



# Parent Handbook

I have read and understand the information in the Parent Handbook.

Child's Name:

Parent's Name:

Parent Signature:

Today's Date:

The Parent Handbook can be read and signed online. Once complete, email a copy to [westlockdayhomes@gmail.com](mailto:westlockdayhomes@gmail.com). Approximately one month after registration, you can sign this page for your child's file.

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## Family Day Home Program

Welcome to the Westlock Family Day Home Agency!

Our Agency is licensed through the Ministry of Children's Services. Family Day Home (FDH) educators contract their services with a licensed Agency to provide child care in their homes. We have Family Day Homes in Athabasca, Barrhead, Westlock, and surrounding areas.

## Contact Info

### Agency Office Hours

#### Barrhead Office

Monday to Friday (except holidays)  
9am – 4pm (by appointment only)  
4929 50 Ave. Suite E1 (the Mall)  
780.379.0166 c

#### Westlock Office

Monday to Friday (except holidays)  
9am – 4pm (by appointment only)  
10804 101 Street  
780.349.4999 w

#### Family Day Home Agency Coordinator

Meghan den Broeder  
(Home Visitor for Westlock and Athabasca area homes)  
Monday to Friday  
[westlockdayhomes@gmail.com](mailto:westlockdayhomes@gmail.com)  
780.379.0166

#### Family Day Home Visitor

Shawna Greenstien  
(Home Visitor for Barrhead area homes)  
Monday to Friday  
[shawna.wccs@gmail.com](mailto:shawna.wccs@gmail.com)  
780.305.9310

#### Office Administrator/Financial Officer

Theresa Frizzell  
Monday to Friday  
[oa.wccs@gmail.com](mailto:oa.wccs@gmail.com)  
780.305.6333 c 780.349.4999 w

#### Executive Director (all programs)

Christine Villeneuve  
Monday to Friday  
[ed.wccs@gmail.com](mailto:ed.wccs@gmail.com)  
780.674.0543 c 780.349.4999

## Complaint Process

We promote open and transparent communication in all aspects of our Agency. We encourage the FDH educator and parents to speak daily on the routine care and learning experiences for the children. Building caring relationships between families and children are important to establishing trust and help with children's transitions into Family Day Homes.

Sometimes conflicts or misunderstandings can arise between a family and the FDH educator. In this case we urge the family to speak with the FDH educator. The FDH educator will also inform their FDH Visitor, as the FDH Visitor can also support or offer advice on handling difficult situations between the family and the FDH educator.

If the misunderstanding is between the family and a FDH Visitor, please reach out to him or her. It may be a simple miscommunication that can be easily fixed with a phone call. Our FDH Visitors make all efforts to ensure the Agency and its programs run smoothly.

If you feel that you have reached out and are not satisfied with the results, contact the FDH Coordinator, who will investigate the situation. He or she may ask for documentation about the complaint, such as who, what, when, how, and where. The FDH Coordinator will document his or her findings and file the report with the Executive Director. The outcome of the investigation will be communicated to concerned individuals.

Depending on the results of the investigation, the Executive Director will provide guidance and/or support the investigation process. Children's Services and/or the RCMP will investigate serious complaints. Our Early Learning and Child Care Staff (previously Licensing Officer) is:

Nadine Forsyth, Child Care Licensing Officer  
 Early Childhood Services Division  
 North Central Region  
 Duniece Building  
 Third Floor Suite 3000  
 4810 – 50 Street  
 Athabasca, AB T9S 1C9  
[Nadine.forsyth@gov.ab.ca](mailto:Nadine.forsyth@gov.ab.ca) 780.212.6763

## Licensing info

### Role of the Ministry of Children's Services

The Ministry of Children's Services has Early Learning and Child Care Staff (previously called Licensing officers), who have several roles.

1. Application review for licenses for Family Day Home Agencies (new and renewals)
2. Family Day Home Agencies and Family Day Homes contracted with licensed Agencies inspections
3. Legislation enforcement
4. Investigations (parent complaints, community complaints in the Family Day Homes)
5. Serious Incident Reporting

### Application Review

As of 2021, FDH Agencies require a Program Plan and license to operate in the province of Alberta. A Program Plan is a document that is shared with FDH educators and families that outlines specific requirements from Children's Services (for example, how the programs are supported in meeting children's physical, mental, emotional, and spiritual needs, and our policies on supervision, guidance, back-up care, medication, and others). FDH educators are required to follow the guidance in the Program Plan. The ELCC Staff review the Program Plan and approve licenses for Agencies.

### FDH Agencies and Family Day Home Inspections

ELCC Staff complete annual file reviews for Agencies, and 10% (at least 2) Family Day Homes will also be chosen at random for home visits to ensure compliance with legislation.

### Legislation Enforcement

The *ELCC Act*, *ELCC Regulation*, and *Family Day Home Standards for Alberta* are pieces of legislation (law) that all FDH Educators must follow. ELCC Staff enforce the legislation by conducting investigations in response to parent and community complaints.

### Investigations

If a parent or community complaint is received about a FDH Educator, ELCC Staff provide the information to the Agency so an investigation can take place. The Agency is responsible to address the complaint by conducting an investigation (speaking with multiple individuals, as necessary) to find out what occurred to cause the complaint, and provide recommendations for remedy. If the FDH Educator is found to not follow legislation or policy, the

Agency could give the FDH Educator a non-compliance and action to remedy. An action to remedy is a set of reflective tasks that promote learning about the non-compliance, and are required to be completed during a short time frame. A non-compliance is a written record of the infraction that stays on the FDH Educator's *Provider Profile* for 1 year. The Agency keeps documentation on infractions as long as the FDH Educator is contracted with the Agency.

If a parent or community complaint is received about the Agency, ELCC Staff conduct an investigation (speaking with multiple individuals, as necessary) to find out what occurred to cause the complaint. If the Agency is found to not follow legislation, the ELCC Staff could give the Agency a non-compliance and action to remedy. The non-compliance remains on the Agency's license.

The results of the investigation will be noted on the Provider Profile. If the complaint is found to be false or invalid, that will also be noted on the Provider Profile, communicated with the FDH educator, and with the complainant.

### **Serious Incident Reporting**

It is the policy of the Westlock Child Care Society that all incidents must be reported immediately to the FDH Visitor. The FDH Visitor will report the incident to the FDH Coordinator, who will inform the Executive Director. Any of these employees will notify ELCC Staff. A written report using the government form must follow within 48 hours.

- Death of a child
- Emergency evacuation
- Unexpected program closure
- An intruder on premises
- Child removed from a program without permission
- Serious illness/injury
- Missing child
- Child left on premises after hours
- Allegation of abuse
- Error in medication
- Young person involved in crime

It is the policy of the Westlock Child Care Society that all FDH Staff and/or FDH educators must participate and cooperate in any investigation conducted by the Executive Director, Board of Directors, and/or authorities from Children's Services or other law enforcement agencies as required.

