

Parent Handbook

Parent Child Learning Centre



Parent Child Learning Centre – Parent Handbook

CONTACT US

Main PCLC Line: 403 205 8511
Subsidy Questions: 403 560 3856
Younger Infant Room: 403 471 1743 (call or text)
Older Infant Room: 403 470 2360 (call or text)

Contents

CONTACT US 1
SECTION 1 – WELCOME TO THE PARENT CHILD LEARNING CENTRE 3
 1.1 Our Philosophy 3
 1.2 Our Goal 3
 1.3 Our Educators 3
 1.4 Volunteer & Practicum Students 4
 1.5 Hours of Operation 4
 1.6 Structure of the Parent Child Learning Centre 4
SECTION 2 – BUILDING RELATIONSHIPS 5
 2.1 Visiting the Parent Child Learning Centre 5
 2.2 Parent and Educator Communication 5
 2.3 Dealing with Concerns 6
SECTION 3 –YOUR CHILD’S TIME IN THE PCLC..... 7
 3.1 Daily Supplies 7
 3.2 Diaper Changes 7
 3.3 Outdoor Play 7
 3.4 Off-Site Activities 7
 3.5 Use of Technology 8
SECTION 4 – FEES AND FUNDING 9
 4.1 Fees 9
 4.2 Child Care Subsidy 9
SECTION 5 – ARRIVALS AND DEPARTURES 11



Parent Child Learning Centre – Parent Handbook

5.1 Drop-Off and Pick-Up.....11

5.2 Leaving the Centre During the School Day11

SECTION 6 – Our Guidance Policy.....12

SECTION 7 – FOOD AND NUTRITION13

SECTION 8 – HEALTH AND WELL-BEING14

8.1 Ways you can help to keep the Parent Child Learning Centre safe.....14

8.2 Children with Additional Health Needs14

8.3 Tracking and Documenting Children’s Learning and Development14

8.4 Accidents and Illness.....14

8.5 Cleaning Practices16

8.6 Smoking16

8.7 Administration of Medication.....16

SECTION 9 – EMERGENCY EVACUATION PROCEDURES.....17

9.1 Fire Drill/Evacuation17

9.2 Lockdown Procedure17

SECTION 10 – TRANSITIONS.....18

10.1 Transitioning between rooms.....18

10.2 Transitioning to the Community.....18

SECTION 1 – WELCOME TO THE PARENT CHILD LEARNING CENTRE

1.1 Our Philosophy

Kindred's Parent Child Learning Centre (PCLC) strives to support the well-being of children and families. At the PCLC we focus on supporting children in forming close and secure relationships with peers and adults; assisting children with experiencing, organizing, and expressing their emotions; and providing children with stimulating opportunities and environments in which they can explore and learn.

We believe children learn through play in a stimulating environment with materials that encourage participation, as well as through their interactions with caring adults and peers. It is our belief that all children deserve to be members of a community that offers them the freedom to explore. Through child-led play, children follow their own ideas as they initiate activities, and develop ideas.

Educators demonstrate their Image of the Child as a mighty learner and citizen by:

- Respecting the child, their family, and their culture
- Acknowledging the child's expressed feelings and responding with care
- Recognizing the child's rights as a citizen of the community
- Modeling appropriate behaviors and interactions
- Supporting children in learning to trust themselves by way of having adults respond to their cues
- Developing customized care routines for each individual child
- Recognizing and nurturing each individual child's interests
- Nurturing a sense of wellbeing and belonging
- Providing intentional materials and beautiful and purposeful spaces that nurture a sense of wonder and curiosity
- Developing physical literacy and nurturing a connection with the outdoors and nature

1.2 Our Goal

We believe that by creating a stimulating, caring, and safe environment, children will grow and thrive. Educators work in partnership with parents/guardians to provide individualized programming that stimulates each child's development. Our goal is to nurture a community that embraces parents, their children, and educators working and learning together. Through this approach, it is our hope parents feel encouraged in their parenting and feel supported to increase their parenting knowledge and confidence. It is also our goal that parents feel confident that their children are well taken care of while they work to advance their educational goals.

