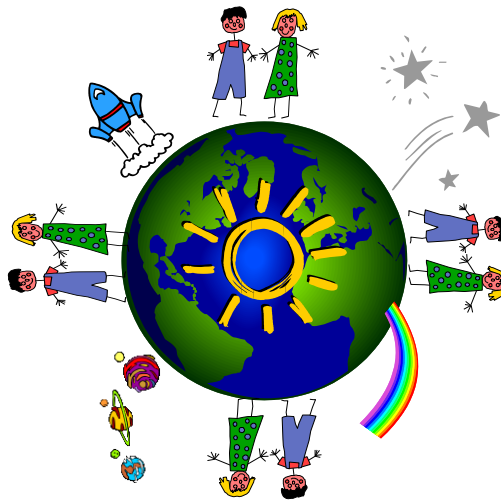


PARENT AND EMPLOYEE'S GUIDE

BAMBINOS UNIVERSE EARLY CHILDHOOD CENTRE



Revised August 2019

Parent and Employee's Guide - Index

Page 2	Index
Page 3	Introduction
Page 4-5	The ECC History
Page 6	Integration of a new child
Page 7	Arrival and departure
Page 8-12	Philosophy regarding food <ul style="list-style-type: none">• Nutrition• Preparing a menu• Allergies
Page 13-15	Rest Time
Page 16-17	Potty Training
Page 18	Discipline
Page 19-20	Educational Program
Page 21-22	Philosophy concerning organized outings
Page 23	Philosophy concerning the use of the TV and radio
Page 24-26	Policy concerning social media, internet and any other means of technology
Page 27	Bi annual meetings with parents
Page 28-30	Emergency measures Maintenance and decoration of the rooms
Page 31-32	Exceptional Measures Policy at the time of departure of a child
Page 33	Policy concerning death and mourning

INTRODUCTION

This guide is a tool for all the ECC employees and parents. It was designed to clearly indicate the approach and expectations the ECC has to offer to the children and parents. The centre's philosophy follows the recommendations from the "Ministère de la Famille" and the EDUCATIONAL PROGRAM.

This is only a guide. Information in this guide is not to be interpreted in order to enforce or act in representing the ECC Bambinos 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 provided by the MFA 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 in 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, when possible allow the educator to graduate with group each year.
 - Historical fact: Why Bambinos Universe? We looked at the environment in which the centre 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 still brainstorming. That evening, on the television the Omertà show was playing, 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 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 held 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 daycares, our ECC was not selected.
- On March 31st, 2018 our permit changed to 39 spots in the daycare in Luskville (5 spot augmentation) and 36 spots in our second daycare in Shawville.

INTEGRATION OF A NEW CHILD

Integration of a new child in daycare

Here are different ways to proceed when integrating a child. It is certain that the parent knows their child better than the staff at the daycare; therefore, they will need to inform us on how their child may react to a new environment and the separation between child and parent. These tools will be of great help...

- Once the parent makes the decision to accept a spot at the daycare 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 the registration will be done, where there will be 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.
- Allowing the child to visit their room during registration will make the first day of daycare easier; your child will know their surroundings and will recognize certain faces.
- During the first few mornings communication is the key! A discussion between the educator and parent on how long the child should stay, what time they should arrive the next day, etc... Is important.
- The management of the daycare facility may suggest other alternatives.

ARRIVAL AND DEPARTURE

UPON ARRIVAL THE PARENT MUST:

Undress his/her child in the locker area or in the baby room, **wash his/her hands upon arrival**, and if need be, settle him/her for his/her breakfast

Then bring his/her child inside the play room so that the staff members are made aware of his/her child's arrival.

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

The parent must inform the staff who will be picking up their child, if it differs from the regular pick up person.

UPON ARRIVAL THE STAFF MUST:

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

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

Initiate appropriate conversations with each other;

Verify the state of health of the children when arriving in order to see if they 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.

The parent must inform the staff who will be picking up their child, if it differs from the regular pick up person.

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 children leave 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 accompanied by a parent/adult and must not run out into the parking lot, *this is mandatory.*

NUTRITION

The menu offered in daycare 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 portions of each food group: meat and alternatives, fruit and/or vegetables, milk and milk products, water and bread and grain 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 desserts (fruit) 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;

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

Adapt these interventions to the needs of the children.

Interventions are always done in the best interest of the child.

