



Child Development Centre Ltd.

PARENT HANDBOOK

Douglas Glen

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Calgary, AB T2Z 3K1

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Chaparral

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Monsignor Smith

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Cranston

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Our Lady of the Rosary

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St. Marguerite

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St. Albert The Great

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After Hours Emergency Contact

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Program Operator

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Janine Withell
Executive Director

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Dear Families,

Welcome to Juvenescence!

I am honoured that you are considering entrusting the care of your child to the Leaders at Juvenescence Child Development Centre Ltd. As a parent myself, I understand how important and difficult your decisions about child care can be.

When I founded Juvenescence in 2010, it was based on the belief that families, just like yours, want a warm, welcoming, secure environment in which children's unique interests and abilities will be nurtured and developed.

It is my hope that you will find peace of mind in knowing Juvenescence is committed to providing the very best care for your child.

Sincerely,

*Jennifer Bulmer
Owner/Founder
Juvenescence Child Development Centre*

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ABOUT OUR PROGRAMS

Our staff support each child's character development, life skill development and social, physical, creative, emotional and intellectual growth by planning engaging activities based on each child's interests. Our greatest goal is to help children develop a social conscious and become citizens and role models in the community.

Each day there is a variety of self – directed and leader – guided activities for children to choose from. These could include: open ended art, dramatic play, games and puzzles, reading, floor toys, computer, outside and park play, and rotating stations (photography, carpentry, sewing, take-apart, investigation, music, science and nature, sculpting etc.).

Juvenescence offers a variety of programs to fit the needs of working parents:

- School Age Care - for children Grades K through 6.
- Camp Care is offered during Winter and Spring Break, is open to the public and includes a variety of field trips, guest presenters, special theme days, and outdoor play. All Camps will be held at our Chaparral and/or Douglas Glen location.
- Summer Camp Program is offered July and August. Day camps include field trips, outdoor play, specialty themes, water activities and crafts and are held at our Chaparral and Douglas Glen locations.

OUR STAFF

We pride ourselves in having a committed team of Leaders who create a stable, nurturing environment for the children in our care. Our Leaders come from a variety of ECE and related fields and share a common passion for caring for children.

All staff are active in professional development and in pursuing personal growth through continued workshops and courses year round. You will have an opportunity to meet our staff on your tour.

Our Founder, Jennifer Bulmer, holds a diploma in Recreation Therapy, a certification as a Child Development Supervision and has over 25 years professional child care experience. She is enthusiastic in creating the highest quality child care programs in Calgary and supporting other professionals in the School Age Care community.

PHILOSOPHY

Children

Juvenescence believes that every child deserves a safe, warm and caring environment in which to grow and develop to their maximum potential. We are committed to fostering each child's self-esteem and feeling of self-worth and value through positive care giving, and stimulating activities that will promote their physical, social and intellectual growth and development.

Every child is entitled to the opportunity to develop personal responsibility and social skills, to learn to problem solve and to learn about other races and cultures. Each child is recognized as a unique individual who brings his or her own gifts to the program and deserves to be given the encouragement and space to try new things, explore new ideas and develop their own unique creativity.

Parents

Juvenescence is committed to families having the support of available, safe, reliable, high quality child care for their children that allows them the peace of mind they require to go to work and be worry-free during their work day. Parents are entitled to be treated with respect and be given the opportunity for feedback and involvement.

Staff

Juvenescence is committed to hiring, training and fairly compensating staff. Staff are hired who have a positive and sensitive attitude towards children. Non-discriminatory hiring practices are supported in order to give individuals of all racial and religious backgrounds the opportunity for employment. We believe that everyone has worth and value and all staff are entitled to be respected, supported and treated fairly by their co-workers and supervisors.

Volunteers and Students on Placement

Juvenescence is committed to providing learning opportunities and practical work experience, in the areas of programming and administration, to members of the community through the recruitment, placement, training and recognition of volunteers and students on placement. Volunteers and students on placement augment the high-quality care and individual attention given to children in the programs and will be provided orientation to *Juvenescence* policies and practices.

Community

Juvenescence is committed to working collaboratively and cooperatively with the School Boards and other agencies, as well as the Provincial government, to provide the best possible child care service to families.

PHILOSOPHICAL DIFFERENCES

Occasionally, the needs of a family do not fit with the principles, policies and procedures of *Juvenescence*. The Director will try to promote discussion to come to agreeable terms. If this is not possible, it is in the best interest of the family to enroll the child in a program that is more in line with their needs or beliefs. *Juvenescence* reserves the right to ask the family to find a more suitable child care arrangement.

IMPORTANT PROGRAM INFORMATION

HOURS OF OPERATION

Chaparral & Douglas Glen	6:45am – 6:00pm
Cranston	7:00am – 6:00pm
Monsignor Smith, Our Lady of the Rosary, St Marguerite & St. Albert The Great	7:00am – 5:30pm

Spring, Summer and Winter Camps hours of operation are 7:00am – 6:00pm.
 Children from Cranston, Monsignor Smith, Our Lady of the Rosary and St. Marguerite may attend our Chaparral or Douglas Glen locations during school vacations.

