

Columbia Childcare Centre



Parent Handbook

COLUMBIA COLLEGE

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Welcome

May I begin by welcoming you to the Columbia Childcare Centre! I sincerely look forward to developing a caring and professional relationship with you and your family, and build an association that will become a long and mutually beneficial experience.

Dedicated members of the Columbia College community have spent many years fostering a reputation for providing superior educational programs, and achieving excellence in the results of our learners. We intend to have this level of dedication continue into our child care programs and exceed expectations wherever possible.

The policies and guidelines described in this Parent Handbook are designed to foster the creative, collegial atmosphere that attracted such outstanding people to Columbia College in the first place. I am confident that the addition of your family will better our community and continue to make Columbia College an exciting and rewarding place to learn – especially for our youngest learners.

Warm regards and respectfully yours,

Candy Tsoi
Columbia Childcare Centre
Director

General Information

Columbia Childcare Centre is located on the Columbia College Campus at 802 Manning Road NE Calgary, and is accessible from the south entrance. When you arrive you will find several 15 minute loading zone stalls adjacent to the Centre's main entrance to facilitate your arrivals and departures with your children. For visits longer than 15 minutes, please park your vehicle in Visitor Parking in front of the north entrance to Columbia College in the same building. Please note that as a visitor, you will need to obtain a visitor parking pass from Columbia College Reception.

For information regarding registration of your child in our Centre, wait listing, or other inquiries, please contact the Centre's Director, Candy, by phone 403-235-9300 extension 386 or by email at candyt@columbia.ab.ca

Hours of Operation

Regular hours of operation of the Care Centre are from 7:00am to 6:00pm, Monday to Friday.

The Care Centre operates year round, with the exception of statutory holidays as established by Columbia College. The Care Centre will be CLOSED on the following holidays:

New Year's Day	Labor Day
Family Day	Thanksgiving
Good Friday	Remembrance Day
Easter Monday	Christmas Eve
Victoria Day	Christmas Day
Canada Day	Boxing Day
Heritage Day	New Year Eve

Precise dates will be posted in the Care Centre, outlined in monthly newsletters, and email reminders will be sent to all parents as dates are approaching.

Please note that our daycare is closing for two weeks during the Christmas holiday. The dates of closure will be updated to the parents in November newsletter.

Mission, Vision, and Philosophy

Mission Statement

The mission of Columbia Childcare Centre is to provide superior child care in a nurturing, inclusive, and multi-cultural environment. We exist to support children in their development socially, emotionally, physically, intellectually, and creatively, and strive to inspire children to become lifelong learners.

Vision Statement

Columbia Childcare Centre aspires to be a child-centered community of learners where children, families, educators, and staff work in concert with one another. This partnership creates a trusting, nurturing and reciprocally supportive environment where joy, play, and learning are celebrated. Parents are our child's first teacher, we are here to work together to share all responsibilities and help our children to be successful.



Columbia Childcare Centre Philosophy

Columbia Childcare Centre is committed to providing quality child care with enriched learning opportunities in an enjoyable, nurturing, inclusive, and multi-cultural environment. We support children in their social/emotional, physical, and cognitive development through the use of age-appropriate, play based activities and strive to inspire children to become lifelong learners.

Our programs include a variety of structured and spontaneous activities, allowing our staff opportunities to be responsive to the interests of each child as an individual, and to facilitate each child's exploration of the world in a warm, friendly, and safe environment. Children are encouraged to express their preferences and make choices, fostering the development of independence. Older children are strongly encourage to participate in family style eating, which means, children and teachers are sitting together and enjoy meal time, try to serve themselves and take initiative to become a "big boy/girl". Family style eating allows educators and children to eat together (good eating habit), creating an open ended conversation with all children (social skills), with the food placed on the table in serving dishes and serve themselves. Children will learn and practice many social skills such as taking turns, passing food to others and saying please and thank you to each other. Children often like to do the same thing as their peers, it will also encourage all of them to try new food. During this time, educators teach and talk about nutrition, healthy eating habits and naming the food they are eating.

Parents and families are encouraged to participate in a variety of ways and are acknowledged and supported as the primary caregivers for their children. All staff are supported, encouraged, and required to continually improve their knowledge, skills, and methods in the delivery of quality service to children and families. Staff, parents, and children play an integral part in developing a respectful, multicultural community where diversity is celebrated.



Diversity Statement

We believe that any differences in our opinions and diversities of cultures and customs among students, staff, and faculty challenges each of us to better understand all people in our community. This often difficult process increases our understanding and acceptance of others and makes us stronger citizens, more compassionate learners, and more effective future leaders in our community and the world.

In this regard, we, at Columbia College, welcome, value, celebrate, and respect individuals of all races, ethnicity, gender, age, disability, and religion. We are committed to treating all persons with dignity and respect in an honest, open, fair, and friendly manner.

We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a learning community where all people can learn and work together in a safe and secure atmosphere free of fear, bias, discrimination, and other negative treatment.

We affirm the right to freedom of thought and expression of opinion within the bounds of courtesy, sensitivity, responsibility, and respect to others with different views.

We seek to foster understanding and respect among individuals and groups through education and constructive approaches for resolving misunderstandings and conflict.

We are committed to the laws of our country and to the development and enforcement of policies, programs, and practices that promote the fulfillment of these principles.



Program Goals and Objectives

1. To create a learning environment that is child-centered and play based.
2. To provide a positive, stimulating environment supporting all areas of child development: social, emotional, physical, intellectual, and creative.
3. To support children as they learn to make choices and express preferences.
4. To provide a program that allows for flexibility according to needs of the children, and is responsive to their interests.
5. To complete transitions from one routine or activity to another in way that flows naturally from expectations founded in routine and the rhythm of the day.
6. To encourage independence in young children.
7. To encourage parent involvement in the program.
8. To maintain staff who interact with children to guide behavior, to extend children's play, and who will plan an engaging program that meets the developmental needs of the children.

Meeting Children's Developmental Needs

In the application of our programming, we will strive to find a healthy balance between emergent, play-based learning activities and adult-lead experiences based on the interests of the children. We will strive to meet the developmental needs of every child in our care through some of the following ways:

Physical

We will strive, at all times, to provide for children's physical needs such that each child is offered regular opportunities for growth and development, enhancing the health of their physical body in a safe and developmentally appropriate, stimulating environment. For example, staff will provide opportunities for physical development in the following ways:

- Providing delicious and nutritious meals and snacks for children at regular meal times, according to the Canada Food Guide to Healthy Eating.
- Providing a comfortable, quiet, darkened napping environment where children feel safe and secure.
- Providing shelter from the sun and weather, warmth, and cooling
- Ensuring children are properly clothed at all times for indoor and outdoor play, with proper foot protection.
- Providing opportunities for fresh air, daily (weather permitting.)

