

Nova Scotia
Mi'kmaq
Child Care
Facility
Guidelines

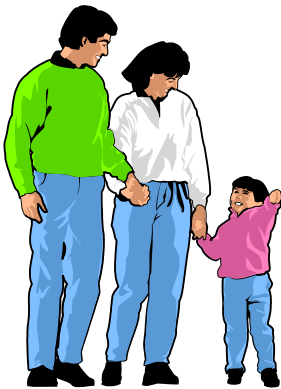


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Acknowledgements

The Mi'kmaq Day-Care guidelines project was initiated on October 14, 1998 by the Nova Scotia, Child Care Initiative Program Technical Group. From this group, a number of technical people volunteered to set out the parameters for these guidelines and develop the necessary components for these. The project group agreed that the necessary components for the project were already developed and should be incorporated into these guidelines. All the Child Care Initiative Program Technical Group members were asked to provide these materials to the project group, and the group was then able to examine these materials under a format as agreed to by the group. Once these materials had been slotted into the appropriate areas as per this format, gaps were then identified and the group set out to develop appropriate materials to fill those gaps.

Many thanks to the project team members:

Marion Paul, Director of Education. Eskasoni First Nation.
Darren Googoo, Director of Education. Membertou First Nation.
Robin Tomah, Consultant, ATCCS. Millbrook First Nation.
Violet Paul, Policy Advisor. Atlantic Policy Congress.
Connie Miller, Director. Early Childhood Centre
John J. Paul, Director of Program. Mi'kmaq Kina'matnewey

Without the material resources of the following groups the work of the project team could not have been achieved the work that the project team had. Also, the content with its particular voice and content could never have been duplicated:

Eskasoni School Board for their Child Care Guidelines, and some of the forms.
Millbrook Day Care Centre for their Child Care Guidelines, and some of the forms.
Early Childhood Centre in Truro for their input, review, and some of the forms.

This document can best be viewed not as a static, final document, but rather as an evolutionary document. The work of the project group was to develop a common framework for the activities at the various child care facilities in our First Nations, one that each community in time would change, adapt as per their needs. Neither is it viewed as a complete document by the project team, as various components will most likely be expanded, as per the needs of each First Nation in Nova Scotia.

Philosophy

Mijua'ji'jk ekinu'tmasultijik ta'n wejikutitij

Mijua'ji'j wejikwet ta'n **aluaptaqatijik**, na kina'masitew **aluapteken**.
Mijua'ji'j wejikwet ta'n **amaskipno'tasit**, na kina'masitew **nta'-matnaken**.
Mijua'ji'j wejikwet ta'n **pilsimut**, na kina'masitew **ntakein**.

Mijua'ji'j wejikwet **ntako'qn-iktuk**, na kina'masitew **ko'puken**.
Mijua'ji'j wejikwet **mkite'taqn**, na kina'masitew **tepite'lsin**.
Mijua'ji'j wejikwet **kaqmutekemkewey**, na kina'masitew **kis-sankewein**.

Mijua'ji'j wejikwet **mekite'lmut**, na kina'masitew **kepmite'teken**.
Mijua'ji'j wejikwet **pasik nekmowin**, na kina'masitew **ksateken**.
Mijua'ji'j wejikwet **asite'taqn**, na kina'masitew **wlite'lsin**.

Mijua'ji'j wejikwet **koqwaja'taqn**, na kina'masitew **ketleweiwaqn**.
Mijua'ji'j wejikwet **ta'n mu ajkneiakuk koqoey**, na kina'masitew **wlite'lsin aqq wlite'teken**.
Mijua'ji'j wejikwet **wlite'taqn-iktuk**, na kina'masitew wla wskitqamu **welkaqanik**.

Mi'kmaq Translation: Elizabeth Paul, Eskasoni

Note: The poem's author is Dorothy Law Nolte. The book from where it is drawn is called "Children Learn What They Live: Parenting to inspire Values", by Dorothy Law Nolte and Rachel Harris. The book is published by; Workman Publishing Company Inc., New York (1998).

Nova Scotia Mi'kmaq Child Care Facility Philosophy

Educational Philosophy

The principal goal of is to provide a happy, healthy and stimulating environment for children between the ages of 18 months and 5 years.

The program is based on the needs of Mi'kmaq children and on the nature of their surroundings. The program is designed by the following values which respect cultural priorities and are an extension of the education which Mi'kmaq parents provide to their children in their first years:

- < self-reliance;
- < respect for individual freedom;
- < generosity;
- < respect for nature;
- < wisdom.

The children are also offered a program of activities which fosters their physical, intellectual, emotional, social and cultural development:

Physical development

Physical development involves both the growth of the children's bodies and the ability to use their bodies to do everything from jumping and running (gross motor skills) to cutting and pasting (fine motor skills).

Intellectual development

Intellectual development is the growth of the children's ability to think and problem-solve.

Emotional development

Emotional development is children learning to experience and express their emotions, such as happiness in sharing, making friends, or a new born sibling. Affection towards their peers. Sadness caused by a lost pet or favorite toy or even death of a loved one. Fear caused by anything such as loud noises or just a fear of doing things independently. Anger in dealing with things that upset the child. All these areas will be handled in a comforting manner.

Social development

Social development involves learning to interact and get along with other people.

Cultural development

Cultural development concerns the development of the children's Mi'kmaq language, creativity and understanding of their culture. It is for this reason that priority is given to Mi'kmaq language and to interactions with community Elders.

Educational Concepts

Children learn through play. Game playing helps them develop skills necessary to getting along with friends, to using language to express ideas and feelings, to gaining new skills and learning to work out problems by trying a variety of solutions.

Children need activities and tasks that are challenging enough to keep their interest but within their abilities so that they can experience success.

Attention will be drawn to the following needs and educational concepts:

Physical needs

All children are given appropriate food, rest, fresh air and clothing as well as proper hygiene. They also enjoy a danger free environment with sufficient space and light.

Self-esteem and confidence

The educators have great influence on the way children feel about themselves, by providing them with the following

- Warmth and affection
Children need to know they are loved (friendly words, warm smiles and hugs, careful listening, show of interest, etc).
- A sense of accomplishment
The 2-year-old who wants to put on his/her own snowsuit. The 5-year-old who wants to help the educator set the table for meals.
Letting children do things by themselves shows that we have confidence in them and helps develop their autonomy.
- Encouragement and respect
Trying to give positive, encouraging and courteous responses like: "Well done!" "Nice try!" "Great job!" "Crystal, could you bring me the scissors, please?" The more children are stimulated positively, the more they try new experiences.
- A sense of responsibility
There are many ways children of all ages can help out and feel important doing so (e.g. making decisions about activities, helping out with snacks).
- A chance to learn, explore and create
Teaching the children the joy of exploring and enjoying the world around them is important. Children are able to create and develop games with their imagination. Indeed, fantasy plays a great part in children's lives and it is good to stimulate their creativity (e.g. imitate wind, rain storm).

Language development

Mi'kmaq language is expressed to the younger generation as much as possible. The educators will strive to encourage use, where possible, of the Mi'kmaq language in the day-to-day activities of the centre. This is where the basic words will be introduced to our children by the educators. Children will be encouraged to try to use complete sentences, develop story-telling skills and increase their vocabulary.

Socialization

When they are toddlers, children develop social skills by playing and enjoying activities with other children with direct involvement and participation of adults. Indeed, two year old children do not have the language skills or self-control required to resolve an issue peacefully.

