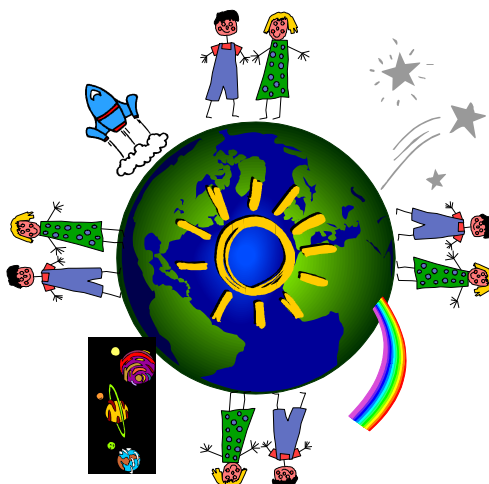


# PARENT AND EMPLOYEE'S GUIDE

## BAMBINOS UNIVERSE EARLY CHILDHOOD CENTRE



Revised August 2011



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## **INTRODUCTION**

*This guide is a tool for all the ECC employees and parents. It was designed to establish a clear approach and the adjoining privileges by the centre with which it concerns the childcare services offered to the children, whichever type of service retained by the parent. The centre's philosophy follows the recommendations from the "Ministère de la Famille et des Aînés" in the EDUCATIONAL PROGRAM document.*

This is only a guide. Information in this manual is not to be interpreted in order to enforce or react in representing the Bambini Universe. In the event of a conflict between this guide and any other official document, employees and/or parents must refer to the official document and/or the general manager.

## ***THE ECC HISTORY***

- The Tebizinân ECC was founded in February 1993. At the time we were renting in Shawville and we were known as an agency. We held a permit for 170 spots in home childcare services.
- In 1995 we moved to Quyon and started working at our first childcare facility project for Luskville.
- In September 1997 we became a recognized Early Childhood Centre and the \$5.00 a day program began.
- In October 1999 we expanded by opening our first large childcare facility in Luskville. We then held a permit for 170 spots in home childcare services and 34 spots in the large childcare facility in Luskville. We innovated when possible by allowing the educator to graduate with group each year.
  - Historical fact: Why Bambinos Universe? We looked at the environment in which the center would be built and there was the mountain. But at that time a lot of Luskville businesses had also used this word in their name (Les Charmes de la Montagne, les Montagnards, etc...) another option... The deers! «Bambi»..... We liked the word «universe» to include a special little world... The Universe of Bambi..... But it was too «Walt Disney»..... We finished our meeting on this brainstorming; that evening, on the television, the Omertà show was paying, a story about the Italian Mafia. Then someone thought of «Bambinos»! And this is the origin of: Bambinos Universe!
- In 2000 we started working on the project for the large childcare facility in Shawville.
- In January 2004 the government program went up from 5.00\$ to 7.00\$.
- In April 2004 we opened our second large childcare facility in Shawville. Therefore, the Tebizinân ECC took the name of Bambinos Universe.
- In June 2004 at our **Annual General Assembly**, we changed our name to the ***Bambinos Universe Early Childhood Centre***.
- In April 2005, we reduced the permit in Home Childcare to 150 spots.
- We hold a permit for 150 spots in home childcare services, 34 spots in the large childcare facility in Luskville and 36 spots in our second large childcare facility in Shawville.

- In June 2006, the MFA reorganized the ECC that offered home childcare services, and following this reorganization, coordinating offices were created to offer these services in home daycare, our ECC was not selected.
- We now hold a permit for 34 spots in the large childcare facility in Luskville and 36 spots in our second large childcare facility in Shawville.

# ***INTEGRATION OF A NEW CHILD***

## **Integration of a new child in daycare**

In this document, we would like to give different ways to proceed in the integration of a child. It is certain that in the beginning the parent knows their child better than the staff at the childcare facility; therefore, it is better to know how their child may react to a new environment and the separation between child and parent. Therefore, these tools will be of great help...

- Once the parent makes the decision to accept a spot at the childcare facility, no matter what age, it is important that the child come to visit the facility with Mom and Dad in order to see the place and meet the staff and other children. This may be done during registration.
- After the visit, there will be a registration where there will be required documents to fill out. This is done in the office during a period of 45 minutes. The child can choose to stay with the parent in the office or to stay in the room with their new educator and their new friends. At the time during the first day, there may be more to be expected from the surroundings and to recognize new faces.
- During the registration we will discuss the best way to integrate the child during their first week.
- At the time of these first days, for certain children, it may be that the parent will have to stay in the room for a certain amount of time and then leave, this will reassure the child. Yet, it may be different for others where the separation may be more difficult.
- So, during the first few mornings, it is best that an exchange of ideas on what to do on this subject between the educator and the parent. Also if need be on the best way to do it.
- For the duration of time that the child should spend at the childcare facility the first few days, we suggest half-days and if all goes well then full days. Or simply, start with a full day if the parent believes that all will go well due to the fact that the child has been in a childcare service or other. However, once again, there must be a good communication between the parent and the educator to adjust to the needs of the child.
- The management of the childcare facility may suggest other alternatives.