Cold Weather/ Winter

- All the children will not engage in outdoor play when the temperature combined with wind chill is lower than **-17** degree Celsius as measured by Calgary Weather Forecast at the time of scheduled outdoor time. During winter time, outdoor schedule may be limited to 15-20 minutes at one time.

Hot Weather/ Summer

- During extreme heat, outdoor time could be limited to 20-30 minutes at one time. Our educators will make sure that children are well hydrated at all times and will be reminded to stay under the shade.
- Providing regular opportunities for physical activity.
 - On occasion, our centre may plan a field trip to a special place according to our children's interests. Children who are 3 years and older could join a field trip as long as the parents' consent form is properly completed. The consent form must be returned to the centre prior to the day of trip. If your child is not to participate in the field trip, then you will need to find an alternative childcare provider for your child while our educators are gone on the field trip, as our educator cannot be left at the centre to accommodate those that remain behind. Educators will prepare the children who are going on a field trip by explaining where they are going, why they are going, and who they need to listen to, and what rules are to be followed.
- Aiding children in developing an awareness of their bodies in space, how their bodies move, and the effects of their movements on the environment, both through structured, group activities, and independent play.
- Providing adequate space for gross motor activity, both indoors and outdoors.
- Aiding children in the development of gross motor skills, such as through climbing, lifting, pushing, crawling, walking, running, jumping, catching, etc.
- Aiding children in the development of fine motor skills such as manual dexterity, hand-eye co-ordination, and speaking clearly, through the use of games, activities, and crafts that involve skills such as coloring, holding a fork, grasping, buttoning, cutting, weaving, painting, color matching, lacing, zipping, sorting, etc.

Social

Stimulating the social development of children means helping children to develop their ability to trust others and to have meaningful interactions with others (peers, parents, siblings, family, and care givers). As such, we will strive to meet the needs of children in their social development in the following ways:

- Allowing children to experience ‘safe’ conflicts so they have opportunities to learn how to resolve them peacefully.
- Supporting children as they learn to share space, toys, and materials with other children, while showing and experiencing respect.
- Aiding children in their development of empathy as they learn to cooperate, share, wait for their turn, and make compromises.
- Noticing, acknowledging, praising, and encouraging positive behavior in social interactions.

Intellectual

Intellectual development, especially for young children, is about play and exploration. Creating an intellectually stimulating environment will not only prepare young children for schooling, but will also help with social and emotional development. The following are some of the ways that we will strive to provide for each child’s intellectual development:

- Providing opportunities to experience different textures and sensations by offering toys and activities that make sounds, have different colors, textures, densities, etc., to promote exploration through movement.
- Providing a developmentally appropriate library of books and a stimulating toy collection designed to ignite children’s imaginations and exercise their budding skills as they explore relationships of objects in the world, both to each other and to themselves. For example, toys such as building blocks, nesting toys, puzzles, games, and mirrors will help children figure out how the world works and how they can relate to the world.
- Supporting children in their intellectual development by facilitating activities and opportunities for self-directed play and exploration, guided by children’s interests.
- Providing opportunities for children who are developing language (every child) to hear English language being spoken clearly. For example, this can be done through storytelling, song, poems, clear directions, meaningful questions, praise, encouragement, and developmentally appropriate conversations.

Creative

Creativity is important to a child’s overall development because it is so closely related to self-expression, communication, innovation, problem-solving, etc., and opportunities for creativity will help a child learn to plan, design, construct, experiment, and revise their ideas. The following are some of the ways that we will strive to provide for each child’s creative development:

- Providing for self-expression through access to imitative and dramatic play accessories and dress-up clothes as opportunities to express feelings, interact social with other children.
- Providing creative, open ended opportunities for creation in arts and crafts using different mediums such as paints, crayons, colored paper, pipe cleaners, clay/play dough, sand, molds, string – to name a few.
- Encouraging and praising children’s efforts as they explore new materials and engage in creative play
- Allowing children to feel a sense of pride as their art is displayed in the Centre
- Offering choices so children may express their preferences
- Providing opportunities to sing songs
- Providing opportunities to dance

Emotional

Emotional development is much more than simply dealing with ‘feelings’; a child must first feel safe and secure in their environment and in their relationships with adults in their lives. We acknowledge that staff members will become a source of stability, familiarity, and security in each child’s life in our care. The following are some of the ways that we will strive to provide for each child’s emotional development:

- Protecting children and keeping them safe and healthy, contributing towards meeting a need for security.
- Developing strong, positive, secure relationships with children, in part by assigning a ‘lead’ staff member to each defined group of children to maintain consistency and trust.
- Being attuned (read, reflect, and respond) emotionally and physically to children's cues and communication attempts, reflect on their meaning, and responding as needed by child.
- Aiding a child identify, communicate, and express emotions effectively
- Being approachable, accessible and available to children, both emotionally and physically.
- Maintaining a pleasant and positive emotional tone throughout the day.
- Responding to children's distress and intense emotional outbursts and other displays of displeasure calmly and in a way that comforts them and helps them regulate themselves physically and emotionally, and develop inner controls for behavior.
- Noticing, identifying, encouraging, and admiring the strengths, interests, and new skills in each child in the group that help children develop positive images of self-worth.
- Appreciating development and differences - help children feel appreciated for their uniqueness.

Program Description

Our program focuses on goals that support school readiness for the early learner and will continue to build and support the development of these skills as the child advances through school. Our program connects early learning with the development of life skills, the ability to make good choices, communicate well, and be able to work cooperatively with others.

12 months to less than 19 months

The program for these young learners is designed to promote feelings of belonging and loving care, supporting growth and development into healthy children. Our Centre's youngest learners are emerging individuals with unique abilities, desires, and emotions.

Our program is designed to meet the individual needs of each child and provides developmentally appropriate educational experiences. We provide a creative and stimulating program which encourages visual, language, hearing, social, gross motor, and small motor experiences to enhance learning through these youngest learner's natural curiosities.

Our highly qualified and professional staff will guide and encourage your child in every stage of development. Open and thorough communication between staff and every family is very important to providing quality care and early learning experiences.

19 months to less than 3 years

Rooms for children in this age group are designed to provide stimulating experiences for the children where they can learn through their own inquisitiveness. The emphasis during these years is on building self-confidence and fostering the natural curiosity that toddlers possess.

Throughout the day, children will enjoy a variety of readily available play materials, as well as creative centers where children can explore painting, coloring, building with blocks, and play with toys in an imaginative way.

Our staff will offer the care, warmth, and patience so essential to this young age, and as a result, children will feel secure in our care. Deep respect for each child ensures that your toddler will truly develop a long lasting love for learning.