PREPARING A MENU

The content of our menus were made in collaboration with the group Extensio 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 TIME is during the group lunch on Fridays where the groups eat together from the infant room to the older group. This is when we serve the dessert of the week.
- 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 above mentioned. However, the cakes are always accompanied with fruit that is normally given at the end of the meal.
- All birthdays are celebrated on Fridays. For the children who don't attend daycare Fridays, they will be celebrated on another day chosen with parent.

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 priority to serve as many foods that are home made as possible.
Example: salad dressings, croutons, salsa, dips, desserts, muffins, mayonnaise, etc...

Salts and sugars:

- It is the cook's responsibility to choose recipes that contain very little sugar and salt.

Cold meats:

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

Hot-Dogs:

- Hot-dogs are not in the childcare facility's menu. However, it may happen during an 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 lengthwise in order to avoid a risk of choking.
- However, in the event of a special activity and the parents present, « regular » hot-dogs will be served. It is the parents' responsibility and decision to serve hot-dogs to their child or not.

Raw food : (fruits and Vegetables)

- 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 and their eating habits.
- Raw foods can be adapted to the individual needs of each child in the 2 ½ years and up groups, however a discussion must be done with the parent and the educator to follow the child's progress.

Batter:

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

Varied menu offered:

- One menu of 5 weeks is offered in rotation during the year (fall, winter and spring). This is to offer a variety of meal choices.
- One menu of 3 weeks is offered during the summer rotation.

Food allergies :

- We offer a service 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 and they are previously discussed with the management.
- A breakfast may be brought to the daycare facility (must be finished before 7:30 am), but the food must be « healthy ».
- In case of allergies, the products must not be found in the child's breakfast at the daycare facility.
- You will find a list of healthy breakfasts in the Operating Principals.

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 tools in the event of her absences (vacation and unexpected sick days).

- A binder is found in the kitchen with:
 - The standard recipes, adapted quantities and the portions;
 - 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;
 - A prepared order form per week;
 - A list of professional people to call in the event that a repair or maintenance needs to be done on equipment in the kitchen.
 - Information concerning particular needs for certain children, allergies, intolerances or other...
 - A schedule for a typical day in the kitchen.

ALLERGIES

Intolerance:	Impossible to ingest certain medication or food.
At risk:	Danger: Possible allergy to something we are exposed to.
Allergy:	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 indicating in detail all the known allergies and the treatment to administer in case of an allergic reaction.

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 must 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 Management 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 responsible 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 child who is allergic 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 child's room, front entrance and the kitchen.

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

The staff must immediately administer the EpiPen, call 9-1-1, and then notify the child's parents of the situation if an allergic reaction should occur.

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

The cook must take into consideration all of the cases of allergies while preparing and cooking the meals. Without limitations, they must 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 administer the EpiPen, call 9-1-1 and inform the Management of the situation. The child's file must be consulted in order to apply all the necessary measures. 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). (see attached)

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 how to treat this child and 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.

The ECC does not use foods that contain allergen (ingredient) 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 safe 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 safe 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.

REST TIME

The objective of this policy is to guide the staff and inform parents of the rules concerning the nap and rest period at daycare.

Responsibilities of the parties

A. Educators:

- Establish a ritual to facilitate a harmonious sleeping climate;
- Be alert to signs of fatigue;
- Ensure the smooth nap and rest period of each child.

B. Parents:

- Collaborate with educators in order to facilitate the smooth running nap or rest period for your child;
- Have a positive attitude towards sleep in general;
- Have a positive attitude for nap and rest period in the afternoon in particular.

C. General Manager:

- Insure the application of the policy;
- Stay in contact with experts on the subject matter; if applicable; when major disputes between parents and educators occur;
- Offer training to educators and provide them with the necessary information to follow up.

Sleep needs

The rest period is an essential moment of the day for all children in the daycare. The benefits of a nap or rest period for children are many and all child and sleep specialists agree on its importance for their physical, intellectual and emotional development.

To meet the needs of the child, we must consider that at nap and rest period; there are three separate distinctive realities that are based on the age of the child. In fact, three groups are identified as having different needs for sleep during the day:

- Infants (6 to 18 months) require two naps (one in the morning and early afternoon) and sometimes before the age of 8-9 months in late PM.
- 18 months to 3-4 years require a nap early afternoon.
- 4-5 years need a rest period in early afternoon.

Important reality

The myth that a child deprived of a nap sleeps better at night is false. In fact, excessive fatigue may delay sleep at night, thus increasing deficiency in infant sleep.