1.3 Our Educators

Each educator at the PCLC has an Early Childhood Education diploma or degree and is a Level 3 Early Childhood Educator, which is the highest level of certification available in Alberta. Educators engage in professional development training throughout the year to make sure that they are staying up-to-date with new research and information in their field. Educators are knowledgeable about, and experienced in, working with children and families and are dedicated to high-quality childcare with a special emphasis on the individual needs of each child and their family. We see it as our role to develop relationships and to learn alongside you and your child to ensure that you have the best experience possible!

Parent Child Learning Centre – Parent Handbook

1.4 Volunteer & Practicum Students

The Learning Centre is fortunate to have a number of adults who volunteer their time in our playrooms. They may be seniors or post-secondary students. Each person has received a cleared Criminal Records Check and Child Welfare Check. Their assistance in the playrooms is invaluable. Please introduce yourself to them.

1.5 Hours of Operation

The PCLC is licensed from 8:00 a.m. to 6:00 p.m. on days when school is in session. The centre is closed on days when there is no school with the exception of some summer programming.

The core hours of operation for Louise Dean Students are from 8:15 a.m. to 4:00 p.m.

There are opportunities to provide extended care when parents/guardians are engaged in programming between 4:00 p.m. and 6:00 p.m.

1.6 Structure of the Parent Child Learning Centre

The PCLC is a licensed childcare facility that consists of two primary childcare rooms. Each room is designed to support the learning and development of the children who are a part of our community. Materials and the structure of the room are changed to reflect the changing interests and needs of the children. Each room has a kitchen area, an area for diapering, a sleeping area, and a play area.

- The Younger Infant Room is for children up to approximately 1 year
- The Older Room is for children approximately 1 year to 4 years of age.

In order to best support the learning and play of the children, the PCLC meets and often exceeds the adult to child ratio requirements set out by the Early Learning and Child Care Act. In the Younger Infant Room, the ratio is 1 adult to 3 children, and in the Older Infant Room the ratio is 1 adult to 4 children. Educators work collaboratively in room teams to support children and families.

The children, families, and educators also have access to the Regulation Room throughout the day. At the PCLC we believe it is important to follow the cues of children and to provide them with the individualized care they need in order to regulate their emotions and to play and learn. The Regulation Room is designed as a calming space where children can rest, play, and explore in a quieter environment, and as an additional space where groups of children and their educators can engage in activities together. This space can also be used for meetings between educators and families.

SECTION 2 – BUILDING RELATIONSHIPS

At the PCLC, we want to build a community where children, parents, and educators work together and learn from each other. We also recognize the role social and cultural influences have on children’s learning. We focus on developing relationships with all members of our community, and look to work in partnership with you, as you know your child best.

The best way to develop this partnership is to spend time in conversation and exploring things together! Parents and other family members are encouraged to spend time in the centre. We value your perspective and input on our program and your child’s learning. Your participation, information, and influences are valuable to us as we plan play and learning opportunities for your child. We look forward to connecting with you!

2.1 Visiting the Parent Child Learning Centre

Parents are welcome to visit the PCLC:

- before school begins
- during breaks
- at lunchtime
- When breastfeeding/chest feeding their child. Please make sure that you have left an updated phone number and class schedule with an educator so that they can contact you when your child is hungry

We encourage friends and family to visit our program. If you are expecting a visitor to the PCLC, please let an educator know before your visitor arrives so that any necessary paperwork can be completed. All visitors to the school must sign in at the front office. This helps us to keep our school safe.

2.2 Parent and Educator Communication

We have a policy of open communication between parents and caregivers at the PCLC. Developing close communication between yourself and the caregivers is very important and a great benefit to your child’s care. Any time you have questions or concerns, we encourage you to come directly to us and share. There are other opportunities for us to connect and share information as well:

Text messaging and Phone Calls: If you would like daily updates about your child, including photos about their day, what they ate, how they slept etc. please indicate this on your intake forms and we would be happy to send you this additional communication.

