



# **PARENT HANDBOOK**

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**<http://www.theedge.ca/kidsfirstyellowknife>**



## **HISTORY OF THE CENTRE**

### The Beginnings of Kids First Child Development Centre

Originally Kids First was one of several daycare centres operated by the local YWCA and was called Play N Learn. In the early 1990's however, the YWCA began to experience financial constraints that forced them to look at the closure of some of their daycare facilities. In the spring of 1996, the parents of the Play N Learn Centre were advised that the YWCA could no longer continue to operate the daycare facility and its door would close on May 31.

The sense of loss was more than just for a daycare facility. For many of the families, the "Centre" had come to represent a place where they had developed new friendships as they had watched their children grow, learn and develop together. Faced with the difficulties of locating care for their children and the potential loss of friends and general sense of family that both they as parents and their children had come to enjoy, the parents banded together and set out to start-up and run a parent-run daycare.

The experience of establishing a society under the "Societies Act", registering and becoming operators of a new business and discovering the bureaucratic hoops involved in setting up a daycare in the NWT was at times daunting. This challenge was magnified by the relatively short time frame in which all this had to be accomplished. Local press and even CBC North recognized the effort of the parents. In the end, the combined human resources, knowledge and experiences of the parents resulted in the official opening of Kids First Child Development Centre on June 1, 1996. The success of Kids First in those early months and since is a reflection of a dedicated and caring staff and willingness of parents to "invest of themselves" in the care and future of their children.



## **PHILOSOPHY**

**Kids First Child Development Centre** believes that

**CHILDREN** are entitled to opportunities that support their emotional, social, creative, cognitive and physical growth and development in an environment that fosters active learning, autonomy, democratic freedom, multiculturalism and a sense of responsibility and order.

**PARENTS** have the primary responsibility for the care and education of their children. They also have the right to pursue financial security, further education and/or personal fulfillment. Parents are entitled to control the operation of the child care program within the legal framework and be involved in and informed of the daily life of the Centre as an integral part of their child rearing experience.

**STAFF** members have chosen their work because of a belief in the importance of the task and suitability of their skills and education as well as a strong commitment to the development of children and the importance of team work. Staff are entitled to open communication, job descriptions, performance reviews, financial recognition of the value of their work, opportunities for professional development and direct input into making decisions.

**KIDS FIRST CHILD DEVELOPMENT CENTRE** believes that an optimum early child care and education centre must support positive relations between children, parents and staff. Such programs supplement and complement parental care in a nurturing, learning environment that promotes non-sexist, anti-racist values.

**KIDS FIRST CHILD DEVELOPMENT CENTRE** believes that universally accessible, high quality child care services that are publicly funded, comprehensive and parent-controlled should be available to all children and their parents.

# **KIDS FIRST CHILD DEVELOPMENT CENTRE**

## **PROGRAM STATEMENT**

### **PROGRAM GOALS**

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## **PROGRAM GOALS**

To support physical development by encouraging large and fine motor movement, healthy, safe daily care routines and proper nutrition during the day when they cannot be at home. The goal is to compliment the child's home and life experience, not replace them.

To support emotional development by creating a warm, affectionate and secure environment, providing opportunities for independence and autonomy, and attention to individual needs.

To ensure support for social development by encouraging ongoing verbal and non-verbal communication, promoting opportunities for sharing and cooperating, guiding children's behaviour through example and positive redirection, and promoting self-control skills.

To create a non-sexist, non-racist, multicultural setting by promoting an appreciation of each child's own culture and the culture of others and by demonstrating the same expectations for boys and girls.

To support each child's creative development by providing opportunities for creative self-expression and exploration.

To ensure support for cognitive development by stimulating language skills and promoting conceptual and problem-solving abilities.

Our program, environment and expectations of staff are based on the theory of learning through play, believing strongly in the theory that children absorb knowledge and acquire skills through productive play such as dramatic play, circle time and sensory experimentation.

## **CURRICULUM**

### **1. GROUPINGS**

<b>Groups</b>	<b>Number of Children</b>	<b>Number of Staff</b>
Infants (2 under 1 year 2 over 1 year)	4	1
2 year olds	6	1
3 year olds	8	1
4 year olds	9	1
5 year olds	10	1

The infants have their own room and the remaining groups have their own play areas as well as a group play area with permanent staff.

## **2. DAILY SCHEDULE AND ROUTINES**

The daily schedule provides a balance of quiet and active experiences, individual and group activity, indoor and outdoor activity, child-initiated and adult-directed activity and transitional time between activities. Care routines (eating, toileting, diapering, sleeping and dressing) are an integral part of the daily schedule.

### **Play**

Children learn most from their own activity, so the daily schedule includes time for play each day. Play is defined as child-directed activity.

### **Toileting and Diapering**

Diapers, wet wipes and cream, etc. must be provided by the parent(s)/guardian. The caregiver will leave a note in the child's cubby when more of the above items are required. However, please assist your child's caregiver by occasionally checking on the status of your child's supplies.

