



Home Child Care Handbook for Families

SARNIA-LAMBTON

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PROGRAM STATEMENT

SFLC is a non-profit licensed child care charity that operates multiple centre-based and licensed home child care programs and ensures that the following approaches will be implemented in the program:

1. Meet the individual developmental needs of the whole child through promoting their health, safety, nutrition and well-being; create positive learning environments and experiences supporting their learning and development; incorporate indoor and outdoor active play, rest and quiet time considering the individual needs each child;
2. Arrange carefully planned learning environments for child-lead active exploration opportunities fostering exploration, play and inquiry; provide child-initiated and adult-supported experiences; creating positive environments and experiences so learning and development will be supported;
3. Foster positive relationships, maintain communication and support continuous learning between staff, children, families and community partners with positive and responsive interactions among everyone to encourage the children to interact and communicate in a positive way supporting their ability to self-regulate; foster the engagement of and ongoing communication with parents about the program and their children; involve local community partners allowing partners to support the children, their families and staff; support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning; and
4. Reflect, document and review the effectiveness of our programs and the impact of the strategies set out in the CCEYA in clauses (a) to (j) for children and their families. O. Reg. 126/16, s. 32 (2-4); and to ensure that:
 - all new staff, home child care providers, students and volunteers review the program statement prior to interacting with children and anytime when program statement modified.
 - the approaches set out in program statement are implemented in the operation of this program at each child care centre SFLC operates and each premises where we oversee the provision of home child care.

Ska:na Family Learning Centre (SFLC) child care program strives to meet individual development needs of the whole child by ensuring that the staff and Home Child Care Providers embrace and implement the Anishinaabe (Ojibwe) culture, and How Does Learning Happen? (HDLH?) as prescribed in this statement.

MINO BIMAADZIWIN - THE GOOD LIFE is a wholistic way of life, rooted in the Anishinaabe (Ojibwe) culture, and encompasses a relationship with all living things. Individuals living “The Good Life” experience and display joy, celebration, and the ability to give thanks. Staff, families and children are greeted and give thanks daily for the care and support they receive from SFLC.

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

SFLC’s early years’ programs implement Ontario’s pedagogy for the early years “How Does Learning Happen?”, The Early Learning for Every Child Today, “Think, Feel, Act,” and endorses principles that derive from the “Active Learning” educational approach viewing adults (educators/families) and children as being competent, capable, curious, and rich in potential.

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

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

In our programs you will observe:

A wide variety of open-ended play materials in loosely defined areas so that children can freely use the materials to support their exploration, inquiry and play with bodies, minds and senses.

SLFC believes in the "Active Learning" approach that involves children in direct, hands-on experiences with people, objects, ideas, and events. Through such self-initiated active learning experiences, children learn concepts, form ideas, and create their own symbols and abstractions. As conscious participants – observer adults share control and initiative with children in well-designed outdoor (mother earth/land-based) and indoor learning environments and are guided by the key development indicators (KDI's) that all children demonstrate when engaged in rich learning environments. Adults observe KDI's in a child's development and plan activities to support a child's intellectual/mental, physical, spiritual and emotional development. Adults understand and ensure the presence of the five essential elements of "Active Learning": 1) materials 2) manipulation 3) choice 4) language from the child and 5) adult support. The five (5) ingredients of active learning assures materials are age and culturally appropriate, provides many opportunities to freely manipulate the materials, make many choices, discuss their own ideas and pursue interests both with other children and adults. Children can rely on appropriate adult support to carry out ideas and to be responsible for their own efforts. At SLFC, our children are outside, weather permitting (appropriately clothed) most of the day to explore and interact with Mother Earth. Children and adults grow food in gardens and eat or share their harvest, engaging in respectful communication and use gentle hands when caring for the food, as it has spirit. They take pride in sharing these experiences with their families through story boards and food sovereignty presentations to visitors.

Periodic visits from and to community partners (e.g., Indigenous language/cultural specialists, recreation programs, local market, EarlyON Centre, library, Friendship Centre and community agencies) is incorporated in the program to enhance the child's world-view in a multi-layered and multi-cultural approach. The indigenous community partners plan pow-wows, solidarity day events at the schools and ceremonies for the families and children annually. Events are centred around trust, friendship and respect. Children and families are encouraged to participate in local community events specific to needs such learning the Ojibway language and drum socials.

