activities of interest
licensing reports

Verbal Communications and Daily Updates
Daily reports will be provided to parents at pick-up time concerning the child's activities, snack, and behaviour. Only child-specific information is shared with parents in a private and confidential setting.

Should a care-giver need to share information relevant to the child's development with others, the care-giver will seek written consent from the parent before sharing this information with other relevant individuals.

During school hours, the program supervisor/administrator is available to meet with parents. The program supervisor/administrator will also be available by pre-arranged appointment.

Communications with the School and Community
As part of the personal and academic development of the children, CAPE supports interactions between the children, the school, and the community. The out of school program is housed within school facilities and supports the usage rules of the gym and library areas as to maintain consistency for the children. All school and after school care staff are provided with a school-provided, web-based email. This allows all staff caring for the child to share information for the betterment of the individual.

Concerns may arise between a parent and a caregiver. Concerns will be addressed in a time and place absent of children. Should only one caregiver be present, the parent will be asked to set up a meeting at a later time to address the issue as the care-giver's main concern and responsibility are the children in the program. If an amicable solution cannot be reached between parent and care-giver, administration will be available to mediate.

At any time, parents may email administration to express praise about, ask questions about, or voice concerns with the program.

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.

To assess the quality of the after school program on a continuing basis, parents and children who regularly attend will be surveyed twice a year to provide feedback on specific criteria. Data will be collected from parents via care-givers, School Council, and possible focus groups. Data collection will be focused on child development and sections within the program plan.

The results of these will be compiled by program administrators and disseminated to staff, School Council, parents and the Board. An action plan will accompany the data collected to address areas of concern and this information will be provided to parents via a program newsletter/email.

As part of the program evaluation, all incidents are analyzed in June and reported by June 30 to the regional child care office using the Incident Reporting Annual Summary and Analysis Report. This analysis and report will be completed by the program supervisor with input from care-givers. Examples of incidents include:
an emergency evacuation or lock-down;
an unexpected program closure;
an intruder on the program's premises;
an illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in hospital overnight;
an error in the administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid, or the program requesting emergency health care

and/or requires the child to remain in hospital overnight;
the death of a child;
an unexpected absence of a child from the program (i.e. lost child);
a child removed from the program by a non-custodial parent or guardian;
an allegation of physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer;
the commission by a child of an offence under an Act of Canada of Alberta;
a child left on the premises outside of the program's operating hours.

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 staffing requirements for our OSC program include a director and care-givers. There will be priority to hire Level 3 staff. Staff scheduled for each shift will start with the highest certification. The director will be on site daily.

The program staff shall at all times consist of:

One or more level 3: child care supervisors who administer the program. One of these will include the principal of the school.
One or more level 2: child care development workers.
One or more level 1: child development assistants.
One in four staff will be Level 2 or above.

It is the responsibility of the Level 1 caregivers to:
Complete safety checklist for indoor and outdoor areas accessed;
Take and monitor student attendance;
Set up individual child spaces i.e. coat hooks, etc
Ensure sanitary and hand-washing procedures are followed;
Prepare and serve snacks;
Monitor snack times;
Clean up snacks;
Plan and implement program activities;
Support planned activities;
Check and maintain first aid kit on a weekly basis or more as the need arises;
Assist in the recording of implemented daily activities;
Post information on student and family boards;
Contribute to staff meetings and staff communication logs;
Share pertinent student information with the child care supervisor; and
Report incidents to the child care supervisor.

It is the responsibility of the Level 2 care-giver to:
Aid in the tasks of the child development assistant;
Plan and implement program activities;
Use no less than 1 hour outside of care-giving time each week to plan upcoming activities for children;

Keep daily records;
Stay informed of issues within the program;
Assist in monthly billing;
Assist with program improvement for accreditation;
Contribute to staff meetings and staff communication logs
Compile information for the student and parent boards;
Distribute program letters;
Post schedules for parents; and
Report incidents to the child care supervisor.

It is the responsibility of the Level 3 care-givers and the supervisor to:
Hire and evaluate staff;
Provide staff orientation;
Supervise the production of weekly and monthly program plans and supporting documents;
Confirm monthly billing;
Approve snack and activity schedules
Draft and approve program letters to parents;
Oversee discipline of the program;
Provide staff memos and structure meetings;
Assist with child care;
Ensure licensing requirements are met;
Meet and exceed requirements for accreditation; and
Act as liaison between child care organizations and the CAPE program.

