

Ska:na Family Learning Centre Child Care Parent Handbook



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About Ska:na Family Learning Centre...

Ska:na Family Learning Centre (SFLC) is a non-profit charity incorporated under the Federal Act in 2003. SFLC is a licensed urban Indigenous “multi-site” child care operator in the cities of Sarnia and Windsor, Ontario. The organization has four licensed child care centres with the Ministry of Education under the Regulation, Child Care Early Years Act (CCEYA) of 2014.

Section A: Program Policy Statement

The SFLC Program Statement is embedded in the Ojibwa culture, Ontario’s research, and legislation. The Ojibwa culture is rooted in MNAAMODZAWIN - THE GOOD LIFE. MNAAMODZAWIN is a wholistic way of life that encompasses a relationship with all living things. Individuals living “The Good Life” experience and display joy, celebration, and the ability to give thanks.

How Does Learning Happen? (HDLH?), Ontario’s Pedagogy for the Early Years defines learning through relationships for those working with young children and families. HDLH? supports pedagogy and curriculum/program development in early years’ programs. Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support the understanding of learning”. Curriculum (the content of learning) and pedagogy (how learning happens) in early years’ settings are shaped by views about children, the role of educators and families, and relationships among them. The pedagogical document, HDLH?, helps educators focus on these interrelationships in the context of early years’ environments. It is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. These “4 foundations”, or ways of being, are a vision for all children’s future potential and a view of what they should experience every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with Ontario’s Kindergarten program and are conditions that children naturally seek for themselves.

In addition, HDLH? is a provocation for early years’ communities to explore how children learn and to define the adult role and responsibility in supporting a child’s growth and wellness by implementing and monitoring a plan that will support and promote: the health, safety, and nutrition of children; positive and responsive interactions among the children, parents, child care providers and staff; encourage the children to interact and communicate in a positive way to support their ability to self-regulate; foster the children’s exploration, play and inquiry; provide child-initiated and adult supported experiences; plan for and create positive learning environments and experiences in, which each child’s learning and development will be supported; incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care; foster the engagement of and ongoing communication with parents about the program and their children; involve community partners and allow those partners to support the children, their families, and staff; support staff and child care providers or others who interact with the children in the centre in relation to continuous professional learning; document and review the impact of the plan and strategies set out in HDLH?.

Ska:na Family Learning Centre (SFLC) provides social support and educational services to Aboriginal and non-Aboriginal children, youth and their families living in an Urban setting to promote success within the mainstream school community and within all aspects of their lives.

Our indigenous pedagogical plan has been developed over many years and is primarily based on the Anishinaabe culture and language, while respecting and supporting all participating children’s languages and cultures. The Primary Plan goals and objectives have been presented in many facets: Education Plan, Individual Support Plan, Cultural and Language Curriculum Plan, Training Program Plan, Health and Sanitary Plan, Mental and Emotional Health Plan, Nutrition Plan, Parental Involvement Plan, Support Service Plan, Program Statement Monitoring Plan, Space Facility Plan, Organization and Program Operations Plan, and Contravention of the Program Statement and Plans. Further details of the Program Policy Statement Plans are located in Section A of the Manual.

SFLC believes that it takes more than a village to raise a child, it takes a Nation, and that the Nation is responsible to the child and for supporting the role of the family in ensuring wellness.

A10 Education Plan

The child development pedagogy is designed to enhance the learning styles and learning environment of children. SFLC's early years' programs implement Ontario's pedagogy for the early years "How Does Learning Happen?", The Early Learning for Every Child Today, "Think, Feel, Act," and endorses principles that derive from the "Active Learning" educational approach viewing adults (educators/families) and children as being competent, capable, curious, and rich in potential.

The "Active Learning" approach involves children in direct, hands-on experiences with people, objects, ideas, and events. Through such self-initiated active learning experiences, children learn concepts, form ideas, and create their own symbols and abstractions. As conscious participant-observer's adults share control and initiative with children in well-designed outdoor and indoor learning environments, and are guided by key development indicators (KDI's) that all children need to have as part of their intellectual/mental, physical, spiritual, emotional development. Adults also ensure the presence of the five essential elements of an "Active Learning" setting: 1) materials, 2) manipulation, 3) choice, 4) language from the child and 5) adult support. These "5 ingredients of active learning" assure that materials are age and culturally appropriate, that there are many opportunities for children to freely manipulate the materials; that children can make many choices, discuss their own ideas, and pursue their own interests both with other children and adults; and children can rely on appropriate adult support to carry out ideas and to be responsible for their own efforts.

The Early Learning for Every Child Today (ELECT) is a Framework for Ontario Early Childhood Settings. This early learning framework, sets out six principles to guide practice in early years' settings. It also provides a continuum of development for children from birth to age eight. ELECT is recognized as a foundational document in the early year's sector. It provides a shared language and common understanding of children's learning and development for early years' professionals as they work together in various early childhood settings. The principles of ELECT have informed provincial child care policy, such as the Ontario Early Years Policy Framework, as well as Pan-Canadian early learning initiatives such as the Statement on Play of the Council of Ministers of Education, Canada. ELECT principles are also embedded in the program document used in Ontario's innovative Kindergarten program.

Think, Feel, Act, are six research briefs for educators working in early years' settings which, highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators. There is a common thread throughout the briefs: a view of the child as competent, capable of complex thinking, curious, and rich in potential. These briefs are intended to challenge the status quo and encourage critical reflection as we consider our work from different perspectives. As 'briefs', the documents are not intended to provide an in-depth analysis of each topic, but instead, to pique your interest and highlight key ideas that are useful and relevant to your work. You are encouraged to use the reflective questions throughout the briefs to stimulate personal reflection and team discussions. Educators and other professionals are invited to try out some of the suggested practices and exchange ideas with colleagues. Above all, these briefs are intended to get people talking about some of the big ideas that have such a significant impact on the experiences of children across the province.

A10.1 Individualized Support Plan

SFLC is steeped in the Indigenous belief that teaches children are our gifts from Creator. Indigenous thought is centered around the four-sacred medicine teaching in respecting balance. The integrated system and support we speak of in early learning is in fact "our way". The statement of "all of our relations" simply means we are all interconnected and related to all things. SFLC child care centre guiding principles ensures that the process for learning will accommodate the individualized child's support plan. We believe all children are special and all children have needs. Therefore, SFLC guarantees each child's learning experience will be appropriate for their age and developmental level. SFLC's inclusive process ensures that each child has a well-planned wholistic and monitored individualized support plan (ISP) and that adults explore and implement all the necessary steps to support children in participating to the maximum extent possible in the child care program.

SFLC recognizes the need to include information on the individualized support plan on each child required supports, including specific aids (e.g., mobility devices, hearing aids) and modifications to the environment (e.g., specific furniture, additional staff).

SFLC will support the child to function and participate while in the care; through accessing and providing supports or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve the goals of the ISP.

HDLH? goals and approaches will be used to aid adults in program planning to consider ways to ensure each child is able to participate fully in the program and engage with peers in a meaningful way. HDLH? sets out a view of the child as competent and capable, curious, and rich in potential. Using this viewpoint, adults will focus on the strengths of each child rather than their needs and deficits.

Approaches such as pedagogical documentation will be used to help educators continue to learn about each child's unique abilities, characteristics, and growth. HDLH? documentation will be shared with parents and other professionals to gain a deeper understanding of the child. Knowledge gained through documentation help SFLC programs to create environments and experiences that best support the learning and development of each child. Information gathered through documentation will be used to update the individualized support plan, which is reviewed on an ongoing basis with changes over time and as the child's abilities, needs and circumstances change.

A20 Culture Program Plan

The SFLC provides participants with the opportunity to develop and enhance an awareness and appreciation of Indigenous culture and language and thus promotes essential personal pride in their Indigenous ancestry. Being an urban-based service, the Ska:na Family Learning Centre will have participating children from varying Indigenous backgrounds represented in the Indigenous Community. An effort will be made to expose the children to other cultures and languages beyond their own mother tongue and cultural background.

The Aboriginal community has a heritage history of the Anishinaabe Nation therefore the program uses this culture to develop the cultural aspect of the SFLC curriculum. Cultural advisors the Anishinabek Nations will be used in the development and overall implementation of the early years' program.

A20.1 Cultural/Language Curriculum Plan

The program's classrooms and curricula will incorporate and evolve from the Indigenous languages and symbols of the families and children attending SFLC programs. The SFLC administration, educational staff, parents and/or caregivers, in consultation with Elders and traditional educators will develop a process for implementing the language/cultural composite of the curriculum into the early learning and youth programs.

To assure the language/culture composite of the curriculum meets the needs of the participants all the time, the program staff evaluates the children, parents and/or caregivers to maintain that it has the proper Indigenous nation represented in the program curriculum. Policies for gathering information regarding participants of the SFLC community guides the administration in calculating the unique cultural diversities of Indigenous languages and cultural beliefs relevant to program.

The program's educational materials and curriculum designed for the children and youth to learn from is ever evolving to include the diversities of Indigenous languages and symbols of the local Aboriginal community.

The SFLC program staff incorporates the indigenous language and culture throughout the entire Program Curriculum. The participants of the program are immersed into an early year's program that is based primarily on the beliefs, culture, and language of the Indigenous People's.

A30 Training Program Plan

A30.1 Life-long Learning

Training Plans and Training Guides are a vital part of Life-long learning practices that provides educators and other support staff, parents and/or volunteers knowledge of child development practices and cultural curriculum development.

The program's administration, educational and support staff, parents, and volunteers use training Guides, to provide approved child development practices and cultural curriculum that will encompass the spiritual, emotional, physical, and intellectual being of the child.

Professional development and training is provided and designed for educators, parents, volunteers, elders, and traditional teachers. The Training Plan provides individuals working with the children the necessary skills and knowledge to meet the demands of early childhood education, in child care settings. The College of ECE code of ethics and Standards of Practice states: *"Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice."*

The administrators and educators will foster and support quality education and cultural learning in the classrooms through a combination of workshops and classroom instruction. Assistant educators, if not already certified Registered Early Childhood Educators, will be actively obtaining their certification.

The administration will be responsible for the in-service training of education staff, volunteers, parents and/or caregivers. In-service training will be sourced and/or provided and designed to enhance and address issues that arise in the program's day-to-day operation.

The administration provides cultural training for early learning staff, volunteers, parent and/or caregivers. The cultural training can be conducted through independent study, workshops, seminars, and classroom instruction. Cultural training will come from local and outside Elders and Traditional teachers primarily in Ontario. The cultural training plan is inclusive with other training plans of the organization.

Annualized training plans will be developed in accordance with our traditional practices and beliefs for all adults who work with the children, in areas of child development, Aboriginal cultural, in-service training, etc.

Registered Early Childhood Educators are supported and encouraged to maintain their Continuous Professional Learning portfolio with the College of Early Childhood Educators in Ontario.

A40 Health and Sanitary Plan

A40.1 Health and Sanitary Practices

The SFLC Program maintains a safe place for participants to learn, grow and fosters the importance of early identification of health concerns. Families that don't regularly or have never seen a doctor or dentist, educational and program staff support and/or work with the parent/caregiver to arrange for a child to receive, if needed, comprehensive health care, including medical, dental, and mental health services.

Parents enrolling children in the child care program provide up-to-date immunization record if the child is not attending a school or a parental objection notification as part of the enrolment process.

The employees through applied and approved health and hygiene practices ensure the child care Centre is a safe place for users. In doing so, daily observations are made of participants before they associate with others to detect possible symptoms of ill health. When a child or adult appears to be ill, they are separated from others and the symptoms of the illness are noted in the Daily Written Records (Journals) by staff. Participants, i.e. children are separated from others, i.e. children because of a suspected illness, i.e. a parent of the child takes the child home; or where it is not possible for a parent of the child to take the child home or where it appears that the child requires immediate medical attention, the child is examined by a legally qualified medical practitioner or a nurse registered with the College of Nurses of Ontario. The daily written record (Journal) includes the arrangements made for participants, i.e. children with symptoms of ill health.

