

GUIDE FOR PARENTS



CENTRE DE LA PETITE ENFANCE

Les petits coeurs

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Introduction

The Conseil scolaire du Nord-Ouest (CSNO) is proud to offer the Francophone community of Peace River the "Les petits cœurs" daycare and preschool at École des Quatre-Vents. This guide is created to inform parents and/or guardians of the procedures and our responsibilities.

WELCOME



PROGRAMS:

- 01 **Preschool "Les petits cœurs": 3 to 5 years old**
(September to May)
- 02 **"Les petits cœurs" daycare: 3 to 5 years old**
(12 months)

ADMISSION CRITERIA:

Eligibility:

- Our two programs follow the eligibility criteria of the Conseil scolaire du Nord-Ouest (CSNO), according to Article 23 of the Canadian Charter of Rights and Freedoms (SEE APPENDIX)
- A parent may make an exceptional request (see APPENDIX)

Age:

- To be eligible for daycare, **the child must be between 3 and 5 years old**
- To be eligible for preschool, **the child must be between 3 years old** (as of September 1st) and 5 years old

NB - In addition, children must be able to go to the toilet without help.

THE PROGRAM

- ◆ Our program is based on Alberta Early Learning and Care's *FLIGHT* framework and aims to provide a safe and secure space for children to grow and develop. Our goal is to provide parents with programming that is age-appropriate, high-quality, and provides a positive experience.
- ◆ Our program is child centred. Each child is respected as having their own ideas, cultural values, beliefs, abilities, and interests. We aim to provide a safe and stimulating Francophone environment for children to develop mentally, emotionally, socially, and physically. We encourage positive behaviours and promote respect for each child's point of view.
- ◆ Parents are the best spokespersons for their child because they know them best. We ensure that parents are well informed and have meaningful opportunities to share their ideas and feedback on our programming.
- ◆ We welcome any recommendations or suggestions to improve the service we offer to Francophone parents in Peace River!

Philosophy:

- ◆ Our program offers many opportunities for children to play and experience in small groups, with another child/adult or alone if they wish. In our programs, the routine is based on the needs and interests of the children.
- ◆ Our schedule is created so that children can always explore and have choices. Every child has the opportunity to develop his or her autonomy, abilities and talents. Educators will solicit children's ideas and opinions on activities they would like to do in their program.
- ◆ Spontaneous learning experiences are also used to develop a child's curiosity, to promote problem-solving skills and a desire to explore and investigate the world around them. We offer a varied selection of materials and centres for children to choose from and explore. During this time, educators can observe the needs, abilities, and interests of children.
- ◆ Our programs also focus on developing each child's vocabulary in French while promoting early literacy and numeracy.



THE COMPONENTS

01

Collaboration

- ◆ In our programs, children have a caring and responsive relationship with all the adults they interact with. All interactions with adults will show respect for children and their families. They will have the opportunity to create friendships with other children who will hopefully develop outside of the program.
- ◆ As a Francophone program, we work with families to increase children's French vocabulary and develop their Francophone culture.

02

Respect

- ◆ Positive interactions must demonstrate respect for the diversity of cultural, religious and linguistic backgrounds of families, as well as for the different abilities, lifestyles, values, child-rearing practices and compositions of individual families.

03

Emotional Well-being

- ◆ We foster an environment where children develop a growth mindset, where we praise their efforts and abilities to explore, learn and try new things. We create a safe and peaceful environment for every child to feel safe to share their feelings and ask for help. Educators encourage children to share their opinions and feelings by listening carefully to what they say. They recognize the feelings of children.
- ◆ Our program is structured to help children develop their self-esteem and confidence and engage in meaningful and respectful dialogues and interactions with other children.
- ◆ We use visuals to help the child express their feelings and emotions. We also use books and songs to demonstrate healthy situations such as awareness, empathy, kindness, and assertiveness.