## **Society info**

### **Board of Directors**

The Westlock Family Day Home Agency is operated by the Westlock Child Care Society, which is a non-profit organization under the Society Act and administered by a Board of Directors. The Board of Directors consists of parents and community members. Parents are considered members of the organization when they enrol their children in our programs and can have input on policy changes. The Board of Directors meets regularly, with information on upcoming meetings posted on our website <https://www.westlockchildcare.com/news-and-events>

Our Board of Directors is composed of 5 to 11 members, and at least 3 are considered the Executive: President, Vice-President, Treasurer, and Secretary. The Treasurer and Secretary roles can be combined into one.

As a Policy Board, Directors meet to plan the future sustainability of the Society's programs, approve new policies, revise current policies, and provide strategic direction to the Executive Director.

## History

The Westlock Child Care Society was formed in 1980, and was registered as a non-profit organization under the Societies Act. Originally, services included the Day Care Centre with an integrated special needs program and the Satellite Family Day Homes program. Since then, services have expanded to include Out-of-School Care programs.

The Day Care Centre was originally built in 1980 to commemorate Alberta's 75th birthday. In the 1990's, two additions were built onto the original building to meet the expanding demand for Day Care services.

In 2014, we started to upgrade our programs and facility, incorporating more technology into all aspects of our programs.

In 2017, the Westlock Community Daycare was one of the first 22 Early Learning and Childcare Centres in Alberta to receive a \$25/day operational grant from the Government of Alberta, which allowed us to offer affordable child care and increase the quality of our program.

In 2021, the Westlock Family Day Home Agency received grant funding to create new spaces in rural areas surrounding Athabasca, Barrhead, and Westlock.

## Our Philosophy

The Westlock Child Care Society is committed to providing high quality early learning childcare programs for the children and families of the communities we serve. We are dedicated to building relationships with families by sharing information and providing supports as they raise their children.

Our image of children is of citizens, explorers, researchers, inventors, and Mighty Learners. We notice children's dispositions of learning as they show caring, seeking, persisting, participating, and playing; we nurture and support their physical, social, emotional, creative, and cognitive growth through the holistic play-based goals of the Curriculum Framework for Alberta, *Flight*.

Our programs are adaptable and unique to each child's needs, background, and parent preference and by consistently building capacity in our staff, we are well-equipped to learn and work alongside children during the most formative years of their lives.

## Vision, Mission, and Goals

**Vision statement:** Happy children. Engaged families. Thriving society.

**Mission Statement:** The Westlock Child Care Society provides a fun, safe, nurturing environment supporting children's healthy development and future success.

**Goals:** We strive for excellence and assess our programs regularly. Our programs focus on the safety, security, well-being, and development of children through their mental, physical, spiritual, and social needs.

## Agency Info

### Agency Monitoring

As a licensed Family Day Home Agency, our staff are responsible for monitoring Family Day Homes at least 6 times per year to ensure compliance to our policies and the FDH Standards Manual. FDH Visitors will complete scheduled and unscheduled visits, safety checks, and review complaints of the day home. During each visit, the FDH Visitor must review and document the following using the Family Day Home Agency Home Visitor/Consultant Checklist:

- Physical facility, including indoor and outdoor space, toys, furnishings and equipment;
- FDH educator performance, including supervision of children, activities, daily routine and child guidance practices
- Safety, health and emergency provisions, including indoor and outdoor safety checklists;
- Home environment, including the interaction and influence of other children or adults who may be in the home while children are in care
- Development and behavior of children in care, including interactions between children and between child and FDH educator

### Early Learning and Child Care Act and Regulation

The Agency follows all rules and laws set out by the Province of Alberta. The [Early Learning and Child Care Act](#) and [Regulation](#) guide decision-making for the Agency.

### Evaluation and Improvements

We evaluate our FDH programs in different ways.

- **Our Families:** you are encouraged to participate in our programs in many ways. By completing surveys, applying to be on the board of directors for the Society, participating in fundraising, going on field trips with the program, and giving us feedback on how we can improve, you are letting us know what is important to you!
- **Our Family Day Home Educators:** Family Day Home Educators also complete surveys to provide feedback, meet monthly for regular staff meetings, and have many options for additional training throughout the year. These training sessions can be for child development, business management, effective communication, *Flight*, and much more!
- **Our Family Day Home Staff:** FDH Staff complete surveys to provide feedback on how the program is running, meet weekly to review policies and brainstorm ideas to make our program better, and participate in annual evaluations. They are also involved in the development of a [Program Plan](#). FDH staff also monitor the Family Day Homes and complete evaluations with the FDH Educators.
- **Objective Rating Scales:** Part of our Program Plan, we use objective, research-based tools that help us improve our skills, environment, and interactions. Some of the tools we use include the *Family Child Care Environment Rating Scale*, *Rating Observation Scale for Inspiring Environments*, *Program Administration Scale*, *Business Administration Scale* (specifically for Family Child Care), and *Child Caregiver Interaction Scale*.
- **Our Policies:** FDH Staff, FDH educators, and families can review draft changes to policies that will affect them. We encourage your feedback! Due to recent government changes in the *Alberta Early Learning and Child Care Act*, *Alberta Early Learning and Child Care Regulation*, and *Alberta Family Day Home Standards*, we are in the process of reviewing all our policies, so they align with the [Principles](#) and [Matters to be Considered](#) from the *Alberta Early Learning and Child Care Act*.
- **Government Early Learning and Child Care Staff:** Complete annual file reviews with the Agency and at least 2 Family Day Home reviews (they must visit 10% of Family Day Homes and a minimum of 2 Family Day Homes) to ensure our files and practices are up-to-date and compliant with the *Alberta Early Learning and Child Care Act*, *Alberta Early Learning and Child Care Regulation*, and *Alberta Family Day Home Standards*.



### ***FDH Standard Manual for Alberta***

Another important document is the [FDH Standard Manual for Alberta](#). This document outlines the minimum requirements for licensing Agencies and operating Family Day Homes. The FDH staff and FDH educators review this document regularly as it guides our Agency policies.

### ***Occupational Standards for Early Childhood Educators***

The [Occupational Standards for Early Childhood Educators](#) was developed by the Child Care Human Resources Sector Council of the Government of Canada. It outlines the knowledge, skills, and abilities that are required to work effectively as an Early Childhood Educator.

### **Placement Services**

The Agency will assist parents in finding a FDH educator, enrol children with a suitable FDH educator, help to resolve issues, and provide referrals to other community supports and services. The Agency will follow a placement process, developed to guide the FDH visitor in finding a suitable home(s) for the family. At the time of enrollment, the Agency will provide prospective parents with information about home visits, complaints received, and any incidents that may have occurred in the FDH educator's program within the last 12 months.

We encourage FDH educators to advertise for their own business, as well as through Agency advertisements. All families must still go through the Agency for the application and placement process, even if a family contacts a FDH educator before contacting the Agency about placement in a home. FDH educators will be provided with business cards for their FDH Visitor and the FDH Agency Coordinator to give to prospective new families, so they can contact the Agency and we can get that process started!

