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**Welcome to SKD**

Welcome to Soufriere Kid's Development (SKD) Bilingual Child Care Centre, where we provide high quality licensed child care and education for children 0-13 years of age for over 10 years, SKD operates programs in Ajax, Pickering and Oshawa, 3 of which are full day child care centres and 11 before and after school care, for Kindergartens (aged 3.8-5 years of age) and School age children (aged 6-13 years of age). Together in partnership with the Durham District School Board, we offer quality Child Care services on a full and part time basis. It is important that parents *thoroughly understand* the policies and procedures of our centre.

Our trained and qualified educators offer stimulating activities throughout the day. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. SKD's educators are reflective practitioners who learn about children using various strategies.

The goals and approaches of both SKD Bilingual Child Care Centre curricula align in philosophy, standards and recommendations from the Ontario Ministry of Education framework including; Minister of Education’s Policy Statement on Programming and Pedagogy, “How Does learning Happen?” Ontario’s Pedagogy for the Early Years and Early Learning for Every Child Today.

The Parent Handbook outlines important information that will provide you with what you need to know while your child is in our care. We look forward to getting to know you and your child and to embarking on a partnership that supports you to be informed, consulted, and involved in your child’s care.

Thank you for choosing SKD Bilingual Child Care Centre and we welcome you to our center. For more information, you can reach the Program Manager at (905) 239-6753.

**Sandra Berthelette, RECE**

Revised June 30, 2020

**PARENT HANDBOOK**



**Our Philosophy**

At SKD, we strive to provide a warm and nurturing environment for children while promoting their physical, social, emotional, creative, cognitive and intellectual development. Our program provides a place where each child can explore his/her own individual interests. Soufriere Kid’s Development Child Care Centre provides an interactive environment that fosters exploration, play and inquiry, curiosity, make choices, problem solving, creativity, and social growth.

The qualified teachers at Soufriere Kid’s Development Child Care Centre recognize and encourage the growth potential children display. Our excellent teaching strategies are offered thru educational props and allow for rotation of the play materials in active use.

Mission Statement

Our mission of the Soufriere Kid’s Development Child Care Center is to support bilingualism as well as reading and writing readiness and provide quality early childhood care for the children of working parents. We offer both full and part-time programs. We give your child an opportunity to learn French from a young age; our program is designed to meet the special needs of infant, toddler, preschool children in a safe and nurturing environment. Our goal is to strengthen the bridge between your work and family life by creating a special place that supports them both.

**Vision**

In doing so, we support families in their efforts to reach their goals. The Soufriere Kid’s Development Child Care Center provides a cognitively, social and culture-based program for children ages birth 3.8 to 13 years.

We provide a home like environment where children are encouraged to develop at their own pace, free to complete a project or pursue a subject as deeply as they wish and according to personal enthusiasm.

Soufriere Kid’s Development Child Centre staffs are committed to the families we serve, providing support and encouragement and positive guidance as well as a dynamic French and English Program. As a result of our bilingualism programmed, and our low ratio of teachers to students, has become the school of choice for an increasing number of parents.

## Values

Honesty, Trust, Passion for Excellence, Love of Learning, and Innovation

SKD LOCATIONS:

**SKD BILINGUAL CHILD CARE CENTRE has facilities to accommodate the following children:**

Ajax Site:

**SKD Head Office** **serves children 18 months - 13 years**

Location: 1801 Harwood Ave. North, Unit 8

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Nursery School programs are available

**SKD Bilingual Child Care Centre-Michaelle Jean P.S serves children 3.8 - 13 years**

Location: 180 Williamson Dr E, Ajax, ON L1Z 0G7

Phone: 647-727-3770

Hours: 6:30 a.m. - 6:30 p.m.

**Before and After Program**

**SKD Bilingual Child Care Centre-Vimy Ridge serves children 3.8 - 13 years**

Location: 40 Telford St, Ajax, ON L1T 4Z4

Phone: 905-647-727-3742

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**SKD-Roméo Dallaire Public School serves children Birth - 13 years**

Location: 300 Williamson Dr E, Ajax, ON L1Z 0H6

Phone: 905-427-6753

Hours: 6:30 a.m. - 6:30 p.m.

**Before and After Program**

**SKD Bilingual Child Care Centre-A.G.Bell serves children 3.8- 13 years**

Location: 25 Harkins Dr, Ajax, ON L1T 3T6

Phone: 289-372-0130

Hours: 6:30 a.m. - 6:30 p.m.

**SKD Terry Fox serves children 3.8- 13 years**

Location: 39 Kerrison Dr W, Ajax, ON L1Z 1K2

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

Pickering site:

**SKD-Fairport Beach P.S** -**serves children 3.8- 13 years**

Location: 754 Oklahoma Dr, Pickering, ON L1W 2H5

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

Oshawa Site:

**SKD-Woodcrest serves -children 3.8- 13 years**

Location: 506 Woodcrest Ave, Oshawa, ON L1J 2T8

Phone: 905-443-0243

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**SKD-College Hill P.S -serves children 3.8- 13 years**

Location: 530 Laval St, Oshawa, ON L1J 6L9

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**SKD Bilingual Child Care Centre-David Bouchard** **serves children 3.8 - 13 years**

Location: 460 Wilson Rd S, Oshawa, ON L1H 6C9

Phone: 905-443-0200

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**SKD- Bobby Orr. P.S** **serves -children 3.8- 13 years**

Location: 7 Waterloo St, Oshawa, ON L1H 8V9

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Nursery School programs are available

**SKD- R S McLaughlin serves -children birth – 3.8years**

Location: 570 Stevenson Rd N, Oshawa, ON L1J 5P1

Phone: 905-576-6757

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**SKD-Adelaide McLaughlin- Public School** **serves 3.8- 13 years**

Location: 630 Stevenson Rd N, Oshawa, ON L1J 5P1

Phone: 905-239-6753

Hours: 6:30 a.m. - 6:30 p.m.

Before and After Program

**OUR TEAMS:**

**The Executive Director**

The Executive Director is responsible for the management and operations of SKD Bilingual Child Care Centre and its staff. The Executive Director is the liaison between SKD Bilingual Child Care Centre, the School Boards, Region of Durham, Ministry of Health and Ministry of Education. The Executive Director provides leadership, ensures the delivery of high-quality programs, and represents the organization within the schools we are located in and with the community at large. The Executive also overseeing the day to day administration of multiple Child Care in support of the organization’s philosophy, quality assurance and standards which uphold the vision of the organization.

**The Program Manager**

The Program Manager, under the direction of the Executive Director, is responsible for overseeing the day-to-day operations of multiple SKD Bilingual Child Care programs in support of the organizations’ philosophies, quality assurance, and standards, which uphold the vision of the organization.

**The Supervisor**

The Supervisor is responsible for the day to day operation of the program. They provide leadership to the staff in making decisions that are imperative to the program. Supervisors spend time in program, implementing, modeling and mentoring educators. He/she also provides experiences for the parents, which will enable them to understand the centers’ program and the resources available within the community.

**The Registered Early Childhood Educator (RECE)**

SKD Bilingual Child Care Centre RECE’s implement the program in a warm, nurturing manner, taking into consideration his/her understanding of child development and the needs of their class. The RECE will complete annual evaluations of the development of each child and evaluate the groups program based on the evaluation.

**Early Childhood Assistant**

The role of the Early Childhood Assistant is to provide the RECE with the assistance needed to maintain a safe and happy environment. Assistants work together with the RECE to make learning visible through pedagogical documentation.

**STUDENTS AND VOLUNTEERS:**

SKD Bilingual Child Care Centre accepts students from High schools and Community Colleges to complete co-operative placements. Volunteers are also welcomed at all of our sites. At no time are these students or volunteers counted in classroom ratios and are never left unsupervised with children.

SKD Bilingual Child Care Centre offers an integrated program for children with various developmental needs. Additional staff may be required to enhance a program and support the integration of all children

**Program Statement**

SKD Bilingual Child Care Centre offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. Some of the Ministry documents we reference in our program include the following:

* How Does Learning Happen? Ontario’s Pedagogy for the Early Years
* Ontario Early Years Framework
* Ontario Early Learning Framework
* Think Feel Act: Lessons from Research About Young Children
* Early Learning for Every Child Today (ELECT)

SKD Bilingual Child Care Centre also uses a High Scope approach in its Early Learning and Child Care Centres. High Scope emphasizes active learning. Since we know that children learn best by pursuing their personal interests and goals, children make their own choices about materials and activities during the program time. As they pursue their choices and plans, children explore, ask and answer questions, solve problems, and interact with peers, program staff, volunteers, students on placement and other adults.

We understand the importance of taking children’s stages of development into consideration. For each child, their stage of development is an individualized and complex interplay between developmental factors and their unique family, community and life experiences. In each case, we aim to integrate all areas of the child’s development into our program in a holistic way.

A key feature of the Child Care and Early Years Act, 2014, is the focus on strengthening child care programs and ensuring high quality experiences for children. The CCEYA authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early year’s programs. *How does learning happen?* Ontario’s pedagogy for the Early Years (2014) is the document used by SKD Bilingual Child Care Centre. The document has a strong pedagogical focus, indicating that the pedagogy is not a prescriptive formula that lays out a specific curriculum or activities but instead challenges the status quo and explores how learning happens for children. *How Does Learning Happen?* is organized around four foundational conditions that are considered essential to optimal learning and healthy development for children:

SKD Bilingual Child Care Centre strives to support children to achieve the following foundations;

* **Belonging** refers to a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
* **Well-being**. Addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
* **Engaged** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
* **Expresses** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviors. Language-rich environments support growing communication skills, which are foundational for literacy.

The four foundations apply regardless of the child’s age, ability, culture, language, geography, or setting. Unlike a structured curriculum, the conditions are high states of being that children naturally seek for themselves and should not be viewed as separate elements.