Finally, the parent is the best person to suggest the best way to integrate their child. After a few days, when the educator gets to know the child better and they see the child's reaction to the separation with the parent and following the departure of the parent, they can suggest other ways to go about dealing with these situations. Therefore communication between the parent and educator remains a crucial step in the arrival of a new child to the childcare facility.

Good integration!!

## ***ARRIVAL AND DEPARTURE***

At the time of arrival and at departure the ECC is confident that the educators will do the following:

### **UPON ARRIVAL THE PARENT MUST:**

Undress his/her child in the locker area or in the baby room and then bring his/her child inside the play room so that the staff members are made aware of his/her child's arrival.

Make sure that his/her child washes his/her hands upon arrival, and if need be, settle him/her for his/her breakfast

Give all usefull and necessary information to the daycare regarding his/her child.

### **UPON ARRIVAL THE STAFF MUST:**

Make sure the child washed his/her hands upon arrival with his/her parent.

Make sure that the breakfast brought meets the recommendations (quality, healthy, allergies, etc.)

Demonstrate warmness and smiles to the children, parents and staff;

Initiate appropriate conversations with each other;

Verify the state of health of the child when arriving in order to see if he/she will be able to follow the regular program of the day.

### **AT DEPARTURE THE PARENT MUST:**

Read your child's personal agenda; be aware of the menu and the programming sheet on the parent board.

### **AT DEPARTURE THE STAFF MUST:**

Make sure that the person that comes to pick-up the child is on the registration form and authorized by the person responsible of the child;

Verify identification card if need be;

**Make sure that the child leaves the daycare safely; be sure that a staff member sees you leaving with your child, especially when the children are outside.**

**The children that leave the daycare and are going to the parking lot, must always be accompagnied by a parent/adult, *this is mandatory.***

## ***NUTRITION***

The menu offered in childcare must be well balanced, with a wide variety of foods and must respect the Canadian Food Guide. Everyday, children will receive 1 meal and 2 snacks which include 2 portions of each of the four food groups: meat and substitute, fruit and/or vegetables, milk and milk products, water and bread and cereal products.

The kitchen staff is responsible for preparing the meals and snacks, bringing the trays of food and utensils to the designated meal areas. They are also responsible for bringing back the leftovers and the dirty dishes to the kitchen for clean up (washing and drying of the dishes). The educators are responsible for serving the meals and snacks once the food is brought to the meal areas. This is part of the educational program of each day.

### ***We encourage the educators to:***

Sit down and eat with the children;

Show good manners and good eating habits to the children;

Encourage children to eat when they are hungry;

Encourage children to taste new foods;

Offer nutritional deserts to children after the meal;

Offer the beverage to the children after the meal;

Serve a second portion to children who ask for it;

Encourage pleasant discussions between and among children and adults;

Give children enough time to eat while respecting the given schedule;

Let the child leave the table when finished in order to proceed with the cleaning-up and the after meal activity; (if the educator is ready to receive the child)

Encourage the children to help each other and to be more dependant (serving the snacks, pour the milk and /or water, etc.)

Adapt these interventions with the needs of the children.

Interventions are always done in evaluating each child's situation (therefore case by case) and within the groups dynamics where we can find what is needed.

## ***PREPARING A MENU***

The elaborations of our menus were made in collaboration with the group Extenso from the Montreal University; following a study which we participated in on nutrition in Quebec ECC.

### **Milk and water:**

- Milk that is offered to the children is « homo » milk 3.25%. Each child will have at least 1 portion of milk per day.
- Water is served before each snack and lunch and during the course of the day.

### **Sugars:**

- « Sugar » desserts will be offered 1 ½ per week.
- The 1<sup>st</sup> TIME is during the community lunch on Fridays where the groups eat together from the infant room to the older group. This will be the dessert of the week and of the “special” lunch. (ex: overturned fruit).
- The ½ TIME is a healthy snack that may contain a hidden sugar (ex.: instant pudding Jell-O with fruit, granola bar made with a healthy cereal with a marshmallow base, date squares with oats, etc.).

### **Birthday cakes:**

- Birthday cakes are not counted in the aboved mentioned. However, the cakes are always accompanied with fruit that is normally given at the end of the meal at lunch.
- Luskville: The date of birth of a child that arrives during the week will be celebrated on that same day unless it is the childcare facilities birthday or for other reasons (ex : Christmas party). If the birthday falls on a Saturday or a Sunday, the birthday will be celebrated on the Friday at the community lunch.
- If the snack that day is considered a (sugar) snack, it will be changed to a fruit or vegetable.
- Shawville: All birthdays are celebrated on Fridays. For part time children that do not attend on Fridays, they will be celebrated on Thursdays.