SFLC has a written procedure for the administration of drugs and medications to children who are enrolled in the child care program and a anaphylactic policy to reduce the risk of exposure to anaphylactic causative agents. The anaphylactic policy has a communication plan for the dissemination of information on life-threatening allergies, including anaphylactic allergies, an individual emergency plan for each child with anaphylactic allergies with input from parent and physician and annual orientation/training for employees on emergency procedures in the event a child has an anaphylaxis emergency. No child will be given medication or drugs without written parent and physician consent.

Service animals are welcomed in the Centre to support the individual participating in the program in keeping with local health public policy. Furthermore, SFLC honours the educational value that comes from the animal and plant life in respect to “all our relations” and will follow local public health requirements for the use of animals and plants in a licensed child care setting.

SFLC believes that health and hygiene effect the overall well-ness of the operations. Participants and employees are encouraged to adhere to the health and sanitary policy of the organization and as a reminder to participants and employee’s proper health and hygiene practices are posted throughout the Centre where they applicable, i.e. proper handwashing posters are displayed at sinks, sick children’s policy is in the parent handbooks and displayed in each classroom.

SFLC is prepared always to deal with serious occurrences and emergencies requiring first-aid treatment. Every employee working at the child care Centre has certification in standard first-aid, including infant and child CPR and that there is a first-aid kit and manual readily available to all staff. In addition, staff are familiar with the definitions of serious occurrence and reporting process, in keeping with the CCEYA and by following all recommendations of the Medical Officer of Health.

A40.2 Mental/Emotional Health

The program staff in partnership with community agencies create a support service plan on how educational staff assist and with work with parents and children living with mental health issues. Staff are encouraged to attend training from local community partner agencies in early detection of mental illness in children. The administration through the supportive service plan and implementation procedures develops, implements, and monitors the mental health plan of children in the program.

A50 Nutrition Plan

The nutrition component of the program establishes in children healthy nutritional habits at an early age. This component will provide children with a well-balanced nutritious meal and snacks daily complete with lessons taught on a day-to-day schedule. The Nutrition plan is responsible for maintaining good service in keeping with the Canadian Food Guide Standards and Anishinaabe Food Guide. The Nutrition Plan provides for the establishment and maintenance of records covering the nutrition services budget, expenditures for food, menus utilized, numbers and types of meals served daily with separate recordings for children and adults, inspection reports made by health authorities, recipes and any other information deemed necessary for efficient operation.

A60 Parental Involvement Plan

The SFLC believes that the gains made by the child must be built upon by the family and community. To achieve this goal, the child care centre staff supports involvement of the child's parents and other family members in the experiences he/she receives in the program by giving them many opportunities for a richer appreciation of the young child's needs and how to satisfy them.

The success of the child care centre demands the fullest involvement of the parents, caregivers, and families of the children enrolled in its program. Successful parental involvement enters every part of the Program. Parents are reserved the right to engage in the decision-making process of the program, and in the development of activities that they deem helpful and important in meeting their individual needs and conditions. The danger of not providing opportunities for parents to make real decisions about their child’s early learning experiences is that the goals of program will not be achieved. Moreover, with the program itself remaining a creative experience for the child, in a setting that is not reinforced by the needed changes to social systems taking place where the child will move after their educational experience leaves the child without long-term support and advocacy.

A60.1 The Role of Staff and Parental Involvement

The Centre’s staff will be critical when working directly with parents and the extended family. The workers will ask Elders to assist in workshops which cover topics in:

- Traditional Child Rearing Principles
- Positive Parenting in the traditional way
- Nurturing the Family through traditional teachings

- Discipline through Guidance
- Using Legends as a way of teaching life lessons to families
- Practicing cultural values
- Spiritual growth

The Elders know how important it is to create a harmonious world for the child, family, and their community. They were the central teachers of the community. Traditionally, Aboriginal Education emphasized learning how to live together, rather than how to make a living. Blood relations never limited the family unit; it included many others for a variety of different reasons. The family unit still today is extended to include people other than blood relations. Elders will be asked to be on hand for advice as needed by the parents and staff and will be asked for input into the program planning.

A70 Support Service Plan

The SFLC's supportive services component represents a collaborative partnership-building with families through an organized method of assisting them to assess their needs, and then providing those services that will build upon the individual strengths of families to meet their own needs. Staff and families will collaboratively design and update individualized family development plans to ensure trust in the service agencies and that delivery strategies are responsive to the goals, ideals, and values of the family. Some of the activities that the social services staffs use to assist families to meet their needs will be: community outreach, liaison, referrals, and family need assessments, providing information about available community resources and, how to obtain and use them, recruitment and enrolment of children, and emergency assistance and/or crisis intervention.

SFLC Program staff members may be assigned the responsibility of contacting the agencies and specialized professionals required by the children and/or families.

A70.1 Support Service Delivery

The Child, Youth, and Family Administrator (CYFA) will be responsible in coordinating family partnerships for assessment and goal setting.

The SFLC, through a collaborative partnership-building with families will establish mutual trust and identify family goals, strengths, and necessary services and other supports. This process will be initiated as early in the program year as possible.

The program staff and administration will assist parents in developing and implementing, throughout the year, individualized Family Partnership Agreements that describe family goals, responsibilities, time tables and strategies for achieving these goals as well as progress in achieving them.

To avoid duplication of effort, or conflict with, any pre-existing family plans developed between other support service programs and the SFLC Family Partnership Agreement, staff and parents must consider, and build upon as appropriate, information obtained from the family and other community agencies concerning pre-existing family plans and goals to assist families toward the goal of self-sufficiency. To the greatest extent possible, the SFLC staff must coordinate with other agencies and families to support accomplishment of goals in the pre-existing plans.

The organization's administration will provide a variety of family support opportunities created by the family support component of the organization and outside agencies for interaction with families and parents, throughout the year.

Family Collaboration and Development meetings and interactions with families must be respectful of families' cultural and ethnic backgrounds.

The CYFA will be responsible in coordinating family partnerships for the purposes of accessing community services and resources.

The Program will work collaboratively with all participating families to identify and continual access, either directly or through referrals, services and resources that are responsive to each family's interests and goals (i.e. health and educational plans for children, emergency, or crisis assistance, including such direct interventions as the provision of food, housing, clothing, and transportation).

Education and other appropriate intervention, including opportunities for parents to participate and assist the family in its own efforts to improve the condition in quality of family life. Make parents aware of community services and resources and facilitate their use.

A80 Program Statement Monitoring Plan

A80.1 Quality Assurance

The quality assurance process is wholistic in nature, promotes leadership and encompasses observation through reflective practice as the guiding principles in monitoring the objectives of the program plan. Leadership is the pathway to quality. Traditional Aboriginal Elders are an integral part of gathering knowledge and wisdom to determine quality. SFLC believes in an Aboriginal leadership model that is rooted in equality, equity, and best practices. For example, “We are all the same height”, the meaning of this statement is that all living things, “All Our Relations”, have a significant role in leadership and therefore effect quality. The meaning of “All Our Relations” is such that children, family, community, plant and animal life, the seasons and environment, etc. have equal standing and we are all inter-related.

The organizations monitoring plan utilizes Ages and Stages, High/Scope Child Observation Record (COR), and High/Scope Program Quality Assessment (PQA) as its preferred measuring tools. Furthermore, the organization recognizes the importance and respects additional assessment tools mandated by funders and community partner agencies.

A80.2 Ages and Stages

ASQ: accurate, reliable developmental and social-emotional screening.

Ages & Stages Questionnaires (ASQ) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents’ expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring.

The ASQ will be performed on every child from birth to age 6 enrolled in the child care or early learning program to provide adults baseline data on the child’ development.

A80.3 Child Observation Record (COR)

Educators and caregivers of young children need good measures of child development, because effective assessment informs teachers about children’s developmental progress and their response to teaching and caregiving practices. Good measures of child development can help parents and the public evaluate whether their investment in early childhood programs is justified. In addition, such measures help to define basic goals for the care and education of young children because they map out significant dimensions of child development for everyone concerned. The High/Scope COR child assessment system grows from this vision of effective, meaningful assessment for young children. The COR system consists of two instruments, the Preschool Child Observation Record (COR), and the Child Observation Record (COR) for Infants and Toddlers. Together these two measures provide comprehensive, continuous developmental assessment for children from birth to age 6 years. SFLC selected the COR due to its applicability in any developmentally oriented program, including but not limited to those using the High/Scope approach.

What Is the COR and How Does COR Assessment Work?

The educational content of High/Scope preschool programs is built around 58 Key Developmental Indicators (KDIs). The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

The COR assessment is based on six child development categories that represent broad domains of child development. For the Preschool COR, these categories are initiative; social relations; creative representation; movement and music; language and literacy; and mathematics and science. The Infant-Toddler COR has a parallel set of six categories: sense of self; social relations; creative representation; movement; communication and language; and exploration and early logic. Within each category, children

are assessed on three to eight COR items that describe developmentally important behaviors. (The Preschool COR has 32 items, the Infant-Toddler COR has 28). Each item has five levels that indicate a typical developmental sequence for that behavior, enabling COR users to assign precise ratings to their observations of children. To carry out the assessment, teachers or caregivers spend a few minutes each day writing brief notes (called “anecdotes”) that describe significant episodes of young children’s behavior. They record their notes on printed forms or in computer files, and then classify and rate them according to the COR categories, items, and levels.

Observation and Feedback

The Child Observation Record for Infants and Toddlers is an observational instrument that can provide well-rounded, systematic assessment in programs serving children from the ages of 6 weeks to 3 years. To provide a useful and accurate picture of children’s development and abilities, a high-quality assessment instrument must have four important components. It should be (a) developmentally appropriate, (b) reliable, (c) valid, and (d) user-friendly. Both COR instruments meet these requirements. They are developmentally appropriate both in process, because they are based on observations that occur during a normal day, and in breadth of content, because they look beyond physical growth and language acquisition to all aspects of young children’s development.

The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children’s progress in all early childhood programs (including, but not limited to those using the High/Scope educational approach). It is divided into 6 major categories that are critical for school success: Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning.

A80.4 Program Quality Assessment (PQA)

The Preschool PQA is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. The High/Scope Educational Research Foundation developed the tool, the Preschool PQA is appropriate for use in all center-based early childhood settings, including but not limited to those using the High/Scope educational approach.

The Preschool PQA is an all-in-one program evaluation system with the following features:

- Assesses key aspects of program quality, including 63 quality dimensions in 7 domains: adult-child interaction, learning environment, daily routine, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management.
- Includes both classroom- and agency-level items, each rated on a 5-point scale reflects research-based and field-tested “best practices” in early childhood education and care.
- Provides reliable, scientifically validated assessment proven in a wide range of early childhood programs and settings.
- Can be used as a basis for program accreditation, reporting, monitoring, and training.

The Infant-Toddler Program Quality Assessment (PQA) is a research-validated tool that provides an accurate and authentic picture of a program’s strengths and needs for improvement in a form that caregivers can understand and use. Form A of the Infant-Toddler PQA measures quality in child care settings serving children in the zero-to-three age range. The form focuses on four key dimensions of quality:

- Learning environment
- Schedules and routines
- Adult-child interaction
- Curriculum planning and child observation

Users gather data to complete the form primarily through direct observation during everyday activities in infant and toddler rooms. Form A includes 25 assessment items, scored using objective 5-point rating

scales. Each item includes specific, easy-to-understand quality indicators with detailed examples and explanations to guide scoring.

A90 Space Facility Plan

SFLC's physical environment encompasses elements of the Ojibwa Aboriginal culture throughout the indoor and outdoor structure and equipment. These spaces are created, monitored, changed by the users (children/Adults) collectively. The indoor and outdoor learning environment reflects an urban Aboriginal cultural design with signs displaying the traditional colors of man, clans, natural landscaping, lots of grass, trees, wooden structures, play lodges, gardens and surrounding the building with the medicines and parking.