Staff begin to toilet train children when the child indicates readiness and the parents are ready to proceed at home.

Children always have access to the bathroom for toileting.

### **Rest Time**

Rest time is an opportunity for children to relax and take a break from active play. However, no child is forced to sleep or stay on a mat if he/she is not tired, or at a parent/guardian's request. Alternative quiet activities are arranged.

Staff and parents together work out flexible schedules for infants' sleep times.

### **Kindergarten**

Bus service is available for children attending kindergarten, please contact the grade school that your child will be attending.

### **Current Daily Schedule**

7:30 a.m.	Free Play
8:30 a.m.	Circle Time
9:00 a.m.	Morning Snack
9:30 a.m.	Wash up and bathroom
10:00 a.m.	Circle Time, Opening Centre, table toy, crafts, outdoor play or an outing
11:15 a.m.	Washing hands
11:30 a.m.	Lunch
12:00 p.m.	Bathroom routine (potty, washing hands, brushing teeth)
12:30 p.m.	T.V. Time (30 to 60 minutes) e.g. Mr. Dress-up, Sesame Park, Movie)

- 12:00 noon Lunch – 5 year olds  
Bathroom routine
- 12:30 p.m. Quiet Time: 5 year olds play in the back (e.g. crafts, games) or outside
- 2:30 p.m. Wake-up time and put mats away & wash up and bathroom
- 3:00 p.m. Afternoon snack & wash up
- 3:30 p.m. Circle Time, Opening Centre, table toy, crafts, outdoor play or an outing
- 4:30 p.m. Free Play until parent/guardian come to pick child up

### **Extra Clothing**

As the Centre encourages a variety of activities, both indoor and outdoor, please dress your child appropriately. During the winter, children should be dressed in a suitable winter coat, ski pants, boots, hat, mitts, scarf and/or gator. During the Spring, please supply splash pants and rubber boots. During the winter and spring months, it is extremely important that you send the appropriate clothing as it affects whether or not your child's whole group will be able to play outside. An extra set of indoor clothes should also be kept at the Centre (in the child's cubby) in case one set should get dirty. In the summer, sun screen, insect repellent, a hat and often a bathing suit/towel should be sent with your child. Children should have a set of footwear for outdoors as well as a separate set of footwear for indoor use only. **Please label any of these things which you leave for your child, especially his/her shoes.**

### **Photographs**

Occasionally photographs of the children will be taken. If you have any objections, please discuss it with the staff and indicate your objections on the child information form.

### **Toys from Home**

Bringing toys from home (except on Show and Tell Days) is discouraged. There are many toys already at the Centre and it is difficult for staff to remember which toys belong to the Centre and which to the children. Moreover, it can create unnecessary friction between the children when a child brings special toys from home. If your child brings a toy from home, the caregiver may ask that it be kept in the child's cubby until pick up time.

The Centre discourages children from bringing 'war' toys.

## **3. PHYSICAL ENVIRONMENT**

The physical environment for each group is organized to provide a safe, secure physical space that promotes children's autonomy as much as possible.

Activity areas for exploring, learning and care routines are defined by the spatial arrangement.

Toddler, preschool and kindergarten space is organized to encourage a variety of small group and individual activities.

Infant space is designed to maximize the program staff's time with the babies and to create a built-in play environment for non-mobile and mobile babies to explore.

Appropriate toys, play materials and equipment are readily available to children, arranged on open shelves for easy access.

Each child has her/his own space to store outdoor clothing and personal belongings.

Indoor and outdoor spaces are available for children to be alone.

There are soft elements in the environment including, carpets, cushions, comfortable furnishings and a rocking chair for the infants room.

The outdoor play space has dirt/sand and a variety of equipment for active and quiet activity. The spaces are fenced and include room for storage of equipment.

The indoor and outdoor space is kept safe, clean and attractive.

#### **4. DAILY PROGRAM PLANS**

Each program staff member will meet monthly with the supervisor to review what's happened and to plan program activities for the next month. Daily program plans reflect the Centre's philosophy and program goals. They are posted for parents in each group and can be followed easily by a substitute staff member.

Multicultural Perspective: Program staff plan activities and provide materials that reflect the cultural diversity of the children attending the Centre. All books, toys, posters and other materials are screened and reviewed to avoid use of racist items.

Non-sexist attitudes, behaviours and practices are encouraged by ensuring that all activities are equally available to boys and girls and that there is a full selection of play materials and books that reflect non-sexist images.

Program staff plan for children's individual needs and abilities based on their observations.

#### **5. GUIDING BEHAVIOUR AND LEARNING**

Children's behaviour from infancy on is largely determined by the environment – physical and human. The most effective strategy for guiding behaviour and learning in child care settings is the overall curriculum or program structure. A program where schedules and routines make sense to a child's needs and understanding of time, where the physical space is organized and clearly defines what kinds of activities are okay and where play materials and activities are interesting and invite active

participation frees up the adults to be involved with the children. This means more attention, conversation, open-ended questions and positive guidance techniques.