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, underline 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.

Applicants who wish to work for the CAPE Out of School Program must submit a resume to the school office. Preference will be given to caregivers who have some experience working with children and/or some knowledge of childhood development. Applicants will be interviewed by the director of the program, who is also one of the child care supervisors.   A check of 2 references will assist in the selection of the successful candidate as reference input offers further valuable information as to qualifications and demonstrated quality care of children.

The caregivers are considered employees of CAPE School.   Staff who will have unsupervised access to children will have the following:
1) possession of a current First Aid and CPR certificate or agreement to obtain certification as soon as possible (copy of certificates must be submitted);
2) submission of a Child Welfare check no greater than 6 months old;
3) submission of a Police check (Criminal Records check with Vulnerable Sector Search) no greater than 6 months old (to be updated every 3 years minimum;
4) 18 years of age or older and bondable;
5) suitable education / experience to meet certification requirements for position being applied for; and

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6) good health and physical ability.

Employees who continue in the out of school program are required to provide a Child Welfare Check and Criminal Records check with Vulnerable Sector Search every three years. Upon being hired, a care-giver will review, complete, and sign the following documents, one copy of which must be returned to the office in a timely manner.
1) Employment contract
2) Code of Conduct with agreement of confidentiality
3) Schedule A with wage information

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.

Upon being hired, staff will be oriented in the following ways:

Tour of the school facility
Provided with copy of program policies and practices
Orientation to daily paperwork
Presentation of Early Learning and Child Care Act, Regulation, Program Plan, policies and procedures
Overview of scheduling
Orientation to government forms (qualifications, registration, etc.)
A walk through of emergency evacuation procedures and paperwork
Mentoring as secondary care-giver for 5 days prior to becoming a primary care-giver.
A signed orientation checklist will be kept in the staff file.

The CAPE Out of School Program supports the active professional development of the staff. To this end, all PD activities planned by the school are open to the care-givers of the after school program. It is expected that staff take part in 2 PD activities per year. These PD experiences and findings are to be shared at staff meetings. Suggestions for programming and practice will be considered as potential individual and group professional development opportunities.

Staff meetings will be held at regular intervals. Before each staff meeting, staff will contribute items to the agenda. At each meeting, there will be a review and discussion of focused sections of the Early Learning and Child Care Act, Regulation, Program Plan, policies and procedures. Regular Q&A discussion, meeting notes and annual required document review will help ensure staff understand the documents and the procedures that support them.

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   4

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	58	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.

There are no scheduled napping or rest periods in the program. Children may request to rest and staff will provide them with a supervised space within the program.

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	0	
Infants 12 Months to Less than 19 Months	1:8	8	0	
19 Months to Less than 3 Years	1:12	12	0	
3 Years to Less than 4 Years	1:16	16	0	
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

A staff/child ratio of not greater than 1:15. As well, an additional individual (18 years of age or older) will be in the building (eg. custodian, teacher, or office staff) while the Out of School Program is operating. Given the program capacity numbers (58), no more the four care-givers will be required at any given time for general group supervision.

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

The child guidance policy and practices follow the philosophy of CAPE School; to develop academic and personal excellence. This process involves providing children with opportunities to excel and make positive choices while in care at the after school program.

The Child Guidance policy is communicated clearly to stakeholders:
- children: expectations are communicated appropriately based on the development of the child, rules are co-developed, rules and consequences are posted in the program, printed in the child's school planner
- parents: parents are supplied a copy of the program plan upon registration, policies and practices are reviewed at parent and School Council Meetings, parents may request a meeting with the supervisor, available in the child's school planner
- staff: all policies and practices are covered via orientation, discussed regularly at staff meetings

As part of the guidance policy, staff members are actively engaged with children. This means being available to the children at all times and seeking out meaningful interactions with each child.
Opportunities for development include:
1) recognizing positive word choices,
2) speaking without being interrupted,
3) expressing feelings in a supportive environment,
4) having appropriate interactions modelled for them by staff,
5) learning to respect the rights of others,
6) identifying and following age-appropriate rules and expectations,
7) showing respect for rules and expectations,
8) respecting private and school property,
9) supporting team-building and leadership activities,
10) developing positive problem solving skills,
11) illustrating positive interactions with peers and adults,
12) contributing ideas for activities,
13) planning activities that promote leadership and teamwork,
14) trying new activities and experiences, and
15) taking part in activities which are planned in consideration of student age, abilities, needs, and background.