As they grow up, contact with others helps children find compromise solutions and learn to share (e.g. wait for one's turn, accept and respect others in a game). Children learn through group projects and activities.

Children are encouraged by the educators to include everyone in their play while keeping in mind that not all children are best friends because they are in the same group. Friendship is encouraged but not forced. When a child is left out of a game, she/he is invited to join another interesting activity.

Non-sexist intervention

Both boys and girls' games are encouraged: learning how to cook, using the hammer to build, playing with dolls and with cars, and dressing up. These can be done by boys and girls if they wish to do so. Thus, non-sexist attitudes are promoted.

Guidance

Children need to be taught by adults what is acceptable and unacceptable behavior. Children's natural instinct is to act on what they feel. Adults should try to develop children's self-control by being consistent, clear and firm about what is acceptable behavior. Above all, adults have to be patient.

The centre will have rules of conduct for the safety and well-being of everybody. The rules are clear and simple enough for everybody to understand:

- < you cannot hurt each other;
- < you cannot do things that could hurt yourself;
- < you cannot break things on purpose;
- < you cannot say bad words or swear;
- < you stay seated while eating.

With the younger children, the educators try to avoid saying no all the time by moving tempting items out of sight and steering them away from potentially dangerous activities. By the age of 4 or 5, children are better able to deal with other people's feelings and to understand the consequences of their actions. The educators will encourage children to try to find their own solutions to problems and to express their feelings and emotions (positive and negative) to other children or to us.

We want children to talk rather than fight:

"I don't like it when you hurt me."

"I don't like to play outside."

"I like you very much."

The educators comment as much as possible on appropriate behavior. For example, if children have just worked out a way to share a toy or have resolved a conflict, they might be told:
“You handled that well, Kelsey and Cheryl, I am very proud of the both of you.”

Time-out

If a child needs a cooling-off period, the educators use the following “time out” procedure:

1. We respond to the child’s feelings. For example, when Kelsey hit Rylan, we might say:
“It’s okay to be angry Kelsey. It’s not okay to hit Rylan.”
2. We comment on the deed not the doer.
3. The child sits down for few minutes within view but away from where other children are playing.

Temper tantrums

If children have temper tantrums, the educators might have to hold and restrain them until they are calmer and regain control. The educators hold them gently but firmly and tell them that they are helping them to calm down. Children are often terrified by tantrums and feel totally out of control when experiencing them. After, the educators discuss with the child what started the incident and how they might deal differently in the future.

They never:

- < embarrass, ridicule or humiliate children;
- < use corporal punishment
- < shout at children, except if we need their immediate attention because of potential danger to themselves or others.

The Mi'kmaq educators are all qualified and experienced. They combine efforts and individual skills and talents to create a happy atmosphere of caring, growth, learning, stimulation, creativity and respect. They are responsible for the preparation of a well balanced program of activities.

Toddler’s program

The interest for other children varies from child to child and from one moment to another but it usually increases with age. The educators supervise carefully the toddlers’ interactions, support positive contacts and intervene in actions that might hurt or injure.

The play of young children is a basic need for their intellectual, social, emotional and motor development. The educators try to zero in on the children’s natural interest in objects and people around them to reinforce their interest and motivation in exploring, experimenting and problem solving with a variety of materials to which they have access.

The educators work closely with parents, gathering information about the child’s routine at home and maintaining communications by charting the child’s day at the day care centre. Parents are always welcome in our centre at any time to see their child(ren) or just to observe.

Children’s program

The educators are responsible for the activity plans of their group, for the play materials and supplies and for their daily schedule. The activity plans are based on the educational philosophy of the day care centre and are adapted to the age of the children of each group.

Each day, educators prepare activities to increase children's development and give them opportunities to become aware of their Mi'kmaq culture. These activities are also planned for multi-age groups; in this case, children decide what activities they might want to do.

Each area of child development is enhanced through an activity program which balances "structured" and "unstructured" play. Following are some ideas from which educators and children may choose.

Active play (inside and outside)

Climbing, sliding, exploring, balancing and other activities using balls, bicycles, sand, snow and water.

Mi'kmaq language and culture can be reinforced through activities related to the environment:

- < taking special field trips;
- < picking berries;
- < setting up a small teepee, etc.

Imaginative play

Playing with dolls, trucks, cars, blocks, puppets, role playing and dressing up by using adult and Mi'kmaq clothing.

Outdoor Activity

Outside play is encouraged as children need a minimum of one (1) hour a day for physical well-being. Mi'kmaq philosophy in regards to child development, puts an emphasis on connecting to nature. Fresh air sunshine are necessary elements for social, spiritual, physical, and emotional development.

Music

Rhythm instruments, songs, tapes, etc. Mi'kmaq language and culture can be reinforced through singing, dancing and drumming.

Story-telling

All kinds of stories are good for children. Mi'kmaq language and culture can be reinforced through stories told by an Elder or a community resource (community history, families, landmarks, legends, ceremonies, explanation of objects used in the old days, etc). Videos on powwows or on other Mi'kmaq cultural customs may also be used.

Art and crafts

All kinds of painting, cutting, pasting, collaging, etc. Mi'kmaq language and culture can be reinforced through visits from or to local artists, demonstrations of moccasin makers, beadwork (large beads and leather), hide decoration, dance costumes, imitation drums, bannock making, etc.

Hands, body and mind activities

Beads, LEGO, skill games, lacing, drawing, puzzles, etc.

Cognitive activities

Sequencing using memory and logic, sorting, classifying, discovering, colours, shapes, sizes, etc.

Themes for activities

Each week of the year is different at the day care centre since the educators choose a special theme for each one. Several activities and field trips are structured around those themes. Following are **some ideas of themes** from which educators may choose:

My summer	My family
Safety	Berry picking
Means of transportation	Birds
My body and me	Mother's and father's day
The police station	Mi'kmaq history
Hygiene	Insects
My five senses	The fire department
Winter	Hunting and fishing
My community	Teddy Bears' picnic
Colours	Mother Goose on the Loose
Animals in the area	Babies
Chief and council	Clowning around
Bath Time	Bothers and sisters
Sports	Happy Birthday
Christmas	Home Sweet Home
The sun, moon and stars	Alligator pie
Winter camping	April showers
The store	Grins 'n giggles
Animals in the world	S-s-slithering snakes
Means of communication	Just us chickens
Cultural events	Monkey business
Easter	Rock 'N Roll
Musical instruments	Fruits and vegetable
Numbers	Plants and flowers
Professions	Toys
Summer	My friend
Types of houses	Spring
Nationalities	Holidays
Halloween	Pollution and environment
Post office	

Nova Scotia Mi'kmaq Child Care Facility Regulations

1. These regulations shall come into force on the first day of April, 2001
2. For the purposes of these regulations
 - (b) "exceptional child" means a child who has mental, physical, emotional, sensory-motor or learning handicap, which, if the full potential of the child is to be realized, requires early intervention to prepare the child for entry into the appropriate school placements;
 - (c) these regulations will set the standards and regulations for funding through the Child Care Initiative Program administered by Mi'kmaq Employment/Training Secretariat and will be used as a guideline for operating a Mi'kmaq child care facility in Nova Scotia.