The program provides an appropriate space and time element for the development of large muscle skills and small motor skills according to each child's development levels during work/play times. Children are provided with an array of space for development in reading and writing, singing, and talking, sleeping, and eating, filling, and emptying, fitting things together and taking things apart, changing space and arrangement of objects, observing, people places and things from different spatial viewpoints, experiencing and describing positions, directions, and distances in the play space, building and neighborhood, interpreting spatial relations in drawings and pictures, and photographs.

Example: Children are given the time for starting and stopping on signal, experiencing, and describing rates of movement, experiencing, and comparing time intervals, anticipating, remembering, and describing sequences of events.

The program extends the child's level of development using space and time. These practices incorporate the cultural teachings of the children as well the child development levels of the individual.

A problem-solving wheel approach is used for all children experiencing challenges in the learning environment. All participants are engaged in the problem-solving techniques of the program when needed.

Program participants experience an environment that is modeled after the Aboriginal culture and its respect for all of creation and the natural environment.

A100 Organization and Program Operations Plan

Child Care and Early Years Review and Compliance Plan

SFLC is a licensed operator with the Ministry of Education under the Child Care Early Years Act. This section of the manual describes SFLC's responsibilities to the day-to-day operation and management of the program, financial and personnel administration of each such child care centre. SFLC's organization and employee plan describes who is responsible for program management and the role of designates to achieve and maintain compliance with the requirements set out under the CCEYA.

The organizations monitoring control process is a measure for SFLC to maintain full compliance through the program policy review. Administration employees are trained in implementing the monitoring controls designed to inform individuals working with children on current policy. This is done through orientation and reviews each record is signed by a person who conducted (e.g., administration; supervisor) and participated (e.g., employees, students, volunteers) in the review.

Annually the administration reviews the Program Policy Manual (PPM) and plans to ensure that it is current. The Board of Directors has an annual review of the PPM and any new policy during Board orientation/meetings and access to the online version of the PPM.

Organization and Administration Plan

All employee of SFLC hold influential positions in their ability to promote the vision, mission, and objectives of the organization. The structure of the organization allows for all staff members to interact closely with the parents, the families and the participating children and youth. Selection of staff members must be based on a number of criteria including an awareness of the Aboriginal community's life styles; sensitivity regarding the daily struggles faced by disadvantaged families; a basic knowledge of the spiritual belief system held by traditional Aboriginal people, recognition of the involvement of the extended family in the parenting role; support for the promotion of Aboriginal languages and culture with children; a willingness to

learn about the special needs of children with special needs; understanding of the role of Elders within the Aboriginal community; and most importantly, the desire and ability to work as a team member for the betterment of Aboriginal families. Other specific skills and qualifications will be identified for each staff position, while an over-riding quality must be an affinity for young children.

A100.1 Roles of Staff in Facilitating Child, Youth, and Family Development

The SFLC Executive Director will develop, plan, implement and evaluate SFLC's program and administrative operations. This position is responsible for the orientation and training of the SFLC administrative, education and support services team who will also develop, plan, implement and evaluate their areas of responsibility to the vision, mission, and objectives of the organization.

Financial Administrator maintains the overall financial health of the organization by maintaining the general ledger and recording daily transactions. This position prepares invoices, monthly financial statements, trial balance of books, post journal entries and reconciles accounts. Additionally, this position is primarily responsible for assisting parents/families in keeping their child care accounts current.

The Child, Youth, and Family Administrator is responsible for the Holistic Achievement Life-styles Program (HLAP). A program that assist families of enrolled children in SFLC programs to develop their child's Individualized Support Plan (ISP) and Individual Family Plan (IFP). This position is responsible for liaising with health services and social service agencies to refer, advocate and follow-up on case management. Additionally, this positions duty include classroom assistance and parent's visits to ensure the needs of the child and family are being met. This position will work cooperatively with the SFLC educational team and community services regarding case management follow through and reviews. The duties include regular in-centre and out-of-centre visits to ensure the families' needs are being met, in keeping with the SFLC model of programming and support. In addition, this position is responsible for scheduling and implementing parent and child interactional activities as well as parent's activities.

The Special Needs Educator will interact with children and families with special needs and assist in the enrolling of children and developing their Individualized Support Plan. This position is responsible for liaising with health services and social service agencies to refer, advocate and follow-up on case management. Additionally, this worker's duties include classroom assistance and centre visits to ensure the needs of the child and family are being met. This position will work cooperatively with the child, Youth and family Administrator and the educational team regarding case management follow through and reviews.

The Child Care Floor Supervisor is responsible for monitoring and supervising all activities within the Child Care Program and must be approved by a Minister Director (CCEYA Ontario Child Care Manual Subsection 7.1 for information on supervisor qualifications and the process for requesting director approval). This position develops, maintains, and delivers a high-quality child care program that will meet the needs of Children with respect to the Child Care Early Years Act, 2014 as well as the policies and procedures of the SFLC program in conjunction with the Child, Youth, and Family Administrator. They are directly responsible for the implementation and monitoring of the child's Individualized Support Plans.

The Registered Early Childhood Educator will develop, plan, and implement daily schedules of activities to enhance the children's social, emotional, physical, creative, and intellectual development. The educational staff are also responsible for interacting with parents and families to report on their child's progress and for daily recording of children's progress and keeping the team and parent advised. They are also responsible for maintaining health and safety standards in the playroom and outdoor play area.

The Educational Assistant will provide positive interaction in play activities and develop and implement traditional and contemporary approaches in the delivery of services. These positions are responsible for assisting the RECE staff in daily recording of children's progress and keeping the team and parent advised. They are also responsible for maintaining health and safety standards in the playroom and outdoor play area.

The Food Preparation Worker will ensure that health and safety standards are maintained. This position will utilize the Canada Food Guide and the Ojibwa Food Guide to ensure healthy snacks are prepared and that the space and kitchen equipment utilized are safe and lean in keeping with the approved health standards and Child Care Early Years Act, 2014 (CCEYA) licensing requirements.

A110 Contravention of the Program Statement and Plans

SFLC uses proven quality assurance measures to assess and evaluate the Program Statement, Implementation Plan, and Individualized Support Plan: parent surveys, staff meetings, administrative reports, work plan reviews, Ages and Stages, Child Observation Records, documentation records, Program Quality Assessment, and reviews of serious occurrence reports.

In addition, the Program Statement is posted in the Child Care Centre, website, and the parent handbook. SFLC's orientation process of volunteers, staff, parents, students, and others in partnership must read and sign that they understand the organizations objectives, Program Statement, Implementation Plan, Individualized Support Plan, and Contravention Policy.

A110.1 Breach of the Program Statement and Implementation Plan

1. Staff who do not follow and respect the Program Statement Implementation and Individualized Support Plan's are subject to the Personnel Policy, and could result in termination.
2. Adults and community partners who do not follow and respect the Program Statement, Implementation and Individualized Support Plan's are be notified by the administration in written form with a plan for change to maintain a healthy relationship. Flagrant misuse of the Policy could result in discontinuation services/partnership and a report to the proper authorities.

A110.2 Reporting Breach of the Program Statement, Implementation, and Individualized Support Plan's:

1. Individuals reporting a breach of the Program Statement, Implementation and Individualized Plan's are to follow the SFLC Grievance Policy.
2. Consult with child care supervisor and/or administrator.
3. Supervisory staff must document a strategic plan to problem-solve the issue(s) and inform the Executive Director.
4. If necessary, the Executive Director may consult with the Board.

A110.3 Program Statement, Implementation, and Individualized Plan's Annual Review Form

An annual review of the Program Statement, Implementation and Individualized Support Plan is required under the CCEYA. Adults, i.e., Parents/Students/Volunteers/Community Partners and employees, review and acknowledged they have read, understand, and abide by the Policy.

SFLC Policy & Procedures

Registering Families

All families interested in registering their child in the early learning and childcare centre will be treated in a fair and equitable manner.

Centre policies are followed for all families: centre philosophy, child guidance techniques, reporting child abuse and neglect, parent involvement and any other related policies about the following:

- All children needing child care services must register with the Municipal database (www.OneHSN.com).
- All parents are contacted by administration when a spot becomes available.
- If parents are interested they must come to the Child Care Centre and fill out an Interest in Enrollment Form, take a tour and interview to identify additional needs in the enrolment documentation and discussing these with the parent.
- If we can meet their needs they fill out a full enrollment package and the child is placed into child care.
 - If we cannot meet their needs, the family stays on the OneHSN list, notes are made, updates checked etc.
- Referring a family with additional needs to support agencies, if they have not already sought assistance.
- Enlisting the assistance of support agencies and their staff who provide resources and support to the child, parents, and staff.
- Consulting with parents regarding the most appropriate strategies for integration of the child into the program.
- Considering the special needs of the existing children already enrolled in the early learning and childcare classrooms

Human Resources

- Ska:na Family Learning Centres hiring process supports the Centre's Inclusion, Access and Equality Policy.
- All Ska:na FLC staff understand and agree to support inclusive practices.
- All Ska:na FLC staff sign off on the Inclusion, Access and Equity Policy on an annual basis.
- Volunteers and Students are used in the child care program and can NOT be counted in staff-child ratios and therefore, never left alone with children.

Training and Professional Development

- All Ska:na FLC staff receive an orientation on the Inclusion, Access and Equity Policy.
- Staff to attend training opportunities that focus on inclusive programming, cultural diversity, etc.
- Recognize that there are no well –defined markers that distinguish at-risk, and developmentally disabled children.
- Avoiding the possibility of limiting children's learning by labelling.

Programming

- The program staff will adapt the environment and routines as necessary to meet the needs of the children enrolled.
- Provide opportunities for discussion through the program to share relevant information about all children in the centre, thereby breaking down any discrimination or prejudices.
- Creating an appropriate environment that includes a range of materials and experiences to support the positive development of all children.
- Arrange a balance of large and small group experiences, both vigorous and quiet so that all children can be active and interactive participants at their own levels.

Parking

- Parents are encouraged to use the parking lot on the south side of the Ellrose building to pick up and drop off children in the Infant Program. Parking on the street is limited, but a fifteen minute zone has been marked directly in front of the Ellrose building.

Confidentiality

- Staff understand that they will receive and have access to confidential information about children and families and sign a declaration to maintain confidentiality.
- Before sharing information about a child with outside agencies, schools or others, the child care program must obtain signed parent consent.
- Documentation of consent to share information will be kept at the centre in the child's file.
- SFLC maintains information in a responsible manner with locking file cabinets, limiting access to computers with secure access requiring extensive passwords for log-in, any online data storage access and up-to-date anti-virus and malware software on computer.
- SFLC complies with the Mandatory Data-breach Disclosure Regulations

Inclusion Team/ Collaboration Confidentiality

- Adults work together to accomplish shared, identified goals for children.
- Collaborate with agency partners to identify joint solutions, shared visions and service goals.
- Implementation of curriculum/pedagogy and classroom modification (i.e. Individualized Support Plan-ISP) Individualized Support Plan decisions are made through "team" collaboration between the parents; the early learning and child care centre and the special needs delivery agent. The ISP is reviewed at least annually and must be kept current.
- ISP's are reviewed with employees, students and volunteers before they begin their employment, educational placement or volunteering; and annually thereafter and any other time when changes are made.
- Administration staff are responsible for maintaining ISP records that include: collaboration team meetings dates, times and outcomes, children's ISP must be current and on file and reviewed annually with parents, staff and Inclusion Team.
- Employee, student and volunteer Annual implementation and review form will be kept with all CCEYA licensing staffing information. Agency team members must receive a copy of the ISP policy and not required to sign off on SFLC policy.
- All agencies working with SFLC must receive a copy of the SFLC PPM to gain a deeper understanding of SFLC Policy Statement and Indigenous knowledge.