Moreover, children that fall asleep quickly because we have cut their nap learn to fall asleep with a high level of exhaustion. Some parents do this to avoid having to establish clear boundaries and enforce them. The risk that the child develops an insomniac temperament (when the level of fatigue is light to medium) is high. In addition, there is evidence that by asking the child to fight the symptoms of fatigue it imposes a significant stress that makes the child irritable and conditioned to fight sleep, day or night.

Importance of napping

According to pediatricians and sleep specialists, a nap is a practical and indispensable complement to sleep at night. This relaxing beneficial moment allows the children to take a break in the day's activities and gives them several benefits essential to their health and development.

- On a physiological level, while his body sleeps, there will be, among other things; a secretion of growth hormone, waste disposal, strengthening his frame, wound healing and especially the immune activity.
- On an intellectual level, there will be information and memory processing, maturation of central nervous system and emotional development.

Always according to the experts, children 18 months to 5 years need 11 – 14 hours of sleep per day; divided between night and a nap in the afternoon. This allows them to replenish their energy and regain their good mood and concentration to participate in the afternoon activities.

Course of the nap

The period immediately after lunch is the time of day when almost all people have the greatest sleep. The studies confirm that this is not the best time for acquisitions, or for sports activities. For this reason daily downtime is required for children of all ages.

To meet the needs of the child, educators must have a sleep routine in place; nap time should be positive and not forced. This way, some children will sleep while others remain lying on their mattresses and benefit from this downtime. This allows for smooth running afternoons.

- In the 6 to 18 months groups:
 - The morning nap starts at about 8h30 and lasts 1 ½ hours, until 10:00. The duration of the morning nap starts to decrease gradually at the age of 14 months.
 - The afternoon naps starts at about 12:30 and lasts 2.5 hours, or until 3pm.
 - For safety reasons (choking) and to avoid bad habits, no bottle will be used to put the baby to sleep. The children who want to drink will do so in a sitting or semi-sitting position before sleep time.
- 18 months to 3-4 years:
 - The nap starts at about 12:30pm and lasts 2.5 hours, until 3pm. The duration of the nap tends to decrease slightly in 3-4 years, but they remain on their mattresses until the end of the nap. Educators can leave a book near so they do not disturb other children in the group.
- 4-5 years:
 - The rest period begins approximately at 1pm for a mandatory period of 45 minutes. Because the need for day sleep is less and in order to prepare them for entering school, children who do not sleep will be allowed to take a book, while remaining on the mattress, then they will be invited to get up for quiet activities. If the child falls asleep we will let him wake up on his own. If the child continues his nap beyond 90 minutes, he can be woken up gently so as not to disturb him. The parent will be notified that the excessiveness for sleep of her child may be due to a lack of night sleep.

For all these reasons and for the sole purpose of promoting the welfare of the child, a rest time is part of children's day. Parents cannot demand that their children not nap or not participate in the rest period. In addition, no child will be awakened before the end of nap time at the request of parents. Children must be woken up no later than 3pm for it not to interfere with night time sleep.

Sleep habits

Small personal sleep habits of children, Ex: rocking, swaying in rhythm, twisting a lock of hair with their hands, snuggling against stuffed animals, blanket, etc....; provided that it is safe, hygienic and non disruptive to other children is permitted. Undesirable habits, such as those that prevent the child from learning to fall asleep alone, will be worked on in a collaborative way with educators to bring the child to gradually abandon the habits in question and to make new ones that make it easier to fall asleep.

Children who have a sleep toy for a sense of security, and need it to fall asleep are allowed to bring it to daycare. It will only be used for sleep/ nap time.

Collaboration of parents and educators

Educators must communicate to parents all special problems that arise during the child's period of nap or rest: nervousness, change in sleep patterns, unusual crying, signs of early sleep, etc... Parents and educators will help each other identify the causes and find solutions.

Parents who have difficulty with sleep with their child at home may discuss with educators any possible solutions. However, all children without exception are subject to this policy. Educational leadership remains available to support educators and parents to document and support them in finding solutions when they encounter difficulties with their child's sleep.