## **FDH Educator Info**

### **Ages and Number of Children**

FDH educators can provide care for up to 6 children, not including their own, at any given time. We require that a FDH educator enrol at least 2, and at most 12, children in their home. There is a limit of 2 children under the age of 2, and 3 children under the age of three, including the FDH educator's own children.

### **Back-Up Care**

The Agency strives to provide uninterrupted care for children. If back-up care is required, the FDH Visitor will ask other FDH educators if they can provide back-up care. To be able to provide back-up care, a FDH educator must have the child's registration form, portable record, and have the family sign any exemptions or notices for the Family Day Home where back up care will take place (for example, Pet Acknowledgement or Transportation Agreement).

### **Child Guidance**

The Agency is committed to ensuring children are given guidance in their behaviour and interactions in a positive manner to assist them in developing self-control and self-confidence, and ultimately sensitivity and empathy, in interactions with others. We provide strategies for FDH educators to use to help children develop social interaction skills so children feel safe, comfortable, and respected in interactions and experiences in the program.

FDH educators should use

- age-appropriate and developmentally appropriate activities
- choice (offer children a choice of activities or material and follow through with their decision)
- listening (be attentive, engaged, and aware of children's thoughts and feelings)
- modeling (children learn by watching trusted adults deal with their emotions, show them how)
- reinforcement (encourage behaviour through praise and attention)
- outlets for expressing feelings (show children how to express big feelings safely)
- natural and logical consequences

- reasoning (explaining to children the consequences and importance of following the rules)
- redirection (redirecting the child's attention to a different activity)
- setting rules and outlining limits in a positive way (please walk, instead of "don't run")

FDH educators should avoid

- setting unrealistic expectations

FDH educators must never

- threaten to inflict, inflict or cause to be inflicted, any form of physical punishment, verbal or physical degradation or emotional deprivation
- deny or threaten to deny any basic necessity
- use or permit the use of any form of physical restraint, confinement or isolation.

### Child Supervision

Children must receive developmentally appropriate supervision by the FDH educator at all times.

- **Children up to 19 months old** – within the FDH educator's sight at all times, unless the children are napping, in which case, an infant monitor **must** be used.
- **Children 20 months to 4 years** – not allowed to use outdoor play space without supervision
  - must be within hearing distance of the FDH educator at all times
  - FDH educator physically goes to check every 3 – 5 minutes
  - when children are napping, an infant monitor must be used, unless the FDH educator remains in the same room
- **Children 5 years to 8 years** – may use outdoor play space without supervision if they are within eyesight of the FDH educator (e.g. through a window) if the outdoor play space is part of the premises and is fenced and gated
  - FDH educator physically goes to check every 5 – 10 minutes
- **Children 9 years to 12 years** – may be allowed more freedom within the residence and in the FDH educator's private outdoor play space
  - FDH educator must know where children are at all times
  - FDH educator physically checks frequently, considering what is age appropriate and developmentally appropriate for the children being cared for (Agency requires every 5 – 10 minutes)

**Note:** The FDH educator must be present and provide direct supervision at all times if any outdoor play space is not fully fenced and gated.

Under no circumstances shall the FDH educator leave children in care with any other person, unless it is arranged back up care through the Agency. FDH educators will not provide care for any child(ren) in an unapproved home during their operating hours, (e.g. friends, neighbors, relatives, or even the parent's own home.)

### Criminal Record and Child Intervention Checks

Criminal Record Checks with a Vulnerable Sector Search and Child Intervention Checks are required to be updated every three years for every person 18 years or older living in, or visiting the home frequently during operating hours. A statement of disclosure from the Day Home Educator is required for children aged 13yrs-17yrs and reside in the home where there is an operation of a Family Day Home. A statement of disclosure states there is no prior criminal offence for this child. Should an adult or child residing in the home be charged with a criminal offense, the Family Day Home will be temporarily closed and may or may not reopen depending on the outcome of the investigation and judicial process. Adult residents of the home who are away for an extended period of time must complete the criminal record check, including vulnerable sector search. Where circumstances make it impossible to complete these checks, they must be completed immediately upon the resident's return home.

### Code of Ethics

The Agency has adapted a similar Code of Ethics as the Canadian Child Care Federation:

- Early Childhood Educators work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibility to their children.
- Early Childhood Educators demonstrate caring for all children in all aspects of their practice.
- Early Childhood Educators work in ways that enhance human dignity in trusting, caring, and cooperative relationships that respect the worth and uniqueness of the individual.
- Early Childhood Educators promote the health and well-being of all children.
- Early Childhood Educators pursue, on an ongoing basis, the knowledge, skills, and self-awareness to be professionally competent.
- Early Childhood Educators enable children to participate to their fullest potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical, and cognitive areas of development.
- Early Childhood Educators work in partnership with colleagues and other service FDH Educators providers in the community to support the well-being of children and their families.
- Early Childhood Educators demonstrate integrity in all of their professional relationships.

### Communication

- **Agency** - FDH educators are contracted with the Agency. FDH Visitors act as a bridge between the FDH educator and the Agency, so communicating with them regularly is critical. FDH Visitors must monitor the home to ensure compliance to the Family Day Home Standards, Agency policies and procedures, and provide additional supports (training, problem-solving, resource-gathering, etc.). It is mandatory to have a working phone (charged cell phones if outside of the day home) and that both the FDH educator and FDH Visitor are able to communicate with each other (returning texts or calls, initiating conversations, answering questions).
- **Family** - FDH educators contract their services with families. Family communication should be open, transparent, and clear. Families must be made aware of several things: daily menu, program planning, field trips, pets in the home, transportation agreements, outdoor play space and exemptions. *Provider Profiles* (completed by the FDH Visitor and updated during each visit) must be signed by each family every month.
- **Networking Opportunities** - Annual events are held to allow parents an opportunity to gather. As examples, BBQs, Day in the Park events, and other ideas based on family and educator input that provide chances for families to mingle and get to know one another.

### Community Contacts and Events

The Agency has a list of community resources and contacts that are shared with FDH educators. We encourage FDH educators to create reciprocal relationships with community organizations and attend community events. Monthly Agency newsletters also showcase in-person or online events that can be enjoyed by all.

FDH educators may wish to bring the children in their care to the home of another FDH educator so there can be new play experiences for both groups of children. These visits are allowable under the following conditions:

- Visits must be occasional. They cannot appear to, or function as, a larger child care program.
- The licensed Agency will assess and monitor the situation for any potential risks, and document the assessment process.