### **Slices of bread:**

- The slices of bread that accompany the meal are always served with no butter or margarine with the exception of garlic bread.

### **Home made food:**

- We make it important to serve as many foods home made as possible.  
Example: salad dressings, croutons, salsa, dips, desserts, muffin, mayonnaise, etc...

### **Recipe choices:**

- It is the cook’s responsibility to choose recipes that contain very little sugar and salt in order to use the least amount as possible.

**Cold meats:**

- Commercialized cold cuts are not offered at the daycare facility.

**Hot-Dogs:**

- Hot-dogs are not in the childcare facilities menu. However, it may happen during a special activity (ex: picnic in the woods during the winter), we will prepare hot-dogs made with 100% veggies or tofu.
- Hot-dogs will be cut in the length sense in order to avoid a risk of choking.
- However, in the event of a special activity outside the hours of operation (ex.: Open House) « regular » hot-dogs will be served. The responsibility will become the parents whether to serve hot-dogs to their child or not.

**Raw food :**

- Hard foods that may cause a risk of choking are cut up in a systematic fashion in the groups of children from the infant room to the 18 months.
- It becomes the educators' judgement regarding the evolution of each child in their group during the year.
- Raw food are equally adapted to the individual needs of each child in the age group 2 ½ years and up if the parent has advised the educator.

**Batter:**

- Fish that is offered is breaded with a multi-grain batter.

**Varied menu offered:**

- 5 weeks of menus are offered in rotation during the year. This is to offer a variety of meal choices.
- 3 weeks of menus offered during the summer rotation.

**Food allergies :**

- We offer a service open to solutions for children who suffer from food allergies.
- Each case will be evaluated in response to the medical report received by the parent.

**Food brought from home:**

- It is not permitted for a parent to bring food from home for a meal for their child unless there are important medical reasons. This is to avoid arousing envy from the other children and the creation of dynamics for a difficult group or again for safety reasons regarding the existing allergies in the childcare facility.
- A breakfast may be brought to the childcare facility (must be finished before 8:00 am), but the food must be « healthy ».
- If there are allergies of certain products among other children, these products must not be found in the breakfast of your child at the childcare facility.
- You will find in the internal regulations a list of healthy breakfasts that you could bring for breakfast.

**For the continuity of good service offered:**

- In order to ensure the continuation of service offered to the children and to parents, the cook, must create work tools in the event of absences predicted or not.
- A binder where the standard recipes, adapted quantities and the portions are found.
- A list of companies with the contact names, their telephone numbers and the details concerning when orders are to be done and the when the orders are to be delivered.
- Prepare order types per week ex.: dairy products.
- List of professional people to call in the event that a repair or maintenance needs to be done on equipment in the kitchen.
- Table of the particular needs for certain children. Related to allergies, intolerances or other...
- A schedule for a typical day in the kitchen.

We hope this document permits you to better understand our way of seeing nutrition in our childcare service. Our cooks take the health of your children to heart...

Good Appetite!!

## ***ALLERGIES***

|                     |  |
|---------------------|--|
| <b>Intolerance:</b> | Impossible to ingest certain medication or food.   |
| <b>At risk:</b>     | Danger: Possible allergy to something we are exposed to.   |
| <b>Allergy:</b>     | Abnormal excessive reaction of the body to an allergen to which he/she is particularly sensitive to. |

***We will follow these steps when a child has an allergy.***

### **Steps to follow in a childcare facility concerning food allergies:**

***Forms to fill-out at registration elaborating in detail all the known allergies and the treatment to administer in case of an allergic incident.***

In the registration forms, the parent must describe in a detailed way the child's allergies, and the appropriate treatment in case of an allergic incident. The parents should also enclose a detailed letter or a copy of the medical report filled-in by a doctor or an allergy specialist. It is also the parent's responsibility once a year to provide an up-to-date list of any additional allergies their child(ren) could have.

***Role and responsibility of the Management and the staff of the ECC to inform the parents.***

Once the child is registered at the ECC, and before the arrival of the child at daycare, the Director General must communicate to all the staff the important information about the child's allergies. If an incident occurs the staff must consult the child's file and follow the steps to be taken that were elaborated with the parent at registration. The ECC is committed to inform the parents about the rules to follow regarding food allergies.

***Posting the picture of the child and the list of allergens in the child's room close to where the meals and snacks are given and eaten.***

This is to facilitate the recognition of the allergic child in case there is a replacement staff member.

The picture and the list of foods the child is allergic to must be posted and well seen in the lunch room and the kitchen.

***Notifying the parent of an allergic reaction the child had and measures taken.***

The staff must immediately call 9-1-1 and notify the child's parents of the situation if an allergic reaction should occur, and verify with the parent if there is specific instructions to follow.