Sites to visit

www.brigittelangevin.com *Brigitte Langevin is the author of the book Comment aider mon enfant à mieux dormir. In addition to providing information on children's sleep on her site, Ms. Langevin offers parents telephone and home consultations.*

www.zoneparents.com *Reference tools for parents. The blog on sleep contains in excess of 150 comments from parents and answers from the sleep specialist. Brigitte Langevin, affecting the sleep children from 0 to 5 years.*

www.educatout.com *Reference tools for educators. Several articles on children nap and sleep in general there. Advanced training is also available remotely*

POTTING TRAINING

In the infant room, children are usually the age of two or under. Therefore, some of the children could show an interest in 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 training 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 tries to imitate an adult that goes to the bathroom.
 - The child goes up and down stairs without holding the railing.
 - 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 several children 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 rules:

- We walk inside the daycare, 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 find solutions themselves for 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.
- Take the child aside let them live their emotional situation. Give them attention only when he/she is in control of his/her emotions and then do 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.
- Allow the child time to self regulated themselves, give them tools to auto regulated their emotions.
- Restraining a child, is an exceptional measure that is done in extreme situation. We could 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.

THE EDUCATIONAL PROGRAM

The educators of the ECC use the educational program administered by the MFA with professionalism and creativity.

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:

<u>Group</u>	<u>Age</u>
Ray of sunshine:	6-18 months
Shooting star:	18-30 months
Rocket ship:	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 global development, reaching every dimension of the child;
- Give children enough material that is appropriate, stimulating, presentable and multi-purposeful.

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-ended 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 to stimulate the child;
- 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 and educator.

Each educator is responsible for 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;
- 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.

The ECC will obtain written authorization from the parents for each outing while being precise on the fact that there will be transport (Art. 48)⇒ The child’s authorisation form must be precise on the conditions in order to authorize the participation of a child to outings organized by the ECC. This registration form should be given to the parent at least 2 weeks before the outing in order to facilitate the outing, allow for 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. Also, please do not give or have food other than the meals brought from daycare and do not purchase anything in the boutiques; this will avoid the other children’s envy.

***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 wearing the same coloured shirts is used. However concerning the identification of the child 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. 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 the parent volunteers. Ideally this list should have the health card number, 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.

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) and sun screen (if necessary). A camera to capture 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 for counting the children and the volunteers 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 AND RADIO

What is advocated in our daycare 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. Ex: yoga.
- Videos with singing and dancing such as Carmen Campagne, Annie Brocoli or an artist that's popular.

Group lunches:

- Every Friday, we have a group lunch where all the children in the daycare, 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 to the children.
- AFTER group lunch, is a time that is very busy and the educators must very quickly clean the floors, tables and chairs and then return them to their respective rooms. Therefore, to permit these tasks to be completed quickly and efficiently we have the children gather in one room to watch a short movie.
- 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 group 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.

At the time of a specific theme, if the parent has a movie that goes with the theme, the parent may bring it in to the child's educator. Same goes for books, games or toys.

In regards to radios, we do not encourage the use of radio stations except if this is done in a pedagogical context or connected with a theme, ex: Christmas songs. We favor French music in order to assist in the development of language of young children. Pop music in Anglophone can be used during activities more psychomotor, ex: to have the children move, having a party!

Policy on social media, internet and any other means of technology

As ECC,

- We are conscious of its image and its reputation and those of its employees;
- We consider the important place that technology has in our daily lives (internet, cellular, social media, etc. ..) in the workplace, and outside of it;
- Promoting the environmentally friendly communications between the people and the right to privacy;

Here is a clear policy for the employees, the management staff and the members of the board of directors concerning the use of the various forms of communication technology.

Information on the definition and scope of social media:

- The term "social media" includes, without restricting the platforms such as: Facebook, Twitter, YouTube, Flickr, Foursquare, blogs, discussion forums, wikis, virtual worlds, online communities and platforms.
- The transfer of information: information can be transmitted "friends to friends" and often can be visible to their "friends";
- The reproductibility of data: any video or image can very easily be copied and then used without their knowledge;
- The sustainability of data: the information diffused on social media can be kept on computer servers despite a deletion;
- The ease of searching for data: 2 words, a year, and a person may find information easily on another person.
- The speed of diffusion: a few "clicks" and the information can be diffused at a blazing speed.
- The invisibility of the public: Some people have less "filter" during a virtual exchange compared to a face to face exchange with another person. The facial expressions, tones of voice, emotions released, are not detected in a virtual manner. This leaves a lot of room for interpretation and misunderstanding.
- These social media outlets can be victims of "piracy" and thus, see their contents publicly released and used in an illegal manner.
- "The electronic documents are admissible in a court of law and that the "printed screens" are also legal;

All employees, management and directors have the right to protect;

- Their private life and personal information,
- Their reputation, dignity and honor,
- Each have the obligation to be loyal, confidential and civil,
- The employer has the obligation to put a stop to any form of harassment even the one through social media.