Educators and providers use anecdotal notes and pictures of the children engaged in play, learning stories that documents the children's experiences and feedback from parents posted on the parent information boards and learning sheets. This reflective feedback is critical to the child's development and family development. The

educators and staff choose an annual research question to look at children and family growth. SFLC over the years have looked at “How Children Understand Water” and “Ska:na in Motion” to gather information to help us understand our child care community through a more integrated lens.

In our program you will hear:

Adult child interaction dialogue that supports problem solving and co-learning throughout the entire day. Children are challenged and given choice to aid them in growing the necessary relationship skills in forming trusting relationships with peers and adults. SFLC is champion of the “Seeds of Empathy” program. This program teaching young children empathy for others and features a community infant and parents as leaders in teaching young children. Children are asked open-ended questions to guide adults in forming authentic relationships with children and families.

SFLC staff and providers take pride in being present for parents and children. We value effective communication which happens daily through exchange of information with families and staff approaches that support positive relationships, maintain communication and support continuous learning between staff, children, families and community partners; and support positive and responsive interactions among the children, parents, child care providers and staff; encourage the children to interact and communicate in a positive way and support their ability to self-regulate; foster the engagement of and ongoing communication with parents about the program and their children; involve local community partners and allow those partners to support the children, their families and staff; support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning.

SFLC encourages and supports training and education of all adults participating in the program. On-site SFLC has dedicated adult classroom space, hosts community partners in supporting adults with English as second language, basic education skills-literacy, Indigenous cultural competency training and language classes. Many of children enrolled in child care are parents in receipt of these special services.

Moreover, Ska:na Family Learning Centre (SFLC) provides a comprehensive Program Plan which includes: Social Support, Education, Individualized Support, Culture/Language, Adult Training, Health and Sanitation, Mental and Emotional Wellbeing, Nutrition, Parental Involvement and Parental Involvement. Specifically, for children, youth, and their families living in an urban setting, to promote success within the mainstream school community and encompasses all aspects of their lives.

The following plan aims to respect and support all participating children’s languages and cultures. SFLC largely believes that it takes a Nation to raise a child and that the Nation is responsible to the child and for supporting the role of the family in ensuring wellness.

PREFACE

What is Licensed Home Child Care?

Ska:na Family Learning Centre (SFLC) Home Child Care Program provides a licensed, family setting, which can adapt to your family’s individual needs. Based on the age of the children in care and their schedules, this program can offer flexibility for child care in approved homes.

The Home Child Care Supervisor and EarlyON Indigenous Advocate/Visitor are fully registered Early Childhood Educators with the Ontario College of Early Childhood Educators, who can assist you with your child care arrangements. The Home Child Care Supervisor and EarlyON Indigenous Advocate/Visitor supports the placement between the Home Child Care Provider and your family.

Home Child Care Providers are individuals who have opened their homes to provide child care for children in our community. Each home must meet the requirements of the Ministry of Education’s legislation on licensed home child care, known as the Child Care and Early Years Act, 2014. Further, each home must meet the requirements of the Local Building, Health and Fire Departments.

Home Child Care Providers and all adult members of the household are required to have Criminal Reference/Vulnerable Sector Screens completed before children are cared for. Should your Home Child Care Provider have their own children 12 years and older, they must have clearance through the Children's Aid Society. This screening process is monitored by our Home Advocate/Visitor along with monitoring for medical information.

Your Home Child Care Provider's home is inspected on a regular basis by our Home Child Care Supervisor. The EarlyOn Indigenous Advocate/ visitor makes at least two visits per month to your Home Child Care Provider's home. Your Home Child Care Provider's home is also subject to "spot checks" at any time by the Home Child Care Supervisor of Ska:na Family Learning Centre, by Ministry of Education Staff, by the Children's Aid Society Staff or by the Local Building, Health and Fire Departments.

Your Home Child Care Provider is able to care for a maximum of six children 12 years and under. Their own children, under the age of six years, are included in that count. They are able to care for no more than two children under the age of two.

Selecting a Home for your Child

We encourage you to visit your potential Home Child Care Provider's home and assess it with your own child care priorities in mind. Where will daily activities take place? What types of culturally (Indigenous) planned activities (land-based learning) will be provided? Are some areas of the home off limits? Does the home meet with your standards of housekeeping? Are there pets in the home? Where will your child rest and for how long? What type of meals and snacks will be served? Etc. You should feel comfortable in asking any questions relating to the care of your child.