Parent & Educator Meetings: Meeting between you and your child’s Educator are important to ensure that there is open communication and that your and your child’s needs are being met. During these meetings, you and your Educator will have time to discuss the following:

- Questions about child development and parenting;
- Questions or things you may have to share about the well-being of your child;
- Support and ideas about implementing the child’s daily routine and programming;
- Ages and Stages Questionnaires (ASQ’s);
- Developing goals for your child (DSP’s).

Home Visits: This is an opportunity for the Educators to offer PCLC support at home, i.e., supplies and provisions, answering parenting questions, ASQ’s, etc.

Parent Child Learning Centre – Parent Handbook

Social Media: The PCLC has private social media pages where we post updates and announcements about what we have going on in the program.

Bulletin Boards: There is a Parent Board in the Hallway outside the Regulation Room that contains parent information, notices, licensing reports and inspections. Look here for the most relevant and up to date information.

Outing & Meal-Time White Board: Outside each classroom door you will find information about where your child is, if they are out of the room, and what snacks were served to the children eating solids.

Newsletters: A monthly newsletter is distributed to the families and LDC staff to share PCLC highlights.

2.3 Dealing with Concerns

At the PCLC, we work to create an environment where all children and families feel supported and respected. If a family has a concern with PCLC policies, procedures, or programming, they are encouraged to meet with an Educator and to look for a solution that will fulfill both their family needs and the needs of the centre.

If a family does not feel comfortable speaking directly to an Educator, they are encouraged to contact the Supervisor of the PCLC who will support the family and work to reach a resolution.

At the Learning Centre, we believe it is our role as Educators to co-learn with families and to co-imagine possibilities. Educators and families are encouraged to approach each situation through a lens of working to find a solution and to repair and strengthen relationships where possible.

SECTION 3 –YOUR CHILD’S TIME IN THE PCLC

3.1 Daily Supplies

Each child has their own space in the Learning Centre rooms to keep items from home.

Please provide the following each day:

- Diapers;
- Bottles and formula (if applicable);
- Lunch for your child;
- A change of clothing for your child;
- Shoes for children who are walking;
- Indoor shoes for yourself that can be worn in the PCLC;
- Weather appropriate outdoor clothing for your child. The children play outside most days, so please ensure that your child has what they need to fully engage in outdoor play (i.e., mittens, hat, jacket, snow pants in winter, sunhat in summer, appropriate footwear, etc.).

Young children learn through exploring with their senses. This type of play helps children to refine their senses and build their knowledge about the world around them, and this is naturally a bit messy. We ask that you bring your child in clothing appropriate for a day of play and learning!

Please label your child’s belongings. This helps us to prevent confusion and lost items!

3.2 Diaper Changes

Educators check the children’s diapers regularly throughout the day. Diapers are changed when they are wet or soiled, and all change tables and toilets are sanitized between each use. Educators will check your child’s diaper before they leave for the day to ensure that they are ready for the trip home.

If you would like the Educators to use specific items for diaper changing, please let them know, and supply the items your child needs.

3.3 Outdoor Play

Playing outside in nature is significant for children’s physical, mental and social health and learning. Through playing outdoors, children begin to learn about their world, their bodies, their senses, and how to care for their environment and other living things.

We are fortunate to have our playground and grassed yard just outside the Older Room. The children in the Older Room will play outside at least once a day, weather permitting. The children from the Infant Room enjoy playing outside a few days per week, weather permitting. Outdoor activities include activities such as using the playground, playing on the field, lying on a blanket outdoors, reading stories, and going for a walk.

3.4 Off-Site Activities

It is important for children to develop a sense of belonging to their community. To develop connections with the broader community we enjoy going for walks in the neighborhood with the children. The change of environment engages children in learning about the things, places and people around them in new and exciting ways.

Parent Child Learning Centre – Parent Handbook

Educators take portable emergency records and contact information for each child to all off-site activities and during emergency evacuations. Additionally, staff will post a map of the route they will be taking and a phone number to reach them so parents are aware of where their children are, and so they can find the group easily.