***Role and responsibility of the cook, the educators and/or the replacement staff.***

The cook must take in considerations all of the cases of allergies while preparing and cooking the meals. Without limitations, this implicates to be aware of all the cases of allergies among the children. The cook must post the list of the foods of every child who is allergic; verify the ingredients and the contents of ready made foods. He/she must also take this into consideration while preparing all of his/her recipes and the preparation of the meals and snacks.

***Role and responsibility of the ECC's staff during an allergic incident.***

The educator that notices that a child is having an allergic reaction must take care of that child as a priority. He/she must call 9-1-1 and inform the coordinator of the situation. The child's file must be consulted in order to apply all the necessary measures / directives as discussed with the parent(s). The educator must fill-out an accident report and describe in detail, the allergic incident. (Ex.: What did the child eat?, under what circumstances?, his/her symptoms, the measures taken to rectify the allergic situation, etc).

***In case of the absence of the child's educator or after a long absence of a staff member.***

It is essential that the person in charge communicate with the entire staff subject to treat this child all the allergies of that child.

If a staff member has been absent of the ECC for a long period of time, ex: sick leave, maternity leave, leave of absence, or other, it is absolutely essential that this person ask the other staff members the particular cases of allergies among the children at the ECC.

***Restricted foods from daycare.***

It is not allowed for the ECC to used foods that contain allergen to which children are allergic to in the preparation of meals.

***General obligations and responsibilities***

Each ECC staff member must react at all times in a reasonable and prudent manner in order to avoid all allergic incidents and to minimize the consequences if an allergic incident occurs in daycare. It is vital to be prudent and vigilant when it concerns allergies to food.

It is important to be aware that allergies, as well as the seriousness or the degree of severity, are not always known with the child (ren) and may develop at a fast rate. Due to the difficulty of knowing, we must at all times react with caution and prevention.

## ***NAP TIME***

In the nursery, the children can have a nap period in the morning and one in the afternoon, which is usually after lunch. The parent and the educator must agree on the time and the duration of the nap. To decide together when the morning nap will no longer be necessary and to re-adjust as weeks go by with the changing needs of each child. It will be very important to have followed the same routine at home as well as at daycare, in order to have a good consistency between the two places for the well being of the child. Keep in mind that there are quite a few children in the groups at daycare and there is a routine for meals, playtime, going outside, etc... Therefore, the educator will establish, as time goes by a routine for naps in order to meet the needs of the child as well as the needs of all the children in his/her group. Good communication between parents and educators is the key to success.

It is very important to communicate and bring to daycare the things the child will need for his/her nap. Ex: A pacifier (that will stay at daycare in case the parent forgets the pacifier at home), a blanket that will remind the child of their home setting, a teddy bear or any other soft toy that will bring security to the child. The best time to remove the pacifier from the child will once again be at the need of the child, and with a good communication between parents and educators. The interventions with the child will have to be done in compliance with the two places.

In the junior-intermediate group (1 ½ - 2 ½ yrs), there is a naptime after lunch beginning between 12:30 p.m.-1:00 p.m., and ending around 3:00 p.m... If some children are awake sooner, there are quite games on the tables in the room in order to let the other children continue their nap.

In the intermediate-preschool groups (2 ½-5yrs), that share two rooms, there is also a nap in the afternoon beginning around 1:00 p.m. and ending around 3:00 p.m ) waking up is done between 2:30 and 3pm and can vary during the year depending on the group's needs in general). There again, there are quite games on the tables in the 4<sup>th</sup> room for those who need less sleep and wake up sooner.

For the preschoolers group who are preparing for kindergarden, we gradually cut down on their nap and/or rest time during the year. The relaxation periods last about 30-45 minutes and during these periods there is usually relaxing music, books on their mats to read, quite games, etc., after a certain time when the other kids that need it have fallen asleep. We have adapted this routine in relations with the routine at kindergarden in order to have continuity for the child when he/she will begin going to school.

**The most important thing of all in the sleep routine is the good communication between the parents and the educators. It is the child that will benefit from all of these advantages. Wishing you a good nap!!Reference books available at the ECC : « Le sommeil chez les enfants et ses problématiques ».**

## **POTTING TRAINING**

In the infant room, children that are present are usually the age of two or under. Therefore, some of the children could show an interest for potty training. In the middle of the year, this group of children will be present most of the time with the older group that are 1 ½- 2 ½ years old. Observing the older children that go on the toilet or on the potty could stimulate the younger children to do the same. This is why there will be a potty in the infant room in case a child should be interested in potty training.

It is in the next room that potty training usually really begins. We do not force children if they are not ready. Potty training is usually done as a game with the other children, by telling stories on the subject or other... Every educator uses his/her imagination and creativity in order to encourage the child on this path. It is very important that the steps taken at daycare be continued at home. If this is not the case, there could be mixed signals given to the child, and this could make potty train a difficult time for him/her.

Here are a few tips to help the child achieve this step.