## **Promoting Cooperation**

Staff members provide opportunities for children to take part in activities that require helping, taking turns, talking to solve problems and group work.

## **Encouraging Autonomy**

Staff members support children's independence in daily routines and activities such as toileting, eating, picking up toys, washing tables and dressing. Children are encouraged to solve problems by identifying them, thinking about alternatives and making decisions. Staff involvement varies according to the developmental level of the child.

## **Setting Limits**

The expectations for children are embedded in the environment and routines. Staff anticipates problems and may be able to intervene before they happen. Staff members are consistent in following through when limits are not met. Positive redirection.

Occasionally it is necessary to take the child away from the situation for a short period of time. Staff must stay with the child until the child is ready to talk about what has happened in simple terms. At no time will corporal punishment or threats be used as discipline strategies.

# **HEALTH, SAFETY & NUTRITION**

## **6. HEALTH**

### **Medicine**

Staff will administer medication only upon the completion of a Medication Permission sheet. These are available at the Centre. The staff will record the date, time and dose whenever it is dispensed.

Staff may administer Tylenol or Tempra if a child is running a fever. If this is not acceptable, the parent/guardian must indicate on the parent/child information form.

Staff have the right to say no to administering non-prescription medication if they are uncomfortable in doing so.

### **Illness**

If a child shows any of the following symptoms, he or she cannot attend the Centre until the symptoms have disappeared:

- Cold symptoms that hinder regular activity
- Ear ache

- Discharge from eyes or ears
- Fever
- Repeated diarrhea or vomiting
- Unexplained rash
- Swollen neck glands

If a teacher is aware of any of the above symptoms, the child can be denied care.

If any of these symptoms are normal for the child and the Centre can accommodate the child without harm to other children, the child may return with a doctor's note explaining the situation.

A child must remain at home if diagnosed with any contagious diseases such as measles, mumps, chicken pox, impetigo or conjunctivitis. The Centre must be made aware of the disease in order to inform Public Health. The child may return to the Centre with a doctor's note that confirms the child is no longer contagious and is ready to return to a group child care setting.

Parents will be notified if their child becomes ill while at the Centre. If the staff are concerned about the safety of the child or the health of the other children, parents will be asked to pick up their child immediately from the Centre.

If a medical emergency arises due to injury or illness, the child will be taken by ambulance to the hospital for medical attention while a staff member contacts the parent/guardian.

It is important to follow the above requests, in order to decrease the spread of sickness amongst the children and staff at the Centre. Chances are if you bring your child to the Centre when you know he/she is sick, other children and staff will catch it and it will eventually come full circle and your child may get sick again.

## **Medical Record**

Medical forms must be completed before a child is enrolled in the Centre.

## **Immunization**

Each child must have the series of immunizations required by Public Health. An immunization record is required for enrollment and should be updated when additional shots are given. If a child is not having immunizations for religious, medical or conscience reasons, parents must provide written documentation.

## **7. NUTRITION**

Four week menu is posted in the kitchen and at the front of the Centre. Menus are designed following Canada's Food Guide, input from the Department of Education, Culture & Employment and the NWT Child Day Care Act to ensure proper nutrition for the children. Meals consist of one serving of milk and milk products, 2 servings of

fruit and vegetables and one serving of meat or meat alternatives. Snacks consist of one serving of bread and cereals, one serving of fruit or vegetables and either one serving of milk and milk products or one serving of meat or meat alternatives. Water is available and accessible to all children at all times.

Please advise if your child has any food allergies.

## **8. FIRE DRILL**

The Centre holds fire drills on a monthly basis (weather permitting) and follows procedures approved by our local fire department. A record is kept of the date, time and number of children participating. Each staff member is familiar with this procedure and has specific instructions for moving the children safely out of the building. The procedures are posted.

## **9. EMERGENCY EVACUATION**

In case of any emergency situation that makes the Centre's premises unsafe, the children will be evacuated from the building. Arrangements have been made to stay at the Scotia Centre until the children can be picked up by their parents/guardian.

## **10. SUSPECTED CHILD ABUSE**

In compliance with the Day Care Act/Regulations, any staff member who has reasonable grounds to suspect that a child has suffered from or may be suffering child abuse or neglect must report the suspected abuse.

A report of suspected child abuse should be made orally by the staff on the day the suspicion occurs, after a consultation with the supervisor. Although the responsibility to report is not removed from the staff, the supervisor may make the report on the staff member's behalf.

## **ENROLLMENT**

### **11. Waiting List**

The Centre (Board of Directors-Registrar) maintains a waiting list for each group of children. The supervisor will accept new children when there are vacancies from the waiting list, giving priority to siblings of children currently enrolled.

No child or family will be discriminated against on the basis of race, language, culture, sex or sexual orientation.