In the event your home child care arrangement does not "work out", after trying to reach a compromise with your Home Child Care Provider, please feel free to contact our Home Advocate/Visitor so that we can work out another child care arrangement with another Home Child Care Provider.

We are also here on an ongoing basis to further answer any questions or address any concerns you may have with respect to your Home Child Care experience. We are here to serve!

Home Child Care Handbook for Families

The Ska:na Family Learning Centre's (SFLC) Policy and Procedures Manual (PPM) is an instrument framed in the vision, mission and objectives of the organization. It is the medium by which management plans, rules, intents, and organizational processes become documented and communicated to all staff.

In its creation management utilized the following legislation, early years' frameworks, and guides: Child Care Early Years Act, 2014 (CCEYA), "Think, Feel, Act", How Does Learning Happen?, Excerpts From the "Elect" Document, High/Scope Education Approach, Hazard Analysis Critical Control Points Manual (H.A.C.C.P.), Work Place Hazardous Material Information System (WHMIS), Ontario Occupational Health and Safety (OHAS) legislation, Joint Statement on Safe Sleep, along with the Eating Well with Canada's Food Guide First Nations, Inuit and Metis and Canada Food Guide.

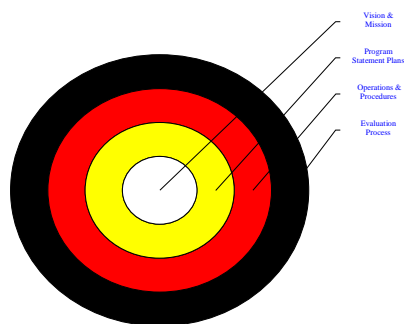
The Policy and Procedure Manual (PPM) is divided into three sections: Section (A) Program Statement and Plan, Section (B) Program Implementation, and Section (C) Program Monitoring. The manual, and supplementary documents, is used by management and staff as a tool for understanding, implementing, and maintaining high quality child, youth and family support programs and services in Urban Aboriginal communities.

SFLC VISION

SKA:NA is an Oneida word that means **PEACE**.

Peace in everything: the medicines, the language, the people and the environment, our World. SFLC was bestowed its name in ceremony by an Elder who received it from the Creator. This vision cannot be changed for it is the vision given to the organization by the Creator and it is our aim to join in the dance of celebration having PEACE.

Ska:na Family Learning Centre believes it takes a peaceful village to raise a peaceful child.



MISSION

The Mission of the SFLC is to connect families, children and youth with the necessary services that will enhance their quality of life and instill a desire for lifelong learning and for young children (0-6 years old) a Peaceful “SKA:NA” beginning. The early learning experience children require must be high quality, wholistic and culturally relevant. Participants are equipped with an individualized support service plan fostering child, youth, family, and community development, and is related to family healing and wellness goals. SFLC is a committed champion for children and youth in the mainstream early learning and youth system.

HOME CHILD CARE PROGRAM:

The number of children your Home Child Care Provider can care for per day is six children under the age of 12 years. All children, including full time, part time, private and agency placed children, and your Provider’s own children under the age of six, are included in the above stated maximum of six children per day. It is the responsibility of the Ska:na Family Learning Centre Home Advocate/Visitor to monitor the program on an ongoing basis to ensure the proper care of all children in your Home Child Care Provider’s home.

Please feel free to call the Ska:na Family Learning Centre office for more details and with any questions or concerns.

Fee Structure and Payment Policy

Daily Rates and Payments

HOURS	INFANT/TODDLER	PRESCHOOL/SCHOOL AGE
11-13 Hours	\$55.00	\$41.20
6-11 Hours	\$50.00	\$36.00
Less than 6 Hours	\$36.00	\$24.00
Before School (up to 3 hours)	-----	\$12.00
After School (up to 3 hours)	-----	\$12.00
HOME CHILD CARE SUPPLEMENTS		ALL AGE GROUPS
Additional Meal		\$6.00/meal
Weekend Care (6:30 pm Friday to 6:30 am Monday)		\$6.00/day
Afternoon Shift Premium (6:30 pm until before Midnight)		\$6.00/day
Early Drop Off or Late Pick Up (Before 6:30 am or After Midnight)		\$6.00/day
Overnight Care		\$6.00/day

Fee are assessed every three years and subject to change.