3 years to 6 years old

Our program for children in this age group has been designed to prepare children in all areas of their development, and supports and encourages the development of independence,

responsibility, and confidence - all of which are essential for a child's future success in kindergarten and school. Our program focuses on the development of children by offering concrete, hands-on activities for the child to explore.

Our room arrangement for children in this age group creates the optimum learning environment to allow children easy access to educational toys, materials, and books, enabling them to initiate and expand their activities. Each classroom is organized with areas for block play, manipulative toys, art creativity, dramatic play, reading, and larger spaces for group activities.

Licensing and Accreditation

Licensing

Columbia Childcare Centre is a licensed day care and adheres to, and exceeds the minimum standards set out by the province of Alberta.

The Child Care Regulation sets out the minimum standards that must be met in a licensed child care program to ensure that the health, safety, and developmental needs of children are met. Child and Family Service Authorities (CFSA) license, monitor, and issue enforcement actions.

Any child care program provided to seven or more children for four or more consecutive hours in each day the program is provided and operates in accordance with Schedule 1 of the Child Care Licensing Regulation.

Accreditation

Accreditation promotes excellence in child care settings in Alberta and helps families choose the best care for their children. It is based on standards of excellence that reflect current research and leading practices to provide high quality child care over and above licensing regulations for children from birth to 12 years of age.

Accreditation is available to all licensed day care centres and out-of-school care programs as well as approved family day home agencies in Alberta. Participation in accreditation is voluntary.

Accreditation standards were developed by Human Services in consultation with the child care field and key stakeholders. The standards are above and beyond the licensing requirements (for day care and out-of-school care programs) and the provincial family day home standards (for

family day home agencies), and focus on outcomes for children, families, staff and community to support children's optimal early learning and development.

Accreditation Standards were reviewed through research and Provincial consultations in 2011-2012 to ensure they reflect the current research and leading practices in child care. Based on the review results and feedback received, Accreditation Standards incorporated a number of enhancements and were aligned to streamline the accreditation process in 2013.

Columbia Childcare Centre is proudly an accredited center.

Meals and Snacks

Morning snack, lunch, and afternoon snacks will be provided by Columbia Childcare Centre. Menus will be developed in accordance with Canada's Food Guide, published by Health Canada. We will ensure that all children are provided with meals and snacks at appropriate times and in sufficient quantities in accordance with the needs of each child. Morning snack will be served between 8:30-9:00am, lunch between 11:15am-12:00pm, and afternoon snack between 2:30-3:00pm.

Parents of infants requiring breast milk or formula will be responsible for providing these items, and must ensure that each container is clearly labeled with the infant's name.

At times, we may have children with severe allergies and therefore enforce a Centre policy that no outside food is to be brought into the Centre. However, if a child has special dietary needs due to religious beliefs, allergies and/or medical conditions and is not able to eat what is on our menu, parents will be required to make arrangements with Centre staff to have foods brought from home directly to a designated area for proper storage and handling. All containers will be required to be labeled with the child's name.

Due to potential severe nut allergies at the Centre, we will ask that parents refrain from sending any food items that contain or may contain nuts. All children will be required to wash their hands before and after eating. Children will be reminded often, or as needed that they are not allowed to trade or share food while eating at the Centre.

Clothing, Diapers and Toys

Please ensure at least one extra set of clothing (shirt, pants, underwear, socks) is available for your child each day. Creative experiences, outdoor play, mealtimes, or unexpected events can

all result in the need for a change of clothing. Dirty or soiled clothing will be bagged and placed in your child's cubby to be taken home and laundered.

Extra pants, shirts, underwear, socks should be kept in your child's cubby. For outside play, please provide a sweater, splash pants, snow pants, mittens, hat, or other clothing as weather dictates. If in doubt, provide it all and we will dress your child accordingly. It is essential that you label all your child's belongings! It is also best practice to check that your child has on their shoes/boots, clothing when you go home at the end of the day. Often clothing is put in the wrong locker or backpack (by the child or even by the staff.) Taking a moment to check will ensure that clothing mix ups are prevented before anyone leaves for the day.

To help keep the Centre clean and dry, each child must have a pair of indoor **and** outdoor footwear. Slippers, sandals or shoes are welcome for inside. For outside play, shoes, rain boots, or winter boots are recommended. For safety reasons, we encourage parents to provide their children with running shoes or boots for outdoor play.

There is a space in each room for your child's diapers and creams. If your child is low on diapers, creams, etc. a note will be sent home with your child indicating it is time to stock up.

You are welcome to leave a special sleep toy and/or blanket in your child's cubby for sleep time. All other toys should remain at home except for special days such as Show and Share. Please note that staff are not responsible for missing personal belongings. The Centre does not permit offensive or violent toys at any time.

Toilet Training

When you feel your child is ready for toilet teaching, we ask that you begin this teaching at home during a weekend or vacation. We will then follow through and positively encourage your child to use the toilet while in our care.

We do, however, require that your child is showing signs of readiness. During training, the child must be kept in pull-ups at all times. Please keep in mind that heightened activity levels can distract your child from responding to an urge to use the potty, more so than at home. Therefore, we will continue to use diapers until your child can and will announce that (s)he must use the bathroom and can control his/her bladder and bowels for a few minutes beyond that announcement.

During potty training the child needs to be dressed in "user friendly" clothing as much as possible. Try to avoid really tight clothing, pants with snaps & zippers, and overalls as often as you can. Your child will want to help pull pants, etc. up and down; clothing with too many buttons or snaps makes it harder to get the child on the potty in time.

During potty training you are asked to supply us with at least 3 extra full changes of clothing, including socks and training & plastic pants or pull ups. These are to be left at the Care Centre and replaced as needed. Soiled clothes will be returned in a plastic bag at the end of the day.

We will never punish your child if they have an accident.

Behavior Guidance Policy

The following Behavior Guidance Policy will be discussed with staff members prior to their hire, communicated to parents both in our parent handbook and on our website. Where developmentally appropriate, children will be made aware of relevant elements of this policy through verbal communication and through proper modeling of positive behavior.

Staff at Columbia Childcare Centre will aim to *influence* the child's behaviour rather than to control it. The term 'behaviour guidance' is preferred over discipline (which is often associated with reward and punishment) because it includes all forms of behaviour and not just those behaviours labeled as 'negative'. There are more helpful methods to aid children in developing problem-solving skills, a sense of freedom to choose their own path, and the self-esteem necessary to change a pattern of unhelpful behaviour.

Staff at Columbia Childcare Centre will take a holistic approach to addressing the behavioral needs of a child. It is important to understand what is going on in a child's personal life (has there been any change?) and to reflect on what sort of day the child is having (have they been grumpy since arriving?) All staff that are working with the child, or who have been asked to intervene in the child's behavior need to understand what circumstances need to be taken into consideration.

