

Public (when completed)

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

Introduction

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

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

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

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

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

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

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Name of Licence Holder

Andrea Coulombe

Name of Licence Holder Representative

Andrea Coulombe

Program Name

Building Blocks Childcare Centres #1

Program Address

2366 Southview Dr SE

City or Town

Medicine Hat

Province

AB

Postal Code

T1B 1R2

Program Hours of Operation

Sunday	<input type="text"/>	To	<input type="text"/>	<input type="button" value="+"/>	<input type="button" value="-"/>
Monday	7:00am	To	5:45pm	<input type="button" value="+"/>	<input type="button" value="-"/>
Tuesday	7:00am	To	5:45pm	<input type="button" value="+"/>	<input type="button" value="-"/>
Wednesday	7:00am	To	5:45pm	<input type="button" value="+"/>	<input type="button" value="-"/>
Thursday	7:00am	To	5:45pm	<input type="button" value="+"/>	<input type="button" value="-"/>
Friday	7:00am	To	5:45pm	<input type="button" value="+"/>	<input type="button" value="-"/>
Saturday	<input type="text"/>	To	<input type="text"/>	<input type="button" value="+"/>	<input type="button" value="-"/>

Period of Operation

From Date

Jan 1, 2021

To Date

December 31

Does your program have planned/scheduled closures?

Yes No

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

We are closed for school Christmas Break, stats, and the Friday before May long and Thanksgiving along with the day after Remembrance Day. We also have 3 PD days for all centres to come together for workshops and training.

Do you provide a nap or rest period? Yes No

From	To	<input type="button" value="+"/>
12:00pm	2:00pm	<input type="button" value="-"/>

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*.

Building Blocks Childcare Centres's philosophy is that in order to provide a successful child care/daycare program, children are to be recognized as unique individuals who have the right to develop creatively, intellectually, emotionally, spiritually, socially, mentally and physically to his or her own potential. We encourage this development by providing a playful, nurturing and safe environment. We offer structured, unstructured and routine activities and realize that play stimulates a child to learn and is vital for his or her growth and development. Through play, learning provocations and learning stories and the various aspects of this program, children will learn how to negotiate, problem solve, co-operate, initiate play, select play, organize play, develop listening and language skills, promote fine and gross motor skills, function independently, explore their individual creativity through various media, interact with peers and teachers, and develop a positive self-image. This philosophy is a holistic program that meets the developmental needs of all the children.

The program has employees that have taken FLIGHT training and will be implemented as this curriculum recognizes, appreciates and values: the practice of relationships among educators, children and families recognizes the unique nature of educators and allows for in the moment curriculum decisions and allows for a shared professional language that may cause educators to pause and reflect in order to make values, principles and goals that frame practice in early learning and child care clear to ourselves and visible to others. Throughout this program plan, the philosophy and the program will demonstrate how best practices from the reflection tool and program plan template are embedded along with the operational and embedding all of the Principles and Matters to be Considered from the Early Learning and Child Care Act.

This philosophy embeds the best practice of the program plan template examples, Principles #1 and #2 and Matters to Be considered which would be #1 - #6.

These include the Principles of:

1. The safety, security, well-being and development of the child is supported and preserved.
2. The flexibility in child care supports choice and accessibility for families.
3. The engagement of parents, guardians and community members in the provision of child care supports the child's optimal development.

The Matters to be Considered include:

1. Children should be encouraged in having care and play experiences that support their development and learning.
2. The child is protected from all forms of physical punishment, physical and verbal abuse and emotional deprivation.
3. The diversity in the background and circumstances of children in the program and their families, including those who may be experiencing social or economic vulnerability.
4. The abilities of the children in the program are to be respected and valued.
5. The child's familial and Indigenous or other cultural, social, linguistic, and spiritual heritage are central to the child's well-being and development.
6. The care of the child must be appropriate to the child's mental, emotional, spiritual and physical needs and stage of development.
7. Involvement and engagement of parents and guardians 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.

Physical: fine motor skills are enhanced through play, puzzles and crafts
gross motor skills are enhanced through scheduled music and movement,
and outside play.

Social: this will be enhanced through center time (free play and learning provocations), structured
and unstructured time, craft, snack time, field trips and appropriately modeled
social behavior by the staff

Intellectual: this will be enhanced through circle time (introducing letters, colors, shapes,
numbers, days of the week, months of the year, weather, yesterday/today/
tomorrow, new songs and fingerplays), crafts, field trips, pre-k seat work
time (printing ,cutting, letter/number recognition), and music time

Creative: this will be enhanced through art activities with various media (paint,
crayons, markers, chalk, stamps, playdough, putty, goop, collage materials,
gym and music time.

Emotional: this will be enhanced by positive reinforcements (stickers, bubbles, stamps),
recognizing and supporting each child through transitions and anxiety and
of course, lots of hugs

The program has employees that have taken FLIGHT training and will be implemented as this curriculum
recognizes, appreciates and values: the practice of relationships among educators, children and families
recognizes the unique nature of educators and allows for in the moment curriculum decisions and allows
for a shared professional language the may cause educators to pause and reflect in order to to make
values, principles and goals that frame practice in early learning and child care clear to ourselves and
visible to others. This philosophy and curriculum allows us to operationalize and embed some of the best
practice examples from the program plan template and #1 and #2 of the Principles and #1, #4 and #5
Matters to be Considered from the Early Learning and Child Care Act.

The program will also use child let and teacher supervised activities that promote positive mental health
by focusing on the individual childs' strengths and interests, asking questions about their feelings and listen
and show empathy for their feelings. This will help to develop nurturing relationships, provide a safe and
positive environment and help to build children's confidence. The educators will consider the different
brain/cognitive development of each child in their class which will allow for daily considerations within
their daily programming. This nurtures children's dispositions to learn, provide opportunities for play and
playfulness and create a sense of well-being and belonging.

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.

Children are co-constructors within the program. This gives them the opportunities to develop thinking skills and language. This also allows for the safe exploration and experimenting with their ideas, culture, traditions and self-regulation skills. The environment and educators encourage and support the child's ability to adapt their behavior, attention, emotions and thoughts throughout the day, depending on what's going on in the classroom such as being able to follow direction ex. lining up to go outside, sitting still when appropriate. Educators support and encourage pro-social behavior with praise and words of encouragement when a child demonstrates pro-social behavior such as sharing and cooperation. The program uses learning provocations to allow the children to feel empowered and the Mighty Learners that they are. The staff are responsive to individual children by responding to and enhancing upon the provocations.