All children 12 and under present in the home must be counted in the six child limit (not including the educator's own children). The only exception is if a visiting child's parent/guardian or care provider is present and supervising the child. **Otherwise, any visiting child is counted, regardless of whether or not the FDH educator is being paid to care for the child (ie. a FDH educator's own child has a friend over after school - this child IS counted in ratio) since the child requires direct supervision.**

### **Confidentiality/Privacy**

We respect the confidentiality of information from or about the children, families, and personnel in the program. This information will be treated with respect and used only within the context authorized by the individual giving the information. This confidentiality will apply to discussions, storing written material, and maintaining records in computer files. Information collected is only shared with authorized individuals. Release of information (including children's photos) to third parties can only occur if written permission is received and placed in the staff, FDH educator, or child's file.

FDH educators and adults residing in the home must sign annual Oaths of Confidentiality.

We are also committed to ensuring the privacy of individuals accessing our programs. Agencies follow the Personal Information Protection Act (PIPA), which allows the Agency to collect personal data from individuals, keep it in safe locations, and not share without consent.

### **Daily Routines (Times of Transition) and Monthly Paperwork**

#### **Meals and Snacks (Nutrition)**

FDH educators must provide food to children attending their home, following the [Canada's Food Guide](#) or [Alberta's Nutrition Guidelines](#). Daily menus must be made available to families, and available for the Agency and Children's Services. Changes to the menu must be communicated to families and changed on the menu and given to your FDH Visitor. There is some flexibility on how to ensure you prove you are doing this! Talk with your FDH Visitor on different ways you can share the menu and changes with families (digitally or on paper)!

Families will provide infant formula and baby food if infants are not yet eating table foods. To meet children's needs, it is recommended that children eat every 2 to 3 hours. Research shows that providing a relaxed environment while interacting with children and talking about healthy food choices helps children learn appropriate behaviours during mealtimes and be more open to trying new foods. Every interaction is a learning experience!

FDH educators must ensure the manner in which children are fed is appropriate to the age and level of development. Children should be seated while eating and seated or standing while drinking. No beverages should be given to children while napping.

#### **Programming**

The Agency recommends [Flight: The Curriculum Framework for Alberta](#) and emergent curriculum. The FDH Visitor can be a great resource to help with developing a program that meets children's safety, security, wellbeing, and development. Observing children to learn their interests, providing time, space, materials, and participating with children during play is a crucial first step in the program planning process. Scaffolding, extending play, or challenging children's current knowledge by adding something a little more difficult, helps children to gain new skills in key developmental areas. FDH educators must be able to explain how they are meeting children's physical, mental, spiritual, and emotional needs. The daily program planning must be posted in your day home and visible for families, the Agency, and Children's Services.

#### **Outdoor Play - Part of Program Planning**

The Agency views the outdoor environment as an extension of the indoor space. We encourage FDH educators to get outside and play! Daily program planning for time spent outdoors is required and safety guidelines must be followed at all times.

**Resting/Sleeping**

Infants and toddlers under the age of 20 months must sleep in a CSA approved crib, mat, or cot. Children over the age of 20 months can sleep on a CSA approved cot. The bi-annual safety check and additional training on sleep, especially for infants, outlines the importance of how we provide quality sleep environments for children.

A FDH Educator offering child care to a child for a period longer than 18 hours in any 24 hours and/or offering extended care (before 6am and after 6pm or on weekends), must provide that child with time for sleeping. The FDH Educator must provide each child with his or her own bedding and sleeping accommodations that meet the child's developmental needs. Male and female school-aged children must sleep in separate rooms. Additionally, the FDH Educator must provide the child with facilities for bathing or showering. Children must be bathed individually and supervised according to developmental needs.

**Safety Checks (Indoor and Outdoor)**

Best practices include checking the environment for dangers and hazards every time you enter the space. Safety checks must be done before children enter your day home for the day. FDH Educators are encouraged to complete regular checks throughout the day, both indoors and outdoors.

**Toileting/Diaper Changing**

A suitable designated change area that allows supervision of all children while diapers are changed must be approved by the FDH Visitor. A separate change pad, or same change pad disinfected between each use for each child's diapers is required. The pads must have a washable vinyl surface.

Parents must supply all diapers. If cloth diapers are used, the FDH educator must rinse but not wash them. A safe and sanitary container with a lid must be used to store soiled diapers. Containers must not contain water and must be stored away from children's reach.

FDH educators support children's growth and development by assisting with potty training and toileting practices.

**Transportation and Field Trips**

FDH educators must have the parent's written permission to transport their child. Additionally, field trips are encouraged and FDH educators must receive parent consent to take children offsite (away from the day home).

While in transport, all children under 40 pounds must be properly secured in a properly installed CSA approved car seat. Children from 40-60 pounds must be secured in a CSA approved booster seat, making proper use of the shoulder and lap belts. Children over 60 pounds must be secured with the shoulder and lap belts. Proper car seats for the child's weight and height must be correctly installed. Car seats must be used and installed as per manufacturer's recommendations. Children under the age of 12 must not use the front passenger seat of a vehicle.

### **FDH Staff and FDH Educator Qualifications**

Our FDH Staff and FDH Educators are qualified Early Childhood Educators. This means that they have learned at least the basic principles of early childhood development and receive one of the following certificates from the Ministry of Children's Services:

- Level 1 Early Childhood Educator (ECE)
- Level 2 Early Childhood Educator (ECE)
- Level 3 Early Childhood Educator (ECE)

It is possible that a new FDH educator may not yet be certified through the Ministry of Children's Services, but he or she will be working on attaining that within the first 6 months of his or her contract with the Agency.

All FDH Home Visitors and the FDH Coordinator have at least a Level 2 ECE certification, and the Executive Director has Level 3 ECE certification.

FDH staff and FDH educators have their first aid, and clear Criminal Record and Child Intervention Checks. These are all renewed every three years before they expire. All adults living in the home also must supply us with a Criminal Record and Child Intervention Check every three years.

Professional learning is an important part of our program. FDH Visitors work with FDH Educators to develop an individualized professional learning plan annually that outlines which mandatory training must be completed as well as optional training provided that may help FDH Educators.

### **Family Involvement**

The Agency encourages family involvement in the FDH program. Families are invited to complete annual surveys, provide ongoing feedback to the FDH educator and the Agency regarding child care practices and FDH educator programs, as well as offer opportunities to provide input on policies that affect them and/or to sit on the Board of Directors. The Agency has an Open Door Policy that encourages families to connect with the FDH educator and his or her program at any time during operating hours. Transparency and open communication with families promotes a positive working relationship.

### **Inclusion and Diversity**

The Agency encourages FDH educators to accept children of all abilities and backgrounds. FDH educators will

- Identify and monitor their biases concerning gender, stereotypes or other differences between children.
- Utilize the parent's expertise in relation to their child's needs and invite children and families to share cultural experiences and/or preference as well as cultural traditions and celebrations.
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs.
- Display posters and/or provide materials that are representative of a variety of social, cultural, linguistic and ability backgrounds including non-traditional family units such as single parent families, same sex parents and/or children living with grandparents (dolls, dress-up clothes, puzzles, food, songs and music, games, art materials, books and print material, photos, posters, etc.), as appropriate
- Regularly change the images and materials used within the program to maintain interest and stimulate and to reflect the changing nature of society.
- Share information with children about different cultures and abilities.
- Provide opportunity for children to use their native languages with each other and where able with FDH educators and allow opportunity for children to teach others words and/or phrases from their home language.
- Talk to children about differences in positive ways.
- Help each child to be able to recognize and challenge bias.
- Acknowledge and value children's unique and individual differences and qualities.
- Celebrate occasions that are relevant to a variety of cultures.