The supervisor will provide orientation with each family enrolling a child in the Centre, explaining the purpose and philosophy of the Centre, reviewing the policies, introducing the program and outlining the opportunities for input into the decision making process.

Upon enrollment parents complete all registration forms, children's medical information, permission forms and emergency information.

Parents are asked to review all policies in the Parent Handbook. The supervisor provides assistance (including translation and clarification) in understanding the policies.

Parents sign a contract between themselves and the Centre indicating that they will abide by the fee policies.

## **12. ATTENDANCE**

### **Arrivals and Departures**

The Centre is opened from 7:30 a.m. to 5:30 p.m. Monday through Friday, excluding statutory holidays and any other holidays or professional development days designated by the Board of Directors.

Parents are asked to call the Centre by 9:30 a.m. if the child is coming in late or will be absent for the day.

Parents must check their child in and out on the sign-in chart at the front of the Centre. Also parents must bring their child into the activity room and make contact with the program staff member on the early shift when bringing in or picking up a child.

If someone other than a parent is to pick up the child, this must be noted on the child's registration form or the Centre must be notified.

### **Custody**

Parents/Guardians must present a copy of a legal document regarding custody arrangements of their child which is to be kept on file.

### **Holidays**

The Centre will be closed on the following days:

- New Year's Day
- Good Friday
- Easter Monday
- Victoria Day
- Aboriginal Day
- Canada Day
- First Monday in August
- Labour Day
- Thanksgiving Day
- Remembrance Day

- Christmas Eve (close at noon)
- Christmas Day
- Boxing Day
- New Year's Eve (close at noon)

**Field Trips**

Children will only participate in field trips or excursions outside the Centre if the field trip permission form is signed by the parent/guardian.

Occasionally there will be a small cost involved (e.g. bus fare).

Parents will be given specific notice of field trips using transportation (such as a bus) indicating, date, time and location.

Trips to the park are not considered field trips.

**Impromptu Outings**

Staff will occasionally take the children out on impromptu walks. The children will be back at the Centre not later than 4:30 p.m. ready for pick-up. If you require an earlier pick-up, please inform your caregiver. The staff are required to fill out a Walk-Off Form for each child who leaves the Centre on an outing indicating time they left the Centre, time they will be arriving back and a general destination.

**Notice of Withdrawal**

The Centre requires one month's notice, in writing, if a child is being withdrawn. If a child is withdrawn without notice, one month's fees will be required in lieu of notice.

**13. FEES & RELATED POLICIES**

**Fee Schedule**

Monthly Rates:

Infants (under 24 months)	\$640.00 per month
Preschooler (full time)	\$590.00 per month
Preschooler (part-time)	\$370.00 per month
PD days for kindergarten	\$10.00 extra per day
Afterschooler	\$350.00
PD days for kindergarten	no additional charge for this

Daily Rates:

Casual (full day)	\$40.00
(half day)	\$25.00

Casual attendance is offered on a first-come, first-served basis when spots are available.

Children whose attendance (as a result of starting or withdrawing from the program) totals less than 2 full weeks will be billed on a pro-rated basis of the appropriate fee. In all other cases, the fee payable will be the regular monthly fee.

### **Closure of Centre**

If the Centre is closed due to an Act of God, or circumstances beyond the Centre's control, the Centre will not reimburse child care fees for that day. In the case of this, every effort will be made by the staff to notify parents as soon as possible. The situation will be re-evaluated every half day. If it is possible, children will be allowed to return to the Centre during the noon period. Parents will be notified that evening as to the situation at the Centre for the following day. The Centre cannot be held responsible for alternate care for children in the event the Centre must close. It is the responsibility of the parents to do so. Parents are encouraged to have a contingency plan for such situations.

The Centre may also close on a rare occasion when staff training is required. There will be no reimbursement of child care fees for this.

### **Vacation**

Parents must continue to pay full fees while their child is on vacation. If the period is extended to more than four weeks, it may be possible to make other arrangements to enroll another child in the interim.

### **Subletting**

Subletting of spaces is not permitted.

### **Registration Fee**

A processing fee of \$25.00 per family is required when enrolling at the Centre. If your child/ren are withdrawn and re-registered within a 3 month period, the \$25.00 processing fee would be waved.

### **Establishment of Fees**

The above fees are subject to change upon 60 days written notice. The fees are established by the Board of Directors and subject to annual review. Fees are subject to increases at any time.

## **Payment Terms**

Fees are due and payable on the first business day of each month. Invoices will not be issued. All fees must be paid in full within one week of the first business day (no later than the 7<sup>th</sup>) of each month or be subject to a \$50.00 late fee. If you have a problem meeting this request, you could write a letter to the Vice President, Finance, explaining your situation and ask for an alternate payment arrangement. Permission must be received, in writing, from the Vice President, Finance before this will be allowed. Payment may be made in the form of cheque, cash, or series of post-dated cheques. A locked drop box is located in the kitchen of the Centre for convenient payment.