The classroom will be set up to allow for noisy activities such as dramatic play, constructing such as unit blocks or lego, sensory or more quiet activities such as playdough (which children can participate in making the playdough), shaving cream, sink or float bins, sensory bins and even a cozy corner to be able to take some down time if needed. Educators provide added components such as in the kitchen center, food, dishes, cash register to provoke socialization with their peers and educators. This gives them the opportunities to develop thinking skills and languages. Social opportunities include center time (free play and learning provocations), structured and unstructured time, craft, snack time, field trips and are appropriately modeled social behavior by the staff.

The program has employees that have taken FLIGHT training and will be implemented as this curriculum recognizes, appreciates and values: the practice of relationships among educators, children and families recognizes the unique nature of educators and allows for in the moment curriculum decisions and allows for a shared professional language that may cause educators to pause and reflect in order to make values, principles and goals that frame practice in early learning and child care clear to ourselves and visible to others. This philosophy and curriculum allows us to operationalize and embed all of the Principles and Matters to be Considered from the Early Learning and Child Care Act.

The program will also use child led and teacher supervised activities that promote positive mental health by focusing on the individual child's strengths and interests, asking questions about their feelings and listen and show empathy for their feelings. This will help to develop nurturing relationships, provide a safe and positive environment and help to build children's confidence. The educators will consider the different brain/cognitive development of each child in their class which will allow for daily considerations within their daily programming. This nurtures children's dispositions to learn, provide opportunities for play and playfulness and create a sense of well-being and belonging.

All of these activities allow the child to participate within their own individual developmental levels which also includes the infants and supports their mental health. We have no school aged children.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

Children participate within a safe and caring environment where their health, vitality, well being and a sense of belonging and identity are protected and nurtured. Children participate within open, engaging and responsive environments where exploration and play are encouraged and purposefully planned. This enhances imagination and creativity, playful exploration and problem solving. This provides opportunities for children to be Mighty Learners as it allows the freedom to express themselves and a sense of belonging as the educators create a safe, secure and non-judgmental environment. Staff become the co-learners and scaffold learning stories to enhance upon the individual child to fully explore their interests. This allows the child to be challenged to achieve and move to a more complex level of moving, thinking, feeling and creativity.

Routines give infants and toddlers a sense of security and stability. Routines help infants and toddlers feel safe and secure in their environment. Young children gain an understanding of everyday events and procedures and learn what is expected of them as routines make their environment more predictable.

We encourage children to be independent learners by giving them choices so they can reflect on their own interests and preferences. We encourage group work such as in centers or even on the playground so that children can learn from each other. We teach them how to collaborate with the other children to set shared learning goals and we also involve children in the classroom planning of activities. This meets the needs of all of the children as it is very adaptable to all needs as the children are the ones who are choosing at what level are the engaged and it's based on their interests and preferences.

Educators engage in "serve and return" interactions. These back-and-forth exchanges are the building blocks of children's early brain development. They help children learn how to control their emotions, cope with stress, and learn skills that will serve as a foundation for later development such as awareness of peers, educators and community, empathy for peers and educators, kindness to peers and educators and the confidence to be assertive with their needs, thoughts and feelings.

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The program will also use child led and teacher supervised activities that promote positive emotional health and the emotional needs with all children by focusing on the individual child's strengths and interests, asking questions about their feelings and listen and show empathy for their feelings. This will help to develop nurturing relationships, provide a safe and positive environment and help to build children's confidence and self-esteem. The educators will consider the different brain/cognitive

development of each child in their class which will allow for daily considerations within their daily programming. This nurtures children's dispositions to learn, provide opportunities for play and playfulness and create a sense of well-being and belonging. A caregiver who is sensitive and responsive to a young child's signals provides an environment rich in serve-and-return experiences. All of these activities allow the child to participate within their own individual developmental levels which also includes the infants. We have no school aged children.

This embeds some of the best practice examples from the program plan template, #1 and #2 of the principles and #1 - #6 of the matters to be considered.

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.

The seven main areas of spiritual and well being is a personal plan for exploring and enriching : Mind, body, spirit, love, work, play, the world. Through spiritual development, children learn to be aware of and comfortable with qualities such as respect, responsibility, and reverence for self and others. They learn to be capable of acknowledging differences between people without feeling fear.

The role of the educator is to value the questions that can lead to possibilities created along with children, families and colleagues rather than having all the answers. Possibilities begin with wondering, imagining and taking risks in the spirit of creating authentically shared places of vitality with children and families. This also applies to infants. Children's spiritual needs are valued, protected and supported by consulting with families which will give educators more understanding of how to celebrate and support each child's unique needs through daily activities and programming such craft activities, field trip, displays in the classroom, addition of learning materials, etc. The structure and environment of the program will support children's fluctuating needs throughout the day by providing calming spaces, sensory spaces, open spaces for gross motor games, etc. Again this is a holistic environment that applies to all ages including infants.

The classrooms will be equipped with a provocation board which highlights the child's abilities and successes such as how did the child build the tower, what else did they thing they needed to build it, what did the child say after the child felt it was completed. This is an example of how we will celebrate individual children and the child will be able to see that everyday in the classroom which honor's the child's identity and and encourages a positive sense of self. These will be changed and added to throughout the month which will help the child find meaning, purpose, structure and value in his/her life as this is their board. The staff will hang whatever the child wants to be put up. It will show every child, "Look what I did and look what I can do!!!" Again because this is all about each individual child, it respects and celebrates every child's own unique needs and varying developmental stages including our infants. We have no school aged children.

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The program will also use child led and teacher supervised activities that promote positive spiritual health by focusing on the individual child's strengths and interests, asking questions about their feelings and listen

and show empathy for their feelings. The educator will use information gathered to again help recognize the uniqueness of the children in their classroom. This will help to develop nurturing relationships, provide a safe, open, and positive environment and help to build children's confidence. The educators will consider the different brain/cognitive development of each child in their class which will allow for daily considerations within their daily programming. This nurtures children's dispositions to learn, provide opportunities for play and playfulness and create a sense of well-being and belonging. All of these activities allow the child to participate within their own individual developmental levels which also includes the infants. We have no school aged children.

The program will also go on field trips occasionally which will give opportunities for the children to learn about the influence of their community and the world in which they live.