04

Spiritual Well-being

- Our staff creates activities where each child has the opportunity to share their family values and beliefs. Through various activities, each child will be able to learn more about their friends and share their own family values and beliefs.
- Our program fosters an environment where each child's personal experiences are valued and respected.

05

Cultural Well-being

- Our programs value each child's Francophone heritage. The Francophonie is vast and diverse, our programs allow each child to see themselves in a variety of books, songs, pictures, etc. Children will have many opportunities to share their own Francophone culture. We focus on "what unites us" as part of the Francophone family. The materials provided help children explore different cultures. We are also a multicultural community, so we highlight the unique differences and backgrounds of each family.
- On occasion, the school will invite daycare and preschool to participate in the school's cultural activities when they are appropriate for the children's age level.

06

Physical Well-being

- Our programs are equipped with a variety of toys, materials and centres that children can choose from and explore according to their interests. We identify materials to develop the fine and gross motor skills of each child. At École des Quatre-Vents, our programs have access to the gymnasium and its age-appropriate equipment (ball, hoops, bean bags, etc.).
- Our programs have access to the school's playground which is large enough for running, playing and other outdoor activities. Our preschool and daycare program only has access to age-appropriate structures. In daycare and preschool, learning centres have activities that ensure all 5 senses are explored. Children have access to tables or sensory centres that include elements of nature (leaves, branches, rocks, water, etc.). We will bring objects found in nature into the classroom and discuss these objects with the children. Since we are located in a school, we have access to the school grounds to explore nature in all seasons.
- At the daycare service, activities are created to offer students flexibility and choice. A variety of activities are offered to give the child options. Children can choose a quiet activity alone or choose to play with friends.



07

Learning

- ♦ To meet the developmental needs of children, our activities are organized to develop children's skills and recognize their progress and successes. Each child has the opportunity and time to try before receiving help from our staff. Children are encouraged to try on their own before the educator offers support. In order to recognize the children's achievements, their creations are displayed on the bulletin board. This way, parents and other children can see what they can do!
- ♦ **Francisation:** We recognize that children come to our programs at different levels of knowledge of French. Our programs are designed to increase children's level of spoken French. Our educators encourage the use of French in the classroom at all times and support each child in their language development.

08

Nutrition

- ♦ We do not offer daycare meals or snacks. This is the responsibility of parents, but we encourage parents to offer healthy choices to their child.
- ♦ For details, see **27 - Food and nutrition** (page 15)

09

Early Detection

- ♦ Our programs use the "Ages and Stages" questionnaire to predict each child's developmental needs. We also use the results of this questionnaire to guide parents in accessing external services offered by École des Quatre-Vents (if needed) or in the community.



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Inclusive Environment

- Activities are planned to include each child according to his strengths and to increase his abilities. Since we have access to the services offered by CSNO, we have the support of external services to ensure that the needs of each child are taken into account.
- Children with mild, moderate and severe needs have access to an Individual Program Plan (IPP) and services with the CSNO (if the parent chooses to enrol their child with CSNO). Educators work with the teacher responsible for the IPP to meet the child's needs in order to include them in program activities.
- We have a diversity of materials and equipment to meet the needs of each child. Weekly programming is planned according to the needs and interests of each child.
- Educators receive support from CSNO if they need help managing differences and needs. We use a team approach to support and interact with children with diverse needs. We promote equality among all children so that every child's experience in our program is positive.
- Communication with parents is essential to ensure that the child's needs are met and that parents are informed of their child's progress. Our staff will take the time to talk/communicate with each parent regarding their child's progress in the program.
- If the child requires individualized support, our programs are not designed to provide this service. It is up to parents to follow up with CSNO or Children's Services.