Juvenescence is closed for all Statutory Holidays.

CLOSURE DATES:

Labour Day	September 3, 2018	New Years Day	January 1, 2019
Thanksgiving	October 8, 2018	Teacher’s Convention	February 14 & 15, 2019
Remembrance Day	December 24, 2018	Family Day	February 18, 2019
Christmas Eve	Closed In Lieu of Remembrance Day	Good Friday	April 19, 2019
Christmas Day	December 25, 2018	Victoria Day	May 20, 2019
Boxing Day	December 26, 2018	Canada Day	July 1, 2019
New Years Eve	Closed Early	Heritage Day	August 5, 2019

ADDITIONALLY: Monsignor Smith, Our Lady of the Rosary, St. Marguerite & St. Albert The Great are closed:

December 24, 2018 – January 4, 2019*	March 25 – 29, 2019*	June 28, 2019
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ADDITIONALLY: Cranston

December 24, 2018 – January 2, 2019*	March 25, 2019*	June 28, 2019
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* Registration open at Chaparral & Douglas Glen

ATTENDANCE

- Absence, Late Arrival & Play Dates:
 - **Phone the program** Parents will be contacted if a child is unaccounted for.
 - **Notify the school** of child’s absence.
 - **Written consent from parent(s)** is required each time there is a playdate. They will not be allowed to go without it.
- Subsidy
 - Parents receiving government subsidy are advised to review the program’s policy regarding attendance for their children. Unexcused accumulating absences may result in an additional fee. Please refer to the program’s subsidy policy. If your child is sick it is important that you get a doctor’s note to be submitted to subsidy to reduce the amount of unexcused absences.

PAYMENTS, FEES & SUBSIDIES PAYMENT OPTIONS

Payments are due at the time of registration for the entirety of the school year. Payments can be cancelled provided 1 full calendar month notice is provided.

Payment is accepted in the following format:

- Pre – Authorized Debit
- Post - dated cheques

FEES

Upon registration, all fees are due and payable. It is your responsibility to ensure all payments are received.

Because your child fills one of a limited number of spaces, your space must be paid for whether your child is present or not. 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.

- A \$50.00 non – refundable registration fee is required for each child registering in the program.
- A \$600.00 refundable deposit is required for each child registering in the program. Deposit will be refunded with 1 full calendar month notice of termination.
- **Fees are due on the first day of each month, by PAD or post-dated cheque.** Families with special circumstances may request permission to post-date their cheques for the 15th of each month.
- Fees will not be prorated for any reason.
- Drop-in fees are to be prepaid at the beginning of each month for time booked. If your child is dropped off unexpectedly, drop-in fees for that day must be paid immediately or use of this service will be terminated.

Non – Payment of Fees

Leaders will work with families to develop alternate payment arrangements. Long – term default on fees will result in the services of Juvenescence being terminated.

- Fees not paid by the **5th working day of the month** are subject to having the child's enrolment suspended until all fees are paid in full.
- **A \$50.00 service charge will be charged on all NSF Cheques.**
- Any fees and fines in arrears must be paid by the first day of the following month or may result in termination of enrolment in the Program.

GOVERNMENT SUBSIDY

Parents that cannot afford the full childcare fee are encouraged to apply for subsidy through Alberta Children's Services. Parents are responsible for having their child attend the required hours to meet their

subsidy obligation. Any fees not covered by subsidy, will be the responsibility of the parent to pay.

TERMINATION OF SERVICES

Juvenescence requires **one full calendar month's written notice** to withdraw a child from the program. Failure to provide the minimum notice will result in an additional month's fees being due. All outstanding fees are payable at the time notice is given.

LATE PICK UP

There are no provisions for early or late drop-off or pick-up. Parents/guardians should phone the centre immediately if unforeseen circumstances prevent children from being picked up by closing. It is unfair for a staff member to have to keep their family waiting because someone is late and it is unfair to your child who is expecting you.

A late fee of \$10.00 for the first 10 minutes or any portion thereof and \$1.00/minute for each additional minute will be charged for pick up of children after program closure. ***Late fees are per child and are payable to the program staff upon child pick up. The parent will be issued an invoice for the extra time to be paid to the Centre within 24 hours.***

If late pick-up becomes reoccurring and problematic, all incidents will be documented and the Director will become involved in an attempt to reach a satisfactory resolution culminating in a signed agreement between all parties. Should a satisfactory resolution not be reached, Centre services will be terminated for that family effective immediately.

LOST CHILD PROCEDURES AND FEES

Parents are required to ***contact the program if your child will be late or absent.*** A child who does not come to the program after school are considered a ***missing child.***

In an effort to locate the child, program staff will contact the parents and school. If the child can not be located immediately, ***we are required to call the police for a lost child. Parents will be charged \$75.00 if the police are contacted and the child is with the parent.*** It is extremely important to contact the program if your child will be absent – our staff will look for them until we confirm their whereabouts.