Included is our diversity and inclusion policy:

We will ensure that our service is fully inclusive in meeting the needs of all children. We encourage children to discuss and share different aspects of culture, race, religion, abilities, life style and background. We aim to make inclusion a thread that runs through all of the activities of the setting. We welcome the diversity of family lifestyles and work with all families. We encourage children to contribute stories of their everyday life to the setting. Staff is responsive to children's abilities and needs for assistance. All of these activities allow the child to participate within their own individual developmental levels which also includes the infants. We have no school aged children.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

Daily schedule reflects:

two outdoor or indoor gym/gross motor development time and ample opportunities for fine motor, open center times. Activities include obstacle courses, varying complexities regarding outdoor structures and individual sensory activities such as shaving cream on a tray which is accompanied with digging tools that the child may use or not, sink and float buckets, sensory bins filled with items that children can search for and discover. All of these activities allow the child to participate within their own individual developmental levels which also includes the infants. We have no school aged children.

Nutritional needs are supported by discussing with the families what is an appropriate amount needed for their child according to the Canada Food Guide. The program also has some supplements such as oatmeal, fruit cups, granola bars in case a parent cannot be reached. Where a parent is ESL, the program contacts the agency such as Saamis to interpret for the parents.

Nap and rest periods are offered for children who still nap or would just like a time to relax. Sleeping

mats are laid out along with older classrooms having "cozy corners" that have pillows which allow for some rest and relaxation.

Included is our programming policy:

All classroom teachers are required to develop a program plan of activities which meets the individual and developmental needs of the children assigned to their care. To ensure teachers are incorporating and are aware of individual children's interest, an observation sheet must be performed on each child once per month and are reflected in monthly programming. This observation sheet should be written while being engaged with the child in some form of activity. The staff should ask the child questions about what they are doing and what else would they need and other open ended questions to be able to implement a center or activity of the child's interest that will really help to implement and scaffold that child's play plan. Themes for the various class/group areas may be incorporated into the staffs' activity plan.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

Program will be accessing GRIT and working with the ICC coordinator. The program already works in collaboration with the school districts and PUF program which gives the program Educational Assistants. The program also recognized equity which is we are primarily concerned with providing every child access to fair, just and non-discriminatory early learning and care. Equity refers to ideas of fairness and social justice in order to provide different treatment or special measures for individual to ensure they have equal opportunities to succeed.

Educators will have access to different screening tools such as Ages and Stages to recognize and identify the milestones of growth and development. Families will be consulted and have the opportunity to participate in all inclusive and supportive programming of their child including children with exceptional needs. This allows for the primary focus to be on each child's strengths and abilities and allows the educator to clearly see what modifications and adjustments are needed to help the all of the children succeed in their environment.

Curriculum Offered

Our program is based on the individual needs of the child, although the daily schedule is the same for every classroom. It is planned based on the individual needs of the kids and age groups in the room. Through play based activities we will focus on refining the skills they already have and develop and use newly acquired skills through exploration and discovery. These activities keep children stimulated, busy and happy. Learning occurs through playing and hands on activities. Children learn to be independent by making their own choices throughout their play experiences. We will focus on positive interactions with their peers and their teachers. In our daily planning we will incorporate a variety of activities that will allow them to use gross motor, fine motor, and cognitive skills. This helps the educator to understand the individual needs of the child and to plan ahead to avoid a child from being upset and thus not able to participate in the environment. We will also incorporate 3 language units, letter recognition, as well as a theme, color and number for every month.

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This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

The program will demonstrate care, respect, honor, sharing and thoughtful listening to gain knowledge and appreciated of family, social and cultural practices and traditions. The program will seek opportunities to learn from elders and community learners as these can provide authentic and meaningful experiences that connect curriculum to living and life. These connections help to build appreciation for differences and nurture respect and social responsibilities within not only the family but the community as well.

Upon registering a child, the family is asked many questions regarding their child including what is the families culture, heritage background, language spoken at home, learning goals such as academic and social, they would like to see for their child, child's interests, favorite activities, special qualities, and if they would like to come into the classroom and share information regarding their culture. By having this tool, educators can plan activities for the child that respects individual families needs.

Program is community partners with Saamis Immigration

Program employs diverse employees that facilitate communication with our recently immigrated families.

Program recognizes each child's culture through pictures of children on the walls, recognizing cultural holidays such as Ramadan, United Nations Day, etc.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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

Best Practice Examples:

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

The usage of community resources are an integral part of our program and in teaching children an awareness of the world around them. We will utilize community resources such as our fire halls, hospital, grocery stores, pet stores, etc when we go on field trips approximately every other month (except September and June to August). We have policemen and police dogs come and do demonstrations as well as community health and dental workers. We also utilize the Parent Link Center, CHADS, Bridges, Alberta Child and Family Services, Community Health Center and the Building Blocks program for our families to draw upon when required. These experiences with community engagement will hold more possibilities for children's learning and enhances stronger relationships within the community which benefits the child's well-being.

If staff feel that a child may need an assessment to evaluate any developmental areas, the staff member would notify the direct supervisor/director. The direct supervisor/director would then go observe the child and speak with the parents about possibly having someone from a school district come in and do a

formal evaluation. The direct supervisor/director will contact the specific school board to notify the community preschool teacher about concerns and the possibility of a formal assessment being completed. The community preschool teacher would come into the school, observe the child and recommend follow up evaluations.

The family is notified of possible concerns and asks parents to sign a consent to screen form to allow for the assessments to take place. Families are notified by the school district or service providers that are contracted through the school boards to discuss results of assessments and are provided options of follow through should any be needed.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

As we will be caring for children with identified needs, we will be having MHSD and their contracted agencies providing services to our children such as speech, occupational therapy and physical therapy. There might also be a behavior management consultant, a play therapist, a mental health worker and community volunteers come in as well.

Included is parental involvement:

Parents have the option to volunteer inside and outside of the classroom or on field trip days. Parent volunteering is not mandatory but very much encouraged. Building Blocks Childcare Centre's strongly supports an open-door policy for parents to come in whenever they would like. We also have special family days such as our party days (Halloween, Christmas, Valentines), our Christmas concert and our year end celebrations in which parents come during a specified time to have some special time together.

Parents are also very well informed in regards to what is happening at the daycare every month through various means such as a monthly newsletter which is available on line or in the center, the parent board acts as a calendar of events because it has the main items posted on it (show and tell, field trip and anything extra that month) which is changed every month. We also have individual communication books that are written in daily to let parents know what their child has been doing that day. Parents are strongly encouraged to respond and utilize these as another form of communication between school and home as staff cannot write in them if they are not returned.