The employee who questions if there is a conflict of interest, if the code of ethic has been hindered or if any communications that is carried out on social media does not comply with this policy has a responsibility to discuss it with the management.

This policy does not prohibit the networking between employees of the same level (educator-educator, direction-direction). The ECC recommends however to the employees, for ethical reasons; refrain from inviting in their network a supervisor or a member of Board. The management and the members of Board are also invited to respect this line of conduct; this is to preserve the neutrality and independence necessary for the exercise of their respective functions.

It is also recommended to employees to refrain communications through social media with parent users of the ECC, particularly when a child or children of these parents are under their responsibility.

The policy includes measures affecting moments where the employee may be outside of his place of work: Ex: when on outings with the children, during training sessions, meetings or social activities organized by the ECC.

Loyalty and collaboration:

- The employee must report to the management any situation deemed non-compliant with the policy.
- If an investigation, the employee must work without delay to process and disclose any information they have viewed, heard or learned.
- If an employee has reason to believe that by information received via social media, a parent user does not respect the policies of the ECC, affects the health, safety and well being of her child or the other children attending the ECC, is prejudice to the ECC, the employee must immediately inform management.

It is strictly forbidden:

- To use social media at the ECC or on outings with the children, except during breaks, before or after his shift and not in the presence of the children.
- To use the computers in the ECC for personal purposes except during breaks, before or after his shift and not in the presence of the children.
- To appoint the ECC or claim to be an employee of the ECC if the employee does not use his first and last name.
- To use the name, image (photo or video) of an employee before having obtained his consent.
- To take or publish photos of the ECC, of children, of employees without the consent of the management and when required, the parent of the child. And this even including those taken at the outings.
- To disclose of information through social media or otherwise, concerning a child, parent, employee, member of the management or Board; current or former.
- At any time and in any manner whatsoever, to disclose information that would identify directly or indirectly: a child, parent, employee, member of the management or Board; current or former.
- We cannot talk about our day at work on social media. This is to avoid any interpretation or create misunderstandings.

- To download or install programs on a computer workstation without the consent of the management.
- To copy the configuration files from systems or data.
- To disable the firewall and anti-virus software.
- Make improper use of site or subjects arguing principles or values contrary to the fundamental principles of the ECC or those generally recognized in the world of education. Ex: sexist, racist, violent, hateful, sexual or pornographic.

Pedagogical activity:

- Be sure before viewing an activity/ show with the children that you have checked the website, the ads, etc. ... To be sure all is pedagogical.

Phone "Cellular", "Smart", tablets; the employees have

The employees have a heavy responsibility in terms of safety of children entrusted to the ECC. The cellular phone or intelligent phone is considered by the ECC as a potential source of important diversion, which can be harmful to their work and be dangerous for the safety of children.

The ECC understands that the employee might need to contact a loved one quickly. Even more if this love one is sick, has been involved in an accident or that their safety is compromised.

The phone of the ECC is placed at the disposal of the employees to receive calls or make calls. However, a special request in an exceptional situation can be made to the management when there is a major event.

Obligation:

- The employee must completely turn off their devices when they start their shift and can reopen it during their break and at the end of their work day, and not in the presence of the children.
- Turning the ringer off is in no case considered as completely turned off.
- It is prohibited during the hours of work to check text message or phone message.
- The members of the management do not have the obligation to turn off their devices at work; however, the use of the cellular for the verification of professional messages or emails must be done without the presence of children.

The personal devices may be used when approved by the management or Head teacher during particular situations. Ex: during emergency measures (evacuation, confinement), when gone for a walk where the walkie talkies do not have reception; outings, breakage of telephone wires.

BIANNUAL MEETINGS WITH PARENTS

During the biannual meetings, we look at points observed concerning the development of your child, as well as the learning that is being acquired. Therefore you can easily see the evolution of your child. We schedule a meeting twice a year between parents and their educator, one in the fall and another in the spring. The observations are done with an observation chart or a résumé. We hope that this helps to facilitate a positive exchange between the parent and the educator.

Observation charts:

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

The observation charts represent 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, 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 and that each child develops at their own 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 to better know their child when they are outside the home. It lets them see all the effective work done by the child's educator. It allows them to better support their child in their learning.
- For the educators, the parents often give important info that can help the educator personalize their approaches with each child and also gives them a feeling of appreciation.