TAX RECEIPTS

Receipts for fees paid during the year will be provided in February each year. Field trip fees are not included on tax receipts as fees charged only cover the cost of activities and are not tax deductible.

REGISTRATION & FEE SCHEDULE 2018/2019

Please return all forms, filled out in their entirety, to the centre as soon as possible to ensure your child's space in our program:

- Online Registration Form www.juvenescence.ca
- Agreement Form (emailed)
- Fee Agreement (emailed)
- Confidentiality Policy (emailed)
- \$50.00 Registration Fee
- \$600.00 Deposit
- VOID cheque and PAD form for the school year

CHILD GUIDANCE POLICY

- Leaders will model appropriate behaviour and problem solving techniques.
- Leaders will model respectful interactions with adults and children.
- Leaders will guide children in a positive and constructive way.
- Leaders will give children the encouragement they need to develop self-control.
- Leaders will approach children at eye level when speaking to them.
- Leaders will acknowledge children, respond attentively and show interest when children communicate with them.
- Leaders will facilitate a safe environment for children to express their feelings.
- Leaders will seek out meaningful interactions with each child and will encourage children to express their needs and desires (1.1a2)
- Leaders will encourage children to interact positively and respectfully with each other.
- Leaders will guide children to respect the rights of others (1.2a2)
- Leaders will try to encourage children to work out problems with their playmates verbally before intervening.
- Leaders will set rules and expectations that are age and ability appropriate.
- Leaders will be consistent in their guidance techniques.
- Leaders will keep parents up-to-date on the child's behaviour.
- Parents are encouraged to give feedback regarding guidance techniques to maintain consistency between the centre and the home environment.
- Leaders will try to calm and redirect a child who is having trouble maintaining control. The child will be directed to “time away” to choose another centre that no other children are playing at. Once a child is calm, they may re-join their playmates.
- Leaders will engage in active conversations with children and will allow children to finish speaking without interrupting.
- Leaders will not inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation (3.2a).
- Leaders will not deny or threaten to deny any basic necessity (3.2b).
- Leaders will not use or permit the use of any form of physical restraint, confinement or isolation. (3.2c)
- Leaders will not withhold ANY food or food products as a form of guidance.
- All disciplinary action taken by Leaders shall be reasonable in the circumstances (3.1b).

Managing Misbehaviour

We strive to prevent difficult discipline situations from arising by providing an environment that is comfortable for children in a group, and provide activities that allow for freedom of choice. We believe it is essential for children to behave with respect for themselves, other children, adults and the equipment at Juvenescence. We emphasize role modelling through our Leaders, redirection and reinforcement through praise and encouragement. When a child's behaviour becomes unacceptable and or unsafe for himself or others, discipline is a necessary part of guidance. We strive to provide an environment that minimizes conflicts between children by providing many different play centres and activities that keep the children busy and happy, and allows them to interact in a constructive and stress free manner. By providing age – appropriate equipment and varying activities we hope to minimize the need for discipline.

On occasion, children may become frustrated and act in an unacceptable manner towards other children or adults. In these situations, we apply the following procedures to assist the child in regaining their self – control”

1. Redirection

When a child is experiencing frustration in a situation, we will direct that child towards another activity in which they are able to experience more success. NEVER is a child's self-esteem allowed to suffer by being labelled 'bad', 'naughty' or 'not nice'.

2. Limits

Explaining and defining limits is done in a classroom situation, and children are made aware of the behaviour expected within the classroom and towards others. Children will be reminded on an individual basis when a situation warrants.

3. Modeling Behaviour

Adults in the classroom will always model acceptable behaviour to children. This is a basic way in which children learn, and as adults we will never display behaviour that we would find unacceptable for a child.

4. Reinforcement

Through praise and encouragement, children will learn that acceptable behaviour is far more rewarding. Young children learn quickly that positive attention is far more fulfilling than negative attention. In a classroom setting, the praise of the Leaders and approval of their peers is often the only reinforcement necessary to maintain a high level of self-esteem. We will strive to encourage acceptable behaviour at all times, and reward that behaviour with praise.

5. Time Away/Extended Leave

We may choose to remove a child from a play situation or equipment if the child is having difficulty resolving a conflict within the situation or with another child. This will occur if redirecting the child was unsuccessful. The child will be moved away from the area, and remain in the care of a staff member to discuss the problem and allow the child to regain their composure. Once the child and the staff have resolved the situation, an attempt to incorporate that child back into the play situation may be made. Alternatively, the staff member will introduce the child to a new activity, and the staff will remain with the child until the child is playing comfortably. This time away is viewed as an opportunity to regain composure, not as a punishment. The child is given sufficient time to amend his behaviour to within acceptable limits, and no time period is allocated to this. AT NO TIME will we act aggressively towards the child. The child will be spoken to in a calming manner until he or she is reassured. When the child is calmed, any of the above mentioned methods might be used to help the child in regaining self-control.