Communication

We offer many forms of communication. We have a software program that allows us to send emails such as reminders and receipts. We have a monthly newsletter that is available on our website for viewing and printing, a parent board that is a great resource for up coming events both in the center as well as in the community, and a communication book. The communication book serves as a dual purpose. Each child will receive one upon coming to daycare. It should be kept in your child's backpack and brought to school daily. We use this to write little notes about your child's day, who they played with or what centers they had the most fun in. As well we will be writing in reminders of upcoming events or things that your child may need to bring to daycare (i.e. wipes, hat, etc.). Feel free to write comments or notes to the teachers regarding your child at anytime. Please initial the book this way we know that it was read.

We will hold parent teacher interviews twice a year. This is a time when parents and teachers can talk openly about any concerns you may have as well as your child's progress in the program. Please refer to the monthly newsletters in regards to days and times for your child's class.

Parent Volunteers:

Building Blocks Childcare Centers provides the opportunity for parents to participate in the classroom as parent volunteers. This involvement allows you to see what your child does while at daycare. Children love to share his/her day at school with Mom or Dad. Please take note that we are unable to accommodate younger siblings coming in with you to volunteer. Please note that it is our policy that children are with us for at least one month before you come in to volunteer because we want to give your child time to adjust. We find the adjustment period goes a lot faster if they are used to staying on their own. Thank you for your understanding and cooperation.

Duties of parent Volunteer could include:

Greet children and help with good byes

Sit with the children during circle time

Assist with free play centers

Assist with cleaning up

There are other ways to show interest in your child's school if coming into the classroom is not possible for you. These include:

Discussing any problems or worries with us

Reading the monthly newsletter and parent board

Collecting the junk materials

Teaching us greetings in the language that you speak at home

Bringing things from your culture to school so your child can share it with her classmates.

If volunteering to go on a class field trip the following will be asked of you:

Provide supervision of the children. Volunteers will be paired up with a group of 2 or 3 children.

Encourage children's participation, enthusiasm and appropriate behavior by acting as an enthusiastic role model.

Be cognizant of possible unsafe areas, equipment, and or material and direct children away from these hazards.

Obligation to Client Families

I undertake to respect the dignity and rights of each child in a way which will enhance his/her opportunity to function as a contributing member of society.

I undertake to share with parents my knowledge and understanding of their child's learning and developmental process and, where possible, support positive growth of children in the family setting.

I undertake to respect the confidential nature of information obtained about children and their families.

All of these examples supports accountability (ex, coming to parent conferences) and monitoring (ex coming into the child's classroom, reading the newsletter, volunteering on a field trip). These experiences hold the possibility for parents to contribute thought, ideas and practices to ensure the program is being accountable in providing quality child care.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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.

Parent Concerns:

Should you have a concern, please feel free to speak to your child's teacher as she is the one who is with your child every day. The program supervisor or director are also available at any time to discuss any issues further. There are also grievance forms located in the main entrance. Please feel free to fill one out and drop it in the suggestion box.

Program Evaluations:

Yearly surveys will be handed out to parents as well as staff. Ideas and information gathered within these surveys are used to make important changes to the program where needed. These surveys as well as all policies and procedures will be reviewed at our annual orientation staff meeting held at the end of August. This will give all staff the opportunity to provide ideas and input as to possible changes. Any changes that need to be made will be reviewed and put into effect by October to ensure follow through of said changes. Parents and staff are advised of possible changes or additions of policies through newsletters, staff minutes and memos at least one month in advance before new policies take effect.

Program Planning:

All classroom teachers are required to develop a program plan of activities which meets the individual and development needs of the children assigned to their care. To ensure teachers are incorporating and are aware of individual children's interest, an observation sheet must be performed on each child once per month. Themes for the various class/group areas may be incorporated into the staffs' activity plan.

Special Events:

Building Blocks Childcare Centres is pleased to be able to offer many special events such as:

Field trips: will be held approximately every other month. We will be visiting a variety of businesses in the community. All children must be three years of age or older to participate.

Halloween: These are celebrations where your child can dress in their costume, sing songs for their parents, and do some fun activities.

Christmas: These are celebrations when the children can enjoy doing some fun activities which include edible and non-edible crafts and snack.

Christmas Concert: This will be held in an evening in December. All children ages 3 and up will participate in this evening, treating parents and family members to some special Christmas songs. This is held in Southview upstairs.

Valentine's Day: These are celebrations where the children can bring valentines for their friends and sing songs, and do some fun activities with their parents.

Class pictures: At the end of September or beginning of October we will be having class photos. We will be having a photographer coming into the center. Blocks of time will be set aside for your child's class to get their pictures taken. All the information on times for pictures will be put in the September newsletter so that you know when to have your child at school by.

End of the Year Wrap Up: This is held in June in the evening. This special event is only for children who are in Kindergarten and are aging out of the program. This is held in Southview upstairs. All parents, siblings and grandparents are encouraged to attend.

We will hold parent teacher interviews twice a year. This is a time when parents and teachers can talk openly about any concerns you may have as well as your child's progress in the program. Please refer to the monthly newsletters in regards to days and times for your child's class.

Building Blocks Childcare Centres schedules parent conferences within the year (in November and April) to give every parent the opportunity to sit down with the director and teacher and discuss any questions or concerns they may have in regards to their child and or programming. Parents are also encouraged at any time, as written in monthly newsletters, to talk to their teacher or the program supervisor at any time. All policies and procedures are reviewed annually at our yearly orientation meeting at the end of August. Returning staff can reflect on the year and how effective the policies are and new staff are introduced to policy and procedures. At the orientation meeting, there may be some goal setting as well which will be reviewed bi-annually. Building Blocks Childcare Centres also holds monthly staff meetings so that any

concerns can be brought up and discussed at that time. We also review two policies per month to keep them fresh in staff's minds. This also gives the staff a chance to reflect on the past month and discuss any concerns they may have had. Staff also take part in professional development conferences which always brings new ideas. Yearly surveys will be handed out to parents as well as staff. Ideas and information gathered within these surveys are used to make important changes to the program where needed. These surveys as well as all policies and procedures will be reviewed at our annual orientation staff meeting held at the end of August. This will give all staff and parents the opportunity to provide ideas and input as to possible changes. Any changes that need to be made will be reviewed and put into effect by October to ensure follow through of said changes. Parents and staff are advised of possible changes or additions of policies through newsletters, staff minutes and memos at least one month in advance before new policies take effect.

All of these examples supports accountability (ex, coming to parent conferences) and monitoring (ex coming into the child's classroom, reading the newsletter, volunteering on a field trip). These experiences hold the possibility for parents to contribute thought, ideas and practices to ensure the program is being accountable in providing quality child care.