The school's discipline policy extends to the out of school care. The school policy may be found on the school website, in the Parent Information Booklet and in the After School Handbook. Discipline expectations are reviewed with children at an assembly at the beginning of the year and with care-givers at orientation.

Children will be expected to adhere to the "Behaviour" guidelines outlined in the CAPE Parent Information Booklet and/or the Student Planner.

Expected behaviours include:
1) reporting to the program promptly with all personal materials and supplies,
2) participating in activities without disturbing others,
3) wearing appropriate, prescribed uniform, including appropriate footwear,
4) keeping areas neat and cleaning up after oneself,
5) keeping work areas and work materials organized at all times,
6) addressing all people respectfully,
7) treating self and others with respect and courtesy.

Corrective discipline will be administered to all children at the discretion of the responsible caregiver and may include:
1) counseling of alternative strategies
2) teaching appropriate communication strategies
3) modelling or assisting with problem solving
4) identifying the relationship between actions and emotions
5) communicating with parents to develop and utilize familiar strategies

Addressing Concerns
Concerns may arise between children. The caregiver will address issues with the involved students away

from the immediate group. Each child will be given the opportunity to have a say and a solution will be developed with student input. Should issues or concerns continue, parents will be contacted.
Concerns may arise between a student and a caregiver. Again, concerns will be addressed away from the main group. The involved care-giver is responsible for notifying parents of the issue, the solution, or methodologies used to address the issue.

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).

Field trips may be planned on designated Fridays for the out of school program. Transportation will be by foot when appropriate or by bus. In the case of inclement weather, a bus will be booked. This information will be given to parents. Field trips or off-site activities will only be allowed when pre-arranged with the child care supervisor at least 10 days in advance.   Plans for off-site trips must be submitted in written form and administrative signature will confirm approval.

Notice of a field trip will be given to parents via the parent board, parent app and the care-givers. In order for a student to attend, a signed permission slip must be received by the school in advance. Field trip permission forms will be sent home outlining the specific dates and arrangements, including transportation, on a trip-by-trip basis. Permission forms for trips must be received no later than the day before the trip in order for the student to attend. Children without a signed permission slip will not be allowed to attend; verbal permission is not adequate.

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.

All outdoor spaces are on-site and within a fenced area. Care-givers will attend outdoor spaces with the children and maintain appropriate ratios. The care-giver will circulate throughout the areas to ensure adequate supervision. Groups may circulate through various areas of the playground together.

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.

Under no circumstances may/will staff administer regularly prescribed medications, even when requested by parents. Should the program have children who require daily administration of medication, the

program will work with the school to have the school personnel store, administer and record medication usage.

Children who require the administration of medication for emergency situations (epinephrine injectors, rescue inhalers), must have a parent-signed medication administration waiver signed. This form will be part of an emergency medical plan, which will be kept as part of the child's records. On this form, parents must supply: the name of the medication, the time of administration, indicators of emergency usage, and the dosage. A copy of this form will also be kept with the portable records.

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.

Emergency medications must come in its original labelled container and have labelled directions for administration. These medications will either be stored in an unlocked, but inaccessible place at the program, or found on the student, as the emergency medical plan states.

If and when an emergency medication must be administered, the label directions will be followed. Parents will be notified immediately and asked to come pick up the child. The initials of the person who administered the medication will be recorded on the medical sheet along with the name of the medication, date of administration, time of administration, and dosage. This information will also be stored in the child's records.

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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.

Children who require the administration of medication for emergency situations (epinephrine injectors, rescue inhalers), must have a parent-signed medication administration waiver signed.
Emergency medications will be stored according to the medical plan agreed upon with parents. Locations may include: on child's person, on caregiver carts in first aid kits.

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.

The CAPE After School Program will provide snacks for children who attend the program. There will be a snack/lunch time assigned, to ensure that all children have the opportunity to consume their snack/lunch. Snacks will consist of 2 food groups. The snack schedule will be posted for parents to see physically in the program and online. Snacks for after school care will be served between 3:45 and 4:15 p.m Monday to Thursday and from 3:00 - 3:30 on Friday.