Child Guidance Protocols

Should serious or persistent behaviour continue a behaviour plan will be implemented between the centre, child, and parent. A meeting with parents may be requested by the Program Director or Operator to discuss behaviours and to examine the need for community supports to be put in place. Suspension/termination from the program may result if a child's behaviour is considered dangerous to Leaders, peers or property. The decision to suspend/terminate care for a child is determined by the Operator.

Theft

Juvenescence has a zero tolerance policy for theft by children. Children will be given a one-time forgiveness with a verbal apology to the victim(s), written promise never to steal again and a meeting with the parents/guardians of the child. Repeat behaviour will result in termination of care.

INTERACTIONS

Children thrive within families and communities that protect their health and safety, nurture and respect them and provide opportunities for involvement with caring adults. Warm, supportive and responsive interactions between adults and children help children feel safe and encourage a sense of self – worth. Children who feel secure and valued are more likely to get along well with others, develop self – control and be able to benefit from opportunities and experiences that foster learning and safe exploration of their environment.

FAMILY COMMUNICATIONS

- Parents will receive an orientation to Juvenescence and be introduced to the staff.
- Leaders recognize that parents are and always will be the Primary caregiver for their child.
- Leaders will provide regular feedback on each child.
- Leaders at Juvenescence welcome your comments and concerns.
- Juvenescence maintains an Open Door Policy at all times.
- Parents are invited and encouraged to join in any and all activities happening at Juvenescence.
- Parents are invited to participate in special activities during the year.
- We invite you to volunteer anytime.
- Share your cultural celebrations and special skills with us! We'd love to have you as a guest presenter.

How We Share Information

- Activity Calendars and Newsletters are emailed the 1st of the month and can be found on our website, www.juvenescence.ca
- Changes of staffing or program routines and policies will be emailed with 1 week of the change.
- Parent handbook is emailed when parents register and anytime there is a policy change and can also be found on our website.
- The parent board will have information about the program, community and cultural events, resources for families, licensing information, memos regarding changes to programs or policies.

PARENT PARTICIPATION & FEEDBACK

Parents are encouraged to offer their feedback regarding the program in a variety of ways:

- Speaking with one of the Leaders
- Parent Suggestion Box
- Email
- Family Nights
- Annual Parent Surveys

CONFLICT RESOLUTION WITH PARENTS

When a conflict arises, Juvenescence Leaders will make every attempt to work with the family to resolve the issue to their mutual satisfaction, provided the arrangement does not:

- Put Leaders, the child or other program participants at risk;
- Diminish the value of the Juvenescence experience for other participants

All situations are dealt with on an individual basis, taking into account the specific needs and circumstances of the family. After working with the family and making every attempt to resolve the situation, the Director, in consultation with the Operator, may come to the conclusion that it is not appropriate to continue involvement in Juvenescence.

CHILD COMMUNICATIONS

Staff interactions with children are:

- Positive and respectful
- Support the children's social-emotional and intellectual development.
- Inclusive to sharing information about the program and themes

Children will be given the opportunity to communicate feedback regarding the program in a number of different ways. These include, but are not limited to:

- Annual child surveys
- Children will be asked for input regarding toys, events etc.
- Children's communication/suggestion box
- Open ended discussion with staff
- Leadership program
- On-going opportunities for children to suggest community organizations for the centre to support

Leaders will ensure that all communication between themselves and the children meets the criteria established in the Child Guidance Policy.

PROGRAMMING POLICY

Program planning addresses all aspects of the child's developmental needs and provides a flexible, guiding framework for the time the child is in care.

- Programming incorporates a variety of planned and spontaneous activities.
- Activities involve input from children and are responsive to their interests, backgrounds, preferences, needs and abilities.
- Leaders support each child's character development and social skill development
- A variety of materials are available to, and accessible by, children
- Leaders plan off – site excursions and specialty activities with input from the children and incorporate on non - school days. (2.1c1)
- Daily transitions into the program and out of the program are planned and consistent but allow for flexibility to meet individual needs. (2.1d1)
- Children are included in discussions to ensure toys and equipment reflect the ages, interests and abilities.
- Children participate in the development of program planning, routines and rules.
- Group rules will be reviewed with children regularly and will be value based.
- Leaders will review rules to evaluate that they are age and ability appropriate.
- Leaders will include community and global issues in programming.
- Leaders will provide leadership opportunities and skill development opportunities.
- Leaders will include student recognition activities.
- Leaders will plan leadership/ teamwork opportunities with the children
- Recreation activities are planned and are posted in plain sight.
- Leaders will support children in their understanding of safety issues (2.2a3)
- Leaders will provide children with the equipment they need to ensure their own personal safety when indoors and outdoors (4.2a3)
- Leaders will provide children with the information they need to ensure their own personal safety when indoors and outdoors (4.2a4)
- A balance of competitive and cooperative games and sports are planned. (3.1b2)

DEVELOPEMENTAL NEEDS

To ensure a physically and emotionally safe place for children to be cared for outside of school hours, creating an atmosphere of respect and acceptance, so that all children feel welcome and appreciated, implementing programs to meet all areas of each child's development.