Columbia Childcare Centre aims to provide an environment which supports each child to strengthen their self-concept and self-esteem, to help children develop caring, respectful relationships with others, and to help children learn self-regulation and achieve self-control. As such, any disciplinary action taken will be reasonable in the circumstances.

Young children and stress

Stress is a function of the demands placed on us and our ability to meet them. These demands often come from outside sources, such as family, jobs, friends, or school. But it also can come from within, often related to what we think we *should be* doing versus what we're actually able to do.

So stress can affect anyone who feels overwhelmed; even children.

Many children's lives are too busy to have time to play creatively or relax. Children's stress may be intensified by more than just what's happening in their own lives. Children hear what adults say and are very intuitive to adult moods. Be aware of complicating factors, such as an illness, death of a loved one, or a divorce. When these are added to the everyday pressures children face, the stress is magnified. Even the most amicable divorce can be tough for children because their basic security system — their family — is undergoing a big change, and many young children do not understand what is happening.

Recognizing Stress

While it's not always easy to recognize when children are stressed out, short-term behavioral changes such as mood swings, acting out, changes in napping patterns, or toileting accidents can be indications. Some children have physical effects, including stomach aches and headaches.

Others have trouble concentrating or become withdrawn or spend a lot of time alone. Children may pick up new habits like thumb sucking, hair twirling, or nose picking; older children may begin to lie, bully, or defy authority. A child who is stressed also may overreact to minor problems, become clingy, or have drastic changes in their usual behavior.

If the child is very distressed (screaming, tantruming, avoiding) it is essential that you wait for the child to quiet down. Speaking to a child in a distressed state is futile and may prolong the difficult behavior. Stay near the child, and remain calm. When the child is ready to listen, use some of the following suggestions to help them calm down further.

Helping a Child Calm

1. **Color/draw:** This can serve as both a distraction as well as a way to express one's self. With very young children you may just want to set them up with some paper and crayons. For children a little older, they can draw a picture of what made them upset, or a picture of a time when they were feeling calm and happy.
2. **Music:** Music can be used in many different ways. If your children are more active and need to get out some energy, maybe they can have a 3 minute dance party. Other ways to use this strategy include listening to a favorite song or playing calming instrumental music.
3. **Drink water or have a snack:** Being hungry or thirsty can certainly contribute to our emotional state (no matter how old you are!).
4. **5 deep breaths:** (Diaphragmatic breathing or "belly breathing"): True relaxation breathing is a strategy that takes practice. To begin, have your little one take deep breaths so that their stomach is pushed out upon inhale and relaxes during exhale.
5. **Bubbles:** Closely tied to strategy number 4, blowing bubbles can help children feel calmer on a few different levels. First, for very young children, simply seeing and popping bubbles can be distracting enough from whatever originally triggered the upset. For children a bit older, blowing bubbles can encourage the deep breathing that will help bring about a sense of calmness.
6. **Bear hugs:** Your little ones can be encouraged to wrap their arms around their body and give themselves a hug. This can feel comforting for young children and it can also serve as a reminder to be kind to one's self, especially during times of stress.
7. **Soothe with a sensory activity:** Putty, sand, Play-Doh, or similar materials can also serve as effective calming tools.
8. **Change the scene:** During a tantrum (or even a less intense state of agitation), kids can become stuck. Move to another room or another area of the classroom, while pointing out things that may be of interest to the child.
9. **Take a break:** We all need a break sometimes, and children are no different. If it's a particular task that became too frustrating (for example, a puzzle), encourage the child to

walk away from it and return at a later time.

Once Calm is Achieved

When children are stressed, they are likely that way because they have no control in their lives. As an educator, you are able to empower them by offering choices.

There will be times that simply offering a child a choice is enough to move the situation forward. Ensure that you offer the child a real choice (are you ready to get dressed to go outside, or would you like to sit out front with me?), not a “non-choice choice (would you like to put your hat on first or your jacket?)

Older children can tell you what they need to move forward (I need a drink of water, I need a hug.)

The following is a list of strategies that will be used to positively guide behavior at Columbia Childcare Centre:

- Substitution - When two children want the same toy, another similar toy will be provided for one child. We will present the new toy in a positive, cheerful way.
- Redirection - Same principle as substitution, but instead a child will be moved along into a different area or to a different activity.
- Encouraging the use of Language – Children need to learn to express verbally and need to feel understood. By listening to children and showing them they are being understood can prevent frustrations coming out in other, less desirable ways.
- Physical Proximity – By circulating throughout the classroom and staying close to the children, our staff will prevent many problems before they start.
- Activities - By providing a wide variety of challenging, diverse activities, the day will run much smoother. The children will be busy in a constructive way.
- Appropriate Expectations - By knowing what to expect (and what cannot be expected) of children at certain ages, staff will avoid creating a situation ripe for frustration.
- Praise and Reinforcement - Children want to please adults. Staff will encourage, reward, and build upon appropriate behavior.
- Modeling – Staff will model the manners and behaviors children need to see.
- Environment – Staff will ensure that the arrangement of the room and schedule are working for the children and will be responsive to the children’s needs.
- Consistency- Whenever possible, Staff will be consistent within the practices of the Care Centre, and with any special rules from home. Communication is essential!
- Rapport- Staff will get to know each child and develop meaningful relationships. Staff will strive to know each child’s preferences, what they respond to, what agitates them, etc. Staff will develop a relationship with the children and families based upon mutual trust.
- Supervision- Toddlers, especially, need to be closely supervised at all times and are very quick and extremely curious! Care Centre Staff are well aware of this fact of nature and will keep warm, but attentive eyes on young ones at all times.
- Staff at Columbia Childcare Centre will never inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation. Staff will never deny or threaten to deny any basic necessity, or use or permit the use of any form of physical restraint, confinement or isolation.
- Natural or logical consequences.

Natural and Logical Consequences

Natural consequences occur automatically as a result of actions. Natural consequences are things that happen to the child as a result of his or her behavior, *without adult involvement*. Natural consequences do not require adults to actively inject themselves into the situation. Adults can simply allow the natural consequences to occur. Natural consequences let the child learn, personally, sometimes the hard way. Examples of natural consequences:

- A child who refuses to wear mittens will get cold hands.
- A child who insists on keeping their shoes on the wrong feet will get sore feet.
- A child who doesn't play cooperatively will be excluded from future play.

Natural consequences should not be used in the following cases:

When the natural consequence is dangerous or harmful. (Allowing the child to bolt from the group during a walk.)

When the natural consequence is delayed for a long period of time after the child's action or behavior. (Child insists on keeping a sippy cup of milk in his cubby, but it will be spoiled by the end of the day.)