### **Indications that will inform us of the maturity of the child**

- The child is clean and dry for more than two consecutive hours.
- The child knows when their diaper is wet.
- The child wants to remove their diaper and wear underwear.
- The child pulls their pants down themselves.
- The child searches to imitate an adult that goes to the bathroom.
- The child goes up and down stairs without holding.
- The child knows parts of their body.
- The child is capable of understanding their needs.
- The child understands what they have to do in the potty or the toilet.
- The child has the motivation to learn.

It is normal to have ups and downs while potty training. The «relapses» are a part of potty training. There is no use in reprimanding a child that has had an accident, and it is important not to dramatize the incident as well as to encourage the child to find ways to make it better the next time. All depending on the evolution of the child, the child's educator will ask the parent to bring into daycare things that will facilitate the work. For example: Pulls-ups (detachable on the sides to avoid undressing the child, because there are 6 in the group), underpants that are very absorbent and a lot of clothes for changes in case of accidents!!

It is sometimes difficult for a child to have to go through these steps and remember that it does not happen overnight. Let's all be conscious that with good communication between the educator and the parents we are giving the child better chances of success.

For the other groups, the educator is sometimes present in the bathroom and sometimes not. This depends on the child, if the child is at ease to be accompanied and if he/she is

ready and able to wipe himself/herself after going to the bathroom. It is very important that the educator and the parent have good verbal exchange and can communicate all the information on the ways of doing this at home because every family is different!!

In the last group, if the child is not capable of going alone, there will be work done with the educator and the parent to get the child used to going alone before he/she starts school.

Therefore, the word of order is PATIENCE, every child has his/her own pace, and we can only make sure to give him/her necessary tools in order to elevate his/her self confidence.

# ***DISCIPLINE***

The ECC firmly believes that the child is the first agent of his/her development therefore we tend to have a democratic approach with him/her.

**In order to do so, the ECC established simple life regulations:**

- We walk inside the childcare, outside we can run.
- We talk softly inside the daycare, outside we can talk louder.
- We sit at the table in order to eat our meals and snacks.
- We are respectful to our friends and adults around us.
- We are respectful to the nature and to the things that surround us.

**The educators must:**

- Encourage problem solving among children.
- Encourage the children to talk about their emotions.
- Let the children bring solutions themselves to a problem.
- Give children reasonable and convenient choices.
- Apply natural and logical consequences.
- Change our ways of interventions when the situation degenerates.

**Acceptable interventions for the ECC are the following:**

- Let the children live with the consequences of their choices.
- Give the child the choice to do something with the help of an adult or by himself/herself.
- Restrain a child that is out of control in order to prevent injuries to himself/herself or to others, until he/she has taken control of his/her emotions.
- Take a side a child that has an emotional situation and let him/her have attention only when he/she is in control of his/her emotions and then have a follow-up with him/her.
- Validate all the emotions of the child and show empathy towards him/her.
- Time out for 1 minute per age (ex.: 1 min. – 1 year old, 4 min. – 4 year old) where the child is away from the group, depending on the severity of the behaviour. The educator keeps them within sight and does a follow up of the behaviour.

## ***THE EDUCATIONAL PROGRAM***

The educators of the ECC use the educational program administered by the MFA with attention and conviction.

### **This program contains 5 basic principles:**

1. Each child is unique;
2. The child's development is an integrated and global process;
3. The child is the first agent to his/her development;
4. The child learns through play;
5. The collaboration with the daycare educators and the parents contribute to the harmonious development of the child.

The children are separated in age groups (depending of their age on September 1) and an educator is assigned to one group:

| <b><u>Group</u></b> | <b><u>Age</u></b> |
|---------------------|-------------------|
| Ray of sunshine:    | 6-18 months       |
| Shooting star:      | 18-30 months      |
| Rocketship:         | 2-3 years         |
| Planet:             | 3-4 years         |
| Rainbow:            | 4-5 years         |

**These are approximate ages per group!!!**

**Each educator is assigned and responsible for the basic application of the structure of the room. Therefore he/she must:**

- Organize his/her room with activity corners keeping in mind the interests of the children especially with games;
- Let the children have direct contact with the material in the organisation of his/her room;
- Encourage the global development reaching every dimension of the child;
- Give children enough material in order for it to be appropriate, stimulating, presentable and multipurpose.

**Each educator is responsible for applying the basic level of structure in activities. Therefore he/she must:**

- Establish and follow a regular schedule;
- Encourage children to participate in the changing of the rooms;
- Let the children choose their activities;
- Keep in mind the individual needs of the children in the activity schedule;
- Encourage the children to be creative;
- Encourage open activities which touches every aspect of their development;
- Use all kinds of animation and structure methods;
- Adopt animation activities that encourage the child to participate;
- Give each child special attention during activities;
- Use the games as a stimulant;
- Encourage all kinds of activities and play;
- Encourage exchanges among children;
- Encourage the consistency between the activities at the centre and those of the family at home;
- Encourage positive discussion between parents.