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Rest Time

- A rest period is offered to children in the daycare only. Children can take a nap or take a quiet moment between 12:45 and 13:45 p.m.. There is always an educator available to supervise children who do not want to nap. Quiet activities are organized in a classroom space (book time, easy puzzles, etc.). When a child has completed their rest time, an educator will direct them to an area of the classroom where another staff member supervises the group. Children play without interrupting others who are still resting or napping.
- For rest time, **your child will need a small pillow and a blanky/cuddly toy that will have to stay at the daycare at all times.**



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Communications and Parent Involvement

- ♦ French is the preferred language of communication for all communications.
- ♦ It is best to contact educators by email. In case of emergency, the parent can call the school for daycare or preschool.
- ♦ Upon registration, parents are invited to a classroom orientation visit with their child and meet with staff. We encourage our parents to participate in the program with their child whenever possible. We also invite grandparents to participate in the program.
- ♦ Staff will take the time to speak with parents to answer their questions and listen to their concerns.
- ♦ If a problem arises and the staff member cannot find a solution, the school principal is available to offer any support to address parents' concerns.

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Working with the Community

- ♦ Our programs collaborate with École des Quatre-Vents and have access to the various activities and services offered by the school.
- ♦ We also collaborate with various Francophone provincial organizations such as the Fédération des parents francophones de l'Alberta (FPFA), the Institut Guy-Lacombe de la famille or with local organizations: Association canadienne-française de l'Alberta (ACFA).
- ♦ These organizations offer parents support and services in French (books, workshops, webinars, community activities, etc.) on various topics.
- ♦ Our staff also work with various community services in Peace River (AHS, Children's Services, etc.).
- ♦ We take a comprehensive approach to helping families access services.

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Program Schedule

Our programs are all closed during the winter break (in connection with the school calendar of École des Quatre-Vents) and during the following holidays:

- Good Friday
- Easter Monday
- Victoria Day
- Canada Day (July 1)
- Heritage Day
- Labour Day
- Day of Truth and Reconciliation (September 30)
- Thanksgiving
- Remembrance Day (November 11)

Daycare Les petits cœurs:

- 12 months (if enough enrolment for the month of July)
- Service from 7:30 a.m. to 5:30 p.m. Monday to Friday

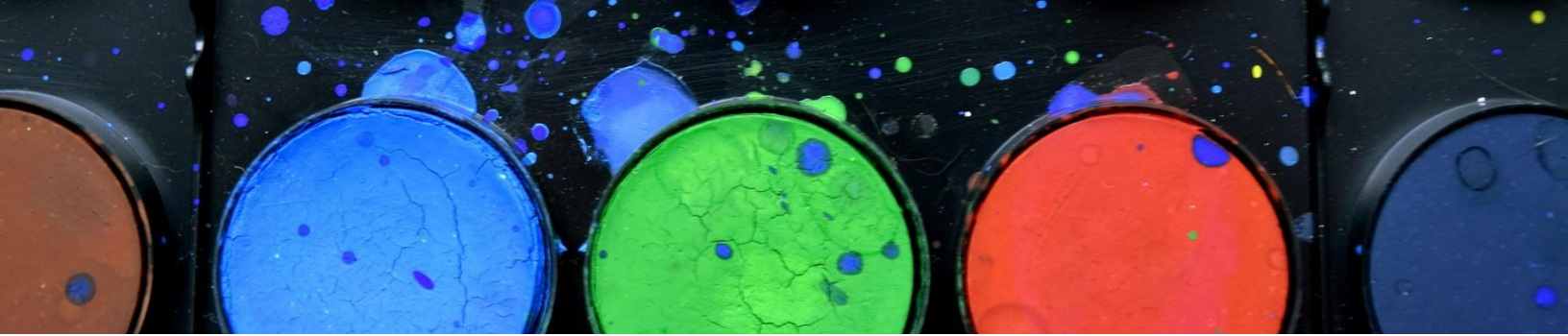
Preschool Les petits cœurs :

- September to May, Monday to Friday
- The program is offered in the morning only from 8:45 a.m. to 11:45 a.m.