Children’s interests are valuable to their learning and offer a rich variety of experiences. The types of activities we offer daily include:

* drama, music, dance and visual arts
* physical literacy
* language and literacy
* nature, science and technology
* construction and design
* daily opportunities for physical literacy and active outdoor play
* opportunities for school-age children to work on their homework

The Centre’s Goals is a follows:

* All staff will promote the health, safety, nutrition and well-being of each child by providing a clean and safe environment, nutrition based on the Canada’s Food Guide, access to drinking water throughout the day, limited transitions, eliminating any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise and rest time.
* All staff will support positive and responsive interactions among the children, parents, and child care providers. The Director and Program will support this through the hiring of qualified, responsive, and well trained Early Childhood Educators who support families in their role as primary caregivers, and understand the needs of each child as an individual.
* All staff will encourage children to interact and communicate in a positive way, and support their ability to self-regulate; acknowledging that each child is competent, curious and rich in potential. Staff will support self-regulation in children (defined as the child’s ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention) Self-regulation in early development is influenced by a child’s relationship with the important adults in that child’s life, including the ECEs in the program. All staff will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care.
* All Staff will provide child-initiated and adult supported experiences. The Early Childhood Educators will observe the children and use that information to plan and create a positive learning environment that is based on the interests of the child, and supported by all the adults in the child care environment. Educators will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the child’s knowledge and life experiences.
* All Early Childhood Educators need to be reflective practitioners who learn about children through listening, observation, documentation, and discussion with others, families in particular, to understand children as unique individuals. They will observe and listen to learn how children make meaning through their experiences in the world around them, and use this to have meaningful interactions, and engage children on a daily basis.
* Each child will experience indoor, and two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep if needed, quiet and active times, always being mindful of each child’s needs and parental direction.
* Regular and ongoing communication with parents is an important component of the day. Communication may be in person, by phone, e-mail or through written and posted communication tools. Communication needs to come from all members of the organization, the Board of Directors, the Executive Director, Program Manager and all staff.
* Parents will be directed to resources outside of the centre if necessary, and community partners such as early year’s services, speech therapists, support services, occupational therapists, counsellors, etc., this will be an important part of the centres support to all children and their families.
* Two of our centres are located in schools, so relationships with principals, faculty and teachers are critical.
* We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs. We seek out opportunity to share our knowledge and to learn from others in the community.
* The organization will provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice, to support continuous professional learning.
* All staff will build a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families, building and maintaining healthy professional relationships that encourage growth and offering support and mentorship.
* Our extended day program for 3.8-5 year olds and 6-13 year olds is in keeping with our vision, to provide children and families with a seamless day from child care to the school day. At this particular age, children are looking for challenges and opportunities to help plan their activities all while building self-esteem and discovering their talents through social, emotional, physical and cognitive play. Our overriding goal is to support children through this discovery and provide environments that are safe, fun, hands-on and play-based.

How We Will Meet Our Goal:

All staff, students and volunteers will read the Program Statement and sign off in the Policy and Procedures Sign Off binder prior to employment or prior to interacting with children, and when the statement has been modified, and on an annual basis.

The Director/Program Manager will review all sign offs by staff, students and volunteers and sign the review sheet to indicate that the process has been completed. The Director/Program Manger must be confident that the staff, volunteer or student is fully aware, and understands the Program statement and its implementation.

Each classroom will maintain a binder containing observations, plans and documentation to support their understanding of the program statement. Copies of the documentation, relevant to their child, will be shared with all parents or guardians of the children in the program.

The Director or Supervisor will meet on a monthly basis with each team to establish a clear understanding of the program statement, to support staff in their delivery of the Program Statement and to aid the staff in self-reflection, to be recorded, and added to the binder on a regular basis. The Director/Program Manager will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director or Program Manager will use all observations, interactions and conversations to monitor all staff.

Staff will reflect on *How Does Learning Happen?*, by working through the reflection exercises in the document, by reviewing their observations and engaging children in meaningful activities, by maintaining communication with parents and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection in a regular basis.

SKD Bilingual Child Care wants to ensure that your children have a safe and positive experience that promotes their growth as a learner. To this end, the Director/ Program Manager or designate will observe staff interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions.

**The following Prohibited practices are not supported by our facility:**

1. corporal punishment of the child;
2. physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;
4. use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

In the event that the Director or Program Manager observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy that is outlined in the Centre’s/Operations Manual.  
  
Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.  
  
We keep records pertaining to monitoring of our Program Statement for 3 years in the office for Ministry to review upon inspection.

References and information in this living document are from:  
  
[How Does Learning Happen? - Ontario’s Pedagogy for the Early Years](https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf),   
[The Extended Day Program - Ministry of Education, Ontario](https://www.edu.gov.on.ca/eng/curriculum/elementary/kinderProgram2010.pdf)

**Children are competent, capable, curious and rich in potential**

SKD Bilingual Child Care Centre recognizes each child is a unique individual who brings his or her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity.

We provide an environment that fosters curiosity, one that allows children to explore. We believe that every child deserves a safe and caring environment (a place where children want to be and where they feel “at home”), in which to grow and develop to their maximum potential. We are committed to collaborating with children, their families and with educators to create high quality early learning and care environments that take strength based approach to learning and development where children, parents and educators are co-learners.

We understand the importance of taking children’s stages of development into consideration. For each child, their stage of development is an individualized and complex interplay between developmental factors and their unique family, community and life experiences. In each case, we aim to integrate all areas of the child’s development into our program in a holistic way.

Our programs are designed to:

* encourage children to interact and communicate in a positive way and support their ability to self-regulate
* foster the children’s exploration, play and inquiry
* provide child-initiated and adult-supported experiences
* offer opportunities to create authentic lasting relationships with others in the program

1. **Health, safety, nutrition and well-being of children**

We know that the early years set the foundation for children’s health and well-being.

* The brain's architecture is shaped by a child's interactions and relationships with parents and other significant people in their lives.
* Early brain development is stimulated through experiences and interactions with responsive adults.

We understand that the first step in establishing and nurturing health, safety and well-being for children in our programs is through the connections they make with the program staff, volunteers and students on placements. Here are some other specific ways we promote well-being in our programs such as a process to sign your child in and out of the program to ensure their safely supervised. Children and staff wash their hands frequently throughout the day to promote good hygiene. SKD centres are kept clean, safe and disinfected daily. Security systems are installed as well as cameras at our main site on Harwood Avenue, Ajax.

***Health and safety***—as a licensed child care operator; SKD Bilingual Child Care Centre meets and exceeds all health and safety guidelines set out by the Ministry of Education and the Durham Region Health Department.

Information is posted outside our program rooms on our “Parent Communication” boards and others (for example the Anaphylaxis Policy) are provided in the Parent Handbook. Photographs and names of all staff are posted within our centres. Healthy menus are also posted that follow Canada’s Food Guide.

1. **Support positive and responsive interactions between educators, children and families**

During enrollment procedures, parents will be given a tour of the facility, be introduced to the educators and information with be shared on the child. This will allow staff to begin to build an understanding of the registered child and recognize their needs. SKD Bilingual Child Care Centre strives to promote a sense of belonging for children and their families in our programs by creating positive interactions and collaboration of families. We understand that relationships of trusts are the basis for learning and co-operation.

Every child is entitled to be given the opportunity to develop personal responsibility and social skills, to learn to problem-solve and to learn about diversity and inclusion. Well organized environments with lots of materials that are accessible to children throughout the day. Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the world. Children benefit socially, emotionally and physically from positive approaches.

The following are unacceptable behaviour management strategies and are not permitted at any time under any circumstances.

1. Corporal punishment of a child
2. Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
3. Depriving the child of basic needs including food, shelter, clothing or bedding;
4. Locking the exits of the child care centre or home child care premises for the purpose of confining the child
5. Using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

The skills of conflict resolution are important to lifelong learning. As competent individuals, children are active participants in resolving conflicts. We encouraged them to come up with ideas and solutions to problems that arise.

SKD Bilingual Child Care Centre is committed to working collaboratively with all of our community partners as we work together on the mutual goal of providing the best possible child care service to families. Our informative Parent Handbook provides operational details of our programs, hours of operation, fees and payment processes and outlines our operational policies so families know what to expect when they choose our services.

1. **Support positive self-expression, communication and self-regulation**

At SKD Bilingual Child Care Centre, our inclusive programming leads to children’s sense of belonging. Positive learning environments and experiences, focused on active play-based learning, encourage children’s communication, self-expression and self-regulation. Many different ways for children to communicate their ideas, thoughts and feelings such as thru singing, dancing, painting, drawing, reading, talking, and solving problems.

We seek to be aware of, foster, support, encourage, respond to and document the many ways in which children express themselves, the many “voices” with which they articulate their ideas, the variety of “languages” they use to communicate. We also seek to honour and reflect children’s home language and culture in our programs.

In our inclusive learning environments, we welcome children of all abilities. Respect for diversity, equity and inclusion is vital for optimal development and learning. Here are some of the ways in which we create an inclusive environment in our programs:

Recognize each child as having equal rights to participate in program activities, trips and events.

* Recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socio-economic status, family environment, and developmental abilities and needs.
* Create strategies that value the culture and first language of all children.
* Establish programming strategies to foster an inclusive learning environment in which every child can participate.
* View the diversity of children and families as an asset, and plan programs to reflect differences and enrich the environment.

Our program also supports children’s self-regulation, their ability to deal with stress and remain calm, alert and ready to learn. When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit their impulses and understand the consequences of their actions. We are continually learning about how to create learning environments and programming that helps support children’s self-regulation—to help children remain or return to a state of calm.

1. **Foster the children’s exploration, play and inquiry.**

Our programs focus on active play-based learning as the way that children naturally learn best. It is their natural response to the environment around them. When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge, and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning. Intentional play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child’s unique learning style and capitalizes on his or her innate curiosity and creativity.

Children making sense of the world around them through play. Children learn through exploration, play and inquiry with the educators as co-learners. Educators have thoughtful conversations with children, which encourages them to interact and communicate in a positive stimulating way. Play material are available and accessible throughout the day, this allows children to opportunity to make choices, encourages exploration, play and inquiry, supports learning and fosters development.

1. **Provide both child initiated and adult supported experiences to foster development**

SKD Bilingual Child Care Centre aims to foster outreach, engagement and communication with families about our program and their children’s learning experiences. We believe that families are experts on their children. Sharing knowledge is integral to the success of your child.