We endeavour to meet the developmental needs of the children in our programs in the following ways:

- Children are given opportunity to participate in individual, small group, large group and leadership activities. Group activities encourage a child's social development and ability to cooperate, compromise, and resolve conflict with various groups of peers.
- Each child is supported and encouraged by staff and peers in their emotional growth and development.
- Healthy, active lifestyles and physical growth and development are encouraged through a variety of activities including: group games, park and outdoor play.
- Participation by the children in program development is encouraged by Leaders.
- Leaders engage children in critical thinking, problem solving, riddles, challenges and trivia by presenting them in a fun context.
- Creative needs are met with a variety of activities such as dramatic play, photography, cooking, arts and crafts, themes and free play such as house, building toys, doll house etc.
- A voluntary homework club is available to children needing general guidance with school assignments.
- By providing adequate supervision to ensure the physical safety of all children.

Child development is facilitated by programming based on the interests and developmental needs of the children. Juvenescence endeavours to foster development by creating a diverse and unique program that develops a child's social, physical, intellectual, creative and emotional well-being through play and recreation.

CHILD LEADERSHIP PROGRAM

All communities need role models and leaders. Most of us agree that professions such as medicine, technology, education, business and industry, politics, and the arts need people who can use intelligence, creativity, and critical judgment.

We believe it is our job, as role models and child care professionals, to help in the development of leadership attributes, qualities and skills in children at an early age.

Our leadership program helps teach kids to feel comfortable in and addressing large groups of children, have others respond well to their suggestions and build interest in setting the direction or style of play for their peers. We believe leadership in children can be nurtured and grown and, in turn, build great amounts of self-respect and worth.

Taking the initiative, making suggestions, providing direction, being sympathetic to the problems of others are all characteristics that can make great leaders. Fortunately, they are also behaviours that can be encouraged in our children.

Teaching Leadership Qualities to Children:

We want to help your child to be a leader, but what are the qualities of a leader? Here are some of the qualities required and how we can encourage the development of these qualities.

- **Integrity** – our staff always remember to be a good example, a role model for your child. We teach by example, and integrity is a quality kids learn from their care takers and parents. One tool that is very helpful is story telling. We have books that tell about the value of integrity in our reading corner.
- **Courage** –When your child shows courage, we notice it and praise it. It takes courage to tell our staff about problems or bullying and we encourage kids to “share fearlessly” with us.
- **Creative, independent thinking**- When we talk with your child about any subject at all, we always try to ask open questions that encourage creative thinking. Using the "One Step Farther" principle. After we have received all the obvious answers, we ask one more question, to come up with a deeper, more creative idea. Questions like "Why", "What would happen if...", "How do you think" “did it feel...", encourage your child to think creatively.
- **Self-belief** - One of the most important things we can help teach your child is to believe in themselves and in their ideas, visions and abilities. We try to encourage them every step of the way. When your child tells us that they want to be the richest person in the world, we don't laugh them off as if that is something beyond them. Instead, we ask your child what he plans to do to achieve that goal. We want children to know that nothing is beyond their capabilities. A leader is a person who believes in himself. It is only when someone believes in what they are doing, can they convince others to follow the same path. Most children have goals, and a few know just what they are going to do to achieve these goals. Having goals is the first step towards leadership - the second step is knowing how you are going to achieve these goals, and if they are feasible at all.
- **Confidence** - this is one of the most important qualities required for success in general. To develop confidence in your child, we praise your child sincerely and often, and develop a habit to talk about your child's strengths and achievements with him every day.
- **Responsibility** - A leader takes responsibility. Good leadership is knowing when you made a mistake, when you took a wrong decision, and having the ability to admit your mistakes and apologize. We teach your child to know that they are the "boss" of their own life. Their success is their responsibility. When your children blame someone else or something else for a mishap, or comes up with excuses, we see this as our opportunity to encourage your child to assume responsibility and we make sure that your child knows that it is Ok to make mistakes. Mistakes are an opportunity to learn. We help your child draw conclusions, without 'making them wrong,' by asking: "What did you learn from this?", "What do you think went wrong?", "Why do you think this happened?", "How could you avoid this?" and again, "What do you think would happen if...?"
- **Planning** - Many children dream big, but they don't plan on how they will be able to achieve their goals. Teaching your child the importance of planning is a large part of our program. When children

are chosen as leaders, they are asked to come up with a plan for the day and stick to it. They help plan the group games we play to the crafts we make. They can change their plans along the way, but we show them that it is best if they follow a plan to make sure we have time for everything. The best leaders are those that chart a course of action in advance, and stick to it.

Leaders get to help with the following in our program:

- Weekly meetings
- Creating the days plan (group game, craft ideas, and daily themes)
- Participating to show examples and lead/coach group games and crafts
- Being an example on how to behave during activities (washing hands, leading lines, etc.)