PROGRAM

- (3.1) A daily program shall be established by each facility with provision to facilitate and stimulate intellectual, physical, emotional and social development appropriate to the developmental level of the child and should include activities that encourage language development.
- (3.2) Demonstration projects designed to explore alternatives in day care services may be approved for funding on such terms and conditions as deemed proper.
- (4.1) A facility shall post in a conspicuous place to provide to each parent or guardian of the child in attendance at the facility, that these regulations, and the facility policy handbook respecting enrollment and attendance criteria, monthly menus, program and staff/child ratios, are available for viewing by the parent or guardian.
- (4.2) A facility shall make available to the parent or guardian, of any documents referred to in section 4.1 on reasonable notice and at a reasonable time.

BUILDING, EQUIPMENT AND SPACE

- (5.0) Every facility shall comply with the regulation, order or direction of the appropriate authority respecting fire, safety, health and sanitary requirements.
- (6.0) Every facility shall provide a minimum indoor space of 30 square feet of unobstructed playroom space for each child.
- (6.1) All rooms for the use of children under two (2) years of age shall be located on the ground floor.
- (6.2) All rooms for the use of the children who are two (2) years of age or older and under six (6) years shall not be located above the second floor.

- (6.3) Rooms shall be clean, suitably ventilated and free from odours.
- (6.4) No more than twenty-five (25) children shall be in the room or a specified play area at any one time for rest or play.
- (7.0) Every facility shall have a supervised, safe, sanitary outdoor play area or access to an equivalent and suitable play space within a reasonable distance of the facility.
- (7.1) Outdoor play areas shall have
 - (a) a minimum of 4 feet high fence for protection of hazards; and
 - (b) a minimum of 60 square feet of play space per child per facility capacity.
- (7.2). Supervision of the play area is the responsibility of the facility based on the child/staff ration as in Section 18 (e).
- (8.0) Adequate storage space for food, beds, play equipment, program supplies, cleaning and medical supplies shall be located in the facility. Cleaning and medical supplies shall be kept out of reach of the children.
- (9.0) Washroom and toilet facilities suitable for children and located in the immediate vicinity of the activity rooms shall be in the ratio of one (1) toilet per ten (10) children; one (1) washbasin per ten (10) children.
- (10.0) Every facility shall provide a supervised quiet space for the child who is ill, required to be by him/herself or needs rest.
- (11.0) Every facility shall provide for the children enrolled
 - (a) furnishings of a suitable size;
 - (b) play materials and equipment
 - (c) utensils and personal hygiene items on an individual basis and in sanitary conditions at all times;
 - (d) individual cubicles or hooks so that clothing is kept separately and easily accessible to the children.
 - (e) separate cots or mats, with washable and moisture resistant covers, for each child when they attend for more than a half a day; and
 - (f) bedding that is clean and sufficient for warmth.
- (12.0) Office and staff facilities and equipment shall not infringe upon the space or interfere with the routine activities of the children.

- (13.0) Where there are special circumstances, the provisions in Sections 6, 7, 8, 9, 10, 11 and 12 may be waived if it is satisfied that the alteration will not adversely affect the services or programs provided to the children by the facility and that the Environment Health Officer is satisfied that the facility does not constitute a hazard to the children in the facility.

NUTRITION

- (14.0) A facility shall provide the children
- (a) Where children stay over the regular meal period, a nutritionally adequate meal providing 1/3 of daily nutrient requirements for that age group;
 - (b) A nutritious snack shall be served in the morning and afternoon.
 - (c) Menu planning, food preparation and service shall be supervised by a person with knowledge of the nutritional needs and eating habits of young children.
 - (d) Current menus of all foods served shall be prepared once a month in advance, posted and a copy retained for a period of one year.

MEDICAL

- (15.0) No child shall be admitted to a facility unless the child has immediately before his/her admission been given a medical examination by a qualified medical practitioner or community health nurse and has been immunized as required by the local medical health officer.
- (a) Every facility shall retain an annual medical report on the child as part of the child health information record.
 - (b) Every facility is responsible for the recognition of symptoms of the ill health of the children in the facility.
 - (c) Where a child has symptoms of a communicable disease, the child shall be safely removed and not be permitted to associate with other children in the facility until the child has been seen by a qualified medical practitioner.
 - (d) When accident, or serious illness or communicable disease occurs, the facility shall immediately secure the necessary medical assistance and notify the parents or guardian of the child.
 - (e) There shall be kept readily available in each facility a first aid kit approved for emergency treatment.
 - (f) All staff who work with children shall have basic knowledge of first aid.
 - (g) Unless ordered by a qualified medical practitioner in writing, no staff shall administer any drugs or medicines to a child admitted to a facility.

All medical supplies, drugs or medicines, whether or not ordered by a qualified medical practitioner or used by any staff, shall be carefully labeled with the name of the child or the staff person, the date, and instructions, and kept out of reach of children in locked storage space.

MANAGEMENT AND STAFF

- (16.0) A facility funded by the CCIP through METS shall be operated under the management of a Board of Directors.
- (a) The Board of Directors may include persons from the community, parents or guardians of children in the facility, and staff. No single group shall constitute a majority of the Board.
 - (b) A facility operated under Section 16.0 shall establish an Admissions Committee consisting of no fewer than three (3) persons and at least one person shall be knowledgeable in early childhood development. A parent may serve on the Committee. The Committee shall, subject to Board approval, establish admission criteria and may make decisions respecting the admissions of children to the facility.
- (17.0) All members of staff, prior to being employed and annually thereafter, shall obtain from a qualified medical practitioner, a certificate that they are free from communicable diseases.
- (18.0) At least two-thirds of the staff in a facility must be persons who have completed a training program in early childhood education or its equivalent.
- (a) For the purposes of this regulation, “training program in early childhood education” means the Saint Joseph's Children's Centre, Early Childhood Education Program: the Child Development Services Pre-School program provided in conjunction with the Nova Scotia Teacher's College; and the program provided by the Mount Saint Vincent University Department of Child Studies, and such other training programs in early childhood education which are comparable to the training programs described above.
 - (b) A person will be considered to have the equivalent of early childhood education if he or she complied with the following requirements:
 - (i) successful completion of Grade 12 or the equivalent through GED.
 - (ii) a minimum of two years' experience in a licensed day care facility; and
 - (iii) successful completion of a full credit course of two semesters in a post-secondary education program in at least one of the following areas, and successful completion of 25 hours in training programs, seminars or workshops in the area not completed by way of post-secondary education. (Human growth and development with an emphasis on the young child or curriculum development and implementation programs for young children in day care facilities.)
 - (c) Volunteers may be excluded from the requirement of early childhood study or its equivalency provided that the Director is satisfied that the volunteer service is a bona fide service, and is not an arrangement which has been established for the purpose of avoiding the requirements of this regulation relating to training programs and the achievement of equivalency.