- Provide opportunities for all children to try new activities and/or experiences on their own regardless of their abilities.
- Arrange play space in a way that will accommodate the number of children in the program as well as the diverse needs of the children.
- Provide additional support to identified children as required in order for those children to fully experience and benefit from the program offered.

### **Interactions**

The most important quality aspect of a child care program are the FDH educators. Interactions with children are crucial to the safety and security, and positive growth and development of children. FDH educators model respectful interactions with adults and children at all times and encourage children to interact with each other positively and respectfully.

- FDH educators greet each child upon arrival and departure, respond attentively and show interest when children communicate with them. (FDH educators will endeavor to be aware to make eye contact with children, get down to their level when possible, refrain from interrupting children, maintain a positive facial expression and physical demeanor that portrays openness to children's communication)
- FDH educators are available to the children at all times and are actively engaged with the children most of the time by participating in their play, talking with them and facilitating their play.
- FDH educators engage in conversations with children and encourage them to express their needs, feelings, desires, and opinions.
- FDH educators will provide opportunities and encouragement for children to try new things independently.
- FDH educators will be aware of and responsive to children's abilities and possible needs for assistance.
- FDH educators will communicate with all parents, regularly in an open and positive manner regarding their child. A comfortable and supportive environment for parents to communicate with FDH educators will be provided.
- Administration will provide FDH educators with necessary information about children and families in the program in order to best meet individual needs.
- FDH educators will be made aware of best practice information in a timely manner through written communication and/or verbal communication during FDH educator meetings.

### **Open Door Policy**

The Agency will ensure that FDH educators and parents/families are aware of our open door policy. FDH Educators should be warm and inviting, and all inquiries and/or concerns from families must be dealt with in a professional, efficient and timely manner.

- Families will be welcome to visit the program at any time, unless it is unsafe to do so.
- Families will be encouraged to participate in the program if they desire.
- Activity permission forms will include a space for parents to sign up as volunteers to attend the activity.
- FDH educators will allow opportunities for families to share skills, experiences, hobbies, etc.
- FDH educators will maintain a professional standard at all times.
- FDH educators will work with families in a way that respects and encourages the primary responsibility of the families for their own children.
- FDH educators will establish eye contact and smile at parents when they enter the program, even if they are too busy to talk to them at that point.
- FDH educators will strive to let parents know they want to help and support them. FDH educators must never dismiss a parent's request or complaint as trivial. Even if FDH educators cannot do anything about the issue at that moment, they will let the parent know they recognize that the parent is concerned and will follow up on it. FDH Educators will advise FDH Visitors of issues within 24 hours. FDH educators will follow up with families to ensure that their requests or complaints have been addressed.

### **Record Keeping**

- Children records for Family Day Homes must include:
  - completed registration form
    - the name, home address, work address, and contact information (home phone number and work phone number) for each parent enrolled in the program. Parents, even if they share a residence, must provide individual information (cannot write “ditto” or leave blank spaces), consent for photos, consent for sunscreen and bug repellent
    - emergency contact name and telephone number(s)
    - name of child, birthdate of child, home address
  - a parent/FDH educator/Agency Agreement
  - evidence that child’s parent(s) have been advised of any outings including transportation and supervision arrangements,
  - information about any health care provided to the child, including written consent of the child’s parent to provide or allow for health care while in the FDH educator’s care,
  - written records of all contact, using a Children’s Services approved form, between Agency staff and parent(s),
  - records related to the placement process,
  - consent to administer medication, if applicable.
- Records specific to a child or parent must be available to the parent with reasonable notice.

### **Use of Technology**

The Use of Technology/Social Media Policy has been developed to create specific regulations about the use of technological devices such as the Internet, social media sites, and cameras. The Agency is committed to providing a safe environment for the FDH staff, FDH educators, and children who are under our care. This policy is not intended to interfere with the private lives of our FDH staff members or FDH educators, or impinge upon their right to freedom of speech. This policy is instead designed to ensure that the Agency’s image and branding are maintained, as is the health and safety of the staff and children under our care.

- Photos and videos of children cannot be taken unless the FDH educator has written permission from the parent.
- Photos and videos of children cannot be shared on personal social media sites.
- FDH educators can share photos of children with the Agency for documentation purposes (faces of children can be covered).

### **Visual Identity for Family Day Homes**

The Agency will use the Government of Alberta’s Family Day Home visual trademark on marketing and communication materials related to Family Day Home services. The visual trademark will be used in accordance with the Visual Identity Guidelines.

FDH educators must display the visual identity for Family Day Homes in a prominent place in the FDH educator’s residence while they are approved. If a FDH educator does not maintain approved status, they must remove all logos from their residence.



## Financial Info

### Invoicing

Invoicing starts on the 20th of the month for the next month's fees. Invoices are emailed to the family by our Office Administrator.

Some FDH educators collect their own fees. These FDH educators have been grandfathered into this payment agreement between the Agency and the FDH educator. In these cases, families will pay their FDH educator directly.

### Payment

Each FDH educator sets their own fees. Fees are payable to the Agency by the first of the month, prior to child care services being provided, at [payment.wccs@gmail.com](mailto:payment.wccs@gmail.com) (there is an auto-deposit to the Westlock Child Care Society).

It is important to remember that families are pre-paying for a space within the Family Day Home. If your child is sick, you will not receive a refund on child care fees. The FDH Educator/Parent Contract and Fee Agreement form outlines the fees set by the FDH educator and agreed upon by the family. Billing occurs based on these fee agreements.

Parents are required to provide a minimum 2 weeks written notice of termination of child care services to the FDH educator. This means that your child can access child care for those final two weeks. You can choose not to attend and provide payment in lieu of care. Note that if a written termination notice of 2 weeks is not provided, the Agency will still invoice your family for those final two weeks. Arrangements can be made to pay this after child care is no longer provided; however, if a family refuses to pay, the file will be sent to collections. If your family would like help writing a notice of termination, please let us know and we will be more than happy to assist you!

### Subsidy

We recommend families apply for provincial subsidy. More information can be found here <https://www.alberta.ca/child-care-subsidy.aspx>. The Office Administrator can help families with their online application if help is requested.