Individualized Support Plans

SFLC is steeped in the Indigenous belief that teaches children are our gifts from Creator. Indigenous thought is centered around the four-sacred medicine teaching in respecting balance. The integrated system and support we speak of in early learning is in fact "our way". The statement of "all of our relations" simply means we are all interconnected and related to all things. SFLC child care centre guiding principles ensures that the process for learning will accommodate the individualized child's support plan. We believe all children are special and all children have needs. Therefore, SFLC guarantees each child's learning experience will be appropriate for their age and developmental level. SFLC's inclusive process ensures that each child has a well-planned wholistic and monitored individualized support plan (ISP) and that adults explore and implement all the necessary steps to support children in participating to the maximum extent possible in the child care program.

SFLC recognizes the need to include information on the individualized support plan on each child's required supports, including specific aids (e.g., mobility devices, hearing aids) and modifications to the environment (e.g., specific furniture, additional staff).

SFLC staff support the child to function and participate while in the care; through accessing and providing supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve the goals of the ISP.

How Does Learning Happen? (HDLH?) goals and approaches will be used to aid adults in program planning to consider ways to ensure each child can participate fully in the program and engage with peers in a meaningful way. HDLH? sets out a view of the child as competent and capable, curious and rich in potential. Using this viewpoint, adults will focus on the strengths of each child rather than their needs and deficits.

Approaches such as pedagogical documentation will be used to help educators continue to learn about each child's unique abilities, characteristics and growth. HDLH? documentation will be shared with parents and other professionals to gain a deeper understanding of the child. Knowledge gained through documentation help SFLC programs to create environments and experiences that best support the learning and development of each child. Information gathered through documentation will be used to update the individualized support plan, which is reviewed on an ongoing basis with changes over time and as the child's abilities, needs and circumstances change.

Termination

- SFLC reserves the right to terminate childcare services to all families in a fair and equitable manner.
- Therefore, notice of termination must be consistent with the policy of the program and is the same for all families.
- Prior to issuing a termination notice, SFLC collaboration team will have exhausted all special needs resource efforts. In addition, the written notice must include documentation of meetings and discussions with special needs support staff.
- A two-week (minimum) notice will be given to parents with cause (i.e. room closure, selection process adherence, when a child displays persistent unsafe behaviour etc.).
- Families are given support and are referred to appropriate resources for alternative care, when feasible.

Supporting Records

All policies with Ska:na Family Learning Centre supports the same principles reflected in the Inclusion, Access and Equity Policy. Children's records will be kept for a period of three years in keeping with the CCEYA.

Accountability

The SFLC is accountable and takes full responsibility for ensuring its Inclusion, Access and Equity Policy and procedures by including it in the Parent Handbook for:

- All staff working at SFLC
- All parents of children enrolled in SFLC
- Current Board Members of SFLC

Smoking/Intoxication/Drug Abuse Policy

SFLC is in full compliance of the Smoke-Free Ontario Act amended November 1, 2017 with the Cannabis, Smoke-Free Ontario and Road Safety Statue Law Amendment Act, 2017 in addition to the Occupational Health & Safety Act (OHSA) which regulates smoking in and around child care centres. The rules that prohibit smoking tobacco, cannabis or any medicine or herb ingested through smoke in our locations.

- SFLC child care and early years' facilities are Smoke-Free.
- Smoking is prohibited on all properties and within in the sight view of children.
- SFLC prohibits smoking or holding lit tobacco/other in a child care centre.
- SFLC notifies all employees, parents, volunteers, students and visitors that smoking is prohibited.
- SFLC post signage indicating that smoking is prohibited, and ensures that there are no ashtrays inside the child care centres
- Individual who refuse to comply with the requirements cannot remain in the child care centre.
- SFLC full policy on Intoxication / Drug Abuse Policy posted on the Policy Bulletin Board

Illness

In the event that a child is ill, it is to the benefit of the child and other children that they are kept away from the Centre until they have fully recovered.

If a child while in attendance at the Program becomes ill (vomiting, diarrhea, fever, etc.) The parent will be notified and the child will be escorted home. The child will be permitted to stay in a designated sick area, if it is not too serious, until they are feeling better.

Inclusion Policy

The SFLC is accountable and takes full responsibility for ensuring its Inclusion, Access and Equity Policy and procedures are communicated by including it in the Parent Handbook for:

Head Lice Policy

Children who are diagnosed with Head Lice and/or nits must be removed from the classroom immediately, and sent home to receive a medicated shampoo treatment. Their hair must be combed out with a nit comb; to ensure all the lice have been removed. Parents please understand that Head Lice is a transmitted infestation and for us to ensure that it doesn't get transferred to others we must follow the procedure.

Children are discreetly examined by the program staff or designate every two weeks.

- 1) Educators may examine children on a weekly basis if Head Lice is suspected by a staff member. When Head Lice is found the family worker or designate (i.e. CYFA) will contact the child's parent and a letter will be sent home with the child requesting a treatment.
- 2) A notice will be sent home to all parents informing them to check their child's head, for we have had a case of head lice in the classroom.
- 3) Children attending school with head lice/nits will be accompanied to designated sick area until the parent or guardian can pick them up from school.

Emergency Management Policy

Emergency Preparedness at a child care centre means an urgent or pressing situation which immediate action is required to ensure the safety of children and adults in the child care centre. SFLC written policy and procedure for governing the Emergency Preparedness process has two components under the headings of External and Internal threat.

The Supervisor and Administration on site will determine the severity a possible threat and instruct the staff on which procedure to commence, Internal Threat (which could include fire), External threat, and from there either Shelter in Place, Lockdown or Evacuate.

Additional support for children with special needs (ie. Wheelchairs, medication etc.) must be planned for by the Supervisor and a procedure in place to assist with evacuation (ie. Kitchen staff on site will assist in rooms where children are in wheelchairs). All specific support staff persons are to be regularly updated on their assigned role.

External Threat Procedure

An External Threat could be a tornado, earthquake, stranger threatening to enter the building, and/or any fear that threatens the safety of staff and children.

Procedures in case of an External Threat:

- 1) After receiving notification of threat, the Supervisor or designate will sound the alarm (i.e. page phone Feature 611, whistle kept in the office) and announce the decision to "shelter in place", "lockdown", "evacuate".
- 2) All children are to be evacuated to the approved protected area outlined in the Centre's procedures for each location. These procedures are to be posted in each classroom and office.
 - a. Specific staff person to be assigned to support each child with special needs are to proceed to their position. (Example ONLY: Kitchen to PS room, maintenance person to Toddler etc.)
- 3) A classroom educator will have attendance book. This is to be taken outside and a head count taken so that each child is accounted for.

- a. In case a child is missing, proper authorities must be notified.
- 4) Classroom educators are to maintain supervision and safety of children as per CCEYA. (Child:Staff ratio must be kept at all times).
- 5) The Supervisor will check the washrooms, offices, and staff rooms to see that no one is left inside.
- 6) The supervisor must retrieve the medication binder and medication storage boxes at the time of evacuation to ensure children and adult medical needs can be met.
- 7) Educators must bring the classroom first aid kits equipped with parent emergency contact numbers.
- 8) All doors must be closed for safety.
- 9) A flashlight will be kept in the Supervisors office in a duffle bag.
- 10) Staff will stay with their class and be as reassuring as possible.
- 11) The Executive Director or designate, will proceed to contact the proper emergency response agencies i.e. Police, Fire, Children’s Services Manger etc., and parents to give notice and update them on the current situation.
- 12) Executive Director or designate and President will implement the Emergency Response Process.

Lockdown Procedures:

- 1) After receiving notification, the Supervisor (*or designate*) will sound the alarm (page by phone (Feature 611) or informing administrative staff
- 2) Administration designate will lock all doors (*turn off all electronic keys for parents, staff, volunteers, if applicable*)
- 3) Entry and exit will be by visual identification and performed by supervising / administrative staff as available.
- 4) All blinds and doors must be closed for safety.
- 5) Children may be moved out of visibility from doors and windows *if* directed.
- 6) **IF** children are moved to a protected area outlined in the Centre’s procedures for each location. These procedures are to be posted in each classroom and office.
 - a. Specific staff person to be assigned to support each child with special needs are to proceed to their position. (Example ONLY: Kitchen to PS room, maintenance person to Toddler etc.)
- 7) A classroom educator will have attendance book. This is to be taken outside and a head count taken so that each child is accounted for.
 - a. In case a child is missing, proper authorities must be notified.
- 8) Classroom educators are to maintain supervision and safety of children as per CCEYA. (Child:Staff ratio must be kept at all times).
- 9) Staff will stay with their class and be as reassuring as possible.
- 10) External Threat procedures may be initiated if situation is determined to have escalated.

Internal Threat Procedure

An internal threat could be a fire in the building, a person causing harm to staff and/or children in the building, and/or any fear that threatens the safety of staff and children.

Evacuation Procedures in case of an Internal Threat, that is not a fire:

- 1) After receiving notification, the Supervisor or designate will sound the alarm (i.e. page phone Feature 611, whistle kept in the office) and announce the decision to “shelter in place”, “lockdown”, “evacuate”.
- 2) All children exit the building as practised under the fire evacuation procedures posted in the rooms. For example, infants are placed in the emergency cribs and exit through the infant room door.
- 3) All children are to be evacuated to the approved protected area outlined in the Centre’s procedures for each location. These procedures are to be posted in each classroom and office.
 - a. Specific staff person to be assigned to support each child with special needs are to proceed to their position. (Example ONLY: Kitchen to PS room, maintenance person to Toddler etc.)
- 4) A classroom educator will have attendance book. This is to be taken outside and a head count taken so that each child is accounted for.
 - a. In case a child is missing, proper authorities must be notified.

- 5) Classroom educators are to maintain supervision and safety of children as per CCEYA. (Child:Staff ratio must be kept at all times).
- 6) The Supervisor will check the washrooms, offices, and staff rooms to see that no one is left inside.
- 7) Staff must read and understand the evacuation policy for each room.
- 8) Upon leaving the building staff must close the doors.
- 9) Staff must take with them the emergency bag, attendance sheet and children's emergency contact information.
- 10) The Supervisor must retrieve the medication binder and medication storage boxes at the time of evacuation, if able, to ensure children and adults medical needs can be met.
- 11) Upon arrival at the designated evacuation area staff will take attendance and remain with their class and be as reassuring as possible.
- 12) The Executive Director and/or designate(s), will proceed to contact the proper emergency response agencies i.e. Police, Fire, Children's Services Manager, parents, etcetera to give notice and update them on the current situation.
- 13) Executive Director or designate and President will implement the Emergency Response Process.
- 14) Supervisor's and administration are responsible for completing an SOR in the Child Care Licensing System within 24 hours.
- 15) Supervisors must journal all incidents relating to the emergency event.
- 16) Follow-up reporting must be documented and submitted to the proper authorities.

DESIGNATED SHELTER AREAS

The designated place of evacuation for Ellrose Centre is:

- David Maxwell School, 1648 Francois Ave. across from Ellrose Site. All rooms will line up and exit per procedures. Staff will assist the children to the school where everyone should take cover.
- In the event of an **area** evacuation, SFLC Ellrose Site will combine with Maxwell Site students to proceed to the GECD SB designated evacuation site of Herman Academy, 1905 Bernard Street

Emergency Evacuation for Programs In Publicly Funded Schools

SFLC operates as a third-party provider in publicly funded schools and follows the schools' emergency evacuation procedures.

- These procedures are adopted and in the child care supervisor's binder at each location.
- Staff working at these locations are orientated and follow the school's emergency evacuation policy.
- The supervisor at these locations must notify the Executive Director and/or designate when an emergency has taken place to determine the role of SFLC in supporting families and children.
- The Emergency Recovery Procedure is to be implemented in all cases of emergency.