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License

- ♦ Each Early Learning Centre or Child Care Centre is regulated by the ministry of Children's Services. The CSNO holds a licence for both programs at École des Quatre-Vents.
- ♦ Programs are visited - inspected twice a year by the Children's Services employee. Reports of visits are posted in the room of each program.
 - Visits/inspections are conducted to ensure we comply with the standards and regulations of the Early Learning and Child Care Act.
- ♦ Educators must have a valid First Aid and CPR course certification, a criminal record check, a Vulnerable Sector Search check.
- ♦ Educators must also be certified for one of the following levels of Childhood Educator:
 - Level 1 - required for all educators.
 - Level 2 - required for at least 1 of the educators in the ratio.
 - Level 3 - required for the Program Coordinator.
- ♦ **Ratio:** Our programs meet the ratio set out in Regulation 27.1 of the Early Learning and Child Care Act.
- ♦ A Program plan has been approved by Children's Services and is available at all times in the classroom and for parents/guardians.



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Discipline Principles

- In our programs, our educators take the time to listen to children when they have something to share. They will always be at the child's eye level when he speaks to them. When the child shares his feelings, the educator will be attentive and reassuring. They will recognize the feelings and opinions of children. Educators are there for children when they need them (hugging, rocking, sitting on their knees, etc.).
- Positive behaviours are recognized. When appropriate, staff will ignore inappropriate behaviour. If the child continues, the educator will have a conversation with the child to see if they want to talk about their behaviour. The educator will guide the child to understand why the behaviour is not acceptable and guide the child in choosing an acceptable behaviour.
- Staff will adapt to the age and understanding capacity of the child. Educators share, repeat and explain the rules with the children. The images are used to help children understand and memorize the right behaviour.
- With children, educators model positive behaviours, they are open to their colleagues and accept all points of view. A positive environment is expected at all times from adults in the room.
- If a conflict arises between the children, the educator will stay with them until it is resolved. They will let children try to resolve their differences on their own and, if necessary, educators will guide children in resolving their conflicts by asking open-ended questions. If the children can solve the problem on their own, the educator will immediately acknowledge/praise their cooperation.
- Staff will take note of their observations and share them with the parent. Parents can offer suggestions to educators regarding their child's behaviour. If a parent shares a concern with staff, the educator will investigate to see how the problem can be resolved. If the problem cannot be resolved with the educator or needs help, the educator or parent can contact the program coordinator or school principal for assistance.



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Registration

- The personal information of children and their parents is confidential and is kept in a secure place.
- The registration form must be completed by the parent or guardian before accessing the program.
- The parent must notify the program coordinator of any changes to the information contained in the child's file.
 - Notify the coordinator of any changes in family status.
 - In the event of divorce or separation, the Centre must be informed of the custody agreement between the two parents.
- **Please note** - There is no part-time registration; registration is for a "place" in the program.

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Wait List

- If the number of registrations received exceeds the limit, the centre will place the additional registrations on an agreement list.
- When a place opens, the coordinator will call the first on the list and so on.
- Only children from right-holder parents will be placed on the list.

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Fees

Daycare:

- \$950 monthly fee:
 - **Amount paid by parents: \$324**
 - Payment methods are:
 - **E-transfer or ProCare**
 - The parent can access the financial support program (grant)

Preschool:

- \$1,400 annual fee:
 - Provincial/federal agreement covers: \$750
 - **Amount paid by parents: \$650**
- Non-refundable deposit required upon registration.
- The parent can choose to pay the full amount at registration or pay half in September and the other half in January.

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Late monthly payments

- For the daycare payment, must be made by the fifth of each month.
- After 30 days of delay, the centre will notify the parent that their child will lose their place. The parent can contact the school board administration to set up an adapted payment program.

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Holiday

- ♦ Parents who decide to withdraw their child(ren) for a vacation period can continue to pay childcare fees in order to keep their place.

22

Payment with insufficient funds

- ♦ The fee amount will be added to the parent's fee on the next bill.

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Notice of departure

- ♦ When parents wish to stop using the services (daycare or preschool), they must give one month (30 days) written notice.
- ♦ If the deadline is not respected, the parents will have to pay an amount equivalent to one month (30 days), from the date of receipt of the notice of departure.