3.5 Use of Technology

At the PCLC we believe that children learn best when they, and the adults around them, are actively engaged in play and learning. This means that children don't spend time looking at screens while they are at the centre. We also ask that the adults in our community limit their screen time when they are with the children. When you come in to visit your child, please keep your phone away so that you can make the most of your time together!

Educators in the PCLC sometimes use technology to help them capture important moments in a child's play and to document their learning. Educators take pictures or videos with PCLC phones and tablets and share the images with the children. Looking at images of themselves playing and exploring demonstrates to children that the adults that care for them value their play and supports their sense of well-being and belonging.

SECTION 4 – FEES AND FUNDING

4.1 Fees

Our fees per month are dependent on the age of the child.

- Children birth–18 months of age is \$1295.00/per month.
- For children 19 months–47 months of age the fee is \$1189.00/per month.

These fees are paid by the parent with the help of Foundational Learning Assistance (FLA), childcare subsidy, and other grants. The parent portion of the child care fees is the total fee minus the amount you receive from Child Care Subsidies and grants.

If you are receiving FLA, the parent portion is paid directly to the PCLC. If you receive funding from Child and Family Services, please give your Case Worker’s name and phone number to the PCLC Program Administrator. They will contact your Case Worker for payment and ask that it be made directly to the PCLC. If you are paying the parent portion yourself, these fees are payable to the Centre on the **1st day of each month**.

The amount of funding received for each space that a child occupies in the Centre is shown below.

Parent Portion Fee Breakdown

	Infant 0-18 Months	Toddler 19-35 months	Preschool Age 3-5 years
Fee	1257	1154	1154
Affordability Grant	-635	-510	-450
Subsidy	-266	-266	-266
Parent Portion Fee	356	378	438

In order to keep your child’s space in the Centre from one month to the next:

- You must be actively enrolled at Louise Dean School
- Your child should be consistently attending the Learning Centre for approximately 80 hours in the month. If you are not regularly using the space in the Learning Centre your spot could be at risk. Please ensure you are in regular communication with you Educator to avoid losing your spot
- If Parent Portion fees have been requested by the program, parent portion fees need to be paid in full as agreed upon with the Program Administrator

4.2 Child Care Subsidy

A grant from Alberta Human Services (Child Care Subsidy) assists parents to pay child care costs. The PCLC will receive the subsidy funds that you are granted in order to cover a portion of your child care costs.

Parent Child Learning Centre – Parent Handbook

As a new applicant, please provide all of the following:

- A copy of identification which includes full name and birthday for each person in the family unit;
- Proof of Alberta residency, such as Driver's License, Alberta ID Card, or Health Care Card;
- A copy of the applicant/co-applicant's most current Notice of Assessment from Canada Revenue Agency or three months of current pay slips.

Please inform the Learning Centre of any changes to your financial or living situation as this can affect your subsidy coverage. To let us know about any changes, please speak with a PCLC Educator. They will connect you with the Program Administrator who supports parents with managing their subsidy.

SECTION 5 – ARRIVALS AND DEPARTURES

5.1 Drop-Off and Pick-Up

When you arrive at the PCLC you will be greeted by an Educator. You can share any important information with them, and the Educator will support you and your child in transitioning in to the centre for the day.

An attendance sheet is located near the door in each room. Each day you must sign your child in when they arrive, and out when they leave. This sheet is used as our attendance list in the case of an evacuation, so it is very important that your child is signed in when they are present.

5.2 Leaving the Centre During the School Day

In order to maximize in-class learning time, parents are expected to remain at the Louise Dean Centre while their child is at the PCLC. If you need to leave the school for any reason during the day, please inform an Educator in the PCLC. Information of your destination, telephone number and expected time of arrival back to the Centre must be in writing, along with emergency contacts for your child. This information is very important in the event that your child becomes ill or needs to be picked up early.