Emergency Recovery Procedure

SFLC administration is responsible for communicating and supporting individuals effected by the emergency. As part of the recovery process from an emergency, staff, children, and parents will be debriefed on the details of the situation and recovery plan. SFLC Administration has invested in storing files on a secure off-site, electronic server to insure availability in any instance.

SFLC is committed to ensuring that the appropriate supports are in place to begin the healing process.

- 1) Within 24 hours the organization will report to the families, Ministry of Education, and Municipal Children's Services Manager on the current status of the emergency detailing the recovery plan including dates and times of normal operations, if applicable.
- 2) When appropriate, children will be given the opportunity upon reconvening with peers to discuss in large group the experience and to share with peers their thoughts and feelings.

- 3) Within 48 hours, Staff will be given the opportunity to meet and discuss their individual experience and document findings on improving the Emergency Preparedness process.
- 4) Supervisor's and administration are responsible for completing an SOR in the Child Care Licensing System within 24 hours.
- 5) Supervisors must journal all incidents relating to the emergency event.
- 6) Follow-up reporting must be documented and submitted to the proper authorities.

Emergency Contact Information

The person's name, address and telephone number must be provided by the parent or guardian of the child. Ensure that the contact person will be available during school hours. You may be asked from time to time to up-date your contact person to ensure they are a reliable source.

Emergency Records Maintenance

A copy of your child's emergency information will be kept on file in the office and a file card box will be kept at all times in the classroom containing the emergency information.

Emergency Records Maintenance Procedures:

- Personnel will send out reminders in the newsletter for parents to update their emergency file with the program if any changes have occurred i.e. Address, name of emergency contact name and telephone number etc.
- When a change in emergency contact information has been reported, the staff person will make the change or inform the appropriate staff member(s) so that all files will reflect the change.
- The child's file in the Director's office will also be updated.

FIRE EVACUATION/SAFETY POLICY AND PROCEDURE

SFLC staff, volunteers and students must read and sign the Fire Evacuation/Safety Plan and Procedures approved by the local fire chief with respect to the duties of each member of the staff of the child care centre in the event of a fire; and follow the posted evacuation procedures where there is a fire and fire drill.

ANY STAFF MEMBER DISCOVERING A FIRE WILL:

1. Sound the fire alarm by pulling the nearest pull alarm station.
2. Proceed to evacuate the building as carried out on fire drills
3. Supervisor or designate will phone the Fire Department. Give location of fire, if known. Proceed with duties.
4. A classroom educator will have attendance book. This is to be taken outside and a head count taken so that each child is accounted for.
 - In case a child is missing, proper authorities must be notified.
5. Classroom educators are to maintain supervision and safety of children as per CCEYA. (Child:Staff ratio must be kept at all times).
6. The Supervisor will check the washrooms, offices, and staff rooms to see that no one is left inside.
7. All staff will acquaint themselves with locations and use of Fire Extinguishers and pull alarm stations throughout the school (especially adjacent to your work area).
8. Fire Drills are held once a month, they are held at different times of the day, and in varied weather. Be prepared for the call of the Director.
9. Fire Drill will, at all times, follow the established procedure.
10. Each class will use the nearest Exit door. One staff member will lead the class, the other to follow the class.
11. No person should re-enter the building, says the Fire Prevention Department.
12. Everyone should know where or what they should do during a fire drill.
13. If you are in the kitchen when alarm goes off, turn off all appliances.
14. Check duties on fire procedures form posted in rooms.

Use of Pets in a child care setting

SFLC respects all living things. Animals and plants contribute to the early learning community in numerous ways and should be used in the child care program. This policy is intended to protect the health of adults

and children in care by ensuring any animals are inoculated against rabies and that plants are safe for children's use.

Use of Animals in a Child Care Setting.

Prior to contact with animals

1. Staff are to create a plan for the use of animals in the child care. The plan must include, but is not limited to, the following: animal's inoculation records, times and dates of visits, mitigation of risks for children and adults, i.e. unknown allergies and infectious disease transmission and injury, approval from local health department on file with signed permission forms from parents for every child.
2. The local health department must be consulted to approve the plan for the use of animals in the program.
3. Staff are to ensure that every dog and/or cat used in a child care setting has an up to date certification of the animal's immunization indicating each dog and/or cat has been inoculated against rabies.
4. Parent must be consulted and provide a signed written consent prior to bringing an animal into the child care setting. Parents should be informed of the benefits of engaging and interacting with animals as well as the risks (i.e. allergies, infectious disease transmission and injury) and SFLC plan to mitigate risks.
5. Staff, volunteers/students and children should be educated on appropriate infection prevention and control measures and behaviours for animal contact, including the following:
 - a. Always treat animals gently and calmly. Never hurt, tease, frighten, chase, surprise or corner an animal.
 - b. Avoid kissing animals.
 - c. Never disturb an animal that is eating or sleeping.
 - d. Always perform hand hygiene (wash hands or use alcohol-based hand rub) after touching animals, their food bowls, toys, bedding, etc.
 - e. Avoid touching their faces after animal contact until hand hygiene is performed.
6. The following animals are not recommended for child care settings:
 - a. Stray animals with unknown health and vaccination history (e.g., stray dogs/cats)
 - b. Ill animals or animals under medical treatment
 - c. Young animals (e.g., puppies and kittens less than 1-year-old)
 - d. Animals that have been fed raw or dehydrated (but otherwise raw) foods, chews, or treats of animal origin within the past 90 days.
 - e. Animals in estrus (e.g., animals in heat) or birthing, or pregnant animals.
 - f. Inherently dangerous animals (e.g., lions, bears, cougars, tigers)
 - g. Predatory birds (e.g., hawks, eagles, owls)
 - h. Venomous or toxin-producing animals (e.g., venomous or toxin-producing spiders, insect, reptiles, and amphibians)
 - i. Aggressive animals (e.g., animals that have demonstrated aggressive behaviour in the past)
 - j. Exotic animals (e.g., monkeys, hedgehogs, chinchillas)
 - k. Wild animals (e.g., squirrels, raccoons, chipmunks, foxes)
 - l. Reptiles (e.g., turtles, snakes, and lizards)
 - m. Amphibians (e.g., frogs, toads, salamanders)
 - n. Live poultry (e.g., chicks, ducklings, goslings), including hatchery equipment
 - o. Ferrets
 - p. Farm animals (e.g., calves, goats, sheep)

Use of Plants in a child care setting

Prior to contact with plants

- Staff are to create a plan for the use of plants in the child care. The plan must include but not limited to the following: names of plants and use of the plant, it is recommended that plants in the outdoor gardens be of an edible nature, vegetables, herbs and fruit. The plan should list the risks

for children and adults, i.e. unknown allergies and toxic/poisonous plant exposure and the plan must be approved by a supervisor and kept on file with signed permission forms from parents for every child.

- Parent must be consulted and provide a signed written consent prior to bringing plants into the child care setting. Parents should be informed of the benefits of engaging and interacting with plants as well as the risks (i.e. allergies and injury) and SFLC's plan to mitigate risks.
- Staff, volunteers/students and children should be educated on appropriate poison prevention and control measures and behaviours for plant contact, including the following:
 - a) Always treat plants gently and calmly. Never kick, pull, or step on or eat plants that are not edible.
 - b) Always perform hand hygiene (wash hands or use alcohol-based hand rub) after touching plants, watering jugs, and plant food, etc.
 - c) Avoid touching their faces after plant contact until hand hygiene is performed.

Toxic Plants

SFLC ensures that any toxic plants kept in the child care centre are in an area that is inaccessible to children.

Why: To ensure that children are protected from toxic plants.

What it means: Toxic plants means plants that are poisonous. Toxic plants should be removed from any areas that children can access.

Related regulations: SFLC early learning and child care spaces must keep a list of various emergency contact numbers, including the number for a poison information centre.

How to...

- Make sure you know what plants you have both inside and outside the facility.
- Remove such toxic plants from any areas that children can get to.
- Keep kids away from houseplants — and plants around the building — that can be poisonous. Buy only plants that are nonpoisonous. A few examples of toxic houseplants include: rhododendron, English ivy, poison oak, poison ivy, lily of the valley, and holiday plants such as holly and mistletoe.

Be Prepared

- All staff at the child care centre must be current with standard first aid, cardiopulmonary resuscitation (CPR) and the abdominal thrust procedure (the Heimlich maneuver).
- Staff must keep the Ontario's poison-control number: 1-800-268-9017 near the phone and/or the local poison control centre number.
- Staff must know where the closest first-aid kit is and the manual.

Scent Sensitive

Purpose: Although scented products are often used, their overuse can be detrimental to the health and workplace of many people. The SFLC has adopted this policy to address health concerns related to the use of scented products.

SFLC is not a total scent-free environment; however, it is advised that employees avoid the use of strong perfumes and heavily scented products while at work. It may be difficult to gauge the level of scent an individual may be wearing as it is common to become desensitised. The SFLC encourages the use of unscented or fragrance-free products.

Scope: This policy applies to all employees and volunteers of the SFLC.

Definitions

- 1) Scents means the smells or odours from cosmetics such as perfumes; make-up, shampoos, deodorants, colognes etc, or from other products such as air fresheners, cleaners, detergents, etc.
- 2) Fragrance Free or Unscented means that there are no fragrances added to the cosmetic product, or that a masking agent has been added in order to hide the scents from the other ingredients in the cosmetic.

Responsibility

- 1) All employees

1.1 Working directly in child care are NOT permitted to wear any perfumes, colognes and other scented products.

1.2 Individual not working directly with children must limit the level of perfumes, colognes and other scented products such as air fresheners, etc. and;

1.3 Will inform all visitors of this policy prior to their visit.

Potential Health Hazards

1) Scented products have been blamed for adversely affecting a person's health with some or all of the following symptoms being reported:

a. Headaches, b. Dizziness, light-headedness, c. nausea, d. fatigue, e. weakness, f. insomnia, g. malaise, h. confusion, i. loss of appetite, j. depression, k. anxiety, l. numbness, m. upper respiratory symptoms, n. shortness of breath, o. difficulty with concentration, p. skin irritation

2) In addition, allergic and asthmatic patients, as well as those with other conditions, report that certain odours, even in the smallest amounts, can trigger an attack;

3) While the severity of these symptoms can vary some people report mild irritation while others are incapacitated and/or must give up many 'normal' activities in order to avoid exposure.

Contravention of Program Policy Statement

SFLC uses proven quality assurance measures to assess and evaluate the Program Statement, Implementation Plan and Individualized Support Plan: parent surveys, staff meetings, administrative reports, work plan reviews, Ages and Stages, Child Observation Records, documentation records, Program Quality Assessment, and reviews of serious occurrence reports.

In addition, the Program Statement is posted in the Child Care Centre, website and the parent handbook. SFLC's orientation process of volunteers, staff, parents, students, and others in partnership must read and sign that they understand the organizations objectives, Program Statement, Implementation Plan, Individualized Support Plan and Contravention Policy.

Breach of the Program Statement and Implementation Plan

1. Staff who do not follow and respect the Program Statement Implementation and Individualized Support Plan's are subject to the Personnel Policy, and could result in termination.

2. Adults and community partners who do not follow and respect the Program Statement, Implementation and Individualized Support Plan's are be notified by the administration in written form with a plan for change to maintain a healthy relationship. Flagrant misuse of the Policy could result in discontinuation services/partnership and a report to the proper authorities.

Reporting Breach of the Program Statement, Implementation and Individualized Support Plan's:

1. Individuals reporting a breach of the Program Statement, Implementation and Individualized Plan's are to follow the SFLC Grievance Policy.
2. Consult with child care supervisor and/or administrator.
3. Supervisory staff must document a strategic plan to problem-solve the issue(s) and inform the Executive Director.
4. If necessary, the Executive Director may consult with the Board.