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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 programs list of staffing positions are as follows:

Program supervisor: The program supervisor is certified as a level 3 and is primarily responsible for ensuring the program plan is being adhered to at all times by going into the classrooms, guiding and directing primary staff to uphold the program plan. The program supervisor also ensures the program is compliant with the Early Learning Child Care Act and regulations. The program supervisor could also be used in ratios for staff breaks and covering busy times such as drop off and pick up. If the program only requires 6 primary staff, the program supervisor will be in ratios and also act as a primary staff.

Primary staff: will be certified at a minimum of a level 1 and be responsible for planning and programming within their classroom which identifies and supports the unique needs of all the children. The number of primary staff needed will follow the required ratios listed within the Early Learning Child Care Act and regulations. As per our programming policy, primary staff will have one hour per week protected time at the program to allow time for staff to consult notes and observations on children, communicate with families and refer to program plan, FLIGHT or any other handbooks they feel necessary to be able to plan appropriately to meet the needs of all of the children.

All staff hired will be at a minimum certification level as a level one and will provide a current criminal record check including a vulnerable sector search, that is dated no more than six months prior to starting and must be updated every three years after that. No staff will be allowed on the floor without a current criminal record check. Building Blocks Childcare Centres will at all times have at least one in every three

primary staff members certified at a minimum of a level 2, one in every two will hold a valid first aid certificate.

The program also strives to have a casual list of qualified/certified staff to use for illness and vacations.

This embeds all of the program plan best practice examples.

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

Best Practice Examples:

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

When Building Blocks requires a new staff, the Program Director will place an ad on the Canada Job Bank site. This ad states the requirements and education that a person needs in order to apply including certification of at least a level 1 as Building Blocks does not hire staff who are not certified at a level 1, and a current criminal record check dated no later than 6 months prior to possible commencement of employment including a vulnerable sector check. The Program Director reviews the resumes and sets up interviews with the candidates selected. At this interview, many questions will be asked of the potential candidate regarding their education, their experiences, what they like and dislike about their past and current jobs, what their knowledge is of FLIGHT, the Early Learning and Childcare Act and Regs. The candidate is also given a general sense of the program, the program plan, what to expect if hired. The candidate is asked to bring proof of certification, current crim check and First Aid if they have it. After the interview, if the Program Director gets a good sense that the candidate would be a good fit, the Program Director will then phone the provided references which must be at least 3 and one must be a past or current direct employer. The conversations are recorded on a reference check file. If the Program Director is satisfied with the references, the candidate will be called to come and pick up the staff handbook, told to review the program plan on our website, and review the Early Learning and Childcare Act and Regs on the government website. The candidate will also be given a date of commencement for employment. On this date, the new hire will then go through a tour and orientation checklist to ensure the new hire's understanding of the program layout, administrative policies, program plan, Early Learning and Childcare Act and Regs which is then signed by both the new hire and the Program Director/Supervisor. This checklist will be placed in the new hire's file.

All staff, new and old, attend a yearly orientation meeting at the end of August to discuss policy and procedures of daily operations, individual responsibilities, wage, pay day, sick days, absences, lateness, use of cell phones, vacation time and dress code. All staff are taken on a tour of the facility prior to commencement of employment to familiarize themselves with the layout of both the indoor and outdoor spaces and are advised of supervision policies for both indoor and outdoor play spaces.

All staff who have unsupervised access to children will have a current criminal record check, including a vulnerable sector check, that is not dated earlier than 6 months prior to the date of commencement and is updated every 3 years before expiring. This criminal record check will be kept in paper form, in the staff's file. These will be reviewed by the Director or Program Supervisor to ensure staff are safe to work with children before being hired. Any staff that are deemed to have a negative impact on the well being of a child will not be hired. Once an employee is hired, their information including dates of crim check will be entered into the program's software program which shows alerts when a staff's criminal record check is about to expire in two months. This allows for the continued screening of staff and maintains optimum

safety of the children.

All volunteers will not have unsupervised access to children and therefore will not be required to have a criminal record check or a certificate in early childhood. This also makes the program more accessible and flexible for volunteers who may wish to come into the program sporadically for field trips, etc.

This embeds all best practice examples from the program plan template.

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.

All staff, new and old, attend a yearly orientation meeting at the end of August to discuss policy and procedures of daily operations, individual responsibilities, wage, pay day, sick days, absences, lateness, use of cell phones, vacation time, dress code, program plan, Early Learning Childcare Act and Regulations, along with administrative policies. All staff are taken on a tour of the facility prior to commencement of employment to familiarize themselves with the layout of both the indoor and outdoor spaces and are advised of supervision policies for both indoor and outdoor play spaces. On the date of commencement, the new hire will then go through a tour and orientation checklist to ensure the new hire's understanding of the program layout, administrative policies, program plan, Early Learning and Childcare Act and Regs which is then signed by both the new hire and the Program Director/Supervisor. This checklist will be placed in the new hire's file.

A copy of the program plan, Early Learning and Child Care Act and Regulations, FLIGHT curriculum and staff handbook are available in the staff room and are discussed at this yearly orientation meeting and during monthly staff meeting such as 2 principles each month regarding Administrative Policies, Program Plan, FLIGHT, Early Learning and Childcare Act and Regs. This also allows for staff input should there be any necessary changes to either the program plan or administrative policies and procedures and also keeps all staff current with said documents.

All families, volunteers and community members have access to a parent handbook and the program plan on our website along with a link to refer to the Early Learning and Child Care Act and Regulations.

This embeds all best practice examples from the program plan template.

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 125

Please select what program you provide

Day Care Out of School Preschool

Ratio and Group Size - Day Care

Age of Children	Primary Staff Member to Children Ration	Maximum Number of Children in a Group	Number of Children Cared for in Program	Minimum Primary Staff Required
Infants Less than 12 Months	1:3	6	0	
Infants 12 Months to Less than 19 Months	1:4	8	12	3
19 Months to Less than 3 Years	1:6	12	36	6
3 Years to Less than 4 Years	1:8	16	40	5
4 Years and Older	1:10	20	37	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.

Building Blocks strives to hire one extra full time staff than needed so that ratios are ensured to be met during breaks, vacations, illnesses. etc. If all staff are required for ratio, then one of the Educational Assistants will be asked to cover breaks. All Educational Assistants are required to have a current criminal record check on file. The school districts are aware of this possibility and have approved this. Educational Assistants who are covering breaks would then be reflected in direct child care during those breaks on our software program. The program supervisor will also be used to cover breaks. If the program has no staff to cover breaks during the rest period, then staff will break each other later in the day when the room only needs one staff due to children going home. Building Blocks has 3 centers and would also pull a primary staff from other centers if they are not needed at their designated center to come and do breaks in another center. Primary staff can also use rest periods for one on one and small group opportunities which further strengthens and nurtures relationships between child and educator. This ensures that the program has staff readily available to meet ratios and the children's needs.