- (d) The Director may from time to time require the staff in day care facilities to advise the Director of the measures which are taken to comply with the requirements of this regulation.
 - (e) For facilities providing a full day program, the ratio of staff working directly with children shall be;
 - (i) no lower than one staff to three children, for children under 18 months of age or for exceptional children as defined in Subsection 2 (a).
 - (ii) no lower than one staff to five children, for children between the ages of 18 months to three years of age.
 - (iii) no lower than one staff to seven children, for children between the ages of three to five years of age.
 - (iv) no lower than one staff to fifteen children, for children over the age of five.
 - (f) For the purposes of this section, a facility will be considered to be providing a full day program if the facility is open during the morning, at noontime, and during the afternoon.
 - (g) For the purpose of this section, a facility will be considered to be providing a part day program if the facility is not open at noontime.
 - (h) METS may establish, alter or vary the child/staff ration where it deems proper to do so and is satisfied the children will not be adversely affected.
- (19.0) Every facility shall keep a register and for each child admitted shall enter therein
- (a) the names and home addresses of the parents or guardian and the child, and the date of birth of the child;
 - (b) the name and address of the child's physician and the person to be notified in case of an emergency, the admission, daily attendance and discharge date for each child.
 - (c) Every facility shall keep a record for each child including applications for admission, medical, financial, progress reports, consent forms from the parents or guardian for emergencies and outings, and such other information as may be required. Records shall remain with the facility for two years following the date the child leaves the facility.

SAFEGUARD: FIRE, HEALTH, INSURANCE

- (20.0) Every facility shall establish and post rules and procedures respecting evacuation from fire and other emergencies.
- (a) Every facility shall carry out a monthly fire drill.
 - (b) The Director of a facility shall assign in writing to each staff member and post in a conspicuous place in the facility duties respecting fire drills.
 - (c) Addresses and telephone numbers of staff members, substitute staff, taxi, ambulance, hospital, fire department, police and other emergency information shall be listed on a card and posted in a conspicuous place in the facility.

(d) Adequate liability insurance shall be carried to cover the facility.

(Name of Centre) Day Care Centre

**(Name of Centre) Day Care Centre
By-Laws & Policy Handbook**

The (Name of Centre) Day Care Centre is a not for profit organization, and is open to (*working parents, foster parents, and secondary and post Secondary students*). Operating under the umbrella of the (Name of Band), the Centre is staffed by (*a coordinator and five Early Childhood Educators.*) All staff are graduates of (Name of School) and are certified in the field of early childhood education. While the day-to-day operation of the Centre is entrusted to the Day Care staff, the (Name of Band) provides policy direction, financial management, and overall administration.

What the centre can do for the parent(s):

More and more parents are now entering the job scene and this has created a need for quality child care programs. The emphasis here is on quality. The centre neither provides babysitting services nor drop-in services. Instead, the centre strives to create a healthy, nutritional, and fun environment for the parent(s)' child. While the parent(s) entrust the child to the centre's care, the centre will do everything possible to enhance his/her physical, intellectual, emotional, and social development. The centre sees its service as a partnership with the parent(s), and its doors are always open to the parent(s). The centre also invite the parent(s)' recommendations and criticisms. While the parent(s)' child is in its care, the parent(s) can be assured that the centre will provide the following:

1. A safe and pleasant environment for the parent(s)' child
2. Nutritious snacks (*and meals*)
3. Educational and stimulating programs along with supervised playtime.
4. Adequate rest periods
5. An open invitation to the parent or guardian
6. Periodic status reports on the parent(s)' child's care and development
7. Reasonable rates

What the parent(s) can do for us:

1. Deliver the child to the centre by the designated time.
2. Ensure that each child is appropriately dressed and clean.
3. That the parent(s) establish an open communication with its staff. If the parent(s) have questions, doubts, or concerns about the child's welfare while at the centre, the centre hopes the parents(s) will discuss them with them.
4. Pick up (or arrange to pick up) the child at the designated time.
5. Make payments on schedule to ensure there is no disruption of service.
6. Ensure that the parent(s) bring any special supplies the child may need such as pampers, bottles for formula, special formula, and medication.
7. Bring and extra set of clothing each day.

Rates & Payment Schedule:

The following rates have been established by the (Name of Band). These rates are very competitive and will allow the Centre to provide the very best of care and programming. While The Centre will do everything in its power to keep its rates low, The Centre cannot guarantee that they will not change in the future.

Daily Rates: (Based on each student)

Children in the full-day program	\$10.00 a day
- Second Child - full day program	\$5.00 a day
Children in the half-day program	\$5.00 a day

Payment Schedule:

Payment must be made in advance (so that *meals, snacks, and activities* may be planned) and must be made to the Day Care coordinator by noon Wednesday of the preceding week. Payments on a day-to-day basis will not be allowed. There can be no refunds if the parent(s) child is sick or does not attend for other reasons.

Holidays:

The Day Care Centre will be closed on the following holidays:

- 1) Labor Day
- 2) Treaty Day
- 3) Thanksgiving
- 4) Remembrance Day
- 5) Christmas Day
- 6) Boxing Day
- 7) New Years Day
- 8) Good Friday
- 9) Easter Monday
- 10) Victoria Day
- 11) National Aboriginal Day
- 12) July Day

The parent(s) will be responsible for Day Care costs on the holiday provided the parent(s) or child is registered at the Centre the day immediately preceding and the day immediately following the holiday. This is because the Day Care Centre must still bear the cost of the parent(s) child even if he/she does not attend for a particular day.

Arrivals and Departures:

Arrivals: Children must be brought to the Centre by a parent or guardian and turned over to a staff member. Children must not be simply dropped off. Should a parent or guardian not be available, Parents or guardians must make other arrangements.

Day Care staff will not, under any circumstances, pick up and deliver children.

Departures: Parents, guardians, or someone appointed by the parent in writing, will pick up children before 5:00 p.m. Failure of the parent, guardian, or designate to pick up the child at the designated time will result in an assessment of \$5.00 for every 15 minutes they are late.

Centre Hours:

The (Name of Centre) Day Care Centre will operate between the hours of (7:00 a.m. and 5:00 p.m). Monday thru Friday, except designated holidays.

Eligible Children:

Child care services are open to (*working parents, working foster parents or guardians, and full time secondary and post secondary students*). Children enrolled in the full day program will normally be in the age range of at least 18 months of age. Children may be enrolled for less than the full day program. (one or two days for example) but such schedules must be consistent each week.

On acceptance of a new student, the following forms should be filled out.

- Child Registration Form
- Child's Health Information Form
- Medical Authorization Form (If applicable)

Consent Forms for Medical Attention and Outings

Special Supplies:

It is the responsibility of the parent or guardian to supply pampers, bottles for formula, medications, and any other special needs of the child. Each child must bring an extra set of clothing each day.

Children's Illness:

If any child has any of the following symptoms, please do not bring him/her to the Day Care Centre.

- 1) Fever higher than 101 degrees
- 2) Diarrhea
- 3) Vomiting
- 4) Chronic cough
- 5) Runny nose with thick green/yellow mucus
- 6) Possible respiratory infection
- 7) Obvious signs of typical childhood diseases such as: **measles**, chicken pox, head lice, scabies, impetigo, etc.

If any child develops any of these symptoms while at the Centre, the parent(s) will be notified immediately and asked to pick up their child.

Medical referral form: To be returned to centre by parent to ensure medical contact is made. On return, *Medication record* form, if needed should be filled out and signed by parent

Scrapes, Minor Cuts & Bruises:

Because children are prone to minor accidents, scrapes, minor cuts & bruises, are a fact of life. First aid supplies will be available for minor accidents and children will be tended to by Day Care staff who are trained in first aid procedures. Should an accident occur that is beyond the scope of first aid treatment, parents or guardians will be notified immediately. - An accident report is to be filled out ASAP.

Toys From Home:

Children may bring their own toys (except for stuffed animals, etc.) from home **but**, if they do, they must share them with the other children. The Day Care Centre has a varied supply of toys and games on hand at all times, as such toys from home will not be encouraged.