## **Non-Payment of Fees**

Children whose fees have not been paid within one week of the first business day of the month (no later than the 7<sup>th</sup>) may be denied care. Outstanding accounts will be subject to a \$50.00 late fee per month. NSF cheques are subject to a \$35.00 service charge. If two NSF cheques are received, you are to pay with cash or money order only. The Centre will pursue delinquent accounts by all legal means available. Parents that leave the Centre with an outstanding account will have 60 days from the last day a child is at the Centre to pay the account in full or an additional 25% handling charge will be added to the account and referred to a collection agency.

## **Late Pick-up**

The Centre is staffed until 5:30 p.m. All children must be picked up by this time. For late pick-up parents will be charged a rate of \$15.00 per 15 minutes and this fee will be charged to your account. If continued lateness becomes a problem, your child may be denied care.

## **ADDITIONAL POLICIES**

### **14. TRANSPORTATION**

Although it happens infrequently, occasionally travel will require the use of vehicles. Often the parents will be asked in these situations to help provide the transportation. All vehicles must conform to the following guidelines:

- All vehicles must have federally approved safety seats and/or safety belts.
- Each child must be secured in the appropriate safety seat or seat belt.
- Before any trip – ensure that the vehicle is in good working order and that the vehicle contains nothing that might harm the children.
- Never transport children or adults in the cargo area of a station wagon or van.
- Never leave children alone inside or nearby a vehicle.
- Any sharp or heavy object should be kept in the trunk to avoid any injury in case of a sudden stop.
- Load and unload children only when the vehicle is pulled up to the curb, side of the road or in a driveway, and release them only to an authorized adult.

- Do not allow children to stick their arms or heads out of the vehicle.
- Do not give children food or drink during transport.
- Place all hard objects (e.g. lunch boxes, back-packs) on the floor.
- Ensure all fingers and feet are well inside the vehicle before closing the doors. All doors should be locked before transport.
- Before departing, remind children of rules and the importance of behaving appropriately. Always find a safe place to pull over before dealing with problems in a vehicle.

## **15. VOLUNTEER/PARENT PARTICIPATION**

The Centre is a non-profit agency and parent run. It is both your responsibility and right to participate in setting the direction and the running of the day-to-day operations of the facility.

It is the Centre's policy that all families must contribute a minimum of 10 hours per year of volunteer time to the running of the Centre. This includes, but is not limited to, Board participation, fundraising activities, extraordinary maintenance activities, etc. A list of activities for which you can volunteer is posted at the front of the Centre and is also attached. Please take a moment to consider what activities you would be willing to volunteer for as a parent may be contacting you in the near future to request your services. A list of the Board members is attached as well.

If a family is not willing to contribute the volunteer time, the family is responsible to pay to the Centre \$250.00 in lieu of contributing the time as participation will be monitored. When you register your child and each year thereafter, you will be asked to *provide a cheque 'in trust'* based on the fiscal year April to March. If you leave the Centre before the year is out and have done the minimum hours of volunteer work, the cheque will be returned to you. If you have not done the minimum hours of volunteer work, the cheque would be cashed and the amount owing would be pro-rated at \$20.84 for each month that your child attended the Centre and the difference would be returned to you. At the end of March each year, cheques will be returned to the parents that have done their volunteer work and cashed for those parents that have not. If you have done less than 10 hours, the cheque would be cashed and pro-rated and the difference returned to you.

PLEASE NOTE: As a parent *you are responsible* to complete the 'volunteer form' when doing work for the Centre and a Board member would record this on a spreadsheet to track volunteer time.

***Attendance at the Annual General Meeting and other parent meetings is mandatory.***



## BEHAVIOUR MANAGEMENT POLICY

To prevent unacceptable behaviour, the staff will:

- *Model appropriate behaviour.*
- *Arrange the classroom environment to enhance the learning behaviours that are acceptable.*
- *Use descriptive praise when appropriate behaviour is occurring.*

When unacceptable behaviour is about to occur/is occurring, the staff will use:

- *Redirection: substituting a positive activity for a negative activity.*
- *Distraction: change the focus of the activity or behaviour.*
- *Active listening: to determine the underlying cause of behaviour.*
- *Separation from the group: this is used only when less intrusive methods have been tried. In the event that a time-out is used, the child will remain in the sight and hearing of the staff. (Guidelines attached).*

At no time will discipline take the form of denial of physical necessities (e.g. snack, lunch, bathroom facilities).

The centre complies with all federal, territorial and other relevant laws which prohibit corporal punishment in day care settings. Additionally, staff are expressly prohibited from using unproductive or shaming methods of punishment.

The centre believes that parents and staff must work together to deal with persistent behaviour issues such as biting, unusual or dangerous aggression, or other issues. Parents will be contacted for a conference when a child appears to be unusually stressed, anxious or otherwise motivated to engage in negative behaviour.