Parents will pay all days stated in the agreement as scheduled, including statutory holidays, closures for unforeseen circumstances, child illness and/or absences, etc.

Parents are required to fulfill the obligation of subsidy contracts regarding attendance, utilizing available sick/absent days, submitting required documents to maintain subsidy, reporting any changes in circumstances etc.

Full Fee parents may schedule their contracted days and are able to change their schedule at with no penalty with 24 hours notice.

Registration fee of \$100.00. The registration fee is refundable only if SFLC is unable to place student, parent cancelling registration or withdrawal of student does not allow for refund.

FULL DAY consists of 5 - 8.5 hours of care including 15 - 30 minutes of travel time. Any usage over 8.5 hours will be considered extended day childcare and is not covered under this program. For extended day usage SFLC offer Licensed Home Child Care with specialized services and rates.

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

Subsidized Child Care Program Rates:

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

Child Care Services Payment

Child care payments must be made by Pre-authorized Payment Plan, cheques, E-transfer (email transfers) or Debit/Credit Card to Ska:na Family Learning Centre on or before the 1st and 20th day of each month.

SFLC has committed to maintaining child care rates for our parents, therefore, in order to allow this, the extra expense will be levied in an Administration Fee to those choosing to use credit cards.

The Administration Fee for these credit card charges will be per charge: \$10 for charges between \$0 - \$499.99; \$20 for charges \$500 - \$999.99 and \$30 for \$1000+. These are only for charges for which the credit card is **not present**, and charges must be processed through the system. The Administration fee applies to each credit card payment on the account.

Direct Debit and credit began May 1, 2019.

There will be no other dates available for pre-payments. For credit card processing only – if the 1st or 15th of the month falls on a weekend or holiday, the payment will be processed on the first business day on our return to work.

Returned Payments

All returned payments may be subject to a \$25 service charge. Any direct debit payment returned must be paid by debit or credit at the child care centre before the next payment is due. Example: if the payment for the 1st is returned, it must be paid prior to the 20th of the month. Two consecutive returned payments will result in the voluntary withdrawal of the child(ren) from the Child Care Centre.

Receipts

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

HOLIDAY CLOSURES:

All Home Child Care Provider homes are closed on the statutory holidays stated below. You will be responsible to pay for these statutory holidays if your child is normally scheduled to attend on days in which they fall. Should a statutory holiday fall on a weekend it is moved to a regular business day and you will still be charged accordingly.

NEW YEAR'S DAY (January)

FAMILY DAY (February)

GOOD FRIDAY (March/April)

VICTORIA DAY (May)

CANADA DAY (July)

CIVIC HOLIDAY (August)

LABOUR DAY (September)

THANKSGIVING DAY (October)

CHRISTMAS DAY (December)

BOXING DAY (December)

Further, should your Home Child Care Provider choose to close due to illness, vacation, etc., you will not be charged child care fees unless you use alternate care during that time with another Home Child Care Provider through Ska:na Family Learning Centre.

ENROLMENT & ORIENTATION PROCESS:

Enrolment is complete upon our receipt of a signed Provider and Parent Agreement and child care can begin within two days. This gives us the time needed to prepare your child's learning environment for their first day.

Upon enrolment, we will familiarize you with your child's specific learning environment and introduce you to your Home Child Care Provider. Our Ska:na Family Learning Centre Home Advocate/Visitor will further discuss our policies and procedures with respect to our licensed Home Child Care Program. We will also make you aware of the location of the main Ska:na Family Learning Centre office where correspondence and payments can be made.

PERMANENT WITHDRAWALS:

Should you choose to permanently withdraw your child from your Home Child Care Provider's home, you are required to give **TWO WEEKS WRITTEN NOTICE**; payment will continue to be required in this two-week notice period. If notice is not received, full payment of fees will be charged, and payment required, for the two weeks past your child's last day. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child and re-enroll. Therefore, your child will be placed on retainment status. Vacation Days cannot be used during the two-week notice period.

The Home Child Care Provider may terminate services if policies are not followed. Ska:na Family Learning Centre may terminate services if regular payments are not made.