Unless pre-approved, children can only be picked up from the PCLC by the parent that is attending Louise Dean Centre. If someone else is coming to pick-up or drop-off your child, please inform an Educator in the room and sign the appropriate drop-off/pick-up forms. Children cannot be picked-up or dropped-off unless this form has been completed. The designated person will be asked to show identification.

If you have left the school while your child is at the centre and you are unexpectedly delayed, we ask that you phone the PCLC to inform the Educators of who will be picking up your child.

- Younger Infant Room: 403 471 1743 (call or text)
- Older Infant Room: 403 470 2360 (call or text)

If you have not returned or contacted the PCLC by the agreed time of your child's departure, an Educator will try and contact you by phone or text. If we cannot contact you, an Educator will contact your child's emergency contact and ask them to get in touch with you and/or to pick up your child.

SECTION 6 – Our Guidance Policy

At the PCLC, we understand that infants and toddlers are in the beginning stages of learning to relate to others. When Educators guide the child's behavior, their ability to relate to others will be strengthened. In order to guide children's behaviour, Educators meet each child's individual needs, set realistic expectations, model appropriate behaviour, redirect behaviour, and assist children to begin problem solving.

Meet Each Child's Individual Needs

Children express their needs and desires in their own way. The relationships that Educators develop with each child and family allows them to understand and respond to each child's needs in appropriate ways. By doing this, the children learn that the PCLC is safe and secure.

Set Realistic Expectations

Educators observe children closely to learn about their development, interests, and what they want to learn about. They know each child individually, as well as the stages of child development. This allows Educators to set realistic expectations and creates a responsive environment that supports children to be engaged, to succeed in overcoming challenges, and to learn to navigate interpersonal relationships.

Model Appropriate Behaviour

Children learn from what they see around them. Educators, parents, and visitors are expected to demonstrate a caring disposition towards all community members.

Redirect Behaviour and Assist with Problem Solving

When children act in ways that are unsafe or upsetting to others, Educators will explain to the child the impact that their actions have (ex. "if you throw heavy toys, you might hit someone, that would hurt a lot", "Look at her face, she looks sad. She doesn't like it when you take the toy that she is playing with"). Children are then supported by an Educator to problem solve, to choose a different action or activity, and to make amends in developmentally appropriate ways.

SECTION 7 – FOOD AND NUTRITION

What and how children eat affects their growth and development. Therefore, feeding is a very important time at our centre. Parents are asked to provide lunch for their child as well as any formula that they will need for the day. The PCLC will provide breakfast and an afternoon snack for the children daily. Snacks and meals will follow the Canada Food Guide recommendations.

At the PCLC, we are lucky to have Dietitians who work closely with the educators and families. Our Dietitians are happy to meet with you and your family to ensure that your child is getting the nutrition they need to grow and develop. They are also happy to answer any questions that you may have about your child's eating, drinking, or nutrition.

At the PCLC the following feeding practices are followed:

1. Children are fed when they are hungry and thirsty. Each child is on his or her individual schedule so meals and snacks are served on an individual basis between assigned times.
2. Infants are held while they are drinking their bottles, toddlers may sit beside an Educator as they drink from a bottle or cup. We do not provide the children with bottles when they are in their cribs. If needed, older children may have their drinks while preparing for sleep. Educators will supervise children and ensure drinks are put down before falling asleep.
3. When children are around 6 months of age, Educators and parents will work together to create a plan for starting solid foods at the PCLC. If your doctor advises you to follow different procedures, please provide us with this request in writing on the dietary form.
4. Children sit in high chairs or at a table when eating meals and snacks. Educators sit with children to role model and provide support as needed.

SECTION 8 – HEALTH AND WELL-BEING

8.1 Ways you can help to keep the Parent Child Learning Centre safe

- Open the door leading into the playroom slowly and ensure it closes properly behind you;
- Please leave personal food and beverages outside the playroom;
- Fasten your child securely into a swing, high chair, bouncing chair, stroller, or change table;
- Stay with your child while they are on the change table, even if the strap is fastened.