The staff will provide each child with guidance that helps the child acquire a positive self-concept and self-control, and teach acceptable behaviour. Discipline and behaviour guidance used by each caregiver will at all times strive to be constructive, positive and suited to the age and disposition of the child.

# **GUIDELINES FOR USING TIME OUT**

## **Purpose of Time Out**

Time-out means time out from positive reinforcement (rewarding experiences). It is a procedure used to decrease undesirable behaviours. The main principle of this procedure is to ensure that the individual in time-out is not able to receive any reinforcement for a particular period of time. It is also an opportunity for a child to be removed from an over stimulating situation, where he/she was failing to make good decisions.

## **Time Out Area**

The time-out area should be easily accessible, and in such a location that the child can be easily monitored while in time-out. Use of a timer is a good way to keep the child informed of how much time he has left to serve.

## **Amount of Time Spent in Time Out**

Generally, it is considered more effective to have short periods of time-out. Children from 2 to 5 years old should receive a 2 to 5 minute time-out. In some cases, the time-out can be doubled for such offenses as hitting, kicking, biting, severe temper tantrums and destruction of property.

## **Specifying Target Behaviours**

It is very important the child be aware of the behaviours that are targeted for reduction. They should be very concretely defined.

## **Procedures for Time Out**

- When a child is told to go into time-out, a teacher should only say, "Time-out for..." and state the particular offense. There should be no further discussion.
- Use a timer with a bell and tell the child he/she must stay in time-out until the bell rings.
- While in time-out, the child should not be permitted to talk or make noises in any way, such as mumbling or grumbling. He or she should not be allowed to play with any toy, to listen to music, watch television, or bang on the furniture. Any violation of time-out should result in automatic resetting of the clock for another time-out period.
- It is important that all teachers be acquainted with the regulations for time-out so that all children are treated the same way on time-out.
- The child should be given a chance following the time-out to again succeed and be praised for his/her success.

## Strategy for Handling Refusal or Resistance

- Tell younger children that you will count to three and if they are not in time-out when you get to three the time-out will be doubled.
- Use response cost. Select an activity or object you can take away. Tell the child that until they do the time-out, they will not be able to use the object or engage in the activity.

## Alternatives to Time Out - Examples

Send the child to a nearby table and choose an appropriate activity which would involve and engage them physically, visually, cognitively. The instructions could be “Put this puzzle together”, “String all the square beads”, “Sort all these shapes”, “Match these pictures”, “Copy this pattern”, “Let me know when you are finished. Then we will talk”. The child is in control of the timing. Often, as children learn that this is the ‘time-out’ technique used, they will self-regulate the amount of time-out they need. If they’re not ready to talk or return to the group, they’ll do the puzzle again, or somehow delay finishing.

The process of fitting pieces into spaces or, choosing the right piece or color or shape, all help youngsters to calm down, to focus on the specific task, and to feel in control of the situation and in control of themselves. Sometimes a decision can be made to extend the time alone by telling the child, “I don’t think you are ready yet, let’s do this some more.” Often you would begin to talk about the completed activity before talking about the troublesome behaviour.

Set Limits – give as much responsibility as possible to the child. This requires the child to accept responsibility for his/her own behaviour and limits never requirement punishment. Limits contribute to the normal development of the child’s independence. The following are 5 ways to set limits. They are interchangeable in order to choose the method that best suits each situation and each child.

- The I-message. There are 3 parts to an I-message: your feelings, what’s happening, and the reason why you are concerned. E.g. It scares me when I see you climbing on the table because it’s not strong and you could get hurt.
- Giving Information. When you give information, use an informative tone of voice without scolding or threatening, then allow the child to react. If the child ignores you, try a firmer voice or give more information. E.g. “It’s time to get ready for lunch”, and wait for a response.
- Natural or Logical Consequences. These are an outgrowth of the child’s behaviour and the consequence must follow the behaviour immediately. A consequence should never be a punishment or a message that says I told you so! E.g. “Looks like your milk spilled; here’s the sponge.”
- Using Contingencies. This is when a second action depends on a first action being performed. A contingency usually begins with the word when. This statement tells the child what you expect and what will happen when he complies. E.g. “When your puzzle is put away, you may play with another toy.”

- Making choices. These work especially well with children who are strong willed and in need of a great deal of control. Giving choices eliminates power struggles and 'NO' answers. E.g. "You may walk to get your diaper changed or I can carry you (but your diaper gets changed)."
- The 'last resort' method – remove the child from the situation, have him/her sit apart until he/she is ready to play without harassing and let him/her decide when to return. If the behaviour is repeated tell him/her 'You thought you were ready, but you're not so you'll need to sit until you are ready". This is not 'time out' as the child is always in control.

### **Advantages of Time Out**

- It increases the probability that teachers are going to be consistent about what behaviour is not acceptable, when and how.
- The child learns to accept his/her own responsibility for undesirable behaviour. The teacher is not punishing the child; rather the child is punishing himself.
- The child more readily learns to discriminate which behaviours are acceptable and which are unacceptable.
- The child begins to learn more self-control.



