

Fort McMurray Catholic Schools Operating Policies and Procedures

OP 602 – Child Care Services: Environment Policy

Policy

The Catholic Board of Education recognizes that

- a. Children develop higher levels of social competence, physical ability, language, emotional development, creative thinking and problem solving skills within inclusive child care environments;
- b. Diverse and developmentally appropriate experiences are critical to the early brain development in children;
- c. High quality child care programs provide children with stimulating learning materials, meaningful activities, creative play experiences and interactions that emerge from the children's interests to promote their learning and development.
- d. Quality child care programs thoughtfully plan the activities based on children's ideas and document the ongoing growth and development of children.

Program planning and practices in Fort McMurray Catholic Schools Child Care Programs shall support every child's optimal development in an inclusive early learning and care environment that incorporates the value and importance of play.

Procedures and Directives

The Deputy-Superintendent shall ensure that Fort McMurray Catholic School Child Care Programs:

- a. incorporate inclusive approaches that respect children's diversity and value children's individual needs and backgrounds by:
 - i. Incorporating experiences and cultural backgrounds of the children in daily program planning.
 - ii. Supporting diversity, ensuring there are appropriate materials, equipment, and resources to meet the needs and interests of all children.
 - iii. Incorporating inclusive practices to involve all children in the program.
 - iv. Providing supports to families and children with special needs.

- v. Providing training and supports to child care professionals to support them in working in inclusive environments and with children with special needs.
 - vi. Thoughtfully modifying the environment to support children's success.
- b. promote physical wellness in all children and incorporate physical literacy in everyday programming by:
- i. Promoting physical activity and minimize the time that children are sedentary.
 - ii. Providing a variety of recreational resources to support physical activities appropriate for the season
 - iii. Intentionally planing experiences and activities to develop small motor skills.
 - iv. Participating in physical activities with children
 - v. Planing physical experiences that encourage cooperation between children.
 - vi. Providing diverse physical experiences that are based on the skills and interests of each child.
 - vii. Adapting activities and experiences to ensure children with diverse capabilities can participate at levels where they can feel confident.
 - viii. Intentionally planing for a variety of indoor and outdoor physical experiences each day.
 - ix. Ensuring use of technology that promotes sedentary behaviour (computers, television) is limited and focused on intended developmental outcomes.
 - x. Ensuring personal care routines for children are individualized.
 - xi. Ensuring that resting and/or napping schedules for children meet their individual developmental needs.
 - xii. Respecting children's dietary requirements for individual and cultural needs.
- c. promote competence, active exploration, and learning through play by:
- i. Planing experiences that promote development and learning across all developmental domains (physical, social, emotional, creative and intellectual).
 - ii. Promoting early literacy through daily programming.
 - iii. Providing extended periods for children to become actively engaged in a wide variety of self-selected, open-ended play.

- iv. Providing open-ended experiences and opportunities to encourage creative expression.
 - v. Being actively involved in children's play experiences.
 - vi. Providing cognitive activities and experiences at the developmental level of the children.
 - vii. Intentionally providing materials and opportunities for children to play in a variety of group sizes.
 - viii. Supporting children in the development of social skills according to their age and developmental levels.
- d. use observation, recording, and documentation to plan the program based on the needs, abilities, and interests of children and their experiences with families and communities by:
- i. Planing schedules to support the children's learning experiences.
 - ii. Planing routines appropriate for the developmental levels of the children.
 - iii. Planing transitions to minimize stress on children.
 - iv. Demonstrating flexibility by changing schedules, routines, and transitions to best meet the developmental needs of children.
 - v. Reviewing information shared by families to inform planning.
 - vi. Observing and record children's knowledge, interests, curiosities, and learning to use as a basis for program planning.
 - vii. Inviting children to participate in the development of program planning, routines, and rules.
 - viii. Documenting the references and resources used in planning for and with the children.
 - ix. Providing the children with opportunities to share and display their learning.
 - x. Monitoring children's individual growth and development through documentation to share with parents.

References:

- Alberta School Act, Para 3 & 45(8)
- Board Governance Policies
- Executive Limitation 4 – Treatment of Students and Parents
- Executive Limitation 5 – Curriculum & Instruction

Cross References:

- FMCS D – Inclusive Education Policy and Practices
- AB Education Guide to Education
- AB Education – Standards for Special Education
- FMCS D- A call to Responsibility: Student Discipline and Discipleship

Approval by Superintendent of Schools

- 15 February 2015

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