The Subsidy program pays part of program fees to the Agency on the parent's behalf. It is based on the family income and hours of care required. As of June 2021, the following tables apply:

**Table 2. Maximum Licensed Family Day Home Agency Rates**

Income	Infant (18 mos. and under)	Preschooler (19 mos. up to grade 1)	School Age (grade 1 to grade 6)
\$0 to \$49,999	\$614	\$516	\$366
\$50,000 to \$54,999	\$583	\$490	\$348
\$55,000 to \$59,999	\$522	\$439	\$311
\$60,000 to \$64,999	\$461	\$387	\$275
\$65,000 to \$69,999	\$399	\$335	\$238
\$70,000 to \$74,999	\$338	\$284	\$201

Rates reflect attendance of 100+ hours for infants/pre-schoolers and 60+ hours for school age children

### Licensed Family Day Home Agencies & Group Family Child Care

Income	Current School Age (grade 1- grade 6)	Summer School Age (grade 1- grade 6)
\$0 - \$49,999	\$366	\$516
\$50,000 - \$54,999	\$348	\$490
55,000 - \$59,999	\$311	\$439
\$60,000 - \$64,99	\$275	\$387
\$65,000 - \$69,999	\$238	\$335
\$70,000 - \$74,999	\$201	\$284

Choosing *extended hours* for subsidy is not required unless the FDH educator will be providing child care before 6am, after 6:30pm, or on weekends.

#### Termination for non-payment

If payment is 30 days outstanding, child care services will terminate. If a payment arrangement is not made with the Office Administrator, or if fees remain outstanding for 3 months, the file will be sent to collections.

### Health and Wellness info

#### Accident or Injury

If the FDH Educator determines a child has any of the following:

- elevated temperature which does not respond to fever control
- convulsions or change in conscious state due to any cause
- respiratory obstruction
- serious physical injury

The FDH educator will:

- provide first aid procedure appropriate to the situation
- arrange for immediate transportation to medical service (the safety of the other children must not be compromised by lack of supervision, therefore ambulance service is appropriate)
- notify the parent/guardian (or the child's emergency contact if unable to reach parent/guardian) immediately of the situation and action taken
- notify the FDH Visitor immediately of incident and actions taken
- document the incident for the Executive Director and Board of Directors
- participate in an investigation from the Agency, Children's Services, or the RCMP as required

If a child requires medical attention (even if the child goes home and the family goes to the doctor later that evening), it must be documented and reported to the FDH Visitor. The FDH Coordinator reports Critical Injuries/Illnesses to Children's Services.

### **Allergies and Emergency Medication**

Parents are responsible to advise the FDH educator of their child's allergies or suspected allergies. Children's allergies must be posted in the home where food is prepped and/or where children eat. Prior to accepting children with severe allergies and a potential risk of anaphylaxis, FDH educators must take training from [www.allergyaware.ca](http://www.allergyaware.ca) and develop an emergency medication plan with the family. This plan must be shared with the FDH Visitor.

### **Communicable Diseases**

If the FDH educator, someone who resides in the residence, or children participating in the program come into contact with a communicable disease, the FDH educator must notify the Agency within 24 hours and inform all others in the home of the situation. The Agency must report suspected communicable disease to Alberta Health Services. Following positive diagnosis, the child will be unable to return to the program until the period of isolation recommended by the medical authorities has passed.

The FDH educator will communicate with all parents of children regarding the suspected communicable disease and of the procedures being followed by the Agency.

Illness symptoms for children, FDH educators, others living in the home, the actions taken, information given by families in regards to children's illness, and physician diagnoses (if available) will be recorded on illness tracking forms. Details recorded on the form will include the individual's name, date the individual was observed to be ill, time the parent was initially contacted (if illness symptoms appear for children), time the individual was removed from the program, and date the individual returned to the program. Forms are to be reviewed by the FDH Coordinator on an ongoing basis and if requested by Alberta Health Services inspectors. If there are 2 individuals ill at a program with the same symptoms this information will be reported to Alberta Health Services and if necessary, the program will be placed on outbreak status. Continued monitoring of the number of individuals with symptoms will be reported to health personnel until the program is declared clear of outbreak status.

If a suspected outbreak occurs staff will introduce the following actions:

- Post notices for parents to inform families of any outbreak
- Call families to check if a child's absence is due to illness
- Increase disinfecting of high touch surfaces such as door handles, railings, etc.
- Water and sand tables will not be used until clear of outbreak.

### **Health Care Other Than First Aid**

FDH educators can administer herbal medications. Medication administration forms must be completed.

### **Immunizations**

At this time, there are no requirements for FDH educators or children enrolled in the program to provide proof of immunizations. The Agency cautions FDH educators and families that during times of outbreak (more than 2 individuals having similar or the same symptoms of illness), individuals who are not immunized will likely contract the illness as they may not have antibodies.

### **Infection Prevention**

FDH educators must practice thorough hand washing routines using warm water and soap:

- before and after eating
- before and after food preparation and handling
- before and after administering medications and/or first aid
- before and after assisting children with toileting
- before and after personal toileting
- after cleaning nasal discharge
- after sneezing or coughing
- after coming in from outdoors
- after contact with animals

- after handling toxic materials
- after cigarette smoking
- whenever hands are soiled

Disposable gloves must be used if FDH educators are in contact with potentially infectious materials such as nasal discharge, vomit, feces, infected eyes, and wounds.

**Children** must practice thorough hand washing routines using warm water and soap:

- before and after eating
- before and after personal toileting
- after cleaning nasal discharge
- after sneezing or coughing
- after coming in from outdoors
- after contact with animals
- whenever hands are soiled

Children must have their own marked washcloths and hand towels or use disposable ones. Any personal grooming items used are to be labeled with the child's name. FDH educators will ensure that each child uses his or her own personal grooming items and that these items are not shared by children. Soiled clothing will be stored in plastic bags to be sent home with the child. Clothing soiled with stool will not be washed at the program. FDH educators will empty stool into the toilet and will put soiled clothing into plastic bags to be picked up at the end of the day. This policy protects the health of the children and FDH educators. Washing soiled clothing exposes FDH educators and children to large amounts of disease-carrying germs.

The Agency follows all AHS recommendations and guidance documents in the event of illness, outbreak, or pandemic. These documents will be shared with FDH educators and reflected upon regularly (during educator meetings, as events occur within the home, etc.)

### **Medical Conditions**

Families will complete an emergency medical condition form (included in the registration form) and if necessary, an emergency medication administration form which will be placed on the child's file. FDH educators will receive a copy of these documents for their files.

### **Medication and Herbal Remedies**

- All medications must be in the original container, clearly labeled with the physician's name, child's name, date of issue and instructions for administration.
- **Patent** medications and herbal remedies must be labeled with the child's name and dosage.
- FDH educators will only administer the medication according to the labeled directions.
- All medication and herbal remedies must be given by the parent to the FDH educator (not left in a bag or backpack) and must be signed up and signed by the parent on the Daily Medication Administration Log. This is available from the FDH Visitor (or on the Website). This log includes the child's name, medication name, dosage, time to be given, time last given to the child, special instructions, date, and parent signature.
- For children who receive medication on a daily basis, parents can complete a monthly medication form that includes required information.
- FDH educators will record the medication administered, the date and time administered, the dosage given, and sign the Log sheet.
- Emergency medication (ie. epi-pen) will be stored in cupboards or on high shelves in the child's play room or the FDH educator's home and must be placed in a zippered pouch to carry on all outings or during outside play time.
- When emergency medications are used to treat allergies, FDH educators must be able to recognize the allergy symptoms and know how and when to administer medication.