Every day a new leader will be chosen based on attitude and cooperation shown throughout the previous day. Everyone gets a chance to be a leader.

DISTAL SUPERVISION

Distal supervision is defined as intermittent direct supervision by a staff where there is a planned, location specific, time limited program activity. The goal of distal supervision is to enhance a child's ability to function responsibly and independently of direct adult supervision in accordance with their developmental needs. Distal supervision is primarily intended for children 9 – 12 years of age.

It will be a joint decision of staff and parents to offer this option to the child. Parents are required to sign a permission form and the child must sign a distal supervision agreement form. No child will be allowed on distal supervision without these forms on file. This is a privilege given by the Director to children who exhibit responsibility and maturity on a daily basis.

Children who are found outside any of these designated areas, distal supervision may be taken away. The staff will make a decision whether to allow distal supervision at any given time. Distal supervision activities will not exceed 45 minutes in duration. The children will be responsible for checking in with an assigned staff member every 15 minutes. Failure to do so will mean loss of distal supervision privileges. The staff will make random checks to ensure the children are safe, are being responsible and are maintaining a safe play environment.

Children may only go to a designated area after asking the staff for permission and explaining what activity they will be doing. Our child to staff ratio remains 1:15. Children must go in pairs or groups and they will not be allowed anywhere by themselves.

This privilege will be revoked if the child exhibits inappropriate behaviour or takes advantage of the agreement. Examples of reasons it may be revoked are failure to check in with a staff at the designated time, not asking permission to leave on distal or not following specified program rules.

OFF SITE EXCURSIONS

- Parents will be advised of off – site activities through the parent board, monthly newsletters and calendars and field trip permission slips (4.1a).
- Parents are invited to participate in off – site excursions with their children.
- Permission slips must be signed prior to the child being allowed to attend scheduled activity.
- Leaders will be required to carry cell phones, First-Aid kits and portable record for each child on all off-site activities (CCLA 4.2).
- Parents who do not wish their child to participate in the planned activity will be required to find alternate care for the day
- Children will require a lunch with plenty of snacks. Microwaves are not available.
- Children demonstrating unsafe or unacceptable behaviour will not be allowed on future field trips.
- Transportation is provided by centre vehicle, charter bus or city transit. Children who do not adhere to bus safety rules will be given a written warning and parents will be notified. Child transportation privileges may be suspended if inappropriate behaviour continues.

TRANSPORTATION

- In an emergency situation (such as a non-pick up of a child after hours), the staff will contact Children’s Services who will arrange for your child to be picked up.
- Juvenescence is not responsible, with the exception of kindergarteners, for children travelling between the program and school classroom and vice versa.
- At the end of the school day, if the child does not arrive to the centre in a reasonable time (10 minutes), the staff are not responsible. See Emergency Procedures
- Discuss with children the importance and responsibility of getting to the centre on time
- Let staff know when you pick up your child
- Inform staff in writing if someone else will be picking up your child, this person will require ID
- Children will not be released into the custody of persons unless prior written notice is provided

Grade 1 – 6 Daily Routine

Open – Bell	Children participate in supervised “free play” which consists of a variety of centre based activities, including crafts, puzzles, floor toys, dramatic play and outdoor activities. Children clean up activities and prepare to leave for school. Children are welcome to bring cereal from home for breakfast at this time.
Bell – 4:45	Children are encouraged to wash hands and have snack. Activity centres and leader led activities are open and may include: arts and crafts, floor toys, puzzles, homework club, specialty interest clubs, computers, board games, dramatic play, reading, gym and active games, outdoor and park play.
4:45 – Close	Centres are cleaned up, children may finish earlier projects and late evening buckets become available for children.

Kindergarten Daily Routine

Open – Bell	Children participate in supervised “free play” which consists of a variety of centre based activities, including crafts, puzzles, floor toys, dramatic play and outdoor activities. Children are welcome to bring cereal from home for breakfast at this time.
Bell – 9:00	Children requiring transportation will take centre bus to either Douglas Glen. Children at these centres will continue to participate in “free play” activities.
9:00 – 9:30	Children clean up their areas, wash their hands and have morning snack.
9:30 – 11:00	Children participate in activity based centres that the children may choose from. These activities may include dramatic play, arts and crafts, group games, board games, puzzles, floor toys, sensory games and reading. Outside play, weather permitting, or group games and challenges inside are also done during this time. During this time, we will also plan for outings away from the centre.
11:00 – Bell	Children will clean up their areas, wash their hands and have lunch. Tidy up from lunch and get ready to go to school. Children requiring transportation to school will take the centre bus to school.
Bell – 4:45	Children are encouraged to wash hands and have snack. Activity centres and leader led activities are open and may include: arts and crafts, floor toys, puzzles, homework club, specialty interest clubs, computers, board games, dramatic play, reading, gym and active games, outdoor and park play.
4:45 – Close	Centres are cleaned up, children may finish earlier projects and late evening buckets become available for children.