Program Statement, Implementation and Individualized Plan's Annual Review Form

An annual review of the Program Statement, Implementation and Individualized Support Plan is required under the CCEYA. Adults, i.e., Parents/Students/Volunteers/Community Partners and employees, review and acknowledged they have read, understand and abide by the Policy.

Supervision of Volunteers and Students Policy

The Child Care Supervision Policy (CCSP) for Volunteers and Students is to govern the supervision of volunteers and placement students in the SFLC child care programs.

The SFLC CCSP under the CCEYA will clarify the following:

- Direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not employees of child care centres.
- Placement students may not be counted in the staffing ratios in child care centres.

The intent of the CCSP is to:

- 1) Help support the safety and well-being of children enrolled in SFLC child care programs.
- 2) Provide direction to the supervision of volunteers and placement students in child care settings.
- 3) Govern the supervision process of volunteers and students in a CCEYA Licensed child care setting.

Conflict Resolution and Prohibited Practices Policy

These are guidelines that the Child Care Professionals, Parents, Volunteers, Placement Students and Adults use when supporting a child in resolving conflict. Conflict Resolution in the Ska:na Family Learning Centre Program's is an important practice that will help individuals (children and adults) arrive at a respectful solution in resolving conflict through support and encouragement from adults.

It is forbidden to inflict any form of physical punishment, verbal or emotional abuse or denial of any physical necessities for any child in attendance at Child Care Centre, Positive social behaviour will be encouraged at every opportunity.

Elements of Support

- a) Sharing of Control between adults and children
- b) Focusing on the individual's strengths
- c) Forming authentic relationships
- d) Making a commitment to supporting children's play
- e) Adopting a problem-solving approach to social conflict

Adult-child Interaction Strategies

- a) Offer children comfort and contact
- b) Participate in children's play
- c) Converse with children
- d) Ask questions responsively
- e) Encourage children's problem solving

Encouragement Strategies

Instead of praising children, here are some things you can do:

- a) Participate in children's play
- b) Encourage children to describe their efforts, ideas and products,
- c) Acknowledge children's work and ideas by making specific comments.

Problem-Solving Approach to Conflict

- Problem-solving approach to conflict relies on one's ability to find truth. The truth is sought in many ways for example: "Walking around the pumpkin". A pumpkin would be placed in centre of the circle everyone would describe what it is from their angle, then they would get up and walk around the pumpkin to find more truth from other angles, therefore they find more truth to resolve, "What is a Pumpkin?" This is difficult for children to understand due to these characteristics:
- Egocentrism: The child is only able to feel and think about his or her own point of view. This characteristic makes it difficult for young children to understand how another person is feeling, (i.e. Questions such as "how do you think that makes her feel!" are not appropriate). The problem-solving process is very useful for children because it offers opportunities for children to hear about the needs of others while working towards a solution that will meet individual needs.
- Pre-operational, concrete thinking: Children base their understanding of the world on obvious physical characteristics. It is important, therefore, that we talk through the problem-solving process in a very concrete term. It is not useful to say to children "You must share." This is to abstract and fails to describe a specific action. The problem-solving process will help children

consider specific ways that disputed materials can be used by both children. Discussion of the details of the dispute will always be a central part of the conflict-resolution process.

- **Limited Verbal Skills:** For very young children, who are still in the early stages of problem solving, the adult must do a lot of the “talking through” that is needed to resolve problems. Adults can do this by asking questions that the child can answer with a yes, no or nod of the head. In this way the adult includes the child as much as possible, increasing the opportunities for the child’s verbal input as the child becomes more mature.
- **Physical Expressiveness:** Children are naturally physical and at this young age express most of their feelings physically, showing excitement by yelling or sadness by crying. We should not be surprised when they hit, yell, or physically try to get what they want. This is the only way they know. Children are just learning to manage their own feelings. It is important to discourage, but not punish, this normal response, and focus attention on helping children to learn the skills that will eventually replace their primary, physical mode of expression.
- **Exploration of independence and control:** Children are just realizing and exploring their separateness from primary caretakers; they are becoming aware that they can make their own choices and decisions. Sometimes this means that the child wants to have all the control and make all the choices at once. The problem-solving process is very useful in helping the child to feel in control while looking realistically at what the cause-and effect implications of certain decisions might be.
- **Holding just one or two attributes in mind at a time, (i.e. Children cannot keep a lot of ideas in mind at once).** The adult who is supporting children’s problem solving can facilitate the communication of details by restating the information children have shared to clarify and simplify it, helping children to explore solutions, and keeping the problem-solving process on track when children become distracted. When children are no longer interested in the problem-solving process it is important for the adult to summarize what has happened and let the children move on in a way that is agreeable to both.

Conflict Resolution Procedures

Problem Prevention Strategies

Individuals minimize and even prevent some problems and conflicts from occurring when they use the following strategies.

- The learning environment includes work areas in which children have enough space to play and a variety of materials that are of value and interest to them.
- Adults established and maintain a predictable, consistent daily routine with a balance of child-initiated and adult-initiated activities, so that children have a sense of control over what is going to happen.
- Children make choices throughout the daily routine. Adults support children’s choices and interests.
- Adults plan for and help children anticipate transitions.
- Adults eliminate long waiting periods and make the short waiting periods as active as possible. When necessary, adults use concrete representations to convey expectations to children for times when they must wait.
- Throughout the day, adults plan for, anticipate, and accept a variety of child behaviours, realizing that children will use space and materials in different ways because they are functioning at various developmental levels.
- Adults elicit, value, and listen to children’s concerns, feelings, ideas, and points of view.
- Adults give children clear, consistent reasons for the expectations, rule, and limits they establish.
- Adults stop aggressive or destructive behaviour immediately, giving a reason why the child’s action is not safe.
- Adults record observations of children and plan for children on a daily basis.

Steps for Solving Problems and Resolving Conflicts

1. Approach calmly: Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view.
2. Acknowledge feelings: Give recognition to the feelings the individuals are expressing, by using simple, descriptive words (“You seem angry/upset/sad”). This help the child let go of the feelings, although the feelings may increase in intensity before they subside. This “emptying out” is an important step that must occur before children can think clearly about solutions. Once children “let go” of their feelings, let them know that you think they can figure out a way to solve their problem.
3. Gather information: Tell individual’s you want to hear from each of them. Ask open-ended questions that help them describe the details of the actions or materials that are part of the problem. Listen carefully for the details and needs individuals are describing; they are the key to finding the solution.
4. Restate the problem: Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and re-framing any hurtful language. Check with the individuals to see if they agree that you have identified the problem.
5. Ask for ideas for solutions and choose one together: Respect and explore all of the individual’s ideas, even if they seem unrealistic, considering how each might work. Help them think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out.
6. Be prepared to give follow-up support: Individuals may need help in implementing the solution, or difficulties may arise because one of the children’s still carrying angry feelings that need further acknowledgment. Check with each of the children to see if the problem has been solved, especially when they have been very upset.

Important Procedures for adults to remember:

- ✓ Be clear and specific in all of your directions, always give a reason for your requests;
- ✓ Give positive statements, telling the individual/child what to do instead of what not to do saying “no” or “don’t” leaves a child/individual uncertain;
- ✓ Speak fairly and in a quiet manner, the teacher’s tone will guide the children;
- ✓ Inform children at least five minutes prior to the change of an activity;
- ✓ Don’t make any promises to a child that you cannot keep, remember a commitment you make to a child and make sure you carry it through;
- ✓ Give children a minimum amount of directions, they will be more successful at following them;
- ✓ Do not expect to get an immediate response from a child, the child is not disobeying you, they just need some time to allow the information to register;
- ✓ Remember you are the adult and you at all times want to be peaceful and help other’s be at peace;
- ✓ Embarrassing an individual is strictly forbidden; embarrassment does not contribute to an individual’s well-being;
- ✓ If an adult has to problem solve a lot during a certain activity, then the adult should evaluate the activity to see if the activity is what is causing the problem and refer to Problem Solving Prevention section of this policy;
- ✓ Punishment and restraining is forbidden, adults must follow the steps for effective problem-solving with children/individuals;
- ✓ Individuals will be encouraged, supported and treated with respect to the medicine wheel teachings. Traditional teachings will be taught to the individuals: Respect, Kindness, Share, and Truth, to support the culture and spirit of all human-beings. This will ensure a peaceful environment for all;
- ✓ Any prolonged or reoccurring behaviour that causes concern around safety will be addressed by a team of staff, parents and professionals to find supports for the child/individual and possible recommendations to support the child/individual;
- ✓ If the adult is having difficulties resolving a problem ask a team member for help and support.

Prohibited Practices

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care;

- a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);

- b) physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- c) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- d) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

Conflict Resolution and Prohibited Practices Monitoring Procedures

1. The administration will use these practices to implement and assess the procedures of the Conflict Resolution Policy.
2. The administration will monitor the Conflict Resolution Procedures on an ongoing basis through the staff meetings, staff monthly reports and staff reviews of serious occurrence reports and recommendation to implement change if necessary and implement changes as necessary.
3. The Conflict Resolution Policy will be posted in the Child Care Centre for all to see.
4. Educational classes such as positive parenting, building healthy relationships and all healing and wellness strategies will be available for the staff and participants of the Centre.
5. Staff and adults will receive training and support in understanding healthy lifestyle approaches and role modeling a healthy lifestyle.
6. Staff and adults enrolled in the Child Care Centre will read and sign that they understood the Conflict Resolution Policy.

Breach of the Conflict Resolution & Prohibited Practices Policy

1. Staff who do not follow and respect the Conflict Resolution & Prohibited Practices Policy will be subject to the Personnel Policy, this could result in termination.
2. Adults who do not follow and respect the Conflict Resolution & Prohibited Practices Policy will be notified by the administration in writing. Flagrant misuse of the Policy could result in discontinued services from the Centre and a report to the proper authorities eg. Children's Aid Society, Police, etc.

Procedures for Reporting Breach of the Conflict Resolution and Prohibited Policy:

STEPS:

1. Follow the Voices of Wisdom Policy.
2. Consult with your supervisor.
3. You and a staff supervisory must document a strategic plan to problem solve the issue.
4. If necessary, consult with management staff.

Conflict Resolution & Prohibited Practices Annual Review Form

An Annual Review of the Conflict Resolution & Prohibited Practices Policy is required under CCEYA provisions. An Annual Review Form for all Policies & Procedures has been constructed and is to be used to monitor this provision. Parents and staff will review and acknowledged that they have read, understand and will abide by the Policy. Child Care Supervision Policy for Volunteers and Students

The Child Care Supervision Policy for Volunteers and Students is to govern the supervision of volunteers and placement students in the SFLC child care programs.

Under the CCEYA:

- Direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not employees of child care centres.

- Placement students/volunteers may not be counted in the staffing ratios in child care centres.
- All staff, volunteers and student placements must sign and abide by this policy.

Voices of Wisdom

SUMMARY: The Voices of Wisdom – Ska:na Family Learning Centre Grievance (SFLC) Policy governs a healthy process by which community, support agencies, parents, caregivers, and family members register grievance with the Program. The grievance process offers respect, understanding and positive problem-solving techniques, to foster healthy relationships within the early learning and child care community.

BACKGROUND

The Ska:na Family Learning Centre is an early intervention, comprehensive early learning and child care program designed to give children and family a wholistic approach to early learning and care which focuses on the individual child and will include their; culture and language, education, health promotion, nutrition, social support programming and parental involvement.

Research indicates that:

- Effective early intervention Programs for children provide for the needs of the whole child, for the needs of the family through services, and for the involvement of parents, who are the child’s first and most influential educators.
- Early intervention child care programs often benefit parents as well. Many parents report improved relationships with their children, greater life satisfaction and psychological well-being, resulting from the supportive social networks that many child care community-based programs offer.
- There is a critical relationship between family economic circumstances and child mental and physical health. Children living in poverty are at higher risk for illness, psychological problems and death than children who do not.
- The areas in which “whole-child” early intervention programs have had most lasting impact are in physical health and well-being. Long-term studies have found that children who have participated in early childhood development programs have had better health, immunization, and nutrition ratings as well as greater social and emotional stability than their peers who had not participated in the program.
- The presence of a SFLC for children enhances a community’s capacity to meet local needs in health care and education. Researchers have found that linking families with local services is often much more successful than creating new services or delivery mechanisms.