- FDH educators must be aware of all children who require emergency medications (ie. Epi-Pen), where medications are stored and how to administer the medication.
- Parents must update the emergency medical administration form every 6 months.
- FDH educators will be trained on how to administer any emergency medication not covered in their First Aid course. ([www.allergyaware.ca](http://www.allergyaware.ca))
- FDH educators will monitor children for allergic reactions after receiving medication and/or herbal remedies.
- Medications and/or herbal remedies will be returned to parents when the authorized administration period has ended.
- **All** medication, vitamins, and herbal remedies must be kept locked and out of the reach of children.
- All medications and herbal remedies will be inspected a minimum of once every six months and all expired and unnecessary medications and herbal remedies will be returned to the parent or if unable to return to the parent, medication will be taken to a pharmacy for disposal.
- If the FDH Coordinator and/or Executive Director is concerned that a particular child is receiving a patent or prescribed medication too frequently, specific medical authorization and instruction may be requested.

### **Potential Health Risk/Illness**

Where a FDH educator knows or has reason to believe that a child is exhibiting the following signs or symptoms of illness:

- Vomiting, having a fever, diarrhea or a new or unexplained rash or cough
- Requiring greater care and attention than can be provided without compromising the care of the other children in the program
- Having or displaying any other illness or symptom the FDH educator knows or believes may indicate that the child poses a health risk to persons on the program premises

The FDH educator must ensure that the child's parent arranges for immediate removal of the child from the program, and that the child does not return until the FDH educator is satisfied that the child no longer poses a health risk to persons on the program premises or the child's parent provides written notice from a physician indicating the child does not pose a health risk. Illness forms are required to be completed by the FDH Educator and signed by the parent anytime a child is sent home with illness symptoms. These forms must be submitted to the Agency and are kept in the child's file.

FDH educators must ensure that the sick child is kept as far away as is practicable from the other children until the parent removes the child from the program. A FDH educator must close their program if their own child's symptoms fit the criteria for illness described in *Provider Standard 10C* from the *Family Day Home Standards for Alberta*.

It is Agency policy that children with an illness (not allergy-related) must be 48-hours symptom-free before returning to child care.

### **Protection from Environmental Contaminants**

It is the policy of the Agency to protect FDH educators, FDH staff, and children from environmental contaminants. The following procedures will be followed:

- Only non-toxic arts and craft supplies will be used.
- Pesticides and/or herbicides will not be used (indoors or outdoors) when children are present
- Children will be kept away from outdoor areas where pesticides have been applied recently, or kept indoors if pesticides are being or have recently been sprayed in the outside play areas for as long as recommended by the Local Health Authority
- The use of aerosols will be avoided as much as possible.
- Smoking/vaping is not permitted on the premises of the family day home during hours that children are being cared for. Smoking is not permitted at any time or in any place where children are being cared for, including off-site activities and during field trips or other program related activities. Smoking/vaping is not

permitted at any time within the family day home, as research reports long-term dangers of second- and third-hand smoke.

## Programming Support info

### Age Appropriate and Developmentally Appropriate Practice

In partnership with the FDH educator, FDH Visitors assist with age-appropriate and developmentally appropriate practices. The Agency would like to ensure that children placed in Family Day Homes have adequate space, materials, and equipment to meet the children's needs.

### Best Practices in Early Childhood Education

The Agency has a resource library on a shared Google Drive that provides access to multiple resources and links to best practices in Early Childhood. FDH Visitors have knowledge and experience to support FDH educators with accessing, finding, and implementing strategies for best practices in individual homes.

### Curriculum

Individual FDH educators are encouraged to learn about different curriculum methods to describe and guide their practices. Some examples might include a Reggio Emilia-inspired, Montessori, Waldorf, or Developmental Curriculum. Young children learn from all their experiences. Trained FDH educators use their skills of observation, planning, documentation, and assessment to provide appropriate experiences.

- Developmental domains: Gross motor, fine motor, communication, problem solving, personal-social, social-emotional
- Developmental needs: physical, mental, emotional, spiritual
- Children will be more engaged in learning if educators plan experiences that focus on children's current interests

### Curriculum Framework

Our Family Day Home Agency implements *Flight: Alberta's Curriculum Framework*. The core concepts, beliefs, and values of this framework align with our philosophy of child care.

The Alberta framework recognizes, appreciates, and values:

- the practice of relationships among educators, children, and families that make visible the uniqueness of each child care centre and family day home in Alberta.
- the co-constructed nature of early learning curriculum: recognizing the unique nature of learning in early childhood educators make curriculum decisions "in the moment," extending play and learning through thoughtful reflection and dialogue with children, families, and other educators.
- the search for a shared professional language – a language that may cause pause, calling upon us to reflect deeply in order to make the values, principles, and goals that frame practice in early learning and child care clear to ourselves and visible to others.

(*Flight*, p.4)

This curriculum framework will inspire, provoke, and guide educators in their work with children and their families – a framework of possibilities.

- For nurturing each child's identity as a mighty learner and citizen
- For valuing play in the lives of children
- For making children's play, learning, and development visible for children, families, and educators
- For respecting family, social, and cultural practices and traditions in local communities
- For reflecting on the everyday experiences of children that are the basis of curriculum meaning-making in early childhood communities.

The vision is for Flight to be a living document and that educators will use it to question, discuss, and reflect on curriculum meaning making.

(*Flight*, p.10)

You can learn more about *Flight* by checking out their website at <http://flightframework.ca>.



### Children's Developmental Needs

In 2021, the Ministry of Children's Services outlined 4 needs of children within the Program Plan, a document that we follow that outlines some major features. These are:

**Mental Needs:** Research shows that the earlier a child learns how to label and manage their emotions, the more well-adjusted adult they will become! We participate in *Getting Ready for Inclusion Today's Access, Support, and Possibilities (ASaP)* program that teaches our FDH staff and FDH educators strategies to support children's emotional health, wellbeing, and development. We also teach children prosocial skills and strategies for problem-solving. We encourage nurturing relationships with adults and between peers. Lastly, we encourage cognitive development by providing children with developmentally-appropriate and age appropriate materials and activities.

**Physical Needs:** The physical needs of children include many bodily movements, which include:

- Gross motor: movement of the large muscles, legs, arms, and body – walking, running, playing with balls, hula hoops, climbing and more!
- Fine motor: using the smaller muscles of the hand and fingers, figuring out a puzzle, weaving, lacing, stacking, many types of art.
- Vestibular: learning how to balance ourselves, walking on different types of ground surfaces, walking on balance beams, learning new large muscle movements
- Proprioceptive: learning about our body and its location in a space (for example, close your eyes and touch your nose!), and becoming more aware of our body
- Meals and nutrition
- Rest times

The physical needs of children also include the ability to spend time outside and exploring indoor and outdoor *responsive environments*.