8.2 Children with Additional Health Needs

Children with additional needs are welcome to attend. Parents must fill out a document which outlines specific details and instructions for their child's health concerns and treatments. Educators will acquire training in the administration of the needed supports and treatments. This may happen through training by the child's family or through visits to the child's health care providers with the family.

8.3 Tracking and Documenting Children's Learning and Development

The Ages and Stages Questionnaire is a developmental questionnaire that we use at the PCLC. We complete this questionnaire together with parents and children in order to celebrate each child's learning, to track their development, and to help us provide support where needed. Each family will also take part in creating a Developmental Support Plan (DSP) with their Educator that highlights learning goals and activity ideas that can be done here at the centre and at home.

Educators at the PCLC also document children's learning through Learning Stories. Learning Stories allow families to see the learning that takes place while their child is at the Centre, and helps Educators to plan future experiences based on what your child is interested in learning about. Take a look around the PCLC rooms for beautiful stories about play and learning!

8.4 Accidents and Illness

All Educators in the PCLC are trained in Emergency First Aid procedures, and routines are in place for handling illness and injury. First Aid kits are located in each childcare room and in the backpacks taken on outings.

If a minor injury occurs while your child is at the Centre, Educators will comfort and support the child as needed and you will be informed when you next enter the room. If a more serious injury occurs, Educators will ensure that the child receives the appropriate medical care and you will be notified immediately. Any financial costs for medical treatment will be the parent's responsibility.

Occasionally, children may bite or scratch others because they have not yet acquired the communication skills to express their emotions verbally. Educators in the PCLC do their best to prevent this from happening by observing children and responding to cues that a child may be getting frustrated. When a child is bitten or scratched, Educators comfort the child who was injured and provide (missed survey completed) First Aid as needed. They speak to the other child and remind them their actions can hurt others and then redirect them to another activity. Both children's families are notified about the incident when they next enter the room, or immediately in the case of a serious incident. Neither family is told the identity of the other child involved.

Please do not bring your child to the centre if they are ill. If a child becomes ill while at the PCLC, a parent will be contacted to pick them up. Below is a list of communicable illnesses and whether they represent an exclusion from the PCLC. If your child becomes ill, a note may be required from your doctor before your child can return to the centre.

Parent Child Learning Centre – Parent Handbook

Illness	Symptoms	Infectious	Remove from Centre
Common Cold	Runny nose, clear discharge, no appetite, slight cough.	Yes, Before and during symptom.	No
Cold with Fever	As above, plus fever above 37 °C, runny nose-green discharge, tired, severe cough.	Yes, as above	Yes, until symptoms return to common cold
Ear Infection	Fever, clear discharge from nose, cranky, pulling on ears.	No	No
Pink Eye	Thick discharge from one or both eyes, redness, itching.	Yes	Yes, until on antibiotics
Sore Throat	Fever, red throat, hurts to swallow.	Yes	Yes, until on antibiotics 24 hrs.
Diarrhea #1	Runny stools, check with parent could be normal, or due to diet.	No	Yes
Diarrhea #2	Runny stools, fever, bad smell, fussy, pain and vomiting	Yes	Yes, until Doctor says not infectious
Vomiting	Nausea	Yes	Yes, until vomiting has stopped
Flu	Fever, cranky, in pain/achy, runny nose, nausea, or vomiting	Yes	Yes, until symptoms are gone
Herpes Simplex	Fever Blister, Sore around mouth	Yes	Yes, consult public health nurse
Impetigo	Crusty rash mostly on face, arms, or legs.	Yes	Yes, until on antibiotics 24 hrs.
Rashes	Red spots anywhere can be measles, chicken pox, allergies, impetigo	Yes	Yes, until doctor says not contagious

The PCLC follows the most updated directions from Alberta Health Services when determining procedures for the handling of accidents and illness.

Parent Child Learning Centre – Parent Handbook

8.5 Cleaning Practices

Toys and surfaces in the PCLC are cleaned daily with licensing-approved cleaning products. Bedding in cribs and on cots are changed weekly, or more frequently if it becomes soiled. Dishes are washed, rinsed, and sanitized between each use and Educators follow food-safe practices when preparing and serving food to children.