OBJECTIVE: To administer the process for individuals and groups to communicate their grievance, issues and/or concerns regarding the SFLC programs and services.

Parent/Caregiver and Family Written Grievance Procedure:

Ska:na Family Learning Centre established the Parent/Caregiver and Family Written Grievance Policy and Procedure in August 2017. The intent of the policy is to provide parents/caregivers and families with a pathway to voice their concerns regarding the care a child receives while attending the program.

SFLC believes in effective problem-solving and early intervention to grow and learn together in building healthy children, families and communities.

The process for reporting a grievance are as follows:

1. Grievance’s must be in written form and include the details of the issue/concern;
2. Grievance must be signed by the parent/caregiver;
3. A written grievance must be given to administration staff on site, i.e. Floor Supervisor, Child Youth & Family Administrator;
4. The original grievance must be photocopied, signed, and dated by the onsite administrator to prove SFLC received the written grievance.
5. Within one business day, the organization will acknowledge that they have received the grievance and will provide the parent/caregiver with a timeline of working towards resolving the issue/concern in written form, i.e. email or letter.

6. During the resolution process, investigation reports, research and communications will be noted and kept in a file by the administration to inform the senior administration on plans to resolve issues and outcomes.
7. Often the process and timeline for resolving issues/concerns are unpredictable, SFLC administration will do its very best to resolve all grievances in timely manner.
8. Grievances that cannot be resolved in a timely manner, will be forwarded to the Executive Director and/or Board to find resolution and may involve legal counsel.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

Community Written Grievance Procedure:

SFLC recognizes that individuals working with children are held to a higher professional standard and at times may have difficulty in keeping that standard. Staff, community partners, volunteers and others often witness times when adults breach SFLC Policy and Procedures and therefore must report a formal grievance. Formal grievances must be in written form, dated and signed.

1. Written Community Grievances must be given to the SFLC Executive Director, who will respond to the griever within one business day that the organization has received the written grievance.
2. The SFLC Director will document the grievance and submit it to the SFLC Board of Directors.
3. Action regarding the grievance will be left up to the discretion of the Board of Directors. This action will be established through investigations and communication with the Executive Director and the Board of Directors.
4. The Executive Director or designate will perform action steps, investigation, and follow-up. If a satisfactory agreement through this process is established the aggrieved must sign the agreement.
5. If the process does not achieve a positive agreement, the aggrieved then can contact the SFLC Director to schedule an appointment with the SFLC Board of Directors to make a formal presentation.
6. Now an Elder's Circle of recognized community Indigenous elder may be convened to work with the aggrieved and the Board of Directors in establishing a method for resolving the issue.
7. All formal grievances will be addressed in writing and given to all parties within one month of receiving the written formal grievance.

Criminal Reference and Vulnerable Sector Check Policy

A Criminal Reference and Vulnerable Sector Check Policy has been developed to protect all individuals that use the child care centre. All staff, students, volunteers must adhere to this policy.

Serious Occurrence Notification Policy

When A serious occurrence occurs at your child's child care site a Serious Occurrence Notification will be posted for 10 days and all follow up notifications will extend the posting for an additional 10 days.

The Ministry of Education (MEDU) is continuing to consider the online posting of serious occurrence information for child care on the Licensed Child Care Website. This aligns with the phased approach taken regarding the posting of licensing inspection information at the sites of child care programs initially and more recently, on the Licensed Child Care Website, to provide parents with information about child care licensing inspection findings.

For information regarding updates and posting of notifications from MEDU please visit the website:

www.edu.gov.on.ca

Program Information

This is a Centre Based child care program. This Program serves children living in the Windsor/Essex County.

Licensed Spaces:

10 Infants (under 18 mos.)

15 Toddler (18 mos.- 30 mos.)

36 Preschool (30 mos. – 6 years)

Hours of Operation:

Monday through Friday

6:00 am. – 6:00 pm.

Uncontrollable Circumstances

In case of closure due to uncontrollable circumstances, such as snow storms, heating problems, etc., parents will be notified by telephone to please come in and pick up his/her child as soon as possible.

Arrival and pick-up

Your child will benefit the most with a consistent daily routine. It is recommended that parents establish regular hours to pick-up and drop-off if possible. If for any reason your child's daily routine is interrupted, please notify the child care centre within an hour of their normal start time. If you are unable to arrive by 10:30 am, it is important to telephone the Centre to advise the staff of the time of late arrival so that they can prepare for your child's arrival. Please be aware from 11:00 am and 2:30 pm, the children are being served lunch and immediately after, the children are preparing for their rest time, until approximately 2:30p.m. Children arriving during this transition period may require additional adult/parent support.

Transportation

Transportation arrangements for children will be the responsibility of the parent/guardian.

Part-time Use

Minimal part-time spaces are offered if space is available in the programs.

Part-time placements will be charged a minimum equivalent of three (3) full days/week, or five (5) half days per week.

Holidays

The Child Care Centre will be closed on designated and Statutory Holidays. Prior notice of days of closing will be posted to remind parents and community.

New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day, Boxing Day.

Written Contract Agreement

A written contract agreement outlines the arrangements made between the parents and the Child Care Centre. This agreement states the hours of care, child care rates, time of payment, length of the agreement and parent's acceptance of the center's regulations.

The Centre can accept only a limited number of children, parents signing an agreement reserves their child care service. This agreement can prevent misunderstandings.

Guardianship

Children can only be registered in the Child Care Centre by their legal Parent or Guardian.

The Child Care Centre requires a copy of any legal papers showing the custody of the child, should you be separated or divorced.

Staff cannot refuse access to the other parent if no legal documentation is supplied.

Confidentiality Statement

All forms and information on the children and their families are considered confidential and are seen only by the appropriate Staff. Records are kept in an individual folder inside a locked file cabinet.

Weather Policy

On bad weather days please listen to the official school board radio station for Child Care Centre closings.

The Child Care Centre will only close if staff is unable to arrive safely to work at the discretion of the Executive Director.

Daily Arrival and Departure

Parents are requested to undress their child in the cubby-room (locker-room area) upon arrival, and place their child's extra clothing in his\her space in the cubby.

In their child's designated classroom there is a sign-in and sign-out sheet in which parents are requested to enter their child's arrival and departure times, provide any information, concerns and \or recommendations for their child. The educators will provide the parents with the child's verbal or written activity report at the end of each day, which can be found in the binder in the child's room.

Upon departure, the parents should take a moment to discuss with the educator the day's events and dress his\her own child for departure.

Late Pick-Up Procedures

Parents must respect the operating hours. When a parent knows he\she will be late, he \she is asked to notify the centre as soon as possible and make alternative arrangements for someone to pick up your child. Inform the staff, as your child will not be released to any person who is not listed in the registration form.

Administration will be notified of chronic late pick up's of a child. Those parents who continue to arrive late to pick up their child will work with Administration to resolve the issue in honouring the child care contract. Chronic tardiness may affect your enrolment at the Centre and lead to termination of the contract.

Attendance Policy

Consistency in a daily routine is vital to your child's growth and development. Your child is expected to attend daily, listed below are steps that you must follow when your child is absent:

1. When your child is absent you must notify the Child Care Centre at least one hour prior to start.
2. After three un-excused absences, Administration will be contacting you about your child's attendance in support of our purchase of service agreement.
3. Parent/Guardian must follow-up report to the Child Care Centre the illness/symptoms of their child for our records.

Withdraw Policy

The Child Care Director must be given a minimum **written** (2) two week notice to terminate your child care contract agreement. If (2) two-week notice is not received, two-week payment is required in lieu of notice.

Waiting List

- SFLC administration does not collect a fee or deposit for the placement of a child nor does it keep a wait list for admission into any of it's child care centre's.
- When a parent is interested in obtaining child care services, and space is not currently available, the parent and child's name remains in the child care registration database OneHSN list until a spot becomes available.
- As spaces become available, parents will be contacted according to the placement of their name on the OneHSN list.
 - Parents can inquire as to their status on the OneHSN list by contacting the Supervisor or designate (ie. CYFA)
 - Parents can also login to maintain the OneHSN database and update information

- When a vacancy becomes available every effort is made to fill that opening promptly. A space cannot be held for a fee if a family does not need care immediately.
- Families who currently have a child enrolled in the centre will be given priority when placing siblings in the centre, children of Indigenous Ancestry and children of staff.

Health and Hygiene

SFLC believes that health and hygiene effect the overall well-ness of the operations. Participants and employees are encouraged to adhere to the health and sanitary policy of the organization and as a reminder to participants and employee's proper health and hygiene practices are posted throughout the Centre where they applicable, i.e. proper handwashing posters are displayed at sinks, sick children's policy is in the parent handbooks and displayed in each classroom

Sick Policy

- If your child is ill, it is to the benefit of your child and others that they stay at home.
- A Child with fever, diarrhea, vomiting, severe colds, chicken pox or any other symptoms, which may be contagious, must be kept at home.
- If your child is displaying any symptoms of ill health, parents will be called to come and pick-up his\her child for his\her own well-being
- Your child will be isolated from the other children until they can be picked up. A staff member will attend to your child until you arrive.
- It is required that you provide two emergency contact numbers for your child.

Medication Policy

The Medication Policy is a serious, life and death governing policy and must be fully enforced always. Therefore, staff and parent infractions of the medication policy may result in termination of employee and/ or parent childcare contracts. Medication cannot be given to a child if all the following guidelines are not met.

- Administration of medication given to children while attending child care will only be administered with the written approval of the parent/guardian and physician. Over the counter medication (Tylenol, diaper rash cream, etc.) will not be administered to a child unless a doctor has given written consent. Prior to the administering of medication, a medical form must be filled out, dated and signed by the parent.
- NO medications will be administered to a child while at the childcare without written consent of the parent/guardian.
- Prescription and non-prescription medication must be supplied by the parent in its original prescription / commercial packaging and can only be administered with written approval of a physician prescription or note and with completed **Medication Authorization Form**.
- On arrival, the medicine must be given to the educator with form completed. The educator must sign the medication form each time medication is given to the child.

Immunization Policy

Every child before attending child care who is not in attendance at a school or private school, within the meaning of the Education Act, must show proof of being immunized as recommended by the local medical officer of health. (2) Subsection (1). (3) (4) An exemption under subsection (2) that was made before August 29, 2016 shall expire on September 1, 2017 unless a new objection or medical reasons are submitted in a form approved by the Minister before that date. who is not attending a school has a current immunization record.

This does not apply where a parent of the child objects to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience or a legally qualified medical practitioner gives medical reasons to the licensee as to why the child should not be immunized.

Intent: Preventive health care includes immunization as deemed appropriate by the local public health authority, subject to duly recorded religious or conscience or medical objection. Special Instructions in accordance with Section 72 of O. Reg. 137/15, immunization records and/or records of parental objection must be kept as part of children's files. Effective August 29, 2016, parents of children who object to immunization due to religious/conscience or medical reasons must complete a standardized ministry approved form.

- SFLC administration must retain these forms in children's records and have these forms available for review by ministry staff always.
- Objections and medical reasons must be submitted on the Minister approved form and retained in the child's record.
- For any children enrolled on or after August 29, 2016, objections or medical exemptions must be documented using the standardized ministry forms. These forms are found on the Ministry of Education's website.
- SFLC administration must retain these forms in children's records and have these forms available for review by ministry staff always.
- Ministry approved forms for religious/conscience objections must be completed by a "commissioner for taking affidavits" (i.e. notarized). Medical exemptions forms must be completed by a doctor or nurse practitioner. These forms can be found on the Ministry of Education's website: Statement of Conscience or Religious Belief and Statement of Medical Exemption.
- SFLC is not required to keep immunization records or records of parental objections for children who attend a publicly-funded school or private school (with the meaning of the Education Act) as the school is required to maintain these records.