**Each educator is responsible of the basic application of the democratic intervention. Therefore he/she must:**

- Let the child participate in the decisions that concern them, let the child verbalize their needs, emotions, limits and negotiate the acceptable solutions;
- Communicate with the child using games;
- Praise the child that plays;
- Schedule observation periods;
- Observe each child;
- Adopt a positive attitude towards parents.

# **PHILOSOPHY CONCERNING ORGANIZED OUTINGS**

The ECC uses a private transport (bus) and ensures that the bus company has a valid permit with the “transport commission of Quebec”.

While using the outside spaces or sites, the ECC makes sure that this site has a secure and adequate welcome structure. If necessary, the ECC will consider: Restoration, health and hygiene, communication, animation, logistics and structure, as well as insurances.

Obtaining a written authorization from the parents for each outings while being precise on the fact that there will be transport (Art. 48)⇒ The child’s registration form must be precise on the conditions in order to authorize the participation of a child to outings organized by the ECC (see Annexe 1). This registration form should be given to the parent at least 2 weeks before the outing in order to facilitate the outing related questions that the parent may have and to take time off if he/she wants to accompany his/her child.

Parents must not smoke during outings for respect towards the child and by comprehension of the role model that he/she is by accompanying the child.

***Having a maximum ratio of 1 adult for every 3 children in the 1 ½ to 2 ½ years old.  
Having a maximum ratio of 1 adult for every 4 children in the 2 ½ to 5 years old.  
The ratio could be of smaller quantity, depending on the activity or outing.***

While being a part of the regulations, the ECC must put in place the measures to be taken in case the ratio is not being respected.

- A. Add more educators (if possible)
- B. Ask for the participation of more parents
- C. Leave a few children at the ECC.
- D. Cancel the outing

If the parent refuses that his/her child participate at the outing, the child will have to stay at daycare with another educator, when possible.

Having identification for each child like same coloured shirts, however concerning the identification of the child while being on outings, the “Sûreté du Québec”, the municipal police services and “Parents-Secours” do not recommend the use of external identification (name tags, necklace, etc.) because the child would be more receptive to solicitation if a stranger refers to him/her by his/her own name. The use of the «snake» with a handle for every child is useful for on location going around. Every educator will use this procedure with his/her group.

Explain to the children and to the parents the schedule of the day, the rules to be respected in case they become lost or alone in an unknown place, as well as the rules on the bus. Always bring a First-Aid kit containing the basic articles (see enclosed). Also bring personal medication for a specific child if needed (ex.: Epipen).

Make and keep handy a list of all the children participating at the activity or outing as well as their accompanist. Ideally this list should have the health card number, the (ex.: Épipen), phone # for emergency purposes, as well as the name of the person to contact in case of an emergency.

Make sure that the children are well dressed for the outing in order for the child to participate to all the activities like the other children.

The daycare will bring a change of clothes (diapers, clothes...).

The ECC will bring plastic bags (in case of a sick child), facial tissues, wet-naps, drinks, a picnic (if needed), sun screen and insect repellent (if necessary). You can also bring a camera to immortalize and bring back home those special moments!

Take attendance regularly. For example: before the departure of the bus and in order to verify if our list is consistent and that there are no late ones or absences during the activity and at departure on the bus. The best way is to sign the presence register each time attendance is taken.

Have a person responsible for attendance and of the fees (if applicable) for the outing.

The educator is responsible of counting the children and the accompanists in his/her group and informing the person who is in charge of the attendances.

Have a cellular phone available.

Depending on the trip a car may follow the bus in case of emergency.

And last but not least, parents are always welcome at our outings!

# ***PHILOSOPHY CONCERNING THE USE OF TELEVISION***

What is advocated in our childcare service is the use of television in our educational setting, for special theme days or for our Friday community lunches. Here are more details...

## ***Educational setting:***

- At the time of a specific theme such as firefighters (movie: “Fire Fire Nice Fire”, 10 minutes), or hygiene (movie: “Bye bye to germs”, 10 minutes).
- At the time of a special party such as a Pyjama Party, Christmas, Easter, St-Valentines, Halloween, etc...there could be a movie presentation on these themes after a Friday community lunch.
- An exercise video to do some physical activity with the children.
- Videos with singing and dancing such as Carmen Campagne, Annie Brocoli or an artist that’s popular...Ha-Ha!

## ***Community lunches:***

- Every Friday, we have a community lunch where all the children, from the infants to the older children will eat together in the 2 adjoining rooms. The cook will bring the food into the rooms and the serving will be done directly with the children. This is the “special” of the week and the children appreciate this type of lunch where everyone can sit with which ever friend or educator they chose.
- AFTER the community lunch, this is a time that is very busy and the educators must clean up very quickly – the floors, tables, chairs and return to their respective rooms. Therefore, to permit these tasks to be completed quickly and efficiently we have the children assemble in room 4 (multi-purpose room) and we put a movie on.
- During the clean-up and the preparation of the mats/cots, and the watching of the movie, another educator will ensure that each child goes to the washroom, washes their hands and brushes their teeth.
- Finally, we return to each of our own rooms, we prepare for a story and for rest time.
- Therefore, for community lunches, the younger children will watch television for a shorter period of time because their room is prepared in less time. The older children will watch television for a maximum of 45 minutes or until the other groups return to their respective rooms.