Meals:

The noon meal will be served at 12:00 sharp. Light snacks will be served at 9:30 a.m. and 3:00 p.m. If any child has any food allergies or food restrictions, the parent(s) must indicate this on the registration form.

Clothing:

The child must be dressed in warm, dry, and comfortable clothing. The parent should be encouraged to not bring their children in their best clothing because the children at the centre are involved in such activities as pasting, painting, working with clay, digging in the dirt, etc. Also, children should be dressed for the weather (rain, snow, etc.).

Discipline:

All matters that require disciplinary measures will be handled by using timeout periods. They may watch the other children, but they cannot participate during timeout. Children will not be spanked, yelled at, or punished in any other manner. Where warranted, The Centre will discuss the child's misbehaviour with the parents to give the parent(s) a chance to monitor any child's progress. The Centre will advise the parent not to discipline the child for matters that occurred at the Centre because the child will not always know why he/she is being disciplined.

Because very young children tend to take out their frustrations on other children, The Centre can expect some degree of biting, hair pulling, and hitting. This is all part of being young, the Centre will first try to redirect the child's attention away from the other child. If the problem continues, The Centre will place that child in time out.

The Centre will not tolerate swearing at the Day Care Centre, and children caught swearing are to be placed in time out for a short period. Also, there will be no toy guns, swords, or knives brought to the Centre because all programs and activities at the Centre promote non-violence.

If behaviour continues to present problems, then a meeting will be arranged between the Centre and the parent(s) and staff to resolve problem behaviour and or to arrive at some solution.

Hugging Policy:

Because children will be away from their parents for the day, Day Care staff will show love and affection whenever the child needs to be comforted or rewarded. Young children respond to the warmth of a hug much quicker than a voice, and The Centre will not hesitate to give any child all the love and affection The Centre can muster.

Daily schedule

In our day care service, we try to have a fairly set routine. Indeed, children respond well to routine and like to know when things are going to happen. They feel more secure and comfortable if their days have a predicable pattern and order.

However, since we have also an “open education philosophy”, the basic schedule is flexible. It may vary according to special events, the time of year, the weather and special projects or activities (excursions, theme days, holiday celebrations, parties, etc).

Sample Daily Schedule

7:30 - 9:30	Arrival time. Parents assist their children by taking outer clothing off and entrust them to an educator. Free play in the play room.
9:30 - 10:00	Tidy up, circle time, washroom, wash hands, and snack time.
10:00 - 11:30	Educators supervise activities done within the same age group inside or outside. Use of play centres and equipment: art, acting play, building, cooking, table toys, gross motor activities etc.
11:30 - 12:15	Washroom, wash hands, lunch, brush teeth for all children.
12:15 - 12:30	Story time, singing and nap preparation for younger children.
12:30 - 3:00	Nap time for younger children. For older children relaxation exercises and quiet time with books, story tapes or outside games if weather permits.

3:00 - 3:30	Bathroom, wash hands, and snack.
3:30 - 4:30	Educators supervises planned activities indoors or outdoors.
4:30 - 5:00	Free play in the toddler room, until parents arrive. Index

Child Registration Form

2. Progress Report (child)
3. Consent Forms:
 - Medical Attention and Outings
 - Child's Health Information Form
4. Daily Class Registration
5. Attendance
6. Emergency Contact List
7. Fire exits
8. Inspection
 - a. Daily (Centre)
 - b. Monthly (Nurse)
 - c. Yearly (Fire, building, health where food is prepared)
9. Menu
10. Accident/injury report
11. Emergency Procedures
12. Personnel
 - a. *resume*
13. *Centre Flyer*
14. Daily Log
15. *Parental handout*

(Name of) DAY CARE

PERMISSION FOR GIVING MEDICINE

I hereby give my permission for _____ to be given
(Name of child)

_____ of _____ at
(Amount of medicine) (Type)

(Time(s) of day)

Date or date(s) medicine to be administered

Date

Parent/Guardian Signature

DAILY LOG

Medication Name	Time	Amount	Signature

DAY CARE

Accident/Injury Report

Name of Child _____ Date

Parent/Guardian _____ Time

INCIDENT:

ACTION TAKEN:

Day Care Worker _____ Day Care Coordinator

DAY CARE

Accident/Injury Report

Name of Child _____ Date

Parent/Guardian _____ Time

INCIDENT:

ACTION TAKEN:

Day Care Worker _____ Day Care Coordinator

Fire Drills and Evacuation

Emergency procedure

- A. There will be an unannounced fire drill every month.

- B. Evacuation plan
The following must be adhered to:
 - 1. All windows are to be closed.
 - 2. Shut all doors. (The last teacher out should shut exit door)
 - 3. Children leave the building in quiet organized fashion.
(Children are not permitted to gather personal effects. Footwear should be carried if the child is without)
 - 4. Educator is to take the daily sign in sheet with them.
 - 5. Educators gather the children in a pre-arranged spot outside the building.
 - 6. Educators check and double check to make sure all children are accounted for.
 - 7. Everyone stays put until they are told otherwise.

Job Descriptions

- a. *Co-ordinator*
- b. *Child care worker*
- c. Aide
- d. Janitor
- e. Chef

(Name of) DAY CARE JOB DESCRIPTION

POSITION: Day Care Director, (FULL-TIME)

POSITION SCOPE:

Under the authority of the board of Directors/Band Council, the director of the child day care centre exercises all duties related to the planning, organizing, supervising and control of the centre's programs and resources. She/he ensures that the day care centre operates efficiently, in accordance with the philosophy, policies and objectives established by the Board of Directors/Band Council and within specifications of the *Nova Scotia Mi'kmaq Child-Care Facility Guidelines*.

DUTIES:

Relationship with Board of Directors/Band Council

- < Collaborates with the Board of Directors/Band Council in establishing objectives and guidelines for the day care centre.
- < Implements the board of Directors/Band Council's decisions and applies them in the spirit in which they were intended. Takes part in Board meetings and assists in their preparation.
- < Provides the Board of Directors/Band Council with information on the day care's operations and prepares reports to enable it make informed decisions.

Relationship with parent users

- < Welcomes parents and provides requested information.
- < Encourage and coordinates participation of parents in the day care's activities.
- < Chairs regular meetings with parents.

Supervision of human resources

- < Coordinates activities related to recruiting, selecting, hiring and dismissing personnel and applies the human resource policy adopted by the Board of Directors/Band Council.
- < Provides the personnel with professional and technical support.
- < Coordinates personal and professional development of the personnel.

Pedagogical Supervision

- < Oversees the development of the children in care.
- < Supervises the activities of the centre in order to create an environment which will ensure the children's well-being.
- < Coordinates the implementation of the activity program.
- < Supervises the integration of new children and ensures that each child receives the attention necessary for normal development.
- < Supervises the children's health using means such as prevention, first aid and proper nutrition.

Supervision of financial and material resources

- < Collaborates with the Board of Directors/Band Council in the preparation of the budget.
- < Administers and controls the centre's budget and keeps the board of Directors/Band Council regularly informed.
- < Supervises internal operations
- < Performs accounting tasks: entries in books, interim financial statements for the Board, records attendance of employees for payment, records expenses, inventory & supplies.
- < Ensures children's records are kept up to date and develops reports as required in the guidelines.
- < Submits quarterly reports to the Native Employment Officer (NEO) as per Mi'kmaq Employment/Training Secretariat (METS) policy.
- < Ensures that the centre's equipment is in good condition and makes necessary purchases, in accordance with the centre's policies.