SKD Bilingual Child Care Centre aims to ensure that families have the support of available, affordable, safe, reliable, high quality licensed child care for their children, which ensures parents peace of mind while their children are in our program. Respect, care, empathy, trust and integrity are core values in all our interactions with families.

Parents will see weekly Program Plans posted with a variety of planned activities that will be added to throughout the week as the children expand on the activities. Less structure as the number of transitions during the day are limited. There are times when the child takes the lead in planning the activity and times when the educator builds on observation to develop and implement more activities.

1. **Provide many opportunities for a range of experiences that support each child’s learning and development**

Children actively engage in small and large groups. They are observed smiling, laughing and having fun. Trained educators observe and document about children’s learning experiences. Educators discuss the documentation with the children. Teachers are engaged with the children. They ask open ended questions and problem sold with the children. Accessibility of materials in the environment, furniture – children’s level, display of children’s work).

1. **Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children**

Children are engaged in a range of different activities throughout the day. Rain or shine we make the best of their learning experiences. Nature walks are promoted in our program plans. Children, who do not nap, are provided quiet activities until rest time is over. Quiet comfortable spaces are offered to children for reading or individual activities.

1. **Forster engagement of and ongoing communication with parents about the program and their children**

We know that our partnerships with our families help our program to best meet the needs of the children. Families form the foundation for a child's early development. They know their children best, and are the first and most powerful influence on learning and development. SKD offers an <open door> policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe whenever convenient for the parent. Parents are encouraged to participate in events or daily activities.

The needs of each child are considered in the context of their family composition, values, culture, and language. This approach enriches relationships between early childhood settings, families, and their communities.

* We involve parents and other important adults in various events and activities at our programs. This connects them to their children's early development, and enhances the child's learning.

In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys and focus groups. We use parent input to improve our programs and services.

Daily information sheets are completed by the educator for parents of Infants, Toddler and preschoolers. Educators complete the Nipissing Developmental Screening Tool in collaboration with parents upon child’s entry into the early learning and child care program and then continue to assess each child’s development with the results being shared with parents. Portfolios for each child are accessible to parents. Parents are presented with accident/incident forms in the event that it involved their child. SKD communicates frequently with parents thru newsletters or emails regarding upcoming events, reminders or about the program.

1. **Local community partners**

SKD Bilingual Child Care Centre is committed to involving local community partners and to engaging those partners in supporting SKD Bilingual Child Care Centre children, families and staff. We provide learning opportunities and practical work experience, in the areas of programming and administration, to members of the community through the recruitment, placement, training and recognition of volunteers and students on placement. Volunteers and students on placement augment the high-quality care and individual attention given to the children in the programs.

We also have community partners—individuals, organizations and agencies who support SKD Bilingual Child Care Centre children and families financially or through in-kind support. We collaborate with these partners and continue to create more opportunities to expand these relationships on behalf of our children and families. We celebrate and recognize our partners at our Annual Parent and Community Meeting every June. SKD plans excursions within the community such as local library, grocery store, theatre and other neighbourhood locations.

1. **Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning**

SKD Bilingual Child Care Centre is committed to hiring, training and fairly compensating staff. We hire candidates who are registered Early Childhood Educators (RECE’S) that have a positive and sensitive attitude towards children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that everyone has worth and value and all staff are entitled to be respected, supported and treated fairly.

SKD Bilingual Child Care Centre staff foster children’s inquiry and creativity. Staff plan on a daily basis based on the observations that they make on children’s interests. In this way, learning is extended, leading to deeper investigation with materials and the environment. Staff plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.

Through positive adult-child interactions, SKD Bilingual Child Care Centre staff work closely with children to extend their learning by encouraging children to build upon their existing knowledge.

SKD Bilingual Child Care Centre staff develops an intentionally planned program that supports early learning. At SKD Bilingual Child Care Centre, we believe that knowledgeable and responsive early educators:

* Recognize that responding to the unique abilities, needs, and characteristics of each child, family, and community is central to supporting learning and development.
* Engage with children as co-learners as they explore their environments.
* Provoke children's thinking, create meaningful programs, and guide interactions with children and their families.
* Use a warm and positive approach to support children's developing ability to express emotions and take other perspectives.
* Know when to stand back and observe and when to enter children's play to stimulate thinking.
* Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.

Formal professional learning is vital, but we also know that the most central professional growth happens day-to-day, as our staffs co-learn with children and each other as self-reflective professionals.

All RECE’s working with children has completed their studies in the field of Early Childhood Education and is registered with the College of ECE. They are required by their membership to commit to their own ongoing professional learning. All other program staff complete a specific training program designed by SKD Bilingual Child Care Centre and approved by the Ministry of Education. Staff are provided with many mandatory health and safety related training sessions, such as Standard First Aid and Infant Child CPR; Occupational Health and Safety training and WHIMIS. They;

* Participate in up to three personal professional learning opportunities each year
* Participate in the College of Early Childhood Educators Continuous Professional Learning Program
* Participate in gatherings to share ideas and information

All program staff attends mandatory monthly professional learning meetings and receives training on an ongoing basis.

1. **Documenting and reviewing the impact of SKD Bilingual Child Care Centre learning program**

At SKD Bilingual Child Care Centre, we understand that pedagogical documentation is a way for our program staff to learn about how children think and learn.

Our staffs make daily observations of children in the program and use this information to inform their future planning. Our intention is to move beyond reporting of children’s behaviour, in order to find meaning in what children do and experience. The purpose of our documentation is also:

* A way to value children’s experiences and help them to reflect back on those experiences and what they have been learning
* An opportunity to make children’s learning and understanding of the world visible—to themselves, to other children, to their parents and other families, to the program staff
* A way to reflect on developmental growth over a period of time
* A process for program staff to co-plan with children about learning
* A dialogue with families about children’s experience and an invitation for parents to add their own documentation about their children’s learning
* A self-reflection opportunity for program staff, as they participate in continuous professional learning There is a one-time $50.00 non-refundable registration fee per family to secure your child's placement in care. Once the Supervisor has confirmed a space for your child/ren, a deposit of $100 (per child) is required which will be credited towards the final payment of attendance at SKD. A deposit is required along with the first month’s child care fee(s). Spaces will not be held unless the deposit and registration fee is paid in full.

Registration is not complete, and care will not commence until all the paper work is done!  Prior to the start date of care the following must be received by Soufriere Kid’s Development Bilingual Child Care Centre for each child:

ADMISSION

The following must be completed and returned to the centre prior to admission:

* Application for enrollment form
* Medical form and up to date immunization record
* Consent form
* Signed and completed enrollment agreement
* Financial Contract
* Registration fee
* Postdated cheques
* Non-Refundable Deposit

Our admissions are on a first-come, first –serve basis with priority given to currently enrolled children and their siblings.  The Soufriere Kids Development Child Care Centre yearly contract is based on a September to June school year.

**Discharge/ Withdrawal:**

* You will be required to immediately withdraw your child from care if payment is not made for a required pay period
* You may be required to immediately withdraw your child from care if your child display consistent unreasonable or unacceptable behaviour that could be to the detriment of other children
* You will be required to withdraw your child from care if your child contracts a long-term communicable medical condition that may endanger the health of other children or a disability that this daycare is not equipped to provide adequate care for.

Withdrawal notification must be given to the supervisor in writing one month before the child's last day in order to have your initial deposit refunded back to you.  If proper notice is not received, the parent will be required to pay for two weeks of daycare.

Children can participate in our Camp during the summer months. SKD also offers full care during Professional Activity days and other non-school days.

**SUMMER PROGRAM**

SKD Bilingual Child Care Centre locations offer a full summer program if there is sufficient enrollment. Some locations will combine to offer a summer program. Programming in the summer involves a wide range of activities that encompass our curriculum

Please be advised that should a pandemic arise, SKD Bilingual Child Care Centre Pandemic Plan will be implemented as directed by the Department of Health.

**All parents shall receive a copy of our parent handbook. Copies will be distributed to parents when any modifications are made. The parent handbook is made available to any parent considering whether to enter into an agreement with the licensee for the provision of child care.**

**Waiting List Procedure**

**1.** No child is put on the waiting list until a parent or guardian has visited the Centre.

2. Families are asked to call or email the Centre every 3 to 4 months to update their files. **Families who do not contact the Centre after 6 months are taken off of the waiting list**. The Centre does not charge or collect a fee for the placement of a child on a waiting list.

3. If a child becomes too old for the room he/she is waiting for, then the child is moved as of the original application date to the next room’s list.

4. When a space becomes available the Supervisor will contact a family by phone and give them 24-48 hours to make a decision whether or not they would like to take a spot for the date offered. If a message is left by the Supervisor offering a space, two days are allowed for a call back. No exception is made for families who are away so please plan ahead and let us know that you will be out of town if it is around the time you would be expecting to be offered a space at the Centre.

5. When a parent or guardian accepts a space, a $150 deposit and registration fee must be paid within a few days to hold the space.

6. If the space is not taken after the deposit is paid the deposit is forfeited.

7. A parent/guardian who turns down a space but wishes to remain on the list goes the bottom of the list.

8. Siblings of current and past students will be given priority admission.

9. Our programs are; first come first serve.

**PROGRAM**

**CURRICULUM**

Emergent curriculum is a philosophy that unites children's interests with the educational framework teachers construct based on their professional training and experiences. This merger brings forth a vibrant classroom where children are engrossed in learning and discovering by doing the things they enjoy. An emergent curriculum is a way of planning curriculum based on the student’s own doing, through actions, relationships, inquiries and repetition.

**Emergent curriculum starts with the children’s interests**

Daily documentation by the staff allows parents to see what activities their children have

participated in. Thru observations, a teacher can identify the interests of the children. The Child Care documentation includes a reference to the E.L.E.C.T. (Early Learning for Every Child Today) continuum which indicates what learning is observed in the activity. Their development is also monitored and stored in individual portfolio's based on five developmental areas:

Cognitive, physical, emotional, social/communication and language/ literacy

Our daily program consists of:

1. Language development, storytelling, puppet shows, finger plays, show and tell
2. Cognitive development with exposure to numbers, colours, shapes and letters
3. Creative activities, project work, music & movement, drama and imaginative play
4. Gross motor (indoor and outdoor play)
5. Nature and environmental studies
6. Enhanced learning experiences off-site (including field trips and excursions within the community).
7. Involve local community partners

SKD has a variety of programs to explore based on the needs/interests of the children. The duration of these programs are determined by the school hours.