PS: At the time of a specific theme, if you have a movie that relates to the theme, you may bring it in to your child’s educator; same as books games or toys...! Thank You!

## ***BIANNUAL MEETINGS WITH PARENTS***

During these meetings, we look at points observed concerning the development of your child, as well as the learning that is being acquired. You can easily surround the evolution of your child. We predict a meeting twice a year between parents and their educator, meaning, one in the fall and another in the spring. The meeting in the fall is more formal and it helps in determining what the objectives will be at daycare and at home. The meeting in the spring is a review on what has transpired during the year since the last meeting. This will be done with an observation chart or a résumé. We hope that this will help to facilitate a good exchange between the parent and the educator.

### ***Observation charts:***

The observation charts should touch certain development aspects; motor skills, emotional and social development, cognitive or intellectual development and language development.

This evidently represents only a portion of the experiences lived by the child. Nevertheless this allows to describe the child's habits that have been observed and, from there, identify the child's needs. In terms of this step, it will be pertinent:

1. That an exchange be done between the parents and the educator in order to exchange useful information;
2. To establish precise objectives for each child;
3. To conceive the learning experiences adapted to the needs identified;
4. To evaluate the effectiveness of these measures.

It is understood, that this is merely a general indication that each child develops at their rhythm and sequence.

The observer can if needed, add comments at the end to illustrate complete or clarify certain observations.

### ***These meetings are beneficial:***

- For the child, because they benefit from a continuity from home to the daycare and vice - versa.
- For the parents, because they can better know their child when they are outside the home and lets them to see all the effective work done by the child's educator to better support their child in their learning.
- For the educators, because the parents often give the right path so they can better give a better personalized way to the child and also so they feel appreciated by the parents in the work they do that is not always easy that they give to their group.

It is important to respond to the survey given to the parents for the scheduled meetings, if not, your choices will be very limited because the scheduling will go with the parents who have responded. If you do not present your self for the meeting, there will be no other times determined for your meeting unless you have called and told us in advance. We hire extra staff to replace the educators in advance for these meetings

## ***EMERGENCY MEASURES***

***In the event of a fire drill and that the building is being evacuated, each educator must make sure:***

- That the windows and doors in the room are closed; this will avoid the smoke becoming too thick. If a child is left inside it will be easier to find the child quickly to evacuate.
- To take from their clip board the attendance sheet for that day including the emergency telephone numbers and medical insurance numbers and also the red and green cardboards.
- Direct the children to the far point in the outside yard.
- The person in charge of food preparation (Cook) must ensure that the oven/stove and doors are closed and help the educator in the infant room evacuate the infants.
- The emergency evacuation ki is in the outdoor shed.
- An authorisation slip has been signed by each parent to transport their child by bus or our vehicles (even without appropriate car seats, however with at least a seat belt), in case of necessity.
- For Luskville: The children will be evacuated to the neighbour and then if necessary the Luskville Community Centre near « Hôtel de Ville ».
- For Shawville: The children will be evacuated to the hospital.

***What is to be done in the event there is a power outage?***

- Call the hydro company to find out how long the power will be out.
- If the power will be out all night until the next day and it is 20 degrees below outside, can the well freeze, meaning no water?
- Can the children get cold? (Winter time)
- Is there a possibility to serve lunch and snacks, if not, what will be the alternatives? (To use the butane burner in the electrical room, make sandwiches, etc...).
- Is it possible to ensure a minimum of hygiene? Purchase bottled water for the toilets, wash hands with wipes...
- At the end of the day the emergency lights are good for a few hours (to be determined...) If there are late parents, blocked roads, etc. There are 2 flashlights and emergency candles in the second drawer in the office.

***In the event of a snow storm:***

- The parents that arrive early at the daycare are contacted first and then the remaining parents are called.
- Exceptionally during a power outage you should; dial 819-455-1027 for the Luskville installation.
- Exceptionally during a power outage at the Shawville installation, it is possible that for a short period no telephone service is available.

- Luskville: The assistant director and the head teacher must have at home an updated list of parents' telephone numbers in order to facilitate the calls to go as quickly as possible.
- Shawville: The Director and the head teacher must have at home an updated list of parents' telephone numbers in order to facilitate the calls to go as quickly as possible.