This embeds all best practice examples from the program plan template.

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	0
Infants 12 Months to Less than 19 Months	1:8	8	12	2
19 Months to Less than 3 Years	1:12	12	36	3
3 Years to Less than 4 Years	1:16	16	40	3
4 Years and Older	1:20	20	37	2

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

Staff ratios will be followed according to the age of majority of children in the group.

Programming allows for individual needs being met through monthly observations of children and communication with families along with staff facilitating daily learning stories. The staff engage in co-constructing, co-inquiries, cross-checking and provocations to ensure the individual's child's needs are address and being met.

This embeds best practice examples from the program plan template and also all of the principles and all of the matters to be considered.

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

All employees of Building Blocks Childcare Centers and adults who work in the classroom daily will consistently adhere to the following:

We will provide all children with a safe and healthy environment

We will be consistent and firm, yet kind and loving in our guidance and interactions with all children

We will establish expectations and ensure each child knows and understands these expectations. We will also provide symbols and signs as reminders of these expectations

We will be flexible and considerate of the child's age and development level

We will provide enough interesting experiences for the children to encourage positive behaviour

We will endeavour to redirect possible negative behaviour before it happens

We will provide more attention to appropriate behaviour and less to inappropriate behaviour "Catch them being good"

We will remain calm and model appropriate positive interactions with others

We will explain to the child about appropriate empathy for those he/she has wronged and to encourage the child to reconstruct any damage done

We will ensure that any necessary disciplinary action is both age-appropriate and reasonable in the circumstances

We will not display favoritism

We will not use guilt as a form of guidance

We will not withhold food, restrain or isolate a child

We will refrain from physical punishment, verbal abuse, social abuse, humiliation and any other action which could be detrimental to the self-esteem of a child

We will allow children to express their feelings of anger but they will not be allowed to hurt themselves, others or property.

If a child seems to have repeated difficulties we will discuss it with the parent. Together we will come up with a solution. Please feel free to talk to the child's teacher, Administrative Director/Program Supervisor or the Director at any time should you have any further questions.

Children ages 12 months to 2 years will often be redirected. We find this method very suitable to this age group. Offer the child another toy or start painting and crisis is averted! Two year olds will be given the words though to tell their friends, "No Thank You" or "Stop" if someone is doing something that is upsetting them.

Children ages 3 - 6 will be asked to use or given the words to problem solve or talk about their feelings. That will again avert the crisis. After the child has calmed, we can then talk about feelings. If the issues still continue, the teacher will call the parent and have the parent talk to the child. That usually seems to do the trick. If issues still continue, then staff will call the parents for the child to be picked up. Building Blocks will always act within the safety of the children and if a child is not safe to be at school due to aggression, running out of the classroom or destroying property, the parent could be asked to seek another solution for their child care needs.

This guidance policy will be communicated to parents via the parent handbook which is online, to staff via staff handbook and orientation and to children through the participation of making a classroom rules list that will be posted in the classroom where age appropriate. Also staff will always communicate with children, where developmentally appropriate, whenever the opportunity arises to help the children to understand expectations and be co-learners with the staff.

This embeds some of the best practice examples from the program plan template, all of the principles and all of the matters to be considered.

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).

A monthly newsletter is available to every parent each month on our website. In this newsletter contains information about what themes, color, number and shape we are learning about and it also gives detailed information regarding any off site activities including transportation and supervision arrangements. Classrooms will have permission forms that must be signed by the parent, consenting their child to attend any off-site activities. The permission form also indicates the times when the school bus will pick the children up from the school and the time the school bus will bring the children back to the school. It also contains mode of transportation ex walking or bussed, names of staff and volunteers on the field trip and the staffing plan which speaks of staff placement to, from and during the field trip to ensure adequate supervision. The contact number of the center is also provided in case parents need to reach the teacher for what ever reason. The center phone number is the main contact number for all three centers. Each center and the Director have a cellular radio to maintain constant and immediate communication between centers. This way, when a parent calls the center, the Director radios the other center. Any staff going on a field trip will take the cellular radio with them to ensure immediate communication. The lead teacher always takes a backpack along which contains the portable records (all contact and medical information for each child), a first aid kit, a cell phone and the sign in/ sign out sheet in case of any emergencies or in the event of an evacuation. All staff are made aware of evacuation procedures during orientation and children and staff practice this during our fire drills. Building Blocks Childcare Centres does not provide transportation between school and program premises.

This embeds all of the best practice examples from the program plan template and all of the principals and #1 - 2 and #4 - #7 of the matter to be considered.

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.

Staff will be required to be adequately spread out around the playground area so that all children may be observed and interacted with which ensures no blind spots and the safety of all children. It is required that staff do a head count before they head outside and before they return into the center. This is to ensure that all children are accounted for and protected.

The staff will speak to the children before using an off-site outdoor space to allow the children to participate in what the boundaries look like, what can everyone do to keep each other safe and will use reminders about the safety rules that were discussed before going out. The children will be assigned a buddy to hold hand with while heading out to the play space and coming back to the center. Staff will be positioned to maintain safety and supervision while going to and coming back from the off site space. A head count will be used before leaving the center, through the play time and upon heading back to the center which ensures safe boundaries are maintained and the protection of the children at all times.

This embeds safe practices and #1 of the principles, and #1, #2, #4 and #6 of the matters to be considered.

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.

Building Blocks Childcare Centers does administer some medications for children. We will however only administer medications that are issued from a doctor and is in a bottle labeled from a pharmacy. The bottle must have the following information on the label: child's name, name of medication, dosage of medication and instructions to dispense medication. Please note: staff can only administer medications according to labeled directions. They cannot administer medication over and above the instructions on the label. Parents are required to fill out a medication form when the child is dropped off. This form must be completed before any medication will be administered. A teacher who has a first aid certificate will administer all medication and document when the medication was given and where it will be kept. No over the counter medications such as Tylenol, Benadryl will be administered with a pharmacy label indicating the above criteria. Any child on emergency meds such as inhalers or epi-pen will require a medication plan written by the parent indicating when to administer which has to be agreed by both the licensing officer and parent. Emergency meds will be stored away from the children's reach however not locked and according to the medication plan. All other meds will be locked in lock boxes in their original labeled container. Emergency meds will come on field trips.