**Part-time registration with set schedule:**  Includes just before or after school, less than 5 days a week. Part-time families must commit to the same days of service to ensure adequate staffing and accurate billing.  Any additional day(s) required may be available, space permitting.

**Part-time registration with varying schedule:** Enrollment priority will be granted to full time families. Families requiring varying care will need to provide a calendar schedule in advance ***and will only be accepted if centre has vacancies.*** The calendar schedule must be respected at all times. We will accommodate any changes if there are available spaces. Licensing requirements must be respected in regards to adult to children ratios.

**Individual Support Plans:**

SKD shall ensure that an up-to-date individualized support plan is in place for each child with special needs. This ISP will:

1. Describe how support will be given
2. What kind of support (aids) will be used
3. 3. Instructions will be given to all staff trained

The plan must be developed in consultation with a parent of the child, RECE and any resource person involved in helping assist the family and Child Care Centre.

**All qualified staff, supervisor, and the program manager are all members in good**

**standing of the College of Early Childhood Educators, has at least two years of**

**experience.**

SKD Child Care Centre ensures continuous staff training and development for all employees full and part-time. It is mandatory for all employees to obtain their Standard First Aid and CPR training “C”.

**STUNDENT AND VOLUNTEERS**

**Supervision Policy for Volunteers Students on Placement**

Volunteers:

In addition to our more than 10 fulltime staff, SKD Bilingual Child Care Centre actively recruits volunteers to participate in programs. Volunteers directly enhance the quality of care provided to children. The majority of SKD Bilingual Child Care Centre volunteers are (18 years of age or older) who participate in programs after school. These volunteers are not responsible for, and are never left alone, with the children. For further details, please see SKD Bilingual Child Care Centre *Supervision Policy*. The children enjoy the additional attention they receive from volunteers and look forward to their visits every week. Volunteers and students are supervised by an employee at all times and are not permitted to be alone with any child.

Students on Placement:

SKD Bilingual Child Care Centre works with college ECE programs to place students in SKD Bilingual Child Care Centre and Extended Day Kindergarten Programs each year. Students on placement work alongside the staff to provide care and educational programming for the children. Students on placement enhance the high quality early learning experiences provided. Placements are also provided for secondary school co-op students, who gain firsthand experience working with children. Students on placement are not responsible for, and are never left alone with the children.

VOLUNTEERS AND PLACEMENT STUDENTS

We have recently implemented a Supervision Policy for Volunteers and Students on Placement. Outlined below are the details on the policy.

This policy has been implemented to support the safety and well-being of children in SKD Bilingual Child Care Centre and School Age Programs.

Volunteers and students on placement will not be left alone with a child or group of children. The volunteers and students on placement are instructed that they must take direction and guidance from their immediate supervisor and other SKD Bilingual Child Care Centre staff for example Program Manager/ Program Director.

Policies and procedures are reviewed with volunteers and students on placement who will be providing care and guidance at Bilingual Child Care Centre and School Age Programs, before they begin working with the children and annually thereafter, in the areas of:

* Behaviour Management
* Health and Safety
* General Rules and Regulations
* Playground Safety Procedures
* Anaphylaxis Policy

The individual plan for children with anaphylactic reactions and site specific emergency procedures are reviewed by the Program Manager/Supervisor with the volunteer and student on placement at the program.

Bilingual Child Care Centre has a written procedure for monitoring the behaviour management practices of volunteers and students on placement who provide care or guidance at SKD Bilingual Child Care Centre or School Age Program.

**Supervision:**

* No child at Bilingual Child Care Centre or School Age Program shall be supervised by a person who is less than 18 years of age.
* Only employees of Bilingual Child Care Centre will have unsupervised access to children or a School Age Program.
* Volunteers and students on placement will not be counted in staffing ratios or School Age Programs.

The Program Manager or Room Supervisor will be responsible for the direct supervision of the volunteer or student on placement at Bilingual Child Care Centres and School Age Programs.

When hired, staffs receive training on the effective supervision, mentoring and training orientation of volunteers and students on placement. Ongoing staff training occurs thereafter, as required.

Criminal Reference Checks and Vulnerable Sector Screening are required for all volunteers and students on placement having direct contact with children in Bilingual Child Care Centre programs. Employment is conditional based on a clean police check.

This Bilingual Child Care Centre Supervision Policy for Volunteers and Students on Placement was approved by the Executive Directors on March 23, 2015

**All qualified staff, supervisor, and the program manager are all members in good standing of the College of Early Childhood Educators, has at least two years of experience.**

SKD Child Care Centre ensures continuous staff training and development for all employees full and part-time. It is mandatory for all employees to obtain their Standard First Aid and CPR training “C”.

**DURATION**

Our Kindergarten and School Age programs operate during the school year (September to June). *Take note that our before school program operates from 6:30am until 8:55am. Our after school program starts at 3:25pm until 6:30pm, Monday through Friday.*

Parents who required Toddler and Preschool Programs can do so by registering at our main site. Fees may be varying based on location.

**UNACCEPTABLE ITEMS AT DAYCARE**

Please do not bring any of the following items to daycare:

* Toys from home, as they may get lost or broken (except on show and tell day).
* Clothes that is very expensive or restrictive, which do not allow children to explore their surroundings freely.
* Snacks containing nuts or peanut butter (SKD is a peanut fee facility)
* Vitamins, or other medication, that cannot be administered at the centre.
* Electronic devices or otherwise stated

**PAYMENT POLICY & FEES**

**PAYMENT POLICY & FEES**

Parents agree that all monthly fees (full time and part time attendance) will be paid on the first and fifteen of each month in advance.  Unpaid fees are subject to immediate suspension or termination of care unless reasonable arrangements are made and accepted by both parties.

Parents must pay Child Care invoices by the 1st and 15th of every month. Drop-in fees are payable per occurrence.  Unpaid fees are subject to late fees, immediate suspension or termination of care unless reasonable arrangements are made and accepted by both parties. Full time and part time fees are based on booked days and not based on attendance, therefore parents are continuously charged even if their child is sick, on holidays, vacation time or absent.

Full time care such as PA days, summer, March break and holidays, fees are an extra

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**PAYMENT OPTION**

We accept postdated cheques as well as cash and email transfers. Cheques should be made payable to SKD Bilingual Child Care Centre Inc. Any cheques that may return from the bank as NSF are subject to a $50.00 charge. No further cheques will be accepted. Any future payments will have to be made by certified cheque, money order or cash.

**DEPOSIT AND REGISTRATION**:

Upon registration a non-refundable registration fee of $50 is required to secure your child’s placement. A start date for commencement of attendance at SKD will be indicated on the registration form. In addition to the non–refundable registration fee, a deposit of $100 (per child) is required which will be credited towards the final payment of attendance at SKD. A withdrawn of program notice of four (4) weeks is required and the $100 deposit will be credited towards the child's last month of care. If four weeks withdrawal notice is not provided in writing, your deposit will not be refunded.

A child’s space will not be held unless the deposit and registration fee are paid in full. The $100 deposit (per child) shall be forfeited in the event the child does not commence attendance at SKD on the start date.

All fees are due in advance and must be paid on the 1st and 15th of every month, otherwise late fees of $10.00 per day will be charged to all outstanding accounts. Kindergarten and School Age rates are prorated based on 10 months excluding P.A. days, March Break, Christmas break and summer. These non-school days, parents are charged extra. Prorated rates are from September until June inclusive. SKD is open year round to accommodate our parents. If a parent decides to bring their child(dren) during school closure, they will be required to pay full fee. Our programs on school closure days are open from 6:30am until 6:30pm. Our monthly flat fees do not include non-school days. Our sites are open based on parent’s needs, if the enrollment is low at a specific site; we will be giving the parents a choice to relocate to another location.

**LATE FEES**

Any fees paid after 1st and 15th are subject to a late $ 10.00 per day charge. The late charges, as per your enrollment agreement, are as follows: For example, fees received on 2nd or 16th of the month, late fees will apply. This policy will be strictly enforced.

**HOLIDAYS**

SKD Bilingual Child Care Centre will be closed on the following days: New Year’s Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labor Day, Family Day, Thanksgiving, Christmas and Boxing Day. We are open year round with the exception of Christmas Eve and New Year’s Eve, as we are closed at 12:30pm. If these holidays falls on a Saturday or Sunday we will closed 12:30pm the Friday prior. Full fees are still payable for these days.

**VACATION POLICY**

Please let us know two week in advance if taking a holiday with your child. Full fees will be charged while child is away.

**Other Absences:**  
Childcare fees apply and **must be paid in full for all Statutory holidays**, any absences due to vacation, illness or just a day off.



[www.skdgarderiebilingue.ca](http://www.skdgarderiebilingue.ca)

**Deposit Refund**

Upon registration a non-refundable registration fee of $50 is required to secure your child’s placement. A start date for commencement of attendance at SKD will be indicated on the registration form. In addition to the non–refundable registration fee, a deposit of $100 (per child) is required which will be credited towards the final payment of attendance at SKD. A withdrawn of program notice of four (4) weeks is required and the $100 deposit will be credited towards the child's last month of care. If four weeks withdrawal notice is not provided in writing, your deposit will not be refunded.

A child’s space will not be held unless the deposit and registration fee are paid in full. The $100 deposit (per child) shall be forfeited in the event the child does not commence attendance at SKD on the start date.

Fees may be paid by Visa, Master card, Interact, cheque or by cash. All fees are due in advance and must be paid on the 1st and 15th of every month, otherwise late fees will be applied.