Clothing

A child needs to feel free to play and work without fear of soiling his/her clothes. We recommend dressing your child in something comfortable and easy to care for.

The weather in Windsor changes frequently, so your child's clothing needs to change with the weather. We will be going outside during the good weather days. Please make sure your child is dressed appropriately.

A change of clothing is required to be kept in your child's cubby for unexpected accidents.

Your child's name should be placed on all clothing, backpacks, etc.

Rest (NAP) Time / Bedding

A blanket is required for your child's comfort and in addition if wanted by your child a pillow and toy for rest time.

Parents Please be advised: to reduce risk of harm and injury, including death, when infants are sleeping.

Placing infants on their back for sleep is recommended by major children's organizations such as the Canadian Pediatric Society and the American Academy of Pediatrics. The federal government (Health Canada/Public Health Agency of Canada) concurs with this recommendation, as set out in the Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada.

In addition, monitoring sleeping children reduces risk of harm/injury because caregivers can look for signs of distress (e.g. change in skin colour, change in breathing, signs of overheating) and react as required.

Diapering

Parents must provide diapers, diapering cream, wipes and any other diaper changing needs for your child.

Nutrition

The nutrition component of the program establishes in children healthy nutritional habits at an early age. This component will provide children with a well-balanced nutritious meal and snacks daily complete with lessons taught on a day-to-day schedule. The Nutrition plan is responsible for maintaining good service in keeping with the Canadian Food Guide Standards and First Nation Food Guide.

- The Child Care Centre believes good nutrition is as important as a good education for your child.

- A nutritious breakfast/snack and a lunch are served in a family style setting in our school.
- Food experiences, cultural dishes, and cooking in the classroom are all a part of our weekly planning.
- A Nutrition Specialist can be contacted upon request through the staff to answer any nutrition concerns or questions you may have.

Meal Time

At this time, staff, volunteers and children sit together, eat the same food and talk to one another. All food served is nutrition food low in fat, sugar, and salt.

Children pass and serve the food, pour their own milk, use proper table manners, learn to try new foods and help with clean up.

All Religious and Dietary Food Requirements Are Followed

Education

What will my child learn at the Child Care Centre?

Through the High/Scope approach to Early Childhood Education, each child is supported and encouraged to develop and learn the following:

1. To develop a good self concept;
2. To increase their self confidence;
3. To interact with adults and other children;
4. To increase their use and understanding of Aboriginal culture and language;
5. To know more about themselves, their families and their community;
6. To explore and adapt to their ever-changing environment;
7. To explore different art materials;
8. To follow simple directions;
9. To develop good health habits
10. To use good manners;
11. To have an interest in reading books and telling stories;
12. To recognize basic colours;
13. To remember simple rhymes and songs;
14. To recognize basic shapes;
15. To use scissors, pencils, and crayons properly;
16. To develop basic number skills;
17. To know their body parts and their uses.

Daily Classroom Activities

Large Group Time

Teachers, elders and children gather in a circle to learn the teachings for example: dancing, singing songs, and storytelling.

Choice or Work Time/Play Time

This is a time of exploring, discovering and learning! Children are free to move from one activity centre to another, such as:

ART, SCIENCE, COMPUTER, BLOCK, TOY, HOUSE, READING, SAND AND/OR WATER, MUSIC AND MOVEMENT

Group Time or Small Group

This is a specific learning time when a group of 8 or fewer children work with a teacher and/or volunteer in exploring concepts such as colours, counting, cutting, making play dough and cooking, etc.

This activity increases children's attention skills.

Outside Time

On pleasant days, children might participate in outdoor activities. Running, jumping, hopping, walking on balancing beams helps to develop large muscles.

Clean-up Time

Children, teachers and volunteers work together putting away materials and tidying up the room.

Field Trips

The Child Care plans field trips for children throughout the school year. These trips are within walking distance of the Day Care.

Culture

Language

It is a very important aspect of our Native culture. Instruction in our Native languages will be incorporated into the Program using participants who are fluent in the language;

Crafts

Crafts are important to allow one to express their creativity and to stimulate a sense of pride through being a part of what makes us who we are. It provides peace and tranquility. It is an excellent way for the children to express themselves. This will be a part of the program;

Legends

Native stories are teaching tools for young and old and will be brought into the program through books and songs.

Teachings & Beliefs

The Native culture is not only reflected in symbolic ways, but through the teachings and beliefs of our people. The most important teaching is having respect for all life forms. This includes sharing, caring, being kind and considerate. It is through these teachings and beliefs that the cultural aspects will be instilled in our children.

Parental Involvement

Ska:na Family Learning Centre believes that the gains made by the child must be built upon by the family and community. To achieve this goal, the child care centre staff supports involvement of the child's parents and other family members in the experiences he/she receives in the program by giving them many opportunities for a richer appreciation of the young child's needs and how to satisfy them.

The success of the child care centre demands the fullest involvement of the parents, caregivers, and families of the children enrolled in its program. Successful parental involvement enters every part of the Program. Parents are reserved the right to engage in the decision-making process of the program, and in the development of activities that they deem helpful and important in meeting their individual needs and conditions. The danger of not providing opportunities for parents to make real decisions about their child's early learning experiences is that the goals of program will not be achieved. Moreover, with the program itself remaining a creative experience for the child, in a setting that is not reinforced by the needed changes to social systems taking place where the child will move after their educational experience leaves the child without long-term support and advocacy.

The Role of Staff and Parental Involvement

The Centre's staff will be critical when working directly with parents and the extended family. The workers will ask Elders to assist in workshops which cover topics in:

- Traditional Child Rearing Principles
- Positive Parenting in the traditional way
- Nurturing the Family through traditional teachings

- Discipline through Guidance
- Using Legends as a way of teaching life lessons to families
- Practicing cultural values
- Spiritual growth

The Elders know how important it is to create a harmonious world for the child, family, and their community. They were the central teachers of the community. Traditionally, Aboriginal Education emphasized learning how to live together, rather than how to make a living. Blood relations never limited the family unit; it included many others for a variety of different reasons. The family unit still today is extended to include people other than blood relations. Elders will be asked to be on hand for advice as needed by the parents and staff and will be asked for input into the program planning.

There are many ways you as a parent can be involved in your child's life through the Family Learning Centre, such as:

- Know the Province of Ontario's pedagogical policy: **How Does Learning Happen?** and **Think Feel Act**
- Know Ska:na FLC policies on Education Plans, Support Service Plans – Bulletin Board in hallway
- Participate in developing and follow any Individualized Support Plans
- Helping teachers in classroom;
- Taking home items to cut out for teachers;
- Helping your child complete activities at home which were assigned by the teacher;
- Donating approved educational materials to be used in the classroom;
- During Field Trips, assisting with transporting the children to and from the Program;
- Helping recruit children for the Program;
- Attending Committee or Annual Meetings;
- Assisting the staff with the monthly newsletter, calendars, flyers, posters and many other things;
- Teaching activities such as arts & crafts, sewing, or sharing special talents you possess
- Reading books to children in the classroom;
- Repairing toys or equipment;
- Annual Events: Family Fun Day, Fundraisers, Graduation, holiday celebrations

College of Early Childhood Educators

Registered Early Childhood Education staff are members of the College of ECE. This regulatory body monitors the field of early childhood education in the province of Ontario to find out more about the college of ECE please visit the website: www.collegeofece.on.ca

Open Door Policy

Parents are welcomed and encouraged to visit their child's class as often as they would like to.

Teachers reserve the right to ask parent/guardians to leave the classroom if they feel your actions are disruptive to the children.

Parent and teacher are encouraged to speak openly and share concerns regarding their child and classroom procedures.

If you have concerns about any staff persons' procedures, you have the right to request a private talk with that individual to address those concerns.

SFLC Board of Directors

- As a non-profit, charitable organization, SFLC is operated by a Board of Directors
- The SFLC Board of Directors is made up of seven (7) members.
- Members of the B.O.D. meet to make decisions in the administration of the Child Care Centres.
- Representatives of the Board of Directors recruit and sit as delegates on other Boards and committees.

Together We Can Make A Difference!

Child Care Operations Policy

Admission and Membership

Families of children successfully enrolled will be provided with the following documents:

- Parent Handbook;
- Educational Program;
- Children's Services Fee Subsidy
- Child Enrolment forms.

Upon completion of the registration forms, a payment and contract must be signed to reserve your child's space. When a space is available at the child care centre, priority will be given as follows:

- Child of Native ancestry;
- Child with referral from Ontario Works;
- Child of parent who is low-income;
- Child with parent(s) attending high-school or post-secondary full-time;
- Child asking for full-time child care;
- Child having siblings already attending the child care centre;
- Child asking for (½) half day child care;

A child registered and attending full-time at the Centre will acquire seniority over a part-time child. We try to change the children's group when they change age and\ or when the child is ready after discussion with the parents.

Fee Structure and Payment Policy

Daily Rates

Fee structure as follows:

ROOM	Full Day	Half Day
Infant	55.00	30.00
Toddler	52.00	30.00
Preschool	37.00	22.00
JK/SK / School Age PD / Day Camp	36.00	24.00
Before or After	12.00	–
Before & After	24.00	–

Parents will pay all days stated in the agreement, including statutory holidays, Christmas Holidays, closures for unforeseen circumstances, parents' holidays/vacations, child illness and/or absences, etc.

Registration fee of \$100.00 includes the charge for key fobs. Currently, additional key fobs are \$15.00 each. The registration fee is refundable only if SFLC is unable to place student, parent cancelling registration or withdrawal of student does not allow for refund. Key fobs are non-refundable.

FULL DAY consists of 5 - 8.5 hours of care including 15 - 30 minutes of travel time.

HALF DAY is less than 5 hours of care including 15 - 30 minutes of travel time and cannot go across the 12:00 noon hour. All children who attend 5 hours or more per day are considered full-day and are charged full-day child care rate.

Rates & Payments

Subsidized Child Care Program Rates:

Application is made directly to the Children's Services of Windsor and the fee subsidy rate is determined by the County based on family income and communicated in the subsidy contract.

Child Care Services Payment

All payments are pre-paid one month in advance on the 20th of the preceding month or two weeks in advance on or before the 1st and 15th of each month.

Child care payments must be made by Pre-authorized Payment Plan, cheques, E-transfer (email transfers) or Debit/Credit Card to Ska:na Family Learning Centre on or before the 1st and 15th day of each month.

Returned Payments

All returned payments may be subject to a \$25 service charge. Two consecutive returned payments will result in the voluntary withdrawal of the child(ren) from the Child Care Centre.

Receipts

Annual tax receipts for total child care services will be issued by February 28th, and these receipts will reflect all payments made by December 31st of the previous year. Regular receipts will be issued for “cash” payments. Cheques, pre-authorized payments or E-transfers are receipts unto themselves.

Material Provided by the Parents

The following material is necessary for the proper care and well being of your child:

1. Extra clothing
2. Outdoor and Indoor shoes
3. Diapers, ointments and wipes (if necessary)
4. Formula (milk/specialty beverages for babies) and baby food in bottles;
5. A small blanket and the child’s favourite doll or toy for nap time;
6. Sun block lotion;
7. An entire snowsuit, boots, hat, mittens for winter.

All materials should be identified with the name of the child on each piece. It is requested that children should not bring toys (except for their nap) or any other objects of value to the child care centre, to avoid losses or arguments with other children. *The child care center is not responsible for lost objects.*

Please note: you will be given one reminder to bring in items for your child, after the reminder or the following day, your child could be refused at Child Care Centre, until your child returns with the appropriate clothing, diapers wipes or for any other request given by the staff.