The med consent forms will be stored in the classroom for the duration of the time to be administered. The forms will then be signed by the parent, confirming the medication is terminated and then will be stored in the child's file.

This embeds all best practice examples from the program template and #1 of the principles and #6 of the matters to be considered.

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.

The consent to medication forms indicate name of med, time administered, dosage and initialed by the staff that administers. Parents have access to the med form everyday that it is being used to show when the meds were administered last at the center. Medication is administered according to the labeled directions.

All non emergency meds are stored in a lock box and is inaccessible to children and are stored in the original labeled container. Any non emergency meds that need to be refridgerated are stored in a lock box in the fridge and again in the original labeled container. Emergency meds are stored in the classroom's back pack that is unaccessible to children and ensures meds are brought out on the playground or on field trips.

This embeds all of the best practices from the program template and #1 of the principles.

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.

Any child on emergency meds such as inhalers or epi-pen will require a medication plan written by the parent indicating when to administer which has to be agreed by both the license holder and parent. Signatures and dates of both parent and license holder will acknowledge an agreement of the medication plan. The license holder will ensure that medication plan and administration of emergency meds are according to the Early Learning and Child Care Act and also the labeled directions on the emergency medication. There will be a copy of the medication plan in the children's files in the classroom which primary staff will be made aware of. The program supervisor will review this plan with the primary staff. Emergency meds will be stored away from the children's reach due to the age of the children that are enrolled in the program however not locked, easily accessible to the staff in the classroom and according to the medication plan agreed on by both parent and license holder. This ensures the safety of the other children in the program.

This embeds all the best practices from the program plan template, all of the principles and #5 - #7 of the matters to be considered.

Menus

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

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.

In the case of any accidents or illness of a child, the program supervisor will immediately try to call contacts starting with the parents first, then moving on to authorized persons if no response with the parents. The parents will always be notified the same day that the accident or illness took place. One primary will provide first aid and comfort while the other is calling. The staff will then fill out an accident/illness/incident report explaining how the accident/illness happened, where and when did it happen and what first aid did the child receive if applicable. The staff will then have the parents sign it and keep it in the child's file. These documents are reviewed at staff meetings to ensure there is no pattern that is causing said accidents or illnesses and also to identify "danger zones" such as physical activity time and the playground where more accidents seem to take place. Staff discuss together what preventative steps can be taken towards less accidents in these areas. In the case of a serious accident or illness, the staff will call the ambulance first so the child can receive necessary medical attention. All accident/incident forms are kept in children's files and are reviewed at staff meetings to be able to identify any possible trends, issues and what we as a staff can do for prevention.

This embeds all best practice examples from the program plan template, all of the principles and #4 - #7 of the matters to be considered.

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.

The program always meets the regulation of having 1 out of 2 primary staff have valid first aid certification. Should the incident not require emergency medical assistance, then first aid protocols will be followed ex, cold compress, band aid. Should the incident require emergency medical attention, staff will call 911, let the program supervisor know of the emergency incident, program supervisor will notify parents and be available to facilitate emergency service providers and parents as they arrive.

This embeds all best practice examples from the program plan template, #1 of the principles and #6 and #7 of the matters to be considered.

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.

All accidents are tracked by the incident/illness form. All accidents will be reviewed at staff meetings to help identify any trends or potential issues such as time of day, outdoors or indoors or simply a dynamic that might need some focus. All staff will engage in discussions as to how to be proactive in trying to mitigate accidents and incidents.

This embeds all best practice examples from the program plan template, #1 of the principles and #6 and #7 of the matters to be considered.

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 program will use effective supervision that ensures the safety, well being and development of all children. This will reduce the risk of harm to children by preventing injuries and accidents. Effective supervision also promotes positive, responsive and intentional learning environments for both the children and educators. This is because it requires educators to be involved and familiar with the children in their classroom which ensures all the children's needs are met, regardless of age, as they fluctuate throughout the day. The program supervisor will be responsible that effective supervision policies and strategies are being adhered to.

Playground:

Before a classroom heads outside, they must ensure they sign out a radio as this is our form of communication when out of the building...this is pertaining to Southview. Supervisors of Southlands and Ross Glen will always have their push to talk radio on them to ensure communication at all times. Staff will be required to be adequately spread out around the playground area and cover any potential blind spots. It is required that staff do a head count before they head outside, while outside and before they return into the center. This is to ensure that all children are accounted for at all times while both off and on the premises. Staff are expected to interact with the children while outside.

Classroom:

All staff will be interacting and on the floor when appropriate, at the child's level, at all times to ensure maximum interaction time which also acts as another supervision method. Staff are required to be spread out in the classroom area and carefully monitoring the children. At all times staff must be aware of how many children they have in their classroom. There will be protected time, not in ratio, allowed for the maintenance of the classroom such as toy change over, recreating bulletin boards, and possibly rearranging the classroom when needed. This will happen with the program is up a staff and does not need all staff in ratio or this will happen before the staff member leaves because they are no longer required in ratio.

Outings:

When leaving the classroom for field trips, music, gym, bathroom, or other outings, it is expected that staff will be ensuring that children are counted when boarding the bus, when leaving the bus, and if the children are divided during the activity. Before and during a field trip, parents are spoken to in regards to their supervision responsibilities (paired up with two children and supervising them) and expectations. Before and during a field trip, the teacher will speak to the children in regards to where we are going, why, what we will be doing there and expectations in regards to behaviors.

Staff will be toured around the facility prior to commencement of employment as to ensure knowledge of their physical environment both outdoors and in.

Supervision policy is reviewed every 6 months at staff meetings.

New hires are told about supervision policies at time of hire and program supervisor works in the classroom with new hires until program supervisor feels the new hire is comfortable and acts within policies and procedures.

The program does not transport in vehicles other than using school buses. Supervision for the bus is outlined in the outings section and the field trip form.

This embeds all of the best practice examples from the program plan template, of the principles and all of the matters to be considered.

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.

Supervision practices will be followed according to supervision policies and practices which includes effective supervision, adequate spacing of staff, ensuring no blind spots, interacting with the children and head counts before, during and after the activity both indoors, outdoors and off site. This promotes children's safety as staff are always aware of the physical environment both indoors and outdoors which creates a safe environment. Primary staff are aware of how many children they have in their classroom for the day which is crucial for accurate head counts. This also ensures children are accounted for both on and

off premises and when arriving or leaving or the school bus. License holder along with program supervisor and staff review policies and adjust where needed to ensure appropriate supervision in all activities throughout the day. The program supervisor will inform the license holder if staff are struggling with the policies and will together discuss policies to ensure that they are being followed at all times.