**Spiritual Needs:** The spiritual needs of families and children are viewed in different ways. From being thankful for what we have, being a good citizen, and respecting others to participating in yoga and deep breathing, learning how to be calm and mindful, and noticing special days, there are many ways to meet the spiritual needs of children. We ask this question in all our registration forms to be certain we acknowledge each family's view. Respecting diversity and differences are important skills to teach young children.

**Emotional Needs:** Humans are social creatures! There have been many child development theorists that have studied how we grow and learn by being near others. Our Family Day Homes can take up to 6 children not including their own, and FDH Educators set up their approved spaces to encourage children's social play. Occasionally and with parent permission, children may also go on field trips with the FDH Educator to explore their communities.

### Developmental Screening

Ages and Stages Questionnaires are a developmental screening tool for determining whether children need additional support in several developmental domains (gross motor, fine motor, communication, problem-solving, personal skills, and social and emotional learning). The Agency uses online Ages and Stages Questionnaires. A link to access the questionnaires is provided to families during the first month of care.

The Agency provides the results to both the families and the FDH educator, who can use them to provide individualized planning for the child.

### **Lending Library**

The Agency has several resources on child development FDH educators can borrow to support children's development and provide additional resources for their homes.

### **Positive Child Guidance**

Child guidance is how we help children learn the expectations for behavior in various settings. It is the way we help children know what it means to be a member of our community (in an early learning program, in their home, and in the larger community). It means helping children learn from their mistakes and make positive choices while preserving their self-esteem and dignity.

Examples of positive guidance include:

- Avoiding unrealistic expectations by understanding the skills and abilities of each child
- Setting rules and limits and where appropriate, have children help
- Stating rules and directions positively (ex. use "we walk inside" vs "no running")
- Providing age appropriate and developmentally appropriate activities
- Offering choices of activities and accepting the child's decision
- Listening to children by being attentive, engaged, and aware of children's feelings and thoughts
- Modelling by showing children how to handle a situation or new activity
- Using reinforcement to encourage children's behaviour
- Reasoning with children by explaining the consequences of their actions
- Redirecting children to another activity
- Using natural and logical consequences

Child guidance is not punishment, neglect, or abuse. Under no circumstances will a FDH Staff or FDH Educator use

- corporal punishment (hitting, slapping, or spanking),
- humiliation or other methods do degrade children and negatively affect a child's self-worth and self-esteem,
- verbal or physical degradation or emotional deprivation,
- confinement or isolating a child,
- physical restraints, and/or
- withhold or threaten to withhold food, warmth, clothing, bedding, or any basic necessity.

### **General Policies**

(In alphabetical order)

#### **Absence/Late**

Please let your FDH educator know if you will be late in dropping off/picking up your child. They plan exciting events, and if your child does not show up on time the FDH educator may leave the home before you drop off your child! Also, let your FDH educator know if your child will not attend the Family Day Home if they will be absent for the day. If the absence is due to illness, there are other questions that will be asked and recommendations for isolation if required. A reminder that our policy for illness is 48-hours symptom-free (exception for allergies).

#### **Day Home Hours of Service**

FDH Educators set their own hours of service.



**Drop off/Pick-up**

In the event that someone other than the parents are to pick up a child from the child care program, the parent must notify the FDH educator prior to pick up. The other person will need to bring identification and sign a form indicating who picked up the child.

**Evacuation**

Each FDH educator has an evacuation plan that should be shared with families upon registration with the Family Day Home. This plan ensures that in the event of an emergency, the family knows where their child will be within the community. Please talk to your FDH educator about their plan, who to contact in the event of an emergency, and where they will relocate (neighbour, community collection point, other).

**Photo Permission**

Photos of children registered in the program may be used for communication purposes (to the parent, for program planning, and training), in displays and photo albums at the program, produced by the Westlock Child Care Society. Photos will not be used for any public social media formats.

Videos of children registered in the program may be used for communication purposes (to the parent, for program planning, and training), in displays and albums at the program, produced by the Westlock Child Care Society. Video recordings may be used for developmental assessment. Videos will not be used for any public social media formats.

**Serious Incident Reporting**

In the event of a serious incident, including a hospital or doctor visit due to injury in the day home, an investigation takes place. The FDH Visitor or FDH Coordinator will request information from the FDH educator, the family, and anyone else involved. It is the policy of the Westlock Child Care Society that all FDH staff and/or FDH educators must participate and cooperate in any investigation conducted by the Executive Director, Board of Directors, and/or authorities from Children's Services or other law enforcement agencies as required.

## Definitions

**Emotional Deprivation:** Emotional deprivation can include withholding appropriate affection, comfort, or cognitive stimulation to a child. The Regulation prohibits the use of emotional deprivation as a form of child guidance.

**Matters to be Considered:** The *ELCC Act* gives direction on a number of matters that must be taken into consideration by providers of child care programs and operationalized in the program plan:

- (a) children should be encouraged in having care and play experiences that support their development and learning;
- (b) the child is to be protected from all forms of physical punishment, physical and verbal abuse and emotional deprivation;
- (c) diversity in
  - (i) the background and circumstances of children in the program and their families, including those who may be experiencing social or economic vulnerability , and
  - (ii) the abilities of the children in the program are to be respected and valued;
- (d) the child's familial and Indigenous or other cultural, social, linguistic and spiritual heritage are central to the child's safety, wellbeing, and development;
- (e) care of the child must be appropriate to the child's mental, emotional, spiritual, and physical needs and stage of development;
- (f) 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.

**Principles:** The *ELCC Act* identifies the following three principles to guide its interpretation and application in all areas relating to the licensing of child care programs:

1. The safety, security, wellbeing, and development of the child is to be supported and preserved.
2. Flexibility in child care supports choice and accessibility for families.
3. Engagement of parents and community members in the provision of child care supports the child's optimal development.

**Responsive Environments:** Encompasses 4 elements: time, space, materials, and participation.

- **Time** for play, for inquiry, for thinking, and for pursuing an interest alone or with friends and educators is important if learning is to become meaningful for the learner.
- **Space** for play, for alone time, for social play with others, and for focused opportunities to pursue an interest are important for children as learners and as citizens.
- **Materials** open up possibilities or limit possibilities for young children's care, play, and learning.
- **Participation** of educators, children, and families is central to a practice of relationships and is revealed through the early childhood environment.

(*Flight*, pp.64-69)

**Verbal or physical degradation:** Includes any harsh, belittling, or threatening or degrading response by any adult (parent, staff member, volunteer) which humiliates or undermines a child's self-respect. It may also include inappropriate exposure to sexual contact, activity or behavior; force-feeding; exposure to profanity; or exposure to violence between parents or staff members, including volunteers or other adults. The Regulation prohibits the use of verbal or physical degradation as a form of child guidance or discipline.