Menu planning will include foods and portions as stated in Canada's Food Guide or Alberta Health Guides. Opportunities to learn about good nutrition and proper portioning will be included in the planning and posted information within the program.

Throughout the year, families will be given the opportunity to send a snack to share with the group. This is a voluntary activity and as such, families are not obligated to take part. Before a family-snack Friday, a note will be sent home and parents may indicate if they wish to participate. Any families sending food will be made aware of allergies or food issues. As a proactive measure, we kindly ask that a list of ingredients accompany any shared family snacks in consideration of student allergies.
Snack/lunch time will be monitored by the program caregiver to ensure that sufficient quantities are offered, and to evaluate the contents of the snacks/lunch in order to ensure that there is no item present that other children may have an allergic reaction to or that is unsafe to consume. Parents may offer nutritious and safe snacks for the group. These will be analyzed and served by the care-giver(s).

Information regarding allergies shall be posted and/or sent home to ensure that all parents and caregivers are aware of any allergies present in the group.

In the event of a child presenting with a severe allergy to a food (ex. nuts), the food(s) may be banned from the program area. Children who bring food(s) of concern will be offered a different food in exchange and the food(s) of concern will be sent home.

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.

CAPE Out of School Care Program will provide or allow for the provisions of health care to a child only if the written consent of the child's parent has been obtained, or the health care provided is in the nature of first aid.

All staff must have current First Aid and CPR certification. A First Aid kit for emergency treatment shall be maintained and kept readily available. Basic First Aid will be administered to any injured child, prior to contacting parents, and if need be, medical assistance. The cost of ambulance transport will be the responsibility of the parent(s).

MINOR INJURIES
All staff must have current First Aid and CPR certification. A First Aid kit for emergency treatment shall be maintained and kept readily available. Basic First Aid will be administered to any injured child, prior to contacting parents, and if need be, medical assistance. Minor injuries, specifically incidents that occur in the program that require minor attention according to first aid protocols including providing a small bandage or use of an ice pack, will be documented in the caregiver binder. These instances will be reported to parents by the care-givers and notification will be documented in the caregiver binder.

SERIOUS INJURIES/ILLNESS
Should a more serious injury or illness occur at out of school care, 911 will be contacted immediately by phone and speak directly with the care-giver who attended the accident. The care-giver will then report the incident to the parent and then the program supervisor immediately. The program supervisor, or designate, will then call the local Child Care Licensing office (403-529-3752) to report the incident during business hours. The provincial reporting number 1-800-638-0715 will be contacted if it is after business hours. Should further information be required, the parent may contact the child care supervisor. For program purposes, the care-giver attending and/or supervising during an injury or accident will complete the program's Accident/Injury Report form immediately and submit it to the supervisor. The program supervisor, or designate will complete the prescribed Incident Report and submit it to the licensing office within 24 hours of the incident, with the information known at the time. Amendments or additions to the report may be made at a later date by the program supervisor.

The occurrence of all incidents which affect health, safety, or well-being of any individual participating in the program will be documented as described above. An analysis of the situation will be done by the program supervisor to determine what measures must be taken to avoid future incidents. Should a plan of action be taken, the staff will make a plan for these changes to take place and make deadlines. It is the responsibility of the program supervisor to ensure facility changes are completed by the deadline. It is the responsibility of the care-givers to ensure program changes happen and child supports are followed.

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.

ILLNESS

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Children who are ill with infectious diseases (measles, mumps, chicken pox, etc.) or symptoms which a staff member believes may indicate that the child poses a health risk to persons on the program premises shall not attend the Out of School Program. Off-site care must be arranged by the parents until the disease is no longer contagious as determined by a doctor's note or information supplied by the local health authority.

Children who present with head lice or body lice must be cared for off-site until the nits are no longer viable and adult insects are no longer present.

Children who present with vomiting (either reported or witnessed), having a fever (as measured by a care-giver with a fore-head fever strip), diarrhea (as reported by child), or a new or unexplained rash (as visible with clothing in place) or cough (as heard by care-giver) must be cared for off-site to prevent the spread of the virus to other program participants. As well, should a child require greater care and attention than can be provided without compromising the care of the other children in the program, parents will be contact to arrange for the immediate removal of the child from the program.