**DAYCARE SUBSIDY**

Parents who qualify for Daycare Subsidy must have full approval in place prior to attendance.   Any fees not covered by Subsidy are the parents' responsibility and are payable on the first of each month in advance.  Proof of qualification must be presented to provider prior to registration. Information can be found at [www.durhamregion.ca](http://www.durhamregion.ca)

**ARRIVAL AND DEPARTURE**

SKD Bilingual Child Care Centre opens at 6:30am and closes at 6:30pm, Monday through Friday.

We ask that parents do not drop children off at the front door or in the hallway.  For safety reason the centre is not responsible for the child until a staffs signs that child into our care when they arrive and be dismissed by the staff when they depart.

Parents are therefore asked to act diligently when picking their children in the afternoon, parents are kindly ask to leave the centre quickly with their children to maximize control of security.

In the event that a parent cannot be reached or is unable to pick-up the child, the supervisor will notify the emergency contact listed on the admission form informing them of the need for the child to be picked up.  Proof of identification will be required when the designated person picks up the child.

Upon arrival, staff will complete a “Daily Health Check” of each child to detect possible symptoms of ill health/abuse. Staff will follow the Ill Health guidelines as outlined by the Public Health Department.

Please notify the staff if your child is to be picked up by someone other than the assigned adult.  No child will be allowed to leave the daycare with an unauthorized person.  Children will not be released to anyone under the age of 15 years, unless specific arrangements have been made with the supervisor and/or Director of Operations. If due to custody reasons, you do not wish the alternate parent to collect your child (ren) a copy of legal order must be given to us for our file.

It is the parents responsibility to notify SKD in the event that their child will be absence or late either by telephone or email. For subsidized families, doctor’s note may be required for absences of 3 days or more.

**LATE PICK UP**

All children must be picked up no later than 6:30 pm. If your child is not picked up from the centre by 6:30 pm, you will be charged a late fee of **$1.00 per minute per child** for every minute after 6:30 pm. For example, a child picked up at 6:31 pm will be subject to a late charge. This late fee goes directly to the teachers having to stay behind to care for your child. Payments are to be made no later than by the next day. All payments must be made in cash.

Our late pick up policy is in effect for emergency situations only. Abuse of this policy will not be tolerated. Any parent or guardian found repeatedly picking up their child late would be given a written notice. Continuous abuse may lead to termination of the enrollment agreement. Please be considerate to our staff.

It is essential to the proper functioning of the program that you arrange to have your child picked up at the agreed upon time. In the event of an emergency that prohibits you from picking up your child before 6:30 pm, please make other arrangements and notify the staff as soon as possible. The centre closes at 6:30 pm daily. Staffs are no longer on duty after that time. In order to create a comfortable departure time, one that enables parents to greet their child, talk briefly with staff and gather clothing and material from cubbies please arrive well before 6:30 pm. We encourage you to maintain open and continuous communication with the staff. Please allow sufficient time for this to occur at arrival and departure times.

**RELEASING CHILDREN/PICK UP**

SKD policy of safety

* We release children only to parents who have authorization to pick up their child. If there is a custody agreement in favour of one parent/guardian, the centre requires a copy of the agreement for our files. Without a copy of this agreement, staff cannot deny a parent/guardian access to a child.
* We will release children to a person authorized by parents to pick up children as per emergency card completed at time of registration.
* If a person is unfamiliar to staff, the staff will check the emergency card and ask to see identification before releasing the child.
* The name on an official ID should correspond to the name on the emergency card. The picture should correspond to the person.
* We will NOT release a child to anyone under the age of 15 years.

If you have arranged with other adults to pick your child, ensure that the staff/office are notified in writing. Identification will be required upon arrival at the centre.

***Note: No person will be given the benefit of the doubt when they arrive to pick up your child. If in doubt we will choose the safest action, by not releasing your child to anyone unless all the conditions are met.***

#### Custody

If there is a custody agreement between two parents, a copy of it is required for the child’s file so the centre may comply with the agreement. This copy needs to have a court stamp on it, in order for it to be enforced. Any custody changes must be in writing and given to the office.

By following this policy together we can ensure a safe environment for your children.

**Hours of Operation**

* Hours of Operation 6:30am to 8:45am and 3:10pm-6:30pm Monday to Friday
* Closed all statutory holiday with the exception of Christmas Eve and New Year’s Eve, as we are closed at 12:30pm.
* Late fees will be charged to all parents who fail to pick up their child (ren) by 6:30 p.m.
* A fee of **$1.00 per minute per child** past 6:30 p.m. Monday through Friday
* Parents are ask to respect opening and closing hours
* No exceptions will be considered with respect to business hours. If a staff member need to stay back these charges will to paid directly to the staff member

**HOLIDAY SCHEDULE**

Please note the following upcoming holiday schedule:

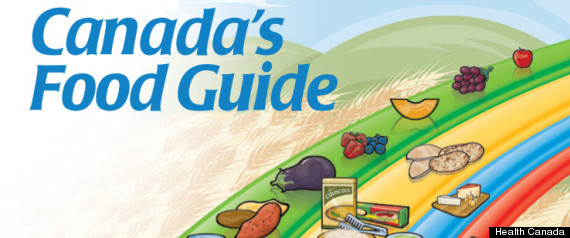
* Closed for Family Day
* Closed for Good Friday
* Closed for Victoria Day
* Closed for Canada Day
* Closed for Civic Holiday
* Closed for Labour Day
* Closed for Thanksgiving
* Closed Christmas Day
* Closed Boxing Day
* Closed New Year’s Day

We are open year round with the exception of Christmas Eve and New Year’s Eve where we are closed at 12:30pm, if these holidays fall on a Saturday or Sunday we will close 12:30pm the Friday prior. Full fees are still payable for these days.

During our summer program, and PA days, March break and holidays, children will be asked to provide a bagged lunch. SKD is a peanut free facility

**NUTRITION AND DIETARY NEEDS**

A healthy breakfast and afternoon snack will be served to the children. Children’s special dietary needs and allergies will be posted. In the event that a child has severe food allergies or dietary requirements, it may be necessary for the parent to provide food that they can eat. Children are encouraged to try all foods that are served, but they are never forced to eat them. All foods are approved by the Canadian Food Guide.



**HEALTH POLICY**

Prevention of illness is the basis of our health policy. To ensure the best possible environment for each child’s development, we must insist that all parents strictly adhere to our centre’s health policies. The Child Care Early Years Act (CCEYA) stipulates that prior to admission, each child must be immunized as recommended by the local medical officer of Health, and must also submit a medical certificate confirming a complete medical assessment (for more details see Immunization Form).

Children who are ill must not be brought to the centre, as the day is too demanding for a sick child. Parents must find alternative care for a child who is ill or who has a contagious disease. A child who is not well is especially prone to infection and communicable disease. Parents must keep a child at home if the child has a sore throat especially if accompanied by a fever , is vomiting, has diarrhea, nausea or any contagious illness, an ear infection, any unexplained rash or unusual skin disorder, persistent scratching of body or head, eyes are red or yellow, bowel movement is gray or white, or urine is dark or tea coloured.

Upon your child’s arrival at the centre, the teacher will carry out a regular health inspection of your child. As requested by the Department of Health, the teacher has the right to refuse admittance if your child appears sick. If the child has been admitted and is showing signs of illness that may affect the health of others, parents will be contacted immediately and will be required to pick up their child as soon as possible. In the interim, the child will be isolate. SKD may require a medical note upon return to the centre.

**CONTAGIOUS DISEASES**

Fever

Children who experience a temperature of 38C or more, for a period of 30 minutes or longer, may not remain at the centre. Parents will be notified and asked to pick up their child as soon as possible. Children should remain at home for 24 hours after the fever has cleared and must be well before returning to the centre.

Vomiting

Vomiting is a sign of stomach irritation or communicable disease. Parents will be asked to come and pick up their child from the centre if he/she has vomited more than once in that day. Children should remain at home for 24 hours after vomiting has stopped. The child must be well before returning to the centre.

Diarrhea

Diarrhea is a sign of infection or irritation in the digestive tract. If a child is suffering from diarrhea (bowel movements that appear watery or greenish and/or are much more frequent than usual) he /she must be kept at home, the child will not be admitted to the centre until 48 hours after he/she is clear of diarrhea.

Pink Eye

The signs and symptoms of pink eye are as follows:

* Swelling of the eye(s) followed by a copious discharge of pus.
* Swelling may be followed by an itch, which may cause discomfort.
* One or both eyes may be affected.

Any child who shows signs of this contagious illness must be withdrawn from the centre as soon as possible and may not return until the whites of the eyes are clear and no crusting or discharge are evident. A doctor’s note is required for readmission.

Rubella

The signs and symptoms of Rubella or German Measles are:

* Low-grade fever (39C)
* Headache
* Cough, runny nose and swollen glands at the back of the neck.
* Red eyes
* The rash appears as mottled or tiny raised spots, which spread from the face and the neck to the entire body over 12-24 hours.

This disease is most communicable for 7 days before and 4 days after the rash appears. A child may return to the centre on the 5th day after the rash appeared with a doctor’s note stating that the child is no longer able to transmit the disease to others.

Mumps

The signs and symptoms are:

* Tender swelling in front and below the ear. The swelling begins on one side then may state on the other side in 2 or 3 days or may not develop at all.
* Fever and vomiting may occur.

The child will be re-admitted as soon as the swelling around the neck goes down. A doctor’s consent for return to the centre will be required.

Impetigo

The signs are symptoms are:

* The appearance of small fluid filled blisters leading to brownish crusts, especially around the mouth and nose, but may occur anywhere on the body. A secondary infection may develop from scratching.

A child may return to the centre when all sores have dried up. A doctor’s note is required.

Chicken Pox

The signs and symptoms are

* A fever and headache followed by rash, which is described as crops of blisters turning into scabs which appear over several days. The child experiences itching for about 4 days.

The child may be re-admitted to the program 5 days after the last crop of spots has dried up and only if the child is well. A doctor’s note will be required

**EXTREME WEATHER SAFETY**

During the summer months, children are required to wear sunhats that cove their faces and wear sun block of 30SPF or higher. On extremely hot days children will be encouraged to play in the shade and given extra water to drink. When the air temperature and humidex are above 35 degrees children will remain indoors.