OUR OFF-PREMISE ACTIVITIES:

From time to time, your Home Child Care Provider may take your child off-premise for field trips, community visits, learning activities, etc. Your permission will be required for the Home Child Care Provider to do so as outlined in the contracts signed between you, the Home Child Care Provider and Ska:na Family Learning Centre. Signed permission forms are also required before the Home Child Care Provider proceeds with the off-premise activity. Our Home Child Care Providers enjoy providing new experiences outside the home for your child to experience.

STUDENTS & VOLUNTEERS:

From time to time, your Home Child Care Provider may decide to invite a college/university student or volunteer in to their home for educational purposes and/or for assistance. As per our contracts with you, and with your Home Child Care Provider, these individuals are thoroughly screened and must submit a Criminal Reference/Vulnerable Sector Screen to the Ska:na Family Learning Centre office before they interact with your child.

Further, all college/university students and volunteers are to read all policies and procedures pertaining to Home Child Care, along with our Ska:na Family Learning Centre Program Statement, before they begin any work in your Home Child Care Provider's home and before any interactions with your child.

As per the CCEYA 2014, at no time will a college/university student or volunteer be left alone with your child and they are the sole responsibility of your Home Child Care Provider.

EMERGENCY MANAGEMENT POLICY

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

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

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

In the event of a large-scale emergency declaration issued by the Federal, Provincial or Municipal authorities, SFLC has developed a SMART – Supervisors Management Alternative Response Team. The SMART shall consist of the Executive Director, Corporate Services Director and those workers deemed essential or necessary to manage the affairs of the Corporation. The SFLC SMART shall have recorded meetings, minutes taken, reports to the Board of Directors through the President and any authorities mandated by the rules governing any lawful orders given by the authorities.

The SFLC SMART shall maintain the operations of the corporation following or amending policies and implementing such policies and relevant procedures required to respond in an efficient, timely and responsible manner to mitigate risks, financially or physically, or damage to SFLC, our employees and the children and families we serve.

Emergency Recovery Procedure

SFLC administration is responsible for communicating and supporting individuals effected by the emergency. The Executive Director and the Corporate Services Director, in consultation with the President of the Board, shall determine the SFLC SMART within 24 hours of the incident or issuance of a Federal, Provincial or Municipal declaration.

As part of the recovery process from an emergency, staff including LHCC Provider, children, and parents will be debriefed on the details of the situation and recovery plan. SFLC has invested in storing files on a secure off-site, electronic server to insure availability in any instance.

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

- 1) Within 24 hours the organization will report to the families, Ministry of Education, and Municipal Children's Services Manager on the current status of the emergency detailing the recovery plan including dates and times of normal operations, if applicable.

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

Emergency Contact Information

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

Emergency Records Maintenance

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

Emergency Records Maintenance Procedures:

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

FIRE EVACUATION/SAFETY POLICY AND PROCEDURE

Each LHCC Provider must have a fire evacuation plan in place. Each resident must read and acknowledge the Fire Evacuation/Safety Plan and Procedures approved by the local fire chief with respect to the duties of each member of the household in the event of a fire; and follow the posted procedures where there is a fire and fire drill.

Suggested Procedures to practice in during Fire Drill:

1. Sound an alarm or test the smoke detectors in the residence.
2. Proceed to evacuate the residence as written in the evacuation procedures
3. Insure the attendance book is taken outside and a head count taken so that each child is accounted for.
 - In case a child is missing, proper authorities must be notified.
4. All residents will acquaint themselves with locations and use of Fire Extinguishers and phones
5. Fire Drills are held once a month, at different times of the day, and in varied weather.
6. If you are in the kitchen when alarm goes off, turn off all appliances.

In the case of a real fire, no person should re-enter the building, until the all clear is given by the Fire Department.

CONCERNS POLICY (Parent Issues and Concerns):

In all matters, we want you to feel confident and comfortable in sharing. Our utmost goal is that you and your Home Child Care Provider will have a positive relationship with easy communication for the sake of your child's care, growth and development.

SFLC, and its contracted Home Child Care Providers, strive to maintain a high standard for positive interaction, communication and role-modeling for children. Harassment and discrimination will, therefore, not be tolerated from any party involved. If at any point you feel uncomfortable, threatened or belittled, you may immediately end the conversation and contact the Home Advocate/Visitor to file a complaint.