Liaison, information and representation

- < Welcomes parents and provides them with all the necessary information and support.
- < Promotes the day care centre and its service.
- < Keeps parents and personnel informed on:
 - < guidelines and policies established by the centre;
 - < laws, regulations and policies established by the government.
- < Ensures representation of the day care centre in organizations such as governments, social organizations, the Band Council, Child Care Initiative Program or municipality.

QUALIFICATIONS AND REQUIREMENTS:

- < Experience in planning, organizing, directing and controlling an organization.
- < Experience in early childhood education: thorough understanding of child growth and development and of age-appropriate activity programming.
- < Ability to build strong positive relationships with parents, children and employees.
- < Ability to train and supervise employees.
- < Commitment, flexibility and good problem-solving skills.
- < Ability to promote and represent the day care centre.

(Name of) DAY CARE JOB DESCRIPTION

POSITION: Day Care Worker, (FULL-TIME)

POSITION SCOPE:

Under the authority of the director of the child day care centre, the day care worker is responsible for children in all aspects related to the development of their learning skills, hygiene, health, welfare and safety. The day care worker is also in charge of the planning and application of a well-balanced program of activities for the age group assigned to her/him.

DUTIES:

- < Assists with the preparation of activity programs based on the centre's philosophy and policies.
- < With the work team, strives to create a happy atmosphere of caring, growth, learning, stimulation, creativity and respect.
- < Plans, organizes and leads daily activities designed to stimulate intellectual, physical and emotional growth of children. Encourages co-operation and participation.
- < Assists supervisor in keeping records such as; daily/weekly attendance records, progress reports and any other records as required by the supervisor.
- < Maintains constant supervision of indoor and outdoor play periods.
- < Directs and assist children with their everyday needs, in the development of proper eating, resting and toilet habits.
- < Helps the cook in the service of lunch and snacks.
- < Follows good safety and hygiene practices.
- < Encourages good communication with the parents concerning the needs, progress or problems of their children.
- < Takes part in training sessions and attends personnel meetings.
- < Performs all other related tasks.
- < Ensures that all play equipment and materials are put away each day in preparation for the janitor.

QUALIFICATIONS AND REQUIREMENTS:

- < Holds a diploma or certificate in early childhood education or is registered and attends courses in early childhood education.
- < Has experience with children.

(Name of) DAY CARE JOB DESCRIPTION

POSITION: Day Care Worker Aide

POSITION SCOPE:

Under the authority of the director of the child day care centre and under the supervision of a day care worker, lead children in activities to stimulate and develop their intellectual, physical and emotional growth.

DUTIES:

- < Supervise children in indoor and outdoor play and during rest period.
- < Lead children in activities by telling stories, teaching songs and preparing craft materials.
- < Prepare and serve snacks.
- < Guide and assist children in the development of proper eating, dressing and toilet habits.
- < Attend staff meetings to discuss progress and problems of children.
- < Maintain day care equipment and assist in housekeeping duties.

QUALIFICATIONS AND REQUIREMENTS:

Completion of secondary school an asset.
Experience in child care, such as babysitting, is required.

SALARY:

The salary is fixed according to the day care centre's salary scale and varies with experience and training.

(Name of) DAY CARE JOB DESCRIPTION

POSITION: Day Care Janitor (Part-time or Full-time)

POSITION SCOPE:

Under the authority of the director, the janitor performs a variety of domestic and general maintenance work in the child day care centre.

DUTIES:

- < Does inside and outside cleaning and maintenance of the centre:
 - puts out garbage,
 - washes and disinfects floors, tables, washrooms and the general premises.
- < Makes list of required cleaning materials.
- < Performs major seasonal domestic maintenance jobs such as window washing and snow removal.
- < Maintains and repairs the centre's furniture and equipment.
- < Performs all other related tasks.

QUALIFICATIONS AND REQUIREMENTS

Has relevant experience in similar job.

SALARY:

Commensurate on experience.

(Name of) DAY CARE JOB DESCRIPTION

POSITION: Day Care Chef (PART-TIME)

POSITION SCOPE:

Under the authority of the director, the chef provides food services in the child day care centre in accordance with the centre's philosophy and policies.

DUTIES:

- < Plans well balanced and economical menus; displays menus ahead of time and keeps them on file.
- < Prepares lunches as well as morning and afternoon snacks based on traditional and non-traditional menus.
- < Identifies food requirements and makes purchases.
- < Ensures high quality and proper storage of food-stuffs.
- < Helps personnel serve food.
- < Adapts menus for children who have allergies.
- < Keeps the kitchen and dining area clean.
- < Makes sure that household appliances are used correctly and sees to the necessary maintenance.
- < Attends to the children occasionally when requested by the director.
- < Attends personnel meetings, as requested by the director.
- < May be entrusted with any other tasks and responsibilities inherent in the function.

QUALIFICATIONS AND REQUIREMENTS

- < Knowledge of techniques of traditional and non-traditional cooking and kitchen management (planning meals, stock keeping, purchasing, etc.)
- < Knowledge of educational aspects of nutrition as they relate to the development of children.

SALARY

Commensurate on experience.

Nova Scotia Mi'kmaq Child Care Facility (Name of Day Care Centre) Human Resource Policy

DEFINITIONS:

Employer	Child day care centre
Regular employee	Employee hired in a regular position
Full-time position	Position of 35 hours/week
Part-time	Position less than 35 hours/week
Period of probation	3 months for new employees

This policy applies to permanent and regular employees.

Hiring

The Director is responsible for hiring the day care centre's employees. The Director will open a full-time permanent position internally, for a period of 10 working days. If no employee is accepted for this position, it will be opened for the public for 10 working days.

When an employee is hired, the director will provide her/him with the centre's philosophy, regulations, and job description.

Health Examination

A health examination is required when beginning employment. Additional examinations may be requested at the discretion

Supervision

The personnel is responsible to the day care centre's director.

Sick Leave:

Earned at the following rate: 1.5 days per month for all staff. Sick days may not be carried over and must be used within the year.

Certification

An employee who is on sick leave may, at the discretion of the Director, be required to supply a doctors certificate from the first day of illness or injury. Any employee who is on sick leave for more than three consecutive days will be required to supply a doctors certificate. An employee who is on sick leave for more than 10 consecutive days may be required to undergo a physical examination by a doctor appointed by the Director. Any cost incurred as a result of such examination will be borne by the employee.

Bereavement Leave:

Employees entitled to Bereavement Leave -- Full time permanent

Entitlement

Covered employees will be entitled to up to five (5) days bereavement leave upon the death of an immediate family member as defined below:

Mother/Father	Stepmother	Stepfather
Foster Parents	Grandfather	Spouse
Grandmother	Children	Ward
Brother	Sister	Father-in-law
Mother-in-law	Daughter-in-law	Son-in-law

A relative permanently residing in the employee's household or with whom the employee permanently resides.

In addition to the above, an employee may be granted up to three (3) days travel time for purposes relating to the death.

Conditions

The five days referred to above shall be continuous and not extend beyond two days after the funeral unless specifically authorized by the director.

The director may grant lesser amounts of time in the case of a death of a family member who is not considered immediate such as uncles, aunts, cousins, brothers-in-law, sisters-in-law, etc.