***An alarm system problem:***

- Call the central (see telephone number on the labels found on doors and windows) to obtain information.
- Be sure to know your own NIP (4 digit number) because they will ask for it.
- If there is a problem with the alarm system due to a power outage or other, after 1 hour of problems, and the daycare is closed, there are 3 people that can be contacted at home and asked to go see what is going on at the daycare. These people were chosen due to the proximity at the daycare and their availability to travel to the daycare during the night.
- If this situation occurs, the person is paid 3 hours for the call out (travelling to the daycare).
- If in the event of a power outage and the alarm goes during the night, it is important to advise the call center not to call us until 7am, if not they will call us all night every hour.
- If the alarm goes off in the daycare because of burnt roasts for example; you need to call 9-1-1 to advise them not to send the fire department.

***A major water leak at the daycare:***

- Lusville: Shut the main water line off, the main line is found in the electrical room. Turn the yellow-orange handle found on the floor near the sink where it is indicated "Fast Valve On – off".
- Call a plumber.
- To restart the pump, we must hold the little handle/lever/switch on the control box 30 seconds and release.
- Shawville: Shut the main water line which is found in the electrical room in the basement. Turn the big orange handle (not the little red one) behind the water softener.
- Call a plumber.

**Tornado: What to do in case of a tornado?**

If there is a tornado, the best place to take cover is the basement of a solid building. If you don't have a basement or no quick access to it; find a small room on the ground level, like a closet or bathroom. At all times, stay far away from windows, doors and exterior walls.

If you find yourself outside during a tornado, lie down in a ditch or ruts on the ground; try to hold on to a shrub, protect your head and pay attention to flying debris. Tornadoes are unpredictable and can change direction quickly

**Earthquake: What to do in case of an earthquake?**

If you are inside, lie down under a solid piece of furniture, like a table or a desk, protect your head with your arms.

Turn your back towards windows and mirrors; if they break, the splinters could hurt you. If you are outside, stay there, but away from buildings, telephone and hydro poles, in short of anything that could hurt you when falling.

## ***MAINTENANCE AND DECORATION OF THE ROOMS***

At the end of the day the parents must take the children's personal things in their children's locker, this will help with the clean up at night. This goes for boots and/or clothing, art work, toys, etc...

At the end of each day the educators must do what is needed to facilitate the cleaner's job in the evening. Such as: clean counter tops, lift chairs and /or toys, etc...

Be sure every second Friday that you bring your child's blanket home to wash and to also verify on a regular basis your child's cubby for extra clothes, to make sure they still fit and for the appropriate season.

The educators follow the "Cleaning check list" for the cleaning and disinfecting. (See annexe)

Take care of plants (non toxic) and dispose in safety manner.

When decorating do not use push pins, tape or other sticky items that may damage the paint. However, sticky tack is preferred, hanging track, bulletin boards, Velcro where there will always be a poster hung or as mentioned above hooks for hanging plants using fishing line.

## Exceptional Measures Policy at the time of departure of a child

This policy is to be used as a tool to help us in situations where we consider it unsafe for a child as well as the parent to leave the daycare with the parent because the parent appears to be under the influence. Here are some suggestions and ideas to help if such a situation should arise. Should we find ourself in this position, our instincts and common sense are our best allies.

First of all, it is important to know that by virtue of the Quebec Civil Code, when we have reasons to believe that the health and the safety of a child are compromised, we must act accordingly. Failure to act could be considered a crime. While it is our duty to act, we must then decide on how to intervene. Clearly every situation is different and must be treated as such.

### A PARENT UNER THE INFLUENCE

How to judge a parent's inaptitude? If by observing him and by his actions it seems that his faculties are affected by alcohol, drugs or medications and it becomes obvious to you that he is not sober. From the moment you come to this conclusion:

- Approach the parent by asking: Everything OK? From this, depending the answer;
- Express your doubts and discuss the situation with him, share your opinion diplomatically with the parent;
- Offer him an alternative by suggesting he call his spouse, partner, a taxi, a friend, etc.;
- Collaborate and try to reason with him;
- Avoid taking the role of the parent and engaging in a physical exchange.

If possible try to have another person with you so that you will have a witness.

If, despite all these initiatives, the parent insists in leaving the daycare with his child, attempt to keep him occupied as long as possible while your colleague calls the police. Know that you cannot keep the child against the parent's will.

When placing the call to the police, describe the situation with as much detail as possible (what condition the parent is in, what mood, license plate, make and colour of his car, description of parent and child, etc.).

Later, you will probably wonder if a call to the Youth Protection Services is appropriate.

## SAFETY

Besides the parent under the influence, other situations could very certainly arise concerning the children's safety in the parent's vehicle.

For example, the absence of a carseat, an inappropriate carseat for the child's age or a carseat installed in the front seat:

- Share your concern with the parent, remind him of the road safety codes, offer him pamphlets;
- Grandparents are often asked to pick up the child but do not have car seats.
- Organize carseat safety clinics in order to make parents aware for long term changes.

## FOR YOUR INFORMATION

Non-urgent calls to the police

MRC Pontiac : 819-648-2141

MRC des Collines : 819-459-9911