When a child becomes sick, the primary staff will place the child in a center in the classroom which is closed to the other children, and monitor that child while still able to supervise the other children visually. The staff will call parents to come and pick up the child and ask parents to keep the child home for an amount of time deemed appropriate according to Alberta Health Services. Staff have parent contact information when off site and can call the parent to come pick the child up if off site.

This embeds all best practice examples from the program plan template, all of the matters to be considered and all of the principles.

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).

The program has a monthly newsletter that is available online every month for parents to view. It is also posted on the parent boards. The program plan will be online as well for parents to view and will be notified either in the newsletter of changes or via written memo.

All licensing reviews are posted on the center board and are clearly visible for parents to review.

Staff communicate with parents at drop off and pick up time about their child's day along with any changes to programming and required postings. Staff also will write in the child's communication book or place a memo informing parents of required postings in children's lunch box or communication book.

This embeds all of the best practice examples from the program plan and #3 of the principles and #7 of the matters to be considered.

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.

All records of children and staff are kept on paper except for attendance/time sheets which are digital. License holder or program supervisor review all records quarterly and parents are asked at parent teacher interviews to review their child's information. All children and staff records contain all the required information as indicated in the Act and regulations. This embeds all of the best practice examples in the program plan.

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.

If there is a need to evacuate:

Immediately remove children and occupants in a calm and orderly manner.

The Supervisor, or acting supervisor, is responsible to search all activity areas and bathrooms to be sure that all children have been evacuated.

The Director/Supervisor will call 9-1-1 to report the details of the emergency including location name and address:

BUILDING BLOCKS CHILDCARE CENTRES #1
2366 SOUTHVIEW DRIVE S.E. MEDICINE HAT

All teachers are sure to grab backpacks, turn lights off, and shut the classroom doors.

All staff and children will meet in front of the garage

This location has been approved by the Fire Department.

Parents will be notified at pick up time or earlier if necessary.

Unannounced fire drills are practiced quarterly and are held at various times in the day to ensure all staff and children are familiar with the correct evacuation procedures. Where developmentally appropriate, evacuation procedures will be discussed with the children throughout the year.

Lockdown Procedure and Natural Disaster Policy:

Should there be an imminent threat to the daycare the following procedure will be followed. The Director/supervisor will call all classrooms to inform of an official lockdown or natural disaster event.

Inside: Staff will ensure children are in a safe and locked area and preferably away from windows and doors. Choose an inner wall to gather the children. Staff will offer quiet activities until threat is deemed to be gone. Director/Supervisor will call 911 immediately. Building Blocks will take direction from the police and will only provide an all clear when the police ok the facility. Parents will then receive a call once the threat is deemed to be gone.

Outside: Staff will gather to our evacuation place which is the park in the green belt and will phone parents to come and pick up their children. Staff will check in with the Director/Supervisor via text to let them know they are ok, they have all of their children and they will be calling parents to pick up. Staff will stay at the park till Director/Supervisor text an all clear or otherwise notified by police.

A list of emergency phone numbers will be placed by every phone in Building Blocks Childcare Centres which includes: emergency medical service, ambulance, fire, police, poison control center, hospital, child abuse hotline and child protection services. A telephone number of an emergency contact person for after hours emergencies will be posted on the inside of the glass outside door which is clearly visible from the outside. All staff are made aware of this procedure during orientation. It is the lead child development assistant/worker's (teacher) responsibility to grab the back pack (which contains portable records, first aid kit and a cell phone) in the event of an emergency in order to take attendance and make calls accordingly. There will be drills conducted in order for the staff and children to become familiar with this procedure. The lead child development assistant/worker (teacher) will always grab the back pack when leaving the center at any time with the children. Evacuation procedures will be posted in the classroom for easy reference for both staff and parents.

This embeds all of the best practice examples from the program plan template and #1 of the principles and #6 of the matters that need to be considered.

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 20 X Width 38 = Total Usable Square Metres 760

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 253

Maximum Number of Preschool or Out of School Children 304

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 Day Care Children 125

Play Space Required (Day Care) 375 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.

We will be operating out of many classrooms. These classrooms will be set up with age appropriate furniture and equipment, which will foster many new discoveries. Lots of shelving will define centers such as circle area, gross building materials, puzzles, table tops and manipulatives, dramatic play, music, library, play dough, open ended crafts, sand/water and painting. The shelving placement is used to diminish hiding spots and is conducive to supervision. Children would be eating snack in the classrooms as well. The indoor space maximum capacity would adhere to allowing 3 square meters per child. Our outdoor play space would accommodate of course more gross motor fun and fresh air! The area will accommodate 50 percent of the facilities maximum capacity to allow for 4.5 square meters per child. It is an open concept that is attached to our premise and securely enclosed with only two entrances/exist which aids in and is conducive to supervision of the children. Washrooms are equipped for easy accessibility for all ages and diapering areas are located to allow for maximum supervision of the classroom.

This embeds all of the best practice examples in the program template, #1 and #2 of the principles and #1, #4 and #6 of the matters to be considered.

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

$$= (20 \text{ Children under 19 months} * 50\%) * 2\text{m}^2$$

$$= 10 * 2\text{m}^2$$

$$= 20\text{m}^2$$

Example Calculation for 20 Children 19 months and over

$$= (20 \text{ Children months} * 50\%) * 4.5\text{m}^2$$

$$= 10 * 4.5\text{m}^2$$

$$= 45\text{m}^2 = \text{total amount of outdoor play space required}$$

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 primary outdoor play space will be utilized by the program to offer children outdoor activities while in a safe environment. These activities can include meeting the physical needs of the children, learning more about nature and exploring the world around them. The play space has more than sufficient space to accommodate the maximum capacity. It is very open with no blinds spots. Staff are aware of where to place themselves for optimum supervision. The play space has a variety of equipment that is suitable for children 19 months to 6 years of age. Staff also bring out activity bins occasionally to allow for more variety and to enhance and expand children's play and learning. It is also fully enclosed and has direct access from the building so children do not have to walk outside to get to the playground. This ensures supervision is maintained at all times will transitioning to the play space.

This embeds all of the best practice examples on the program plan template, #1 and #2 of the principles and #1, #4 and #6 of the matters to be considered.

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

Approved Refused

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=EAIaIQobChMlxDx4Ovc7AIVwRd9Ch2UhQ-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/>