If, during a period of paid leave, an employee becomes entitled to Bereavement Leave, then his/her other paid leave credit shall be restored for any current entitlement to bereavement leave.

Other Leave (Birth/Adoption):

Five (5) days leave to a male employee for needs directly relating to the birth of his child. Unless specifically excepted by the Director of Education, the employee must take two days before and three days after the birth.

Five (5) days leave for needs directly relating to the adoption of his/her child.

Other Leave (Mechanical breakdowns and inclement weather):

The Director of Education may grant Other Leave in situations where an employee experiences a mechanical breakdown or is unable to report to work due to inclement weather conditions. In no case will the amount of leave so granted exceed one (1) working day.

In such situations, if the employee does not notify their immediate supervisor on the day they are not able to report to work, such leave may be without pay.

If, in such situations, the school and office are closed due to inclement weather, any employee currently in a no pay status will not be entitled to pay for the closed period. For example, to be entitled to paid holidays or school closures, the employee must be in a paid status immediately preceding and immediately following the holiday or closure.

Court Leave:

Leave with pay shall be granted to employees who are required to attend court under the following circumstances:

- a. To be available for Jury selection or to serve on a Jury
- b. By subpoena or summons to attend as a witness in any proceeding held;
 - (1) in or under the authority of a court of justice or before a grand jury;
 - (2) before a court, judge, justice, magistrate, or coroner;
 - (3) before the Senate or House of Commons of Canada or a committee of a Senate or House of Commons other than in the performance of the duties of his/her position.
 - (4) before a Legislative Council, Legislative Assembly or House of Assembly, or any committee thereof that is authorized by law to compel the attendance of witnesses before it;
 - (5) before an arbitrator or umpire of a person or body of persons authorized by law to make an inquiry and to compel the attendance of witnesses before it.

Marriage Leave:

After completion of one (1) year of continuous satisfactory service, an employee may be granted a paid leave of five (5) days for the purpose of getting married. The following restrictions shall apply:

1. The employee must give a minimum of ten (10) working days notice of his/her intent to get married.

Maternity & Parental Leave Policy

Maternity Leave:

A pregnant employee is entitled to an unpaid leave of absence for a period of seventeen weeks, providing the employee has:

- a) Given notice of the date she will begin the leave and the date she will return to work.
- b) Provided the employer with a certificate from a legally qualified medical practitioner stating that she is pregnant and specifying the expected date of delivery.

The leave of absence, as stated above, may be taken from a period beginning not sooner than sixteen weeks preceding the expected date of delivery, and not later than the date of delivery; and ending not sooner than one week after the date of delivery, and not later than seventeen weeks after the maternity leave began.

Parental Leave:

If an employee becomes a parent, through the birth or adoption of a child or children, he/she shall be entitled to an unpaid leave of absence of up to ten weeks. To be entitled to parental leave, the employee must give the employer notice as to the beginning of leave and date of return to work.

Period of Leave

In cases where the employee is already on maternity leave, parental leave will begin immediately upon completion of maternity leave and without the employee returning to work, and end not later than ten weeks after the parental leave began.

In other cases, parental leave begins on or after the birth of a child or the child first arriving in the employees home and ending not later than ten weeks after the parental leave began or fifty-two weeks after the child first arrived in the employees home, whichever is earlier.

Holiday Policy:

School Board employees shall be entitled to all Statutory and Civic holidays and designated Indian holidays in accordance with the following schedule:

Labour Day	Good Friday
Treaty Day	Easter Monday
Thanksgiving Day	Victoria Day
Remembrance Day	Canada Day
Christmas Day	Civic Holiday
Boxing Day	New Year's Day

To be entitled to a holiday with pay, an employee must be in a paid status on the work day immediately preceding and the work day immediately following the holiday.

When a holiday falls on a day that is a non-working day for an employee, the employee will be granted a holiday with pay the working day immediately following the holiday.

Other Closures:

Christmas & March Breaks

Employees will not normally be required to work during the Christmas break, however, the Director may delay departure or recall employees to the workplace as the workload so warrants.

Day Care will be open for March Break, and all staff are required to work.

(Name of Centre) Day Care Evaluation Form

Name of Employee: _____ Name of evaluator: _____

Job responsibilities and abilities	Evaluation 1 2 3 4 5	Ways and means to improve
General		
< Assists with the preparation of the activity programs based on the centre's philosophy and policies.		
< With the work team, strives to create happy atmosphere of caring, growth, learning, stimulation, creativity and respect.		
Daily activities		
< Plans daily activities designed to stimulate intellectual, physical and emotional growth of children.		
< Varies daily activities with: - play acting - music and moving - science and nature - sand and water play - arts and crafts - indoor and outdoor active play - manual dexterity: coordination, beads & lacing, colour shape & size, sorting, sequencing, classifying, patterns and drawing, puzzles and block play - carpentry and cooking - reading and language activities, table games		
< Organizes leads and participates in daily activities.		
< Tells and reads stories each day.		
< Teaches and plays different kinds of games.		
< Prepares craft materials, ensures plenty of materials.		
< Encourages use of paints, finger-paints, scissors, crayons, markers each day.		
< Encourages co-operation and		

Job responsibilities and abilities	Evaluation 1 2 3 4 5	Ways and means to improve
participation.		
Assistance of children with everyday needs and in development of proper eating, resting and toilet habits.		
< Gives special attention to each child who is sad or cries when parent leaves, tries to keep her/him busy.		
< Seats and eats with the children to assist them in developing proper eating habits.		
< Assists children with their nap, or relaxation (quiet songs, massages, books).		
< Changes diapers of infants and toddlers regularly.		
< Helps the cook in the service of lunch and snacks.		
Safety, health and hygiene practices		
< Directs and assists children in washing hands often and brushing teeth after meals.		
< Ask parents for extra clothes, toothbrush, and diapers for children.		
< Maintains constant supervision of indoor and outdoor play periods. Never leaves the group alone.		
Child development		
< Evaluates the children's progress.		
< Discusses the children's progress or problems with staff members.		
Guidance		
< Sets up limits on behaviour and has a good control of the children.		
< Limits the access of television or video to half an hour a day or to special occasions.		
Communication		
< Encourages open communication with parents concerning the needs, progress or problems of their children.		

Job responsibilities and abilities	Evaluation 1 2 3 4 5	Ways and means to improve
< Writes the daily activities and information about the children on the parents' information board.		
< Participates actively in personnel meetings.		
< Shows good team spirit.		
Training sessions and personnel meetings.		
< Is interested in improving abilities related to working with children and taking courses in early childhood education.		
< Applies what has been learned in courses, workshops or resource books.		
Day care schedule		
< Arrives at work on time.		
< Leaves work only for major reasons and with the director's prior approval.		
< Follows the day care schedule.		
General Comments:		

Signature of educator:

Signature of director:

Date:

(Name of Centre) Day Care Centre Parent Policy Handbook

The (Name of Centre) Day Care Centre is a not for profit organization, and is open to (*working parents, foster parents, and secondary and post Secondary students*). Operating under the umbrella of the (Name of Band), the Centre is staffed by (*a coordinator and five Early Childhood Educators.*)

What we can do for you:

More and more parents are now entering the job scene and this has created a need for quality child care programs. The emphasis here is on quality. **We neither provide babysitting services nor drop-in services.** Instead, we strive to create a healthy, nutritional, and fun environment for your child. While you entrust your child to our care, we will do everything possible to enhance his/her physical, intellectual, emotional, and social development. We see our service as a partnership with you, the parent, and our doors are always open to you. We also invite your recommendations and criticisms. While your child is in our care, you can be assured that we will provide the following:

- < A safe and pleasant environment for your child
- < Nutritious snacks (*and meals*)
- < Educational and stimulating programs along with supervised playtime.
- < Adequate rest periods
- < An open invitation to you, the parent or guardian
- < Periodic status reports on your child's care and development
- < Reasonable rates

What you can do for us:

- < Deliver your child to the Centre by the designated time.
- < Ensure that each child is appropriately dressed and clean.
- < That you establish an open communication with our staff. If you have questions, doubts, or concerns about your child's welfare while at the Centre, we hope you will discuss it with us.
- < Please pick up (or arrange to pick up) your child at the designated time.
- < Make your payments on schedule to ensure there is no disruption of service.
- < Ensure that you bring any special supplies your child may need such as pampers, bottles, special formula, medication and any other special needs of the child.
- < Bring an extra set of clothing each day.