## **PARENT INVOLVEMENT**

### **Daily Communication**

Communication between parents and the Centre staff is very important. We encourage daily interaction between parents and staff to ensure you are kept abreast of how your child's day was and that you are made aware of any specific incidents. Also that staff are kept abreast of any concerns you may have about your child at the centre and/or at home that may assist in the care of your child.

### **Newsletter**

There is a newsletter produced monthly and will be placed in your child's cubby.

### **Bulletin Board/White Board**

Please check the Bulletin Board/White Board at the front of the centre on a regular basis for notification of upcoming events, etc.

### **Volunteer List of Duties**

The list is posted at the front of the Centre and is also attached. The volunteer list is monitored and updated on a regular basis by one of the parent's. Phone calls are made to parents as volunteers are required. Please contact the appropriate parent to volunteer your services.

### **Questionnaire/Appraisal**

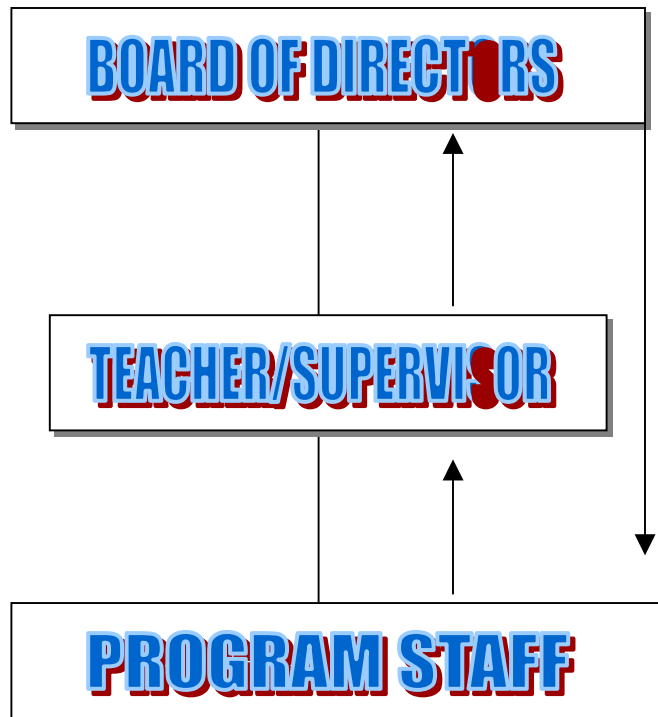
Annually, the Board of Directors requests that each parent complete a general questionnaire/appraisal on the Centre's Supervisor and the program staff member attending to their child. This is very important as it assists the Board with completing the staff appraisals accurately and gives you the opportunity to provide us with any concerns you may have.

### **Complaints/Questions**

Should you have complaints that you are unable to discuss with centre staff, complaints that have not been resolved, questions or suggestions, you may contact the President of the Board or the Human Resources Board Member.



## ORGANIZATIONAL CHART



\_\_\_\_\_ Lines of Accountability

—————▶ Lines of Communication



## **BOARD MEETINGS**

Board Meetings are held on a monthly basis at rotating locations. We meet to discuss the Centre's financial position, staff issues, Centre issues and parental concerns as well as other issues that may arise; including volunteer duties that have to be attended to, etc.

The Annual General Meeting is held in May of each year. Your attendance is mandatory to ensure your vote on policy changes and new board members, you are aware of the past years' events, the financial status of the Centre, current issues, etc.



## VOLUNTEER ACTIVITIES FOR PARENTS

**(count towards hours of Volunteer Work required per year)**

**“IT IS UP TO YOU TO COMPLETE VOLUNTEER TIME SHEET  
& PUT IN BOX SO THE BOARD CAN TRACK YOUR HOURS”**

### **Producing Monthly Newsletter**

Board Member    President  
**Vice President**  
**Human Resources**  
**Finances**  
**Fundraising**  
**Registrar**  
**Secretary**

### **Quarterly Cleaning of Centre**

### **Steam Cleaning Carpets & Waxing Floors (bi-annually)**

### **Grocery Shopping (volunteer by month – purchase weekly)**

### **Organizing Events (Summer BBQ, Xmas Party, Halloween Party, Valentine’s Day)**

**Participating in Fundraising Events**

**Organizing Field Trips for the Children**

**Helping out at the Centre when a Teacher is sick**

**Maintenance Work for the Centre**

**Fix computer problems**

**Renovations – Indoor/Outdoor (when required)**

**Desktop Publishing & photocopying**



**IMMUNIZATION CONFIRMATION FOR DAY CARE**

This is to certify that \_\_\_\_\_ is  
(name of child)

Current in the required immunizations as referred to in Section 40(1) of the N.W.T.  
Child Day Care Act.