When the natural consequence is not isolated to the child. (Child will not hold hands while walking, so the entire class cannot go on a field trip.)

Logical Consequences

Logical Consequences are imposed by the adult. However, logical consequences are different from punishment in some important ways:

- Logical consequences are planned in advance by the adult. They are not reactive or angry responses.
- Logical consequences are often planned with input from the child.
- Logical consequences *make sense* in relation to the behavior. They are "logical."

Guidelines for Developing Logical Consequences

- Logical consequences should be developed in advance of behaviors, when possible. Developing of the consequence might occur after a misbehavior, but in advance of the next re-offense. (The next time you put sand on the floor, you will need to sweep it up.)
- Logical consequences should make sense when viewed in relation to the behavior. (It is more logical to have a child choose another centre to play in if they are throwing blocks than to make the child forbid a child from riding a bike outside because they were throwing blocks.) The latter does not make sense in relation to the misbehavior.
- Logical consequences should occur as soon as possible after the misbehavior. Don't delay them to the point where they become too far disconnected from the misbehavior.

- Logical consequences should be applied consistently. Consistency is a critical element of logical consequences. Inconsistency sends the message that sometimes there are no consequences for misbehaviours. The child gets intermittent reinforcement for “getting away” with the misbehavior. Intermittent reinforcement is a powerful force in perpetuating a behavior.
- Logical consequences should be appropriate to the child's age.
- Logical consequences are not threats. Threats teach children to be afraid rather than problem-solve and reason-out the connection between behaviors and consequences.

Logical consequences should not be cumulative. Piling-up restrictions only serves to make the child see the consequence as beyond his or her control. This can lead to more misbehavior, rather than teaching the child to take responsibility for behaviors

All Columbia Childcare Centre staff are required by law to report any suspicions of child abuse to the proper authorities.

Section 4(1) of the Child, Youth and Family Enhancement Act states: "ANY PERSON who has reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to a director under the Child, Youth and Family Enhancement Act or a person who has the director's delegated authority.

The Child, Youth and Family Enhancement Act places the obligation to report child abuse by a parent/guardian or another person with any individual who has reasonable grounds to believe abuse has occurred. This responsibility includes caregivers in day care centres. This obligation is not discharged until the individual has reported directly to a caseworker. Caregivers are familiar with the procedures set by the Child and Family Services Authority.

Administration

Inquiry

Interested families can approach the Centre in person, via phone or via email. A staff representative will make an appointment to meet with the family. During this appointment, the family will be given a full tour of our facility.

If the family is interested in enrolling their child one of two things will happen.

1. Wait List

In the event that all spaces are full, a wait list will be maintained by the Centre administration. Parents on the wait list will be contacted when a space opens up in the age group they require. Open spaces will be held for 24 hours before being offered to the next family.

Registration priority is given as follows:

- Children currently enrolled who are waiting to be placed in an older classroom
- Siblings of registered children
- Children of learners, faculty, and staff at Columbia College
- Members of the public

2. Registration

Upon acceptance of the offer of space available for your child, you will receive an appointment to complete the registration process. During registration you will

- meet with our Director
- \$100 non-refundable deposit (\$100 will go to first month tuition)
- receive and bring home registration package
- discuss fees, payment options, policies and subsidies
- arrange a visit for your child (see Orientation below)

Orientation

We encourage your family to visit our Centre prior to his/her first day. This provides an opportunity for you and your child to participate together and feel more comfortable with the surroundings; staff and will help familiarize your child with his/her classmates. You may also ask our staff any questions you may have. This visit will help to ensure that your child's first day goes as smooth as possible.

Fee Schedule (Effective October 1, 2017)

12 months to less than 19 months	\$1225/month
19 months to less than 3 years	\$1120/month
3 to 6 years old	\$1075/month

The fee for care will remain the same each month regardless of the number of working days, public holidays, family holidays, or College breaks. The College normally closes for all National and Provincial holidays. Exact dates will be posted in the Centre, and in monthly newsletters. All fees are due on the first working day of the month. Late payments will be subject to a \$5.00/day penalty, which must be paid at the same time as the child care fees.

Additionally, we require a fully refundable payment of \$20.00 in order to provide you with a security fob to access the day care. Additional fobs and replacement fobs are available at a cost of \$20.00 each (non-refundable.)

Subsidy

The Ministry of Human Services provides financial assistance to eligible lower-income families using licensed day care centres.

Parents applying for subsidy may receive an application form from the Centre, or may apply online at <http://humanservices.alberta.ca/financial-support/15104.html>.

Parents who qualify for Daycare Subsidy must have full approval in place prior to attendance. Any fees not covered by Subsidy are the parent's responsibility and are payable in advance on the first of each month. Proof of qualification must be presented to provider prior to registration.

It is your responsibility to ensure that your subsidy is kept up-to-date. If you do not renew your subsidy on time, you will be responsible for the full, non-subsidized fee. If your subsidy is renewed and backdated, your parent portion will be credited.

Payment Policy

A non-refundable deposit is required to hold your child's spot once confirmed. The deposit will be credited to your child's first month's tuition fee. A refund will not be issued if you chose to withdraw your child before their scheduled confirmed start date.

All monthly fees will be paid in advance on or by the first of each month. Unpaid fees are subject to immediate suspension or termination of care unless reasonable arrangements are made and accepted by the Columbia Childcare Centre.

Fees are based on booked days, not attendance, and parents are responsible for fees whether, or not, a child attends. Therefore, there is no exemption from fees for absence due to illness, vacation or for any other reason. No credits can be given for days missed.

Pre Authorized Payment forms must be submitted for automatic debit withdrawal on the first day of each month. Personal cheques will not be accepted.

It is the responsibility of the parent to inform the Centre if banking information has changed.

A fee of \$30 will be added for non-sufficient funds or failure to update banking information. Late pick-up and incidental fees will be added to monthly billings.

Withdrawal Procedure

Families are required to provide at least one month's written notice when they wish to withdraw their child from the Care Centre. More notice is preferable. Withdrawal forms are to be submitted to the Director.

Giving proper notice is crucial as most families on the waitlist have their children placed in care at other locations and are required to provide one month's notice at their current facility. If you provide less than 30 days' notice, you will be required to pay an additional month of fees.

Termination of Service

The Columbia Childcare Centre can terminate services to a family under the following circumstances:

- Fees for services are not paid in full and on time and suitable arrangements cannot be agreed upon
- The Centre is unable to resolve a problem with a family
- If a family member harasses, yells, uses offensive language, offensive gestures, inappropriate or offensive written comments, threatens or commits a violent or unlawful act toward a staff member, child or other family involved in a program.
- If, in the assessment of the day care staff, a child is unable to manage safely in a group of children within the given adult-to-child ratio. In this case, termination of services will be a measure of last resort

Arrival and Departure Procedures

Arrival

****VERY IMPORTANT**** each parent must notify the teachers so that the teachers can sign in and out for your child on the tablet.