Should staff or the program administrator, know or have reason to suspect that a child may be suffering from an infectious disease, head lice, vomiting, fever, diarrhea, or a new or unexplained rash or cough, the parent will be notified to make arrangements for immediate removal of the child from the program. Until the child is picked up from the program, the child will be isolated from the other participants in the program, while still supervised by care-givers.

Should a student become ill while at the program, parents will be contacted by phone to make arrangements for immediate removal of the child from the program. The child will be permitted to lay down on a mat on the stage until parents arrive. Sick children will be separated generally from the group, but kept in an area such that they are supervised. A staff member will attend to the student in that space with close proximity to the washrooms. When parents come to pick up the child, the staff member directly caring for the ill child will report to the parents how the program managed the child's care.

When a parent fails to arrange for the immediate pick up of the child from the program (no pick up within 30 minutes), a staff member will first contact the parent and inform them of the program's policy to then contact one of the emergency contacts as indicated by the parent. If the child is still not collected (30 more minutes), the staff shall inform the program supervisor, who will in turn contact the local child care office.

The child may not return to the program until sufficient and satisfactory information is provided to the program that the child no longer presents with contagious illness, i.e. 24-hours of being symptom-free, a doctor's note, or information supplied by the local health authority.

Should a communicable disease be reported to the program, parents will be notified in writing the following day and will be given proper care information as provided by the local health authority.

A record of children removed from the program for reasons of illness will be kept in the staff communication book. Documentation will include the first and last name of the child, the date the child was observed to be ill, name of staff who identified the child as being ill, time of initial parent contact, name of staff member who contacted the parent, the date and time the child was removed from the program, and the date of the child's return to the program.

SERIOUS INJURY/ILLNESS
Should a more serious injury or illness occur at out of school care, 911 will be contacted immediately by phone and speak directly with the care-giver who attended the accident. The care-giver will then report the incident to the parent and then the program supervisor immediately. The program supervisor, or designate, will then call the local Child Care Licensing office (403-529-3752) to report the incident during business hours. The provincial reporting number 1-800-638-0715 will be contacted if it is after business hours. Should further information be required, the parent may contact the child care supervisor. For

program purposes, the care-giver attending and/or supervising during an injury or accident will complete the program's Accident/Injury Report form immediately and submit it to the supervisor. The program supervisor, or designate will complete the prescribed Incident Report and submit it to the licensing office within 24 hours of the incident, with the information known at the time. Amendments or additions to the report may be made at a later date by the program supervisor.

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.

Annually, staff will meet to analyze all occurrences of accidents and illnesses. This will be done through the program injury reports, staff and parent concerns collected through surveys, and also using the school's OH&S tracking documents (facility).
In this analysis, staff will determine what measures need to be taken to avoid future accidents and make a plan for these changes to take place.
The program will also use information from the school's Public School Works Occupational Health and Safety reports and committee data to identify trends that need to be addressed.

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.

The diligent supervision of the children is of paramount importance at all times. To ensure the safety of the children, a care-giver must be present in each room where children are playing. Groups of children will also be supervised outside. The staff orientation will include a facility tour with all indoor and outdoor areas. Supervision policies and expectations will also be reviewed. In all environments, care-giver ratios must be respected and followed. Staff must be actively engaged with children (i.e. talking with them, circulating within the group, etc.)

Each day, staff are responsible for completing the safety checklist for the indoor and outdoor areas which their specific age groups access. The safety checklist is included as part of staff orientation. As a group, the caregivers will decide daily which areas the children will be allowed to safety access and when. These areas will be indicated to children using the daily program planning map inside the program.

Caregivers are expected to always be aware of the physical environment of the child care program.

They:
• conduct regular safety checks of the program premises and equipment to remove hazards;
• position equipment and arrange the environment to allow caregivers to supervise the children's play, rest, and toilet areas;
• restrict usage of personal cell phones and computers to break times;
• know which individuals are authorized to pick-up a child from the program in place of a parent;
• notice when children arrive and leave the program, ensuring that both arrival and departure times are accurately recorded;
• remember where emergency medications, first aid kits, and emergency contact numbers are kept; and
• monitor children at all times. This includes counting children before moving locations, traveling in a close group where the care-giver can see all children, and recounting while in various spaces. Since the children use the school during the day, it is permissible for children to travel to the bathrooms or move within the halls without a care-giver. However, the child will be monitored by the care-giver to return to the space in a reasonable amount of time.