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Arrival and departure

- ♦ The parent must sign the arrival and departure register.
 - For children arriving or departing by school bus, the educator will be responsible for signing the registry for the parent.
- ♦ Parents are expected to drop off and pick up their child at the agreed times of the duration of the program.
 - An additional \$15 will be charged for each 30 minutes of delay.
 - After three delays, the parent will receive a notice to respect the hours of the program. Continued non-compliance may lead to termination of program enrolment.

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Field trips

- ♦ Occasionally, the preschool or daycare will organize a field trip outside the school grounds. The parent will receive an outing information letter and a consent form. No child may participate in an outing without the informed consent of the parent.

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Personal information, photos, etc.

- ♦ The child's personal information collected is used to provide preschool services and programs and to ensure a safe and healthy environment. (See Appendix B for a list of circumstances in which the information may be used.)
- ♦ For personal information used by the service for purposes other than programming and safety, Form 170 A, Consent for Use and Disclosure of Personal Information, must be completed.



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Food and Nutrition

- The Centre does not provide snacks or meals.
 - For daycare you must provide two snacks and a lunch for your child every day. We have a microwave for heating lunches. **Nuts, peanuts and sweet snacks such as sweets, chocolates and gums are prohibited.**
- It may happen on special events that the centre provides a snack or a meal. Educators will inform parents of these special activities.
- **Allergies:** Parents must inform the centre coordinator if their child has a food allergy or intolerance. A note from the family doctor confirming the allergy or intolerance is required to make changes to the programming.
 - If the child has a severe allergy, the parent should make sure that there is always an EPIPEN (to be stored in the room). Staff are trained to safely administer the EPIPEN system. See CSNO Administrative Directive 316 Anaphylaxis (Allergy).

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Belongings

- Your child will need indoor shoes, sneakers for the gym and a change of clothes.
- Each child will have a space (locker) to place their personal belongings.

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Medication

- We recommend that if a child needs to take medication, it be taken at home under the supervision of the parent. However, we recognize that this is not always possible.
 - Parents are responsible for providing medication for their child. The educator is not allowed to administer any type of medication to a child in care without the consent of the parents or parent providing the drug.
 - Medications should be stored in a safe, locked or out of reach of children and according to medical instructions.
 - Consent forms will be kept in the child's on-site file and must include detailed instructions on when to administer the medication.
 - Parents must provide the medication in the original container that is properly labelled and includes instructions for administering it to the child.
- Staff will keep a logbook showing the time of administration, the name of the medication, the amount administered and will confirm that the parent has been

informed.



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Accidents

- If a child is injured and first aid is required, one of the educators is responsible for caring for the child. Depending on the injury, staff may call the school secretariat and ask for help. The supervising educator will inform the parent by phone as soon as possible. The educator will also inform the program coordinator and/or principal.
 - If the injury is more severe, 911 should be called and the parent should be notified immediately. A staff member will remain with the child at all times until the parent or emergency contact arrives.
 - An accident form is completed and submitted to the Children's Services Manager and CSNO Head Office.
 - The parent will receive the accident form for their signature.

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Sick Child

- If the child is critically ill, the parent is advised immediately to pick up the child. The child is isolated from other children to avoid contamination.

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Procedure for complaints

- The Program Coordinator will make every effort to resolve complaints at their origin, to the extent possible. If a parent is still not satisfied, they can communicate their dissatisfaction by following these steps:
 1. Discuss first with the educator concerned.
 2. Talk to the Program Coordinator.
 3. Communicate in writing with the principal of École des Quatre-Vents.
 4. Communicate in writing with the CSNO Superintendent.



HERE IS OUR TEAM

We cannot put this philosophy into practice without our staff. All are very dynamic, passionate and experienced and ready to share your child's daily life.



Suzanne Shimoon

Coordinator and Educator

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Rachel Florence

Educator

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CONTACT US

We thank you for letting us share the life of your little ones.
Do not hesitate to contact us if you have any questions or
simply to learn more about our services.

Merci !