The center opens at 7:00 a.m. each morning. We encourage children to arrive by 10:00 a.m. so they may fully participate in the morning activities. Parents must always accompany their children in and out of their classroom.

Upon your child's arrival and departure, please be sure a staff member in your child's classroom is aware that you are present and are either dropping off or taking your child home. At the same time, staff member will be signing in or out for your child on Timesavr. (An online system we use to keep track of all attendance records)

Since attendance forms will be used to verify the presence of children in an emergency, parents must follow this sign-in/sign-out procedure each day. This practice is legally required by the

Alberta Government. Any person who is not the child's caregiver and is signing a child in or out must be 18 years of age or older. Before a child will be released to any person, the Centre must have record that the individual is authorized to pick up a child.

Regular routines for pick up and drop off help reassure children. When you arrive, we suggest the following routine:

- First let staff member know that you are here
- Help your children with his or her belongings
- Help your child wash his or her hands when you arrive at the Centre to help prevent spread of infection and disease
- Take your child to join his or her group

Separation

Separation can be stressful for parents as well as children. We are here to help in this sometimes difficult, but very common, developmental process. Sometimes children are upset during their first few weeks, and some don't express anxiety until a few weeks later when they feel comfortable enough to do so.

Staff at Columbia Childcare Centre are sympathetic to feelings of anxiety over separation and will be available to help make this new situation manageable for you and your child. A joint effort by parents and staff should promote a relatively smooth adjustment. The way you feel about your child attending the Care Centre for the first time significantly affects your child's adjustment. The following suggestions may help:

- Think and speak positively to your child about beginning care, as your feelings will affect how your child adjusts to the separation
- Make sure you inform your child that you will be departing; attempts to slip away unseen will increase your child's level of anxiety on subsequent occasions
- Assure your child that you will return
- Bring a family photograph so that your child can see their family
- Bring along a favorite stuffed toy or blanket that can be used to comfort your child

Pick up

****VERY IMPORTANT**** each parent must notify the teachers so that the teachers can sign in and out for your child on the tablet.

Parents / guardians are asked to ensure all children are picked up by 6:00 pm. Please call the Centre if you are not able to pick your child up in time and ensure appropriate emergency

contacts are up to date so another person is authorized to pick up your child if you are not able to.

Late fees

Parents / guardians will be charged a late fee of \$5.00 per child for the first minute and \$1.00 every minute after that.

Parents / guardians will be called if a child has not been picked up within 5 minutes of the Centre's closing. If parents/guardians cannot be reached, emergency contacts will be called to help locate parents.

Emergency contacts can pick up a child if parents / guardians cannot be reached (See Release to Authorized Persons below). If parents/guardians and emergency contacts are not able to be reached after 1 hour of the Centre's closing, staff are required to call Family and Children's Services and notify the Director immediately.

Release to Authorized Persons

Authorized persons are individuals that the parent has listed on the enrollment form. Please inform the Centre of any changes!

No child is to be released to any persons other than parents/guardians without parental consent. Parents are required to notify the Centre by phone or written documentation if a child is to be released to someone other than the parents.

Staff are to make a record of any verbal permission (in person or by phone) for pick up and to share this information with other staff members if siblings are involved. Should an authorized person pick up a child, staff are required to record the time of pick up, and note who picked up the child.

A person who has been given authorization by the parent, verbally or in writing, but is unknown to a staff member is required to present identification before the child will be released.

If a parent fails to notify staff that someone else (not listed on authorized pick up list) will be picking up their child, staff must contact parents and receive verbal consent and make a record.

Emergency contacts will only be called to pick up a child if parents cannot be reached.

Car Seats

Parents (and/or any individual who has been listed as an emergency contact who can pick up a child) must have an appropriate car seat to transport a child safely home. If one is not available,

they must find other means to transport the child(ren) safely. Columbia Childcare Centre is not responsible for providing or ensuring that the person picking up your child has a car seat.

Changes to Personal Information

It is very important that the Care Centre has the most up-to-date contact information, including telephone numbers, address, student timetables, and persons authorized to pick up your children. Please inform staff of any changes to your personal information.

Privacy Statement

Columbia Childcare Centre is committed to protecting your privacy and the confidentiality of your family's personal information. We adhere to these policies and the provisions of the Alberta Personal Information Protection Act. We collect personal information in order to provide your child with child care services. Personal information is any information that identifies an individual. Furthermore, any information regarding a child will only be shared with outside agencies and/or individuals with expressed parental consent.

Our commitment to privacy means that we will not collect, use, or disclose you or our children's personal information for any purpose other than those identified to you, subject to exceptions permitted by law.

We take our responsibility to respect and protect your personal information seriously. If you have any questions about our privacy policy or practices, or if you would like to review your personal information, please contact our Child Care Director

Health, Safety and Emergency Policies

Potential Health Risk Policy

Please advise the Centre prior to 8:00 am if a child will not be attending due to illness. A child who is ill (e.g., fever, infection, diarrhea, communicable disease, or any other type of illness that may be passed on to others, with the exception of the common cold) must be kept at home to protect the well-being of other children, families, and Centre staff.

The key to preventing the spread of contagious illnesses is early detection, and communication between parents and staff is crucial for the well-being of the children. Parents are urged to report any symptoms or concerns to staff upon arrival, and staff will monitor children closely

for signs of the conditions listed above. Staff will also maintain good communication with each other, reporting concerns to any and all staff working directly with a particular child under observation.

The Program Supervisor will be notified immediately when a child becomes too ill to participate in the program, the child will first be moved to an area as far away as is practicable from other children and will remain under direct supervision/observation of a primary staff member. The child will be encouraged to lay or sit on a personally assigned cot and every effort will be made to ensure the child is as comfortable as possible until a parent or emergency contact arrives to pick up the child.

Parents will be notified immediately by phone and arrangements must be made to pick up the child from the Centre as soon as reasonably possible. If the parents cannot be reached after a period of 20 minutes, or are unable to pick the child up in a reasonable amount of time, those listed as emergency contacts will be called to pick up the child. Staff will continue to try to contact the child's parents (or emergency contacts) until someone is reached.

If your child is going to be absent, you must notify the center no later than 10 am that day. If your child is not feeling great, please notify us as to the nature of the illness, particularly if it is contagious. Please note that 24 hours symptoms free is a requirement before your child can return to our daycare center safely.