Non School Days

Open – 9:00	Children have choice of participating in a variety of supervised free choice activities including crafts, dramatic play, floor toys, and puzzles.
9:00 – 9:30	Children clean up their areas, wash their hands and have morning snack.
9:30 – 3:00	Special activities such as field trips, guest speakers, theme and movie days and often lunch off site. For special days at centre specialty art activities, outdoor play and games are planned. All activity centres are open for children to engage in play of their choosing.
11:30 – 12:00	Children wash their hands and have lunch.
3:00 – 3:30	Children are encouraged to wash hands and have snack.
3:30 – 5:00	Various activities are planned for children including arts and crafts, drama, games, outside play and other activities based on the children’s interests. Usually children will have a choice of activities.
5:00 – Close	Centres are cleaned up, children may finish earlier projects and late evening buckets become available for children.

INCLUSION & DIVERSITY POLICY

At the end of the school day, children need an opportunity to choose from a variety of activities that provide reprieve, rejuvenation and refreshment according to their individual interests.

- Leaders invite children to become involved with new activities.
- Leaders offer recreation activities promoting physical health and well – being of the child.
- A variety of cultural and inclusive child care materials and literature are available and accessible by the children. (3.2a1)
- Program activities are modified to accommodate different abilities (3.2a2)
- Leaders plan for opportunities to incorporate and celebrate the cultural heritage of the community of families they serve.
- Leaders provide the children with opportunities to be sensitive to and celebrate individual differences and unique qualities.
- Opportunities are provided that allow children to use their own abilities, skills and talents
- Leaders encourage children to try new things on their own.
- Leaders recognize children who show compassion, include others, and are good citizens (1.2a)

We aim to:

- Provide a secure environment in which children can flourish and in which all contributions are valued
- Include and value the contributions of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all of the activities of the program

SCHOOL AGE ENVIRONMENT POLICY

CHILD CARE RATIOS & STAFFING

At all times, the following requirements are met with respect to (24.1) the minimum primary staff to children ratio (24.1a), and the maximum number of children who may be included in a group (24.1b)

- | | | |
|------------------------------|--------------------|----|
| ➤ Kindergarten ratio is 1:10 | Maximum Group Size | 20 |
| ➤ Grade 1 – 6 ratio 1:15 | Maximum Group Size | 30 |

INDOOR & OUTDOOR ENVIRONMENT

Indoor and outdoor spaces provide opportunities for children to creatively explore their individual interests and have a change of pace from the school day.

Indoor

- Provides opportunity for children to creatively explore their interests.
- A quiet area is available for children to read or complete their homework in addition to areas that allow for messy or noisy activity.
- The indoor space is arranged so that a variety of activities can occur simultaneously.
- Provide materials and opportunities for children to work independently, in small or in large groups.
- Arranges and resourced to support quiet, messy and noisy activities.

Outdoor

- Leaders provide opportunities for a range of daily outdoor physical activities.
- The program provides a variety of recreation equipment to support physical activities appropriate to the season.
- Activities take place during all seasons with appropriate planning for the weather conditions.

INCLEMENT WEATHER

Children are to arrive at the centre dressed appropriately to go outside every day. There will be times, however; when the weather does not allow us to take the children outside safely. Under no circumstances will children be taken outside in the following conditions.

- Heavy Rain or Hail Storm
- Thunder and lightning in area
- - 15 degrees or colder with the wind chill
- Winds greater than 40 km/hr.

In summer, children should come with shoes for running, jumping, playing and climbing. No FLIP FLOPS or CROCS please. A hat, water bottle and sun screen will ensure fun is had by all.

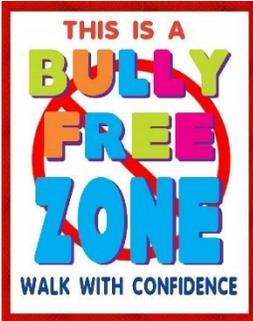
In winter, children should come with winter boots, mittens, toques, winter jacket and snow pants.

TECHNOLOGY

Juvenescence recognizes the benefits of technology that can enhance the development of daily living and skills. The use of computer, TV, video and gaming is limited, thoughtful and focused on intended program outcomes. Students may access technology such as music, movies, gaming systems, computers and personal gaming systems.

While using technology at Juvenescence students must use good judgment at all times. Violation may result in access privileges being revoked, and disciplinary actions may be taken.

BULLY PREVENTION & INTERVENTION POLICY



DEFINITION

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. (Department of Education and Early Childhood Development Definition)

RATIONALE

At Juvenescence we work to promote a positive culture where bullying is not accepted, and in doing so, all will have the right of respect from others, the right to learn or lead, and a right to feel safe and secure in the programs environment.

PURPOSE

Our aim is to promote tolerance and positive behaviour in the Juvenescence community;

- Reinforcing within the program community that no form of bullying is acceptable.
- Encouraging the children to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- Ensuring that all reported incidents of bullying are followed up and that support is given to the victim, perpetrator and all other individuals involved.
- Seeking parental and peer group support and co-operation at all times.