During the winter months, children are required to dress appropriately for weather conditions. SKD shall respect the school board's policy on extreme cold weather. If weather less than -10 degrees (with wind factor) children will stay indoors.



**ADMINISTRATION OF MEDICATION**

Only our qualified teachers will administer prescription drugs to children in their care in accordance with provincial legislation. This will require all parents to provide the following:

* Written authorization from Parents/Guardian, including dosage and times, for any medication that is to be given. This form must be initialed by RECE staff at time of administering medication and by knowledge that the medication was given.
* Medication in the original container clearly labelled with the child’s name, name of drug, the dosage, start and end date, and the instructions for storage and directions for administration of the drug.
* No expired medication will be administered to the child. Any left-over/surplus medication will be given back to the parents or discards as per parents instruction.
* The child’s parent must fill out a medication form and the parent must hand the medication to a staff member directly, which will be stored in a locked box in our kitchen.
* The staff cannot administer cough medicines, decongestants, aspirin or any other non-prescription medication. In special circumstances exceptions to this policy may be made, but only on the written instructions of a doctor. Doctor’s notes are valid for six months; a new one must be obtained after this time to continue administering ongoing medications.
* No medication shall be administered without a prescription from a Physician and should be current
* A medication forms must be given to the Head teacher. Parents must date and sign medication authorization forms before any medication from a prescribe doctor is given.
* The Staff will stop medication if any reaction is observed, and parents will be notified immediately
* RECE staff will date/ time and dosage given and sign after medication is given
* All medication must be taken home by the parent each night except in the case of medications required for life threatening situations (e.g., asthma medication, Epi-pens, etc) or pain reliever for infants (e.g., Infant Tylenol). These medications must be checked monthly for expiration dates. All medication must be stored as directed and is kept in a locked container at the centre.
* Also medication is not to be left in the child’s cubby or room. We are aware that parents are often in a hurry in the mornings, but since the staff are bound by these regulations, medicine will only be given if all of the above instructions are followed. A form can be obtained ahead of time and filled out at home if this is more convenient.
* **Verbal Instructions will not be accepted**

**Child abuse**

If abuse of any kind is witnessed or suspected by staff at the centre, a call to the Children’s Aid Society will be placed. These calls are confidential and the release of any information, either to a parent or to any other staff members, will be carried out as per the directions of CAS. As Early Childhood Educators, it is our legal obligation to report any and all incidences of suspected or observed abuse. Any parent in the centre should place a call to the Children’s Aid Society in the event that they witness any behaviour they feel is abusive in nature.

**EMERGENCIES**

All our staff are required to have Standard First Aid Training. If a serious accident or illness occurs to a child enrolled in our centre, the Supervisor/Program Manager on duty will promptly: obtain and / or administer emergency medical assistance, notify the parent/ guardian of the child, record the occurrence in the daily log book, and notify the Ministry of Education. An emergency medical treatment authorization form is required to be completed prior to enrollment. We must be informed promptly of any changes affecting emergency contacts. If you change your home or work telephone number, please let us know as soon as possible so that we can change the information on your child’s emergency card.

**inclusion**

Canada is a multicultural, multiracial and multi faith society and has people of all ability and disabilities. Our childcare centre reflects this reality daily. It is our strive to include children of all racial, religious and ethnic backgrounds, as well as children with special needs as long as we have the proper facilities and personnel to make a positive contribution to their lives.

We are committed to the principal of antiracism and inclusion, and all our policies, guidelines, and operations demonstrate our ongoing commitment. We must all strive to provide a culturally appropriate, racially sensitive and non-discriminatory environment for the children in our care, staff, parents, volunteers, the community and all service providers.

Our objective is to eliminate racial, ethno cultural biases, and any other form of discrimination in all polices, guidelines, and day-to-day practices. We aim to foster an environment where children and staff have strong self-esteem, high expectations, and make continued progress. Our organization will simply not tolerate racism or biases of any kind.

**Prohibited Actions by Adults at SKD Bilingual Child Care Centre**

1) Corporal punishment such as hitting, shaking, spanking, kicking, pushing, grabbing, squeezing, pinching and biting.

2) Deliberately harsh or degrading treatment that would humiliate or undermine a child’s self-worth

3) Abusive language, yelling or screaming

4) Locking the exits of the child care centre for the purpose of confining the child. Using a locked or lockable room or structure to confine the child if he or she has been separated from other children

5) Withdrawing food as a consequence for misbehaviour. (Food may be delayed until a child is able and ready to consume it, but will not be withheld as a behaviour management tool)

6) Depriving the children of basic needs including shelter, clothing or bedding.

7) Compliance with the above approaches will be monitored on a ongoing basis, recorded and addressed by the Program Manager quarterly for all employees, volunteers and students who provide care for or supervision of children in our centres.

*Our detailed Behaviour Management Policy is posted on Bulletin Boards along with other major policies*

**Emergencies and School Evacuation**

The child centre teams up with Woodcrest Public School to practice emergency evacuations throughout the year as outlined in the emergency management policies. Additionally SKD conducts its own drills at other times to ensure that children and staff are well versed in safe evacuation methods. If a real evacuation becomes necessary the child centre will follow instructions given by DDSB staff. After or before school hours, SKD will evacuate the school immediately. If we need evacuate the school, our emergency shelter site is SKD main at 8-1801 Harwood Ave. North, where there children would be transported but a taxi or private bus. Beyond that, we will be guided by police or other emergency personnel.

Once we arrive at a safe site, staff will endeavour to call parents to pick up children as soon as possible and may institute a phone tree to hasten contact. We carry emergency info, walkie-talkies, cell phones, first aid supplies and extra cash with us. Parents are asked to ensure that your work and cell numbers are always up to date and that your phones are turned on during our operating hours so that contact may be made in a timely manner.

**BEHAVIOUR MANAGEMENT WITHDRAWAL PROCEDURES**

Our centre behaviour policy requires that staff, children, parents/guardians, and visitors are to be courteous and respectful at all times. If your child is displaying behavioral issues, our trained staff will work with the child to identify his/her challenging behaviour. We will help them identify and decide on appropriate alternate behaviour that will help them take responsibility for their own actions. If this unacceptable behavior persists a second time, it will be documented and stored in the child's file. Upon the occurrence of a third incident, a meeting will be scheduled between the director/program manager, teacher and parents. A suggestion to parents to involve an outside agency (RESOURCES FOR EXCEPTIONAL CHILDREN AND YOUTH - Durham Region) to come and act as a resource person, whom will give us techniques on how to cope with the behaviour. A Resource teacher will **only** be contacted with consent of the parent/guardian.

If the unacceptable behaviour persists, or if any occurrence is of physical nature, parents will be called immediately to pick up their child from the program. The child will be welcomed back the next day providing him or her:

**• Makes the decision to be courteous, respectful and responsible**

**• Understands the "why" they were removed from the program and to no longer repeat this behaviour.**

If efforts to encourage your child’s unacceptable behaviour are unsuccessful, it will be concluded that our program does not meet the needs of your child and it will be necessary for you to find alternate daycare.

If our centre comes to this conclusion, the program will have ensured that:

• All families asked to withdraw from the SKD Bilingual Child Care Centre program are dealt with in a fair and respectable manner

• Notice of withdrawal is the same for all families. It will include written notice of withdrawal, documentation of meetings and discussions with special needs support staff when appropriate

• Reasonable care was taken in assessing the child’s needs, including the program’s ability to support those needs

• Special needs resources and other outside agency support have been exhausted prior to notice of withdrawal

The safety of the staff and children are our #1 priority. The provision of our service is conditional on both your child’s and your compliance with our centre's behaviour policy and your treatment of the centre and its staff. Behaviour that poses a safety hazard will not be tolerated and will result in immediate withdrawal.

**AVAILABLE PROGRAMS**

We offer the following programming:

* Kindergarten (5 days per week)
* School-age (5 days per week)
* Before and/or after school:  Full and Part time spaces are available during school Holidays and P.A. days
* Summer-camp July and August sessions

The staff to child ratio as required by the CCEYA in accordance to the Ministry of Community and Social Services standards are as follows:

* Senior 1       =   1 staff for every 10 children (Kindergarten) 3.8-5 years of age
* Senior 2       =   1 staff for every 12 children (Kindergarten) 5-6 years of age
* School-age  =   1 staff for every 15 children (School age) 6-12 years of age

**CODE OF CONDUCT**

The following expectations are intended as a guide to maintaining the atmosphere at our centre as a happy, comfortable, and safe place to be.

Adults and children at all times shall:

* 1. Be courteous to others
  2. Use acceptable language
  3. Conduct themselves in a manner which allows each child and staff member to feel safe from verbal and physical abuse
  4. Resolve conflict in a peaceful manner
  5. Respect the building and equipment as well as the personal property of all staff and others
  6. Show respect for all individuals through his/her behaviour and words
  7. discrimination against any person or group because of their race, color, ancestry, nationality or place of origin, ethnic background, religion, age, gender, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
  8. All forms of bullying ( physical, verbal, emotional, social or cyber) comments, actions or visual displays that are intentional, hurtful and repetitive

Please note that staff are to be treated on a professional level at all times. Staffs are providing quality programming for your children and will not accept treatment that is not respectful. Please deal with discrepancies in private (away from the children and other adults) as it creates a negative atmosphere in the classroom.

Any questions, concerns or grievances should be addressed to the Program Manager. Any matter that cannot be resolved at this level will be directed to the Director. At absolutely no time should there by a confrontation in front of any children. Failure to adhere to our Code of Conduct could result in termination of the enrollment agreement (upon the discretion of the centre).

**ACTIVITIES OFF PREMISES**

Outdoor play is a component of our daily program. As part of this program children may participate in neighbourhood walks. While off premises, ratios will still be respected as per the Child Care & Early Years Act. Teachers may use the assistance of teacher’s (EA) assistance to navigate the children throughout the neighbourhood. Sign Consent forms from parents/guardians for participation in any of the above activities is assumed, and included in your signed enrollment agreement.

On occasion field trips are planned to enhance the programs. An additional trip consent form will be required in order for your child to participate in any off site excursions. No child will be permitted to go on an outing without written parental consent. Field trips may be subject to additional costs.