Signs or symptoms of illness exhibited by a child as defined by the Alberta Child Care Licensing Regulation include:

1. vomiting, having a fever (a temperature greater than 38 degrees Celsius), diarrhea, or a new unexplained rash or cough
2. Requiring greater attention than can be provided without compromising the care of other children in the program
3. having or displaying any other illness or symptom the staff member knows or believes may indicate that a child poses a health risk to persons on the program premises

Families will be notified of any confirmed cases of a communicable disease through a health notice posted in the front entry of the Centre, advising parents of specific symptoms and measures to be taken if symptoms present. Parents will be directed in-person to this notice upon pick up or drop off of each child.

Accident or Illness Policy

Columbia Childcare Centre, as a license holder is required to report to Child and Youth Services serious illness of or injury to a child that occurs while the child is attending a program and any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child. Incidents that require reporting include, but are not limited to:

- Death of a child
- Allegation of abuse
- Missing or lost child
- A young person involved in crime
- Child removed from a program without permission
- Emergency evacuation or unexpected program closure
- Intruder on premises, illness or injury requiring emergency medical services and hospitalization
- Error in the administration of medication
- Child left on premises after hours

Even in the safest environments accidents and injuries do occur. Any accidents that may occur at the daycare are recorded by staff on an Incident / Accident Report. If your child has been injured during the day you will be required to sign and date the report indicating that you have been made aware of the incident / accident.

In the case of a more serious injury or illness parents may be contacted to pick up their child. A program supervisor will be notified and will supervise any first aid procedures. Parents will be notified immediately if the accident/incident is of a serious nature or if the child is highly distressed. If a child requires immediate medical attention, 911 will be called and the parents will be notified as soon as possible. Any medical expenses incurred will be the parent's responsibility.

Incident / Accident Report forms will be filled out with as much detail as possible and contain the following information:

- Child's name.
- Age.
- Date.
- Time of accident / incident.
- Description of how incident / accident occurred.
- Treatment given / action taken.
- Part(s) of the body affected.
- Treatment given by whom.

- Time parents are notified
- Equipment involved
- Child's level of participation
- Name of parent notified.
- Corrective action needed to prevent reoccurrence.
- Signature of staff and date.
- Signature of supervisor and date.
- Signature of parent and date.

Each report will be reviewed and signed by a Centre supervisor or designated CDS in charge. Parents may request a copy for their own records. The original will be kept on file in the daycare office until the child leaves the program

Administration of Medicine Policy

Should a child under our care require the administration of any medication, staff at Columbia Childcare Centre will administer medication to a child only when all of the following criteria are met:

- written consent from the child's parent has been obtained
- the medication is in the original labeled container
- if the medication is prescription, it has the child's name on the label
- the medication is administered according to the labeled directions

Any time medication is administered to a child the following information will be recorded:

- the name of the medication
- the time of administration
- the amount administered
- the initials of the person who administered the medication

All medication at the Centre will be stored in a locked container that is inaccessible to children. All medication that may be needed in an emergency, such as an EpiPen or asthma medication, will be stored in a location that is inaccessible to children, but immediately available to staff, i.e., in an easily accessible container that remains unlocked.

Smoking Policy

No person shall smoke on the program premises, and no staff member shall smoke at any time or place where child care is being provided.

Parent Advisory Council

General Purpose of the Council:

- Provide feedback on policies and practices in an on-going effort to support continuous improvement.
- To assist the administration with strategic planning by providing parental viewpoints and unique expertise on issues that affect the centre as a whole.
- To know about the Alberta Child Care Licensing Handbook and to understand the Centre's mission Statement, Vision Statement, Personnel Policies, annual licensing checklists and the Centre's Code of Ethics.
- To work with the Centre's administration to review important issues, and activities such as teacher retention, fund-raising, food service, facilities, family events, extracurricular activities, and changes in procedures of services.
- To oversee the structure of any special parent sub-committees, ensuring each have a clear charges and leadership in place.
- To communicate with the centre families and staff, for example provide a regular report in the Centre's newsletter.

Parents who wish to join the council should speak to the centre Director.

Technology

Parents and staff sign children into care and out of care using Timesavr. This program was developed in Alberta by an Albertan to meet the unique reporting needs of our Provincial government. Parents would notify the teachers in the room so teachers can sign in/out for the child(ren), using the actual time the child was brought into care.

Columbia Child Care & Early Education Centre is pleased to be able to offer families HiMama as a communication tool between home and child care. Parents are able to directly communicate with their child's teacher and in turn, the staff is able to report on children's activities, developmental growth, send reminders home, share pictures/video, menu changes and program planning. Parents are sent this information via email and they also have the opportunity to create their own HiMama account so that the information can be shared with trusted family members.

Unscheduled Closures of the Centre

It would be on quite a rare occasion when city schools or buses shut down, and as such, we do not anticipate ever having to close due to cold or inclement weather.

If a weather advisory is sent out regarding severe weather, children will remain in the Centre. Columbia Childcare Centre will follow the weather forecast given on the Environment Canada website, http://weatheroffice.gc.ca/forecast/canada/index_e.html?id=ab.

Additionally, if we experience any other circumstance that prohibits us from providing a safe and healthy environment, such as a water main break, loss of electricity, loss of indoor heat, and the like, Columbia Childcare Centre will close.

Columbia Childcare Centre has policies and procedures for dealing with emergencies. In the unlikely event that an evacuation is necessary, children will be relocated to an alternative site and parents/guardians will be notified as soon as possible. Evacuation plans are posted in the main entryway of the Centre.

In the unlikely event that management determines the Centre must close during normal hours of operation, parents will be called and required to pick up their children as soon as possible.