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APPENDIX A

ELIGIBILITY CRITERIA

(Policy 16 from the Conseil scolaire du Nord-Ouest Policy Manual)

Eligibility criteria for preschool to Grade 12 students enrolled in Francophone schools is determined by the Alberta Education Act and Section 23 of the Canadian Charter of Rights and Freedoms.

The Conseil scolaire du Nord Ouest respects these criteria when considering the enrolment of students from preschool to Grade 12.

Eligibility

Every student who meets the criteria for access to education in Alberta, the criteria relating to the age of eligibility and one of the criteria of section 23 of the Canadian Charter of Rights and Freedoms may access a French-language education in Alberta.

1. Constitutional Right to Francophone Education

According to *Section 23 of the Canadian Charter of Rights and Freedoms*, a student is eligible to enrol in a francophone school if one of the parents meets at least one of the following criteria:

- a. The parent's first language learned and still understood is French;
- b. The parent's primary or secondary education was in a French First Language school in Canada;
- c. The parent has another child who has received or is receiving primary or secondary instruction in French First Language school in Canada.

2. Exceptional Circumstances –

Under Section 23 of the Charter, which is to ensure the vitality of Francophone minority communities, and in accordance with its remedial purpose, the CSNO may admit in its schools a child whose:

- a. parent or grandparent is of French heritage and would like their child/grandchild to reintegrate French culture and identity into their lives.
- b. parent would like his/her child to maintain their French language, culture, identity. (i.e. a permanent resident or immigrant to Canada.)
- c. student who had been enrolled previously in an Immersion Program and whereas a French Immersion program is not available in the community where a francophone school under the jurisdiction of the Conseil scolaire du Nord-Ouest No ¹ is located.

Référence : Section 14, 15, Education Act, 2019
Section 23, Charte canadienne des droits et libertés.

APPENDIX B

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (FOIPP ACT)

All school boards in Alberta are subject to the Freedom of Information and Protection of Privacy Act (FOIPP Act). This Act sets out policies and regulations regarding the collection, use, protection and disclosure of personal information.

The personal information collected on the student's registration Student Registration Form is used to deliver educational services and programs and to ensure a safe and secure school environment. The information may be used in the following circumstances:

- The use of the name, photo and comments of a student in the school newsletter, the yearbook, or any other publication of the school or the schoolboard.
- The use of video footage, individual photos, class photos, team photos or club photos for school purposes.
- The use of photos or videos of school or class activities taken by the media where the students are not easily identifiable.
- The use of the name, grade and photo of a student in school activities such as athletics, art displays or celebrations.
- The use of the name and date of birth of a student to recognize a birthday.
- The use of the name of a student on a poster or other work displayed at a school or the schoolboard or another location as designated by the school or school board.
- The disclosure of information to local Regional Health Authorities for vaccination and health purposes.
- The use of the name of a student for honor roll, during the graduation ceremonies, for scholarships or other acknowledgements from the schoolboard.
- The use of the name of a student and educational information necessary to determine his/her eligibility for scholarships, provincial or federal awards or other awards for which the school or school board applies on behalf of the student.
- The use of the name of a student, those responsible for the student and their phone numbers to verify a student's absence.
- The use of the name of a student, those responsible for the student and their phone numbers for transportation and emergency purposes.
- The disclosure of the medical information of a student with serious or life-threatening medical conditions.
- The disclosure of the name of a student, those responsible for the student, telephone numbers and addresses to the School Council for communication purposes.

In the case of an activity that is not included in this list and where personal information is used by the school or the CSNO for purposes other than educational programming and student safety, Form 170 A, Consent for the Use and Disclosure of Personal Information for Non-Educational Purposes, must be signed and returned to the school.

** Section 56 of the Alberta Education Act and section 33c of the Freedom of Information and Protection of Privacy Act, R.S.A. 2000, cF-25 and its provisions apply. For more information, please contact the Executive Secretary at the CSNO School Board office at 780-624-8855 or 1-866-624-8855.*