Effective caregivers observe children's play and behaviour by:
• directing and closely monitoring children when carrying out activities that may involve some risk, such as playing near water, near doorways, or during transition times when children may gather in larger groups. This ensures children are safe and are not harmed by potential risks;
• observing play and anticipating what may happen next in order to provide caregivers with the opportunity to assist children and intervene in the event of potential danger. This ensures that actions are proactive to keep children safe, rather than reactive after a child is harmed;
• listening closely to children, even those who are not in the caregiver's direct line of sight (such as those in outdoor play spaces or bathrooms). This ensures the caregiver is aware of the child's perception and feelings of safety;
• positioning staff to allow for the supervision of the entire group of children. This ensures all children are monitored to play within safe parameters;
• monitoring children's health to identify early signs of fever, illness, or unusual behaviour. This ensures that children are attended to quickly and the risk to others in the program is reduced; and
• watching and participating in children's play to ensure that children are playing in a safe manner. This ensures that physical and social/emotional safety are supported.

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.**

All children will be checked in daily using the daily attendance record. This record will include all those children whose parents have indicated to the program or the school office that they will be attending the program. Should an expected child not arrive at the designated location, an extra staff member will search for the child while the child care spaces still stay in ratio. Parents will be notified if the child is not found, and also when the child has needed to be located. This notification will be signed by the parent in the communication book.

Each care-giver will be responsible for a set group of students. Attendance will be tracked on-line and on paper to provide a check and balance. The care-giver is responsible for signing those children into the program when the arrive, supervising them while in the program (or ensuring they are supervised by a qualified care-giver), and sign the children out of the program to parents or approved alternates.
Child care ratios will be respected as groups access different areas and supervision will be provided in each space. Portable records will be included for each child in a caregiver's supervision.

Caregivers are responsible for the safety and well being of all children registered in the program. Caregivers shall also ensure that the children behave appropriately and that school property is respected. Safety checklists are to be conducted daily to ensure the program area is safe and free of potential dangers. Any dangerous situations that cannot be rectified that day need to be reported to the program supervisor/administrator immediately.

Any off-site activities will have the children organized in similar care-giver groups. Portable records will be included for each child in a caregiver's supervision. Attendance will be taken before leaving the building, and confirmed once on the bus (if applicable), once the group arrives at the location, and multiple times while at the location. Attendance will again by confirmed before getting on the bus to return (if applicable), once on the bus, and upon arrival to the program. Children are not transported by the program in vehicles.

Children may not leave the building without the supervision of an adult. It is the practice of our program to hand children from one adult to another. In this way, children may only be collected from inside a building, from within the fenced playground, or from a field trip location by parents or an approved alternate.

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).

> Through technology, parents will be able to access program information including:
> program forms
> program handbook
> monthly snack schedule
> themed activity list
> copy of the license
> upcoming special days or guest visits
> licensing reports and orders
>
> Parents will also receive monthly emails regarding billing, booking days and timely news pieces.
>
> Within the program, the following will be posted on the Parent Communication Board near the office:
> monthly snack schedule
> themed activity list
> copy of the license
> upcoming special days or guest visits
> licensing reports and orders

Transportation

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

◯ Yes   ⬤ No

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.

> Records will be stored in paper copies within the admin office. Each month, attendance records and time sheets will be added to individual child and staff files.
>
> The Child Care Records for each child will contain:

the child's name, birth date and home address;
a completed enrolment form;
the parent(s)'s / legal guardian(s)'s home address and telephone number(s);
name, address and contact information of emergency contact person;
consent to administer emergency first aid and seek medical attention as necessary
relevant medical information as provided by the parent;
information regarding emergency administration of medications (name of Rx, child's name on label, stored in original container, amount administered, time of administration, initial of staff administering medication, parent's signature);
the particulars of any health care provided to the child, including the written consent of the child's parent; and
a list of people approved by the parent to pick up the child.