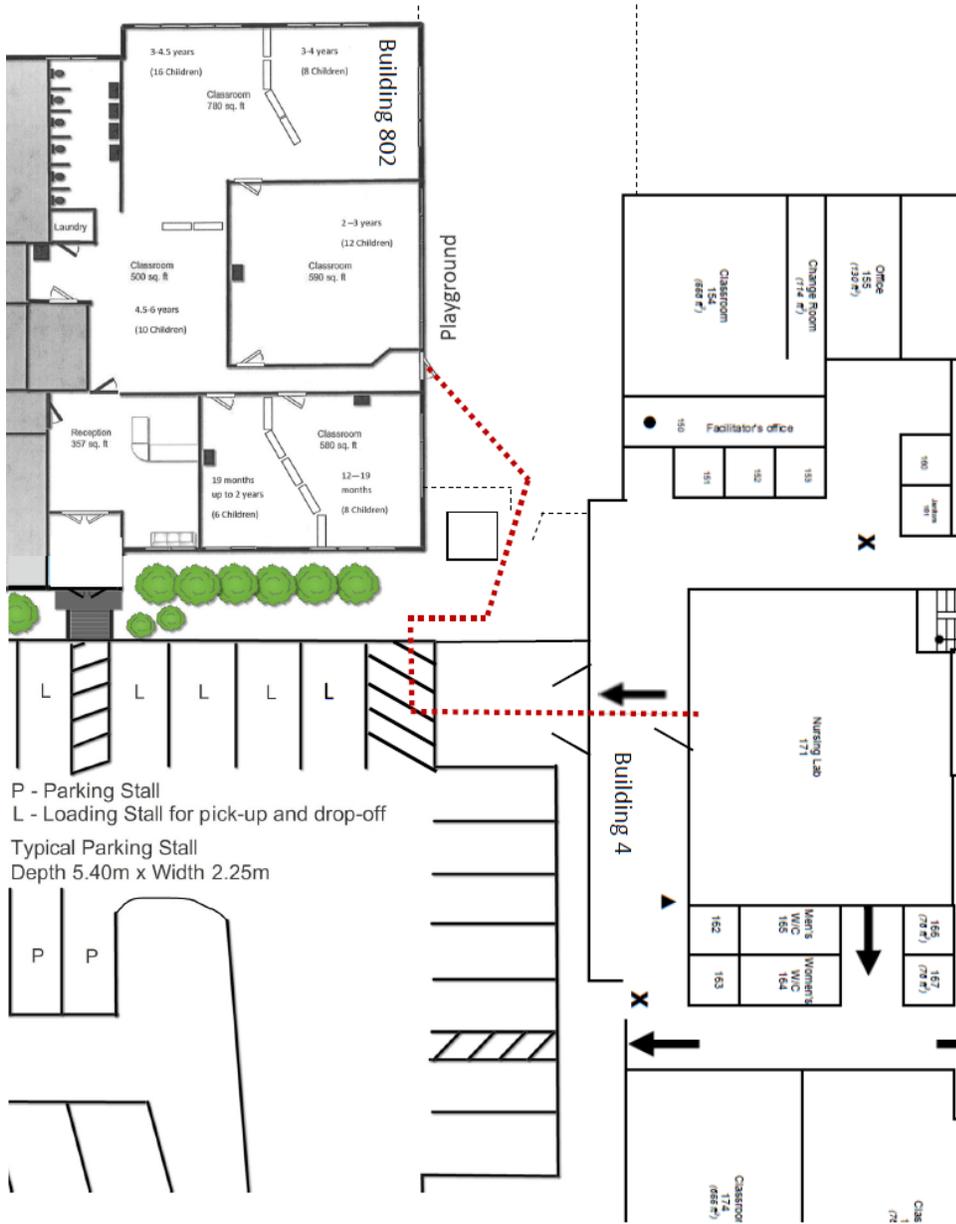
Please be aware that if the Centre is closed or should close prior to regular closing hours, there will be no reimbursement or credit of childcare fees.

Emergency Evacuation

In the event of an emergency evacuation, staff and children will gather in the Nursing Lab (Room 171) in Building 4. The address of this location is:

Building 4, room 171
Manning Road NE
Calgary, Alberta
T2E 7N8

Emergency Evacuation Diagram



Should You Have Any Concerns

As a child care center we are a community of children, parents, and staff all interacting and sharing our lives together. In a community, people work closely together and hopefully interactions are positive, helpful, kind, and understanding. Yet it is to be expected that from time to time, people will experience conflict, concerns, and difficulties.

When a parent has a concern about some aspect of our child care program we will take every step to help resolve the issue as promptly as possible, keeping the safety and well-being of the children and staff a priority.

As it is in everyone's best interest to maintain harmony and goodwill in the Centre, the Centre reserves the right to ask a family to withdraw for the sake of the child(ren), family, and staff. We must at times be able to accept that our Centre is not the right fit for some children and families.

Parents are encouraged to discuss any questions or concerns about our children's programs or procedures with the Program Supervisor or Centre staff. If a conflict arises, the goal is to resolve differences and find solutions that everyone can accept. We are committed to providing a caring and supportive environment for our children and families.

Community Complaints

All concerns should be addressed to the centre Director or Designated Supervisor. Depending on the severity of the complaint, the President of Columbia College will be immediately informed or will be informed in a timely manner. The centre Director will attempt to resolve the issue with the individual.

An accurate record will be kept of all interviews conducted for complaints. The Director will keep the complainant updated on the investigation if the complainant requests. All parties are required to respect the confidentiality of the issues raised and maintain a respectful relationship. As such, names, or identifying details will not be revealed to the complainant.

If the individual feels that their concerns have not been reasonably addressed or that an unsatisfactory situation persists, they will be referred to:

**Calgary Region Child and Family Services
1240 Kensington Rd. NW
Calgary, Ab
403-297-6100**

Any complaint that is made in writing must also receive a written response. This response must be drafted by the Centre Director in consultation with the President of Columbia College.

Resources and References for Parents

- Provincial Subsidy: www.child.gov.ab.ca/home/1153.cfm
- Alberta Child Care Licensing Act:
http://www.qp.alberta.ca/1266.cfm?page=C10P5.cfm&leg_type=Acts&isbncln=9780779733866
- Child Care Accreditation Standards
<http://www.humanservices.alberta.ca/documents/accreditation-standards.pdf>
- Government of Alberta Child and Youth Services Homepage:
www.child.gov.ab.ca/home/587.cfm
- Canada's Food Guide: www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php
- Bully Free Alberta: www.bullfreealberta.ca
- Family Support for Children with Disabilities (FSCD):
www.childalberta.ca/home/591.cfm
- Calgary and Area Child and Family Services Authority
Address 300 - 1240 Kensington Road NW
Calgary, Alberta T2N 3P7
Toll Free: 1-800-387-5437 (Child Abuse Hotline)
Toll Free: 1-877-644-9992 (Child Disability Resource Link)
Toll Free: 1-888-456-2323 (Bullying Help Line)
Toll Free: 1-800-668-6868 (Kids Help Phone)
Toll Free: 310-1818 (Family Violence Info Line)
Telephone: 403-297-6100 Calgary office
Telephone: 403-297-2995 (24 hour Child Intervention Line)
Fax: 403-297-7214
E-Mail: calgaryareacfsa.info@gov.ab.ca
Website: <http://www.calgaryandareacfsa.gov.ab.ca>
- Healthy Alberta: www.healthyalberta.com
- Canadian Pediatric Society <http://www.caringforkids.cps.ca/>

➤ Recalls and Safety Alerts

<http://healthycanadians.gc.ca/recall-alert-rappel-avis/index-eng.php>

This handbook is intended to provide you with the information necessary for you and your child to be enrolled in our program. Please retain it for future reference. If you have any questions, concerns or ideas at any time please do not hesitate to speak to us.