Daily Rates: (Based on each child)

Children in the full-day program	\$10.00 a day
- Second Child - full day program	\$5.00 a day
Children in the half-day program	\$5.00 a day

Payment Schedule:

Payment must be made in advance (so that *meals, snacks, and activities* may be planned) and must be made to the day care coordinator by noon Wednesday of the preceding week. Payments on a day-to-day basis will not be allowed. There can be no refunds if your child is sick or does not attend for other reasons.

Holidays:

The Day Care Centre will be closed on the following holidays:

- < Labour Day
- < Treaty Day
- < Thanksgiving
- < Remembrance Day
- < Christmas Day
- < Boxing Day
- < New Years Day
- < Good Friday
- < Easter Monday
- < Victoria Day
- < National Aboriginal Day
- < July Day

You will be responsible for day care costs on the holiday provided your child is registered at the centre the day immediately preceding and the day immediately following the holiday. This is because the day care centre must still bear the cost of your child even if he/she does not attend for a particular day.

Arrivals and Departures:

Arrivals: Children must be brought to the centre by a parent or guardian and turned over to a staff member. Children must not be simply dropped off. Should a parent or guardian not be available, parents or guardians must make other arrangements.

Day care staff will not, under any circumstances, pick up and deliver children.

Departures: Parents, guardians, or someone appointed by the parent in writing, will pick up children before 5:00 p.m. Failure of the parent, guardian, or designate to pick up the child at the designated time will result in an assessment of \$5.00 for every fifteen (15) minutes they are late.

Centre Hours:

The (Name of Centre) Day Care Centre will operate between the hours of (7:00 a.m. and 5:00 p.m). Monday thru Friday, except designated holidays.

Eligible Children:

Child care services are open to (*working parents, working foster parents or guardians, and full time secondary and post secondary students*). Children enrolled in the full day program will normally be in the age range of 18 months to 5 years of age. Children may be enrolled for less than the full week (one or two days for example) but such schedules must be consistent from week to week.

Special Supplies:

It is the responsibility of the parent or guardian to supply pampers, bottles, special formula, medications, and any other special needs of the child. Each child must bring an extra set of clothing each day.

Children's Illness:

If your child has any of the following symptoms, please do not bring him/her to the Day Care Centre.

- < Fever higher than 101 degrees
- < Diarrhea
- < Vomiting
- < Chronic cough
- < Runny nose with thick green/yellow mucus
- < Possible respiratory infection
- < Obvious signs of typical childhood diseases such as **measles**, chicken pox, etc.

If your child develops any of these symptoms while at the centre, you will be notified immediately and asked to pick up your child.

Scrapes, Minor Cuts & Bruises:

Children are prone to minor accidents, scrapes, minor cuts and bruises and therefore they are a fact of life. First aid supplies will be available for minor accidents and children will be tended to by day care staff who are trained in first aid procedures. Should an accident occur that is beyond the scope of first aid treatment, parents or guardians will be notified immediately.

Toys From Home:

Children may bring their own toys (except for stuffed animals, etc.) from home but, if they do, they must share them with the other children. The day care centre will have a varied supply of toys and games on hand at all times.

Meals: (If Applicable)

The noon meal will be served at 12:00 sharp. Light snacks will be served at 9:30 a.m. and 3:00 p.m. If your child has any food allergies or food restrictions, you must indicate this on the enrolment form.

Clothing:

Please dress your child in warm, dry, and comfortable clothing. Do not bring them in their best clothing because they will be involved in such activities as pasting, painting, working with clay, digging in the dirt, etc. Also, children should be dressed for the weather (rain, snow, etc.).

Discipline:

All matters that require disciplinary measures will be handled by using timeout periods. During timeout, children must stand or sit away from the other children and away from toys. They may watch the other children, but they cannot participate during timeout. Children will not be spanked, yelled at, or punished in any other manner. Where warranted, we will discuss the child's misbehaviour with the parents to give you a chance to monitor your child's progress. We ask, though, that the parent not discipline the child for matters that occurred at the centre because the child will not always know why he/she is being disciplined.

We will not tolerate swearing at the Day Care Centre, and children caught swearing will be placed in time out for a short period. Also, there will be no toy guns, swords, or knives brought to the centre because all programs and activities at the centre promote non-violence.

If behaviour continues to present problems, then a meeting will be arranged between the parent(s) and staff to resolve problem behaviour and/or to arrive at some solution.

Hugging Policy:

Because children will be away from their parents for the day, Day Care staff will show love and affection whenever the child needs to be comforted or rewarded. Young children respond to the warmth of a hug much quicker than a voice, and we will not hesitate to give your child all the love and affection we can muster.

**(name of centre) Day Care
Master List of Children**

Worker: _____

Group _____

Child's Full Name	Parent/Guardian	Contact # 1	Contact #2
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

() **DAYCARE**

Monthly Record

Record Dates and Times

Month	Emergency Evacuatin	Public Haeth Nurse	Nutritionist	Parent Meeting	Staff Meeting
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Annual Record

	Building Inspection	Fire Inspection	Health Inspection	Permit Inspection	Major Cleanup
Date					
Date					
Date					

(Name of centre) Day Care Medication Record

Child's Name: _____

Date: _____

Day	Name of medication	Dosage	Times	Staff Initials	Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

I Hereby authorize the () Daycare to give my child _____ the following medication according to the written directions of my physician.

Medications and Dosages: _____

Signature of Parent/Guardian _____

**(Name of centre) Day Care
MEDICAL HISTORY FORM**

Child's Name		Date of Birth	
Parent/Guardian		Family Doctor	
Address		Address	
Phone		Phone	

Medical History - Has This Child had :

Measles		German Measles		Chicken Pox		Mumps	
Whooping Cough		Hepatitis		Meningitis		Other	

Any History of:

Skin Conditions		Eye/ear Conditions	
Asthma, bronchitis, Pneumonia		Convulsions	

Immunization History

DPTP 1 & HIB		DPTP 1 & HIB		DPTP 1 & HIB	
MMR 1		MMR 2		DPTP 1 & HIB	

Physical Statistics as of this Date

Height		Weight		Eyes	
Ears		Hearing		Mouth/Throat	

Referrals/Consultations/Recommendations

Physician		Hearing/Speech		Nutrition	
Clinical Nurse		Specialist		Other	
Explain:					

Signature: _____

Title: _____

Date: _____