**PARENTAL INVOLVEMENT**

Parent communication and involvement are essential to providing an excellent childcare program and is a vital part of the success and co-operative spirit of the childcare centre. Parents are encouraged to bring forth their suggestions about the program and the routines in the rooms. We will provide parents with a yearly developmental record detailing their child’s progress at the centre. An opportunity will be provided for parents to discuss their child’s development through parent teacher interviews. We encourage parents to feel free and confident to discuss with us concerns regarding their children.

Parent Participation and Communication

At the SKD Bilingual, we believe strongly that Child Care is a shared responsibility between parents and Child Care staff. We know it is important to your peace of mind to have regular information about your child’s experiences. As well, your participation and input are valuable to your child and the centre. This is not always possible in the rush of the morning drop offs and evening pickups. The centre provides the following opportunities to ensure communication and information between parents and staff

There will also be many events throughout the year where parent participation would be very welcome. These events include winter concerts, summer barbeques, picnics, field trips or outside excursions, fundraising initiatives, and more.

Open Communication:

SKD Bilingual Child Care staffs have a commitment to provide an environment that fosters your child’s growth and learning and staffs are pleased to share information with you daily. If you feel that your child’s needs are not being met, we encourage you to express your concerns to your Child Care Supervisor/Program Manager.

Family Events

You are encouraged to visit and participate in our programs and special events, such as Family Socials, Open Houses, and SKD’s events whenever possible. Please read the newsletters, bulletins, and SKD website for information.

Newsletter

Periodic newsletters will be distributed outlining news and special events across the Centre’s. Your suggestions and comments are welcome!

Evaluation

Parents are encouraged to complete our annual online Parent Satisfaction Survey, which is confidential. Feedback and suggestions are welcome any time, as well as requests for a parent-teacher meeting.

Focus Groups

The SKD management seeks parent input to plan, develop new ideas, and improve services through a variety of ways including Parent Focus Groups. The focus group provides a venue for parents to be involved, provide advice, and act as a sounding board as the SKD strives to improve and expand its service to our community.

**SUPERVISOR**

A supervisor shall be a person who is a member in good standing of the College of Early Childhood Educators, has at least two years of experience providing licensed child care and is approved by a director or is capable of planning and directing the program of a child care centre, being in charge of children and overseeing staff.

**RECE**

Must be in good standing with of the College Early Childhood Educators or has attained a Bachelor of Education or Child and Youth Worker diploma or be otherwise approved with the director.

**VOLUNTEERS**

SKD Bilingual Child Care Centre actively recruits volunteers to participate in programs. Volunteers directly enhance the quality of care provided to children. The majority of SKD Bilingual Child Care Centre volunteers are (18 years of age or older) who participate in programs after school. These volunteers are not responsible for, and are never left alone, with the children. For further details, please see SKD Bilingual Child Care Centre *Supervision Policy*.

**STUDENT PLACEMENT**

SKD Bilingual Child Care Centre works in collaboration with many colleges to recruit ECE students. We strongly believe that offering placement to students will give them that professional experience and knowledge. Students on placement work alongside the staff to provide care and educational programming for the children. Students on placement enhance the high quality early learning experiences provided. Placements are also provided for secondary school co-op students, who gain firsthand experience working with children. Students on placement are not responsible for, and are never left alone with the children.

**STAFF TRAINING**

Our Early Childhood Educators are registered professionals. In addition to their professional schooling, we provide access to ongoing professional development. Our Centre takes training seriously in order to demonstrate our commitment to delivering high quality programs based on current research in best practices and to enhance and support our employees‟ performance.

**PROFESSIONAL CONTINUOUS LEARNING**

In September 2014, the College of Early Childhood Educators launched the Continuous Professional Learning (CPL) program. In September 2015, the College has enforced members to start a CPL Portfolio. In order for SKD Bilingual Child Care to support RECEs in their ongoing learning, they are required to attend 3 after hour’s workshop courses per year. These workshops are offered thru Durham Region and other various organizations. If a registered ECE refuses to participate, their term of employment may be revoked by SKD. There is also professional training for non-registered ECE’s as well. It is very important for all SKD employees to continue learning in the Early Childhood field.

**SMOKING**

In order to protect the health of our children, and to comply with Ministry of Education policies, smoking is prohibited at all times at the center. No person or staff shall smoke or handle tobacco of any type while on daycare property.

**PARENTS HIRING STAFF FOR BABYSITTING AFTER HOURS**

SKD recognizes that on some occasions, parents have hired staff after hours to do babysitting in their homes or in the homes of the staff. SKD is concerned with the potential liability of this arrangement. As a result, parents must acknowledge that any arrangement made with a staff member outside of work hours is made independently of this from SKD. We accept no responsibility for any activities of our staff outside of work hours and make no comment as to the quality of care that is received during these arrangements.

Staff may not sign children out of the Centre nor transport children to or from the Centre.

We are continually striving to improve our services by seeking innovative ideas. Periodically throughout the year, we may ask you for input on how we can provide you with better services. Watch for our surveys and please take a few moments to fill them out. Visit www.skdgarderie.ca to access our Child Care survey. Your input is valuable to us. We welcome and encourage families to donate recycled objects, toys, old dress shirts for paint, toys, etc. Before you throw it out, check with us as we may find a use for it.

**Documentation:**

Our educators are trained to observe your child’s progress through documentation. If you require additional information, you can speak to your child’s educator at any time about your child’s progress. You can chat informally when you come into the centre to pick up or drop off your child, or we can schedule a discussion at your convenience.

Please speak with your centre Supervisor to arrange a meeting. Documentation, displayed throughout the centre, is the basis for communicating with parents and highlights the developmental milestones of each child. Individual journals are also used to keep you informed about your child’s day.

**Insurance for Assistive Devices:**

Centres cannot be held responsible for lost or broken assistive devices such as hearing aids, contact lenses or glasses along with accessibility equipment. We ask that you have adequate replacement insurance for these items should they become misplaced or broken.

**Rental of Space**

The Durham District School Board acts as the landlord providing facilities and custodial services to the Centre. The Centre through a contract with the DDSB pays the rent for the spaces provided.

**Accessibility for Ontarians with Disabilities Act (AODA)**

SKD Bilingual Child Centre has created policies to be compliant with recent Provincial Legislation intended to provide quality services to Ontarians with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

SKD is dedicated to insuring all programs and services are accessible to clients and their children in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Service. As such Employees of SKD Bilingual Child Care Centre will be trained ongoing, to provide flexible services when dealing with clients who have disabilities.

Additionally, every effort will be made by staff of SKD to provide alternate methods of communication to written information when necessary and requested. Such occasions may include but not be limited to information for the sight impaired who may need information in Braille or voice technology when accessing our web site.

In all cases staff will display sensitivity and tact when dealing with persons who have a disability and will always ask the individual person what method of communication they prefer.

Service animals will always be allowed on the premises as long as the owner has proof of animal vaccinations as required under the CCEYA. Additionally, forms will be provided upon request for the purpose of getting feedback and suggestions from clients about our services.

# Parent Issues and Concerns Policy and Procedures

## Upon orientation, each family will receive a Parent Issues and concerns policies and procedures with their registration package/parent handbook

## Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

## Definitions

*Licensee*: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

*Staff*: Individual employed by the licensee (e.g. program room staff).

Licensee: Vera Mercier, Executives Director . [vera@skdgarderie.ca](mailto:vera@skdgarderie.ca)

Sandra Berthelette, Program Manager; admin@skdgarderiebilingue.ca

## Policy

### *General*

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by SKD Bilingual Child Care Centre and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 3-5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

### Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

### Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

## 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 Durham Children 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*.

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

## Procedures

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Steps for Staff and/or Licensee in responding to issue/concern: |
| --- | --- | --- |
| **Program Room-Related**  E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc. | Raise the issue or concern to   * the classroom staff directly   or   * the supervisor or licensee. | * Address the issue/concern at the time it is raised   or   * arrange for a meeting with the parent/guardian within 3-5 business days.   Document the issues/concerns in detail. Documentation should include:   * the date and time the issue/concern was received; * the name of the person who received the issue/concern; * the name of the person reporting the issue/concern; * the details of the issue/concern; and * any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.   Provide contact information for the appropriate person if the person being notified is unable to address the matter.  Ensure the investigation of the issue/concern is initiated by the appropriate party within 2-3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.  Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |
| **General, Centre- or Operations-Related**  E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc. | Raise the issue or concern to   * the supervisor or licensee. |
| **Staff-, Duty parent-, Supervisor-, and/or Licensee-Related** | Raise the issue or concern to   * the individual directly   or   * the supervisor or licensee.   All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. |
| **Student- / Volunteer-Related** | Raise the issue or concern to   * the staff responsible for supervising the volunteer or student   or   * the supervisor and/or licensee.   All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. |

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to vera@skdgarderie.ca.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

**Emergency Management Policy and Procedures**

Name of Child Care Centre: SKD BILINGUAL CHILD CARE CENTRE

Date Policy and Procedures Established: September 1, 2017

Date Policy and Procedures Updated: September1, 2017

**Purpose**

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

**Definitions**

*All-Clear:* A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

*Authority:*A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

*Emergency*: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

*Emergency Services Personnel:* persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

*Evacuation Site:* the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

*Licensee*: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

*Meeting Place:* the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

*Staff*: Individual employed by the licensee (e.g. program staff, supervisor).

*Unsafe to Return:* A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

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**Policy**

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: **Ajax Wanderers Rugby Club across from the Centre.** [**Address**](https://www.google.ca/search?sa=X&dcr=0&biw=1305&bih=847&q=ajax+wanderers+address&stick=H4sIAAAAAAAAAOPgE-LVT9c3NEyyKDFPSjOM15LNTrbSz8lPTizJzM-DM6wSU1KKUouLAdvcODwwAAAA&ved=0ahUKEwjIwMadq6jWAhWH34MKHYKMCuEQ6BMIngEwEw)**:**1717 Harwood Ave N, Ajax, ON

If it is deemed ‘unsafe to return’ to the child care centre, the **evacuation site** to proceed to is located at: Ajax Wanderers Rugby Club the from the Centre.

**Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.**

For any emergency situations involving a child with an individualized plan in place, the procedures in the child’s individualized plan will be followed.

If any emergency situations happen that are not described in this document, SKD Bilingual Child Care Centre’s Supervisor/ Program Manager will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by SKD Supervisor in the daily written record.

**Fire Safety Policy**

1. Fire drills should be conducted once a week until all staff and children are comfortable with the procedures.

2. Once comfortable with the fire procedures, fire drills should be conducted at least once a month.

3. A written record of fire drills should be kept for up to 6 years.

4. A test of the fire alarm and fire safety equipment should be done and recorded at least once a week.

5. A fire **extinguisher should be in each room** where children will be present and also in the kitchen and corridor.

6. A phone web should be in place to contact parents if children have to be evacuated.

7. **A written fire procedure will be placed in a conspicuous place in each room, corridor, staff room, kitchen, and office.**

8. Hallways are to be kept clear of all items to allow easy movements.

9. Sleep rooms will have no less than 2/3 ratios so that necessary evacuation can be done quickly and efficiently.

10. Cots will be placed at least 18.1” apart, with a “corridor” of at least 3.2’ between them.

11. Staff shall participate in Standard First Aid and CPR courses in order to maintain an effective degree of first aid knowledge. Renewable every 3 years

**Fire Procedure**

In accordance with CCYEA, fire drills are held on a monthly basis to ensure fast evacuation in case of emergency or fire

In the event that the Emergency Evacuation Procedure must be implemented all staff (supply staff, volunteers, and student teachers) is aware of all designated emergency exits and procedures.  The following steps will be followed:

* Children are calmly informed to stop all activity and line up by the emergency exit located in the classroom
* All children and staff are accounted for
* The “First assistant” takes attendance record and proceeds to the nearest exit. (All exits are marked with an exit sign).
* Staff fire warden will lead children to the designated location
* No one will be allow into the building unless notified by the fire warden

**Designated Evacuation Sites***:*

* **Ajax Wanderers Rugby Club** Rugby Field

**Under no circumstances is anyone to re-enter the building unless otherwise instructed by the Supervisor, or the Fire Chief.**

**Procedures**

**Phase 1: Immediate Emergency Response**

| **Emergency Situation** | **Roles and Responsibilities** |
| --- | --- |
| **Lockdown**  When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat. | 1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3. Staff inside the child care centre must:  * remain calm; * gather all children and move them away from doors and windows; * take children’s attendance to confirm all children are accounted for; * take shelter in closets and/or under furniture with the children, if appropriate; * keep children calm; * ensure children remain in the sheltered space; * turn off/mute all cellular phones; and * wait for further instructions.  1. If possible, staff inside the program room(s) should also:  * close all window coverings and doors; * barricade the room door; * gather emergency medication; and * join the rest of the group for shelter.  1. Supervisor/ Program Manager will immediately:  * close and lock all child care centre entrance/exit doors, if possible; and * take shelter.   **Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.** |
| **Hold & Secure**  When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building. | 1. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.   3) Staff in the program room must immediately:   * remain calm; * take children’s attendance to confirm all children are accounted for; * close all window coverings and windows in the program room; * continue normal operations of the program; and * wait for further instructions.   4) Supervisor/ Program Manager must immediately:   * close and lock all entrances/exits of the child care centre; * close all blinds and windows outside of the program rooms; and * place a note on the external doors with instructions that no one may enter or exit the child care centre.   **Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.** |
| **Bomb Threat**  A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package. | 1. The staff member who becomes aware of the threat or Supervisor must:  * remain calm; * call 911 if emergency services is not yet aware of the situation; * follow the directions of emergency services personnel; and * take children’s attendance to confirm all children are accounted for.  1. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. 2. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time. |
| **Disaster Requiring Evacuation**  A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure. | 1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.  2) Staff must immediately:   * remain calm; * gather all children, the attendance record, children’s emergency contact information any emergency medication; * exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions; * escort children to the meeting place; and * take children’s attendance to confirm all children are accounted for; * keep children calm; and * wait for further instructions.   3) If possible, staff should also:   * take a first aid kit; and * gather all non-emergency medications.   4) Designated staff will:   * help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and * in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. * If individuals cannot be safely assisted to exit the building, the designated staff will assist them to closest accessible exit and ensure their required medication is accessible, if applicable; and * wait for further instructions.   5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel. |
| **Disaster – External Environmental Threat**  An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency. | 1. The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.   **If remaining on site:**   1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2. Staff must immediately:  * remain calm; * take children’s attendance to confirm all children are accounted for; * close all program room windows and all doors that lead outside (where applicable); * seal off external air entryways located in the program rooms (where applicable); * continue with normal operations of the program; and * wait for further instructions.  1. Supervisor must:  * seal off external air entryways not located in program rooms (where applicable); * place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and * turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).   **If emergency services personnel otherwise direct the child care centre to evacuate,** follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy. |
| **Natural Disaster:**  **Tornado / Tornado Warning** | 1. *The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.* 2. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3. *Staff must immediately:*  * remain calm; * *gather all children;* * *go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;* * take children’s attendance to confirm all children are accounted for; * *remain and keep children away from windows, doors and exterior walls;* * keep children calm; * conduct ongoing visual checks of the children; and * wait for further instructions. |
| **Natural Disaster:**  **Major Earthquake** | 1. Staff in the program room must immediately:  * remain calm; * instruct children to find shelter under a sturdy desk or table and away from unstable structures; * ensure that everyone is away from windows and outer walls; * help children who require assistance to find shelter; * for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; * find safe shelter for themselves; * visually assess the safety of all children.; and * wait for the shaking to stop.  1. Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 2. Once the shaking stops, staff must:  * gather the children, their emergency cards and emergency medication; and * exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.  1. If possible, prior to exiting the building, staff should also:  * take a first aid kit; and * gather all non-emergency medications.  1. Individuals who have exited the building must gather at the meeting place and wait for further instructions. 2. Designated staff will:  * help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and * in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. * If individuals cannot be safely assisted to exit the building, the designated staff will assist them to closest accessible exit and ensure their required medication is accessible, if applicable; and * wait for further instructions.  1. The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible. |

**Phase 2: Next Steps During the Emergency**

1. Where emergency services personnel are not already aware of the situation, Supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
3. If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

**List of Emergency Contact Persons: Vera Mercier 416-804-8167**

Local Police Department: 911

Ambulance: 911

Local Fire Services: 911

Site Supervisor: Sandra Berthelette

Licensee Contact(s): Vera Mercier (416-804-8167)

1. Where any staff, students and/or volunteers are not on site, Supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
2. Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
3. Throughout the emergency, staff will:

* help keep children calm;
* take attendance to ensure that all children are accounted for;
* conduct ongoing visual checks and head counts of children;
* maintain constant supervision of the children; and
* engage children in activities, where possible.

1. In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

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| **8a) Procedures to Follow When “All-Clear” Notification is Given** | |
| **Procedures** | * 1. The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre.   2. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.   3. Staff must: * take attendance to ensure all children are accounted for; * escort children back to their program room(s), where applicable; * take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and * re-open closed/sealed blinds, windows and doors.   1. Supervisor will determine if operations will resume and communicate this decision to staff. |
| **Communication with parents/ guardians** | 1. As soon as possible, Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given. 2. Where disasters have occurred that did not require evacuation of the child care centre, Supervisor must provide a notice of the incident to parents/guardians by posting on the parent board in the front hallway as well as sending home a letter. 3. If normal operations do not resume the same day that an emergency situation has taken place, Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined. |

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| **8b) Procedures to Follow When “Unsafe to Return” Notification is Given** | |
| **Procedures** | 1. The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2. Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.      1. Supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 2. Upon arrival at the evacuation site, staff must:  * remain calm; * take attendance to ensure all children are accounted for; * help keep children calm; * engage children in activities, where possible; * conduct ongoing visual checks and head counts of children; * maintain constant supervision of the children; * keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and * remain at the evacuation site until all children have been picked up. |
| **Communication with parents/ guardians** | 1) Upon arrival at the emergency evacuation site, Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.  2) Where possible, Supervisor will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message. |

**Phase 3: Recovery (After an Emergency Situation has Ended)**

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| **Procedures for Resuming Normal Operations**  E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc. | Supervisor will contact staff and parents to inform them when the Child Care Centre will re-open after an emergency. Staff will be informed though, phone, email or text messages. Supervisor will update parents by placing a note on the front doors and recording a new message on telephone answering system. Once normal operations at the child care centre have resumed, Supervisor will inform all appropriate entities ie: Program Advisor, Program Supervisor, insurance company, Region of Durham etc. |
| **Procedures for Providing Support to Children and Staff who Experience Distress** | Children and staff who are experiencing distress after the emergency has subsided will be assessed and supported on an individual basis. Assessment will be done by program staff or parents for children and by Supervisor for staff. Support may include additional explanation of emergency, quiet space/time, consultation with SKD Bilingual Child Care Centre consultant etc. |
| **Procedures for Debriefing Staff, Children and Parents/ Guardians**  Include, where, applicable, details about when and how the debrief(s) will take place, etc. | Supervisor must debrief staff, children and parents/guardians after the emergency.  If staff and/or parents require more information that can be included in a letter or on the parent board in the main hallway, the Supervisor will arrange for a staff meeting or a parent consultation time. The time and place of this meeting will be set up by the Supervisor and communicate the information to parents through a letter, email or on the parent board in the main hallway. |

**The Health inspector would assess the situation on a case by case basis and provide direction as necessary. SKD would make contact with the Health department in the event that there is a flood, fire or disaster. This policy will ensure that SKD Bilingual Child Care is safe and no health haza**

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

**45.1**Every licensee shall ensure that there are written policies and procedures that set out how parents’ issues and concerns will be addressed, including details regarding,

(a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;

(b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and

(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

**45.**(1)  Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

(a.2) a copy of the licensee’s policies and procedures required under section 45.1 regarding how parents’ issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

**Contacts:** [Vera Mercier- Executive Director, 905-239-6753 or email vera@skdgarderie.ca

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)