The PCLC uses an air purifier. The OHAir Gen 2 MySpace helps to protect against viruses, bacteria, mold, on hard surfaces and improves indoor air quality.

This purifier is able to reduce and eliminate the following:

- SARS-CoV-2 Virus (COVID-19);
- Influenza (H1N1);
- Norovirus;
- And so much more!

8.6 Smoking

The PCLC is a smoke and vape free environment. Families are requested not to smoke or vape anywhere on the premises including the outdoor play space. Educators do not smoke or vape at any time or place where childcare is being provided.

8.7 Administration of Medication

Educators at the PCLC are familiar with safe medication procedures. They are only able to administer prescription medications and cannot administer non-prescription or herbal medications to your child. We ask that you administer the first dose of any prescription medication. If your child needs a non-prescription medication while at the Centre you may come to the room and administer it to your child.

All emergency medications (i.e., epi-pens, inhalers) are stored in a container on top of the refrigerator in the child's room. The container is labeled with the child's name and includes instructions on administering the medication. All emergency medications will be posted clearly on the Emergency Medication chart in each room.

Any prescribed medication to be given at the PCLC:

- Must be in the original container with a prescription label for your child;
- Must have a medication form filled out by a parent/guardian before it can be administered at the PCLC;
- Is administered only as indicated on the label;
- Is stored in a locked container, kept in the refrigerator or on the shelf (as noted on the directions);
- Is recorded on the Medication Administration form by the Educator immediately after being given.

SECTION 9 – EMERGENCY EVACUATION PROCEDURES

9.1 Fire Drill/Evacuation

The PCLC follows the Calgary Board of Education schedule for fire drills. Educators have an established evacuation procedure that is followed in the case of a fire drill or emergency evacuation. PCLC attendance is taken and the children are evacuated outside with their Educators. If you are in the Centre when the fire bell sounds, follow the directions of the Educators in the room. They will direct you to go outside with them and the children and to find your assigned class once outside to have your attendance taken.

Once it is safe to do so, children and Educators will return to their rooms. In the event that we are unable to re-enter Louise Dean Centre safely, children and Educators will walk to an alternate site, either Ecole Madleine d’Houet, across the field, or across the street to Kensington Commons Church. Parents will be notified as soon as possible about any change in location.

9.2 Lockdown Procedure

In the event of a threat inside the school, Lockdown procedures will be in effect. Lockdown practices occur several times per year on the Calgary Board of Education schedule.

When the administrative team initiates a lockdown or a drill, there will be a general announcement made, i.e., “lockdown, lockdown, lockdown”.

Educators follow an established lockdown procedure with the children. Educators ensure that all doors are closed and locked and will move with the children to a safe area in the room. Attendance is taken and the children and Educators then wait in the safe area until the lockdown is complete.

SECTION 10 – TRANSITIONS

10.1 Transitioning between rooms

As children grow and develop, they may move to a different room that is more suited to their development and interests. When a child is ready for a room transition, Educators will discuss the transition with the family and create a transition plan. The plan can include the following:

- The child and family may visit the new room with a familiar Educator;
- The child and family may visit the new room without their current Educator;
- The child will have an opportunity to experience many routines of the day, such as mealtimes, and play experiences in the new room;
- Parents will have opportunities to ask questions about the transition, routines, programming, etc.

10.2 Transitioning to the Community

There are many supports available to you when it comes time for your child to leave the PCLC. Educators can connect you with other resources and can get you support in finding quality childcare options throughout the city

Parent Child Learning Centre – Parent Handbook

Dear Parent,

We are so happy you have chosen to join our community and look forward to working alongside you to support your child development. If you have any questions during your time with us please feel free to talk with your Educator or reach out to the Program Supervisor at 403-205-8511.

We hope you and your child feel a sense of belonging here with us and that you are comfortable sharing your life, questions, struggles, and successes with our team. We look forward to being a part of your journey and can't wait to get to know you and your child better.

Kind Regards,

PCLC Team