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 yourself for the meeting, there will be no other times 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 the pochette that includes the emergency telephone numbers and medical insurance numbers and also the red and green cardboards.
- To direct the children to the far point in the outside yard, near the gate.
- 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 and toddler room evacuate the children.
- The emergency briefcase is in the baby room and an evacuation kit is also found in the outdoor shed and at the Lotus clinic.
- In the event of a fire or other when the ECC must be evacuated, there will be no short or long term relocation.
- **For Luskville:** The children will be evacuated to the neighbour and then if necessary the Luskville Community Centre near « Hôtel de Ville »- 2024 Rte 148, Luskville, Qc.
- 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), if necessary.
- **For Shawville:** The children will be evacuated to the family clinic situated behind the daycare center. -394 Centre Street, Shawville, Qc.

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 30 minutes. If there are late parents, blocked roads, etc. There are 2 flashlights and emergency candles in the drawers in the office.

Daycare Closure (no hydro, snow storm, equipment breakage, etc..)

- The parents that arrive the earliest at the daycare are contacted first and then the remaining parents are called.

- 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:

Luskville

- Call the Central station (see telephone number on sticky label on doors and windows) for information.
- When the panel is in trouble due to an electrical failure or other, after 1 hour of trouble, and the daycare is closed, they can call 2 people at their home to ask to come see what is happening on the scene. These people were chosen due to their proximity and their availability to go if necessary at night.
- If there is a power failure during the night, it is important to warn the Central station not to call back before 7:00 in the morning, otherwise they will call all night every hour.
- The person will be paid a 3 hours for a trip.
- Make sure to remember your own PIN (4 digit number) as they will request it.

Shawville

- Call the central (see telephone number on the emergency card in the Director's office) for information.
- There are 3 people dedicated to answer the calls, they can be called to ask to come and see what is happening on the premises.
- The person will be paid a 3 hours for a trip.
- Make sure to remember your own PIN (4 digit number) as they will request it

For Luskville:

- Call the central (see telephone number on the labels found on doors and windows) to obtain information.
- If the alarm went off due to Burnt toast for example, call 1-819-459-9911 and Central Protectron alarm to warn them not to send firefighters.
- If the alarm still sounds AND there is NO SMOKE, we must press on the button "RESET" for a few seconds which is situated on the fire panel. If there is a problem you can call the company (see phone number on label on the fire panel).

A major water leak at the daycare:

- For Luskville: Close the main water valve that is located in the electrical room. Turn the yellow valve towards the wall to OFF. It is located next to the sink at neck level.
- If there is a problem with the pump call the company "ALO". The number is on the water tank in "stainless steel" at head level.

- 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 in 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 yours arms.

Turn your back towards windows and mirrors; if they brake, 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.

Take care of plants (non toxic) and dispose in a safe 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, for the child 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 ourselves 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 UNDER 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 on 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 confrontation with the parent or 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 on 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 consider 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 car seat, an inappropriate car seat for the child's age or a car seat 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 car seat 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

Philosophy in connection with death and mourning

The employees of the ECC must have a partner relationship with the parents. Trust and mutual respect are the basis.

The parents must share regularly any information lived by their family. Therefore, the relationship established with the educator, and the level of openness of the parent allows the depth of the information given.

ECC's vision during mourning:

- The ECC plays a supporting and helpful role, as much for the parent as for the child.
- If a child is mourning due to the loss of a family member, the preferred intervention would be above all, that the ECC meets the child's family.
- This will allow the ECC to identify the family's needs and what the family wishes to mention to the child.
- This will also allow the ECC to share resourceful tools with the parent. (CISSSO, etc..)

Actions and practices that may be exercised in connection with death and mourning:

- Sympathy card
- Writing an article on mourning in the flashinfo to the parents
- An employee's presence at the funeral
- Multiple discussions with the children concerning death
- Discussions regarding spontaneous questions from the children concerning death
- Using Minipally (Brindami) program when an event occurs
- Making drawings available to a child who is sad
- Handouts - informational documents to the parents
- Access to resourceful people at the CISSSO
- Support among the team members when there is a crisis situation in relation to death

Vision on the pedagogically plan:

- The subject must be approached in a preventive measure during programming of activities, example: themes such as family, insects, animals, the cycle of life, etc.
- The ECC should be able to do activities regarding death in order to support the child in this difficult time. Example: books, tales, practices to put in place, explanation, familiarization and discussions according to the children's age.

In conclusion, the sense of uneasiness towards death and mourning is always more particular when it comes to speaking to the children. Having a good communication, trust, respect and openness between the ECC and the family, can only help the child get through this life experience in a more harmonious and healthier manner.