Should you have any questions, comments or concerns regarding your child’s development or care, please feel free to contact our main office and ask to speak with our Home Advocate/Visitor. Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

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

The Home Advocate/Visitor will offer you one of the following options based on your discussion:

Advice & Follow-up: The Home Advocate/Visitor will give you some advice and direction at the time of your call, following up with you within one (1) business day.

Family/Provider Conference: If necessary, the Home Advocate/Visitor will set up a Family/Provider Conference where you will be able to discuss any questions, comments or concerns directly with your Home Child Care Provider. On the day of your conference, the Home Advocate/Visitor will care for your child while you meet with your Home Child Care Provider, distraction free.

Formal Process: Should you have a concern that is more serious in nature, the Home Advocate/Visitor will complete the following steps:

PROCEDURES

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Program-Related E.g: schedule, toilet training, indoor/outdoor program activities, menus, etc.	Raise the issue or concern to - the home child care provider directly or - the home visitor and/or licensee.	- Address the issue/concern at the time it is raised; or - arrange for a meeting with the parent/guardian within one business day. Document the issues/concerns in detail.
General, Agency- or Operations-Related E.g: fees, placement, etc.	Raise the issue or concern to: - the home visitor or licensee.	Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern;
Provider-, Staff- and/or Licensee-Related E.g: conduct of provider, home visitor, agency head office staff, etc.	Raise the issue or concern to - the individual directly or - the licensee. All issues or concerns about the conduct of the provider or staff that puts a child’s health, safety and well-being at risk should be reported to the agency head office as	- the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
	soon as parents/guardians become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 1 business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Related to Other Persons at the Home Premises	Raise the issue or concern to - the home child care provider directly or - the home visitor and/or licensee All issues or concerns about the conduct of other persons in a home child care premises that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the person responsible for supervising the volunteer or student or - the home visitor and/or licensee. Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Home Child Care Supervisor

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

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

CONFIDENTIALITY

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

CONDUCT

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

Contacts:

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1684 Ellrose Ave
Windsor, ON N8Y 3X7
Tel: 519 948 8115
Fax: 519 948 1493
info@skanaflc.com

Executive Director
Faith Hale
faith@skanaflc.com

College of Early Childhood Educators
438 University Ave, Suite 1900
Toronto, ON M5G 2K8
Tel: 416 961-8558
Toll-free: 1 888 961-8558
Fax: 416 961-8772
info@college-ece.ca
discipline@college-ece.ca
Ministry of Education, Licensed Child Care Help Desk:
1-877-510-5333 or childcare_ontario@ontario.ca

Windsor Essex Children's Aid Society
1671 Riverside East
Windsor, ON N8Y 5B5
Tel: 519 252-1171
Fax: 519 256-2739
info@wecas.ca

PROHIBITED PRACTICES

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

- A. corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- B. physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);

- C. locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- D. use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- E. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- F. inflicting any bodily harm on children including making children eat or drink against their will.

Conflict Resolution and Prohibited Practices Monitoring Procedures

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

Breach of the Conflict Resolution & Prohibited Practices Policy

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

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

STEPS:

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

Conflict Resolution & Prohibited Practices Annual Review Form

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

WAITING LIST POLICY:

- SFLC administration does not collect a fee or deposit for the placement of a child nor does it keep a wait list for When a parent is interested in obtaining child care services, and space is not currently available, the parent and child's name remains in the child care registration database OneHSN list until a spot becomes available.
- As spaces become available, parents will be contacted according to the placement of their name on the OneHSN list.

- Parents can inquire as to their status on the OneHSN list by contacting the Supervisor or designate (ie. CYFA)
- Parents can also login to maintain the OneHSN database and update information
- When a vacancy becomes available every effort is made to fill that opening promptly. A space cannot be held for a fee if a family does not need care immediately.
- Families who currently have a child enrolled in the centre will be given priority when placing siblings in the centre, children of Indigenous Ancestry and children of staff.

OUR STAFF:

We are here to serve you:

- Faith Hale - Executive Director
- Ashley Timothy – EarlyON / Home Child Care Specialist
- Brittany Pyne – EarlyON Advocate / Home Child Care Visitor
- Sophia Peltier – Corporate Services Director

THANK YOU FOR CHOOSING SKA:NA FAMILY LEARNING CENTRE LICENSED HOME CHILD CARE!