Types of Bullying

There are 4 broad categories of bullying:

- Direct physical bullying could include hitting, tripping, and pushing or damaging the property of others.
- Direct verbal bullying could include name calling, insults, homophobic or racist remarks, verbal abuse.
- Cyber bullying could include slander, name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying is harder to recognize and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying could include:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance

What Bullying is Not

There are three socially unpleasant situations that are often confused with bullying:

- Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem.

- Social rejection or dislike - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

IMPLEMENTATION

Our care givers, parents and children are required to play an active role in implementation of our anti bullying strategies.

Staff Responsibility:

- Consistently reinforce positive behaviour
- Encourage and model tolerance and acceptance
- Be observant of signs of distress or suspected incidents of bullying
- Confer with parents if necessary
- Communication between staff members using our Log Out books listing names of children requiring attention.
- Take steps to help victims and remove source of distress
- Listen and respond to all complaints of bullying
- Keep a record of children's unacceptable behaviour
- Report incidents of behaviour to parents
- Monitor computer use

Children's Responsibility:

- Refuse to be involved in bullying situations
- Report suspected incidents to the our staff, either as an observer or a victim
- To behave in a way that reflects their understanding of the Anti- Bullying Policy

Parent's Responsibility:

- Take an active interest in their child's school life to be aware of any problems
- Encourage their child to report and deal with the problem themselves
- Encourage their child to be verbally assertive rather than retaliate with action
- Communicate to the program that their child is being bullied
- Monitor computer use

FOLLOW UP

- Staff to complete a FIT Report
- Program leaders will continue to monitor the situation
- Implementation of our Child Guidance Policies discipline procedures.



HEALTH & NUTRITION POLICY

POTENTIAL HEALTH RISK

Alberta Licensing Regulation states:

Where a staff member knows or has reason to believe a child is exhibiting signs or symptoms of illness, as listed below, the staff must ensure:

- The child's parent arranges for the immediate removal of the child from the program premises, and
- That the child does not return to the program premises until the license holder is satisfied that the child no longer poses a health risk to persons on the program premises, or
- The child's parent provides written notice from a physician indicating the child does not pose a health risk to persons on the program premises.
- Signage to be posted informing parents any time their child may have come in contact with a communicable disease while in the care of Juvenescence.

Signs or symptoms of illness exhibited by a child include the child:

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

HEALTH CARE

The provision of health care to a child is permitted only when the child's parent has consented in writing or the health care provided is in the nature of first aid. Consent for child care includes circumstances when Leaders feel that a child may require emergency medical attention, in which case 9-1-1 will be called and child transported to the nearest hospital. Parents will be responsible for any fees incurred in emergency situations.

ACCIDENT OR ILLNESS

- In the case of an accident or serious illness involving a child, the Director will notify parents by phone and ensure the child receives medical attention if necessary.
- In a medical emergency, an ambulance will be called to transport child to the nearest clinic or hospital. A Leader will accompany the child and wait with them until the parent arrives. Parents will be contacted immediately.
- In all cases where an accident occurs at the program, which does not require emergency aid as above, parents will be notified on their arrival at the program and asked to sign an F.I.T report form to confirm their awareness of the incident.

MEDICATION ADMINISTRATION

Alberta Licensing Regulation states:

An authorization form must be signed by parents if medication needs to be administered to a child including over the counter medications such as Tylenol or cold remedies. All medication must be in its original container and will only be administered according to the labeled directions.

Children with severe allergies requiring an epi-pen must have an epi-pen on site at all times and may not attend the program without it. A completed Epi-Pen form must be on file.

NUTRITION

- Juvenescence is a nut aware environment.
- Snack is provided at the following programs:

	AM	PM	Kindergarten (Morning Snack Only)
Chaparral	✓	✓	✓
Douglas Glen	✓	✓	✓
Cranston	Students bring snack from home		✓
Monsignor Smith	Students bring snack from home		
Our Lady of the Rosary	Students bring snack from home		✓
St. Marguerite	Students bring snack from home		
St. Albert The Great	Students bring snack from home		N/A

- Children Grade 1 – 6 will receive an afternoon snack on regular school days and a morning snack on non – school days **except during camps**.
- Children provide their own nutritious lunch. Microwaves are available to heat lunches at Douglas Glen & Chaparral, **except during camp days** as we may be eating lunch outside or be out of the building on a field trip.
- Snacks provided will be in accordance with the Canada Food Guide.
- If a child comes to the program without adequate lunch, parents will initially be notified verbally and then in writing. Extra lunch items supplied by the Centre will need to be replaced by parents. All children will be guided to follow proper hygiene practices before and after eating.
- At Juvenescence we endeavor to help children develop healthy life styles by encouraging healthy eating.
- Candy, gum and pop are discouraged.
- Menus are posted in the entrance and are available to parents upon request.
- On special occasions such as birthday, we invite parents, if they wish, to bring in a special “treat”. Ask a staff about allergies before bringing treats so all children can participate in the celebration.