The Registration Form, along with the non-refundable registration fee, must be submitted prior to the child attending the Out of School Program. The Registration Form shall contain the following information: (see APPENDIX for copy of Registration Form).
name and address of child;
child's date of birth;
name of parent(s);
parent's home address(es);
parent's home telephone number(s);
parent's work telephone number(s);
emergency contact person name, address and telephone number;
physician's name and telephone number;
child's Alberta Health Care Number; and
a medical plan signed by parents which ongoing health concerns, special needs and/or allergies of the child.

The program's administrative records will include:

Student Information
Daily Attendance Records; and
Child Attendance Forms with arrival times and departure times.

Staff Information
Arrival and departure times for staff;
Hours of child care provided each day;
Evidence of child care certification;
Evidence of first aid certification;
Current criminal record check with vulnerable sector search updated every 3 years; and
Current child welfare check.

Records are kept up to date through regular filing and information sharing practices:
- once new information is received from parents, updates are emailed to staff and added to child files and portable records.
- at the end of the month, monthly paperwork is filed (child attendance and staff time sheets)

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.

EMERGENCY PROCEDURES

An emergency phone list will be posted by each phone within the program area.   A contact number for after hours emergency will be posted on the front door of the school. Emergency procedures for lock-downs, evacuations, illness, and other emergency will be reviewed with staff and are outlined in the staff handbook.

EVACUATIONS and LOCK-DOWNS
Emergency evacuation procedures (maps and folders) are included in each classroom and program area by the door.   Staff will be trained in the school's protocols annually with guidance from the local fire department. In an emergency, staff will be assess whether a lock-down or evacuation is necessary.

Children will be instructed in emergency procedures (evacuation and lock-down) at the beginning of each program year (August/September). An Emergency Evacuation shall be practiced at least once every two months (weather permitting) and shall be posted. Drills will be practiced at school and during out of school care. During any drill conducted at after school care, the care-giver must take the portable records and daily attendance sheet to the meeting spot. Record of this monthly drill will be maintained using the Record of Emergency Evacuation Drills form.

A fire extinguisher will be available and properly maintained for use by the program.

In the case of lock-down, the staff will secure the group in a sealed area and await for emergency services to arrive. Lockdown drills will be practiced at least once every two months and a record of these will be kept.

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 ___21___ X Width ___40___ = Total Usable Square Metres ___830___

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 ___277___

    Maximum Number of Preschool or Out of School Children ___332___

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   58

Play Space Required (Preschool or Out of School Care)   145   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 a 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.

The CAPE Out of School Program will be held within the CAPE School building. As such children are not transported between the program and the school. Administrative and staff areas are available in the main office. Care-giving will take place in the school gymnasium and classroom areas. This allows the various needs of different aged children to have the benefit of accessing space which suits them best. There will be 2.5 square metres per child in each child care space.

CL (classroom) 101   = 5.8 x 6.4 m = 37 square metres (max 15 children)
CL (classroom) 103   = 5.9 m x 7.16 m= 42 square metres (max 17 children)
CL (classroom) 116   = 5.8 x 7.16 m = 42 square metres (max 17 children)
CL (classroom) 118 = 9.67 x 9.08 m = 88 square metres (max 35 children)
CL (classroom) 111   = 5.3 x 15.8 m = 84 square metres (max 34 children)
CL (classroom) 104   = 9.4 x 10.9 m = 102 square metres (max 41 children)
Learning Commons   =16.3 x 5.18 = 85 square metres (max 34 children)
Gym   =15.49 x 26.64 = 412 square metres (max 165 children; note program capacity of 58)

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.

The playground will be accessed daily as weather permits. The playground offers a play structure, sports field, picnic area, and paved games areas. The doors used to access the playground are within the fenced compound. The program shall stay within the fenced perimeter of the playground.

Playground   26.11 x 23.64 m = 617 square metres
Flat top   14.02 x 43.18 m = 605 square metres
Courtyard   33.98 x 12.24 m = 416 square metres
Parkor Park   14.02 x 20.32 m = 285 square metres

Total playground area = 1923 square metres ÷ 4.5 m/child = (427 children max)

The minimum area required for outdoor space based on 58 child care spots is 261 square metres. Our playground areas exceeds this expectation As well, typically only 1 group of 15 children will access the playground at one time. Care-givers will stand in areas or group the children in limited areas as to ensure clear vision of all children at all times.

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
2021-07-27	2021-07-30	⦿ Approved ◯ Refused	2021-07-30

_____
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=EAIaIQobChMIx_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/