The next immunization is \_\_\_\_\_.  
(immunization and date required)

\_\_\_\_\_  
Signature of Public Health Nurse  
Yellowknife Public Health Unit  
920-6570

\_\_\_\_\_  
Date

Please provide documentation to indicate that your child is current in all immunizations.



## CHILD INFORMATION

Child's Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Withdrawal Date: \_\_\_\_\_ Date of Notice: \_\_\_\_\_

Parent Contract Signed: Yes No

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Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Health Care#: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Home Phone # \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Work Phone #: \_\_\_\_\_

Cell Phone # \_\_\_\_\_

Father's Name: \_\_\_\_\_

Home Phone # \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Work Phone #: \_\_\_\_\_

Cell Phone # \_\_\_\_\_

Family Home Address: \_\_\_\_\_

\_\_\_\_\_

Guardian's Name: \_\_\_\_\_

Home Phone # \_\_\_\_\_

Place of Employment: \_\_\_\_\_

Work Phone #: \_\_\_\_\_

Cell Phone # \_\_\_\_\_

## EMERGENCY INFORMATION

Emergency Contacts (2):

1. Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_(h) \_\_\_\_\_(w) \_\_\_\_\_(cell)
2. Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_(h) \_\_\_\_\_(w) \_\_\_\_\_(cell)

## MEDICAL INFORMATION

Physician Name: \_\_\_\_\_  
Clinic & Address: \_\_\_\_\_  
Phone #: \_\_\_\_\_

Who will be picking up your child? \_\_\_\_\_

If this person is someone other than a 'legal' parent/guardian, it is a requirement of the Day Care Act and Regulations that written consent be on the child's file.

Is written consent on file? \_\_\_\_\_ Is it current? \_\_\_\_\_

If the answer is 'no', please provide the necessary consent or the individual will be refused.

Thank you.

**MEDICAL HISTORY OF ILLNESSES**

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> Mumps            | <input type="checkbox"/> Whooping Cough | <input type="checkbox"/> Chicken Pox |
| <input type="checkbox"/> Rheumatic Fever  | <input type="checkbox"/> Convulsions    | <input type="checkbox"/> Injuries    |
| <input type="checkbox"/> Pneumonia        | <input type="checkbox"/> Diphtheria     | <input type="checkbox"/> Eczema      |
| <input type="checkbox"/> Measles (German) | <input type="checkbox"/> Croup          | <input type="checkbox"/> Tonsillitis |
| <input type="checkbox"/> Frequent Colds   | <input type="checkbox"/> Measles (Red)  | <input type="checkbox"/> Polio       |
| <input type="checkbox"/> Asthma           | <input type="checkbox"/> Earaches       | <input type="checkbox"/> Influenza   |
| <input type="checkbox"/> Scarlet Fever    | <input type="checkbox"/> Bronchitis     | <input type="checkbox"/> Other _____ |

**IMMUNIZATIONS**

Are your child's immunizations up-to-date?    Yes    No

If yes, what are they? \_\_\_\_\_  
\_\_\_\_\_

Does your child have any know food allergies?    Yes    No

If yes, what are they? \_\_\_\_\_  
\_\_\_\_\_

Does your child have any other allergies?    Yes    No

If yes, what are they? \_\_\_\_\_  
\_\_\_\_\_

**OTHER MEDICAL CONDITIONS**

Does your child take any medications on a regular basis?    Yes    No

If yes, what medication, condition is it taken for, and what is the frequency and size of dosage?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Does your child have any congenital deformities?    Yes    No

If yes, please give details. \_\_\_\_\_

\_\_\_\_\_

Are there any restrictions on the kind and/or amount of physical activity your child may participate in?    Yes    No

If yes, please give details. \_\_\_\_\_

\_\_\_\_\_

Has your child ever undergone surgery?    Yes    No

If yes, please provide details. \_\_\_\_\_

\_\_\_\_\_

Special Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## PARENT CONTRACT

### 1. ENROLLMENT

I am enrolling my child \_\_\_\_\_ at Kids First Child Development Centre in Yellowknife, NT beginning on \_\_\_\_\_. If for any reason I choose not to start on the above date, I must provide 2 weeks notice or I will be charged for 2 weeks care for my child (not applicable for casual positions). **Effective August 1, 2002, one (1) month's notice will be required.** For those on daycare subsidy, you agree to request that Education, Culture & Employment forward your cheques directly to KF CDC. **I agree to pay a one-time enrollment fee of \$25.**

### 2. WITHDRAWAL

I agree that when I decide to withdraw my child from Kids First Child Development Centre, I will provide 2 weeks written notice or be billed for that 2 week period (not applicable for casual positions). **Effective August 1, 2002, I will provide one (1) month's written notice or be billed for that one month. Effective August 1, 2002, outstanding account balances will be forwarded to a Collection Service 30 days after the child has left the Centre. A 25% surcharge will be imposed to cover the cost of the Collection Agency fees.**

### 3. EMERGENCY SITUATIONS

I give permission to Kids First Child Development Centre and its staff to use whatever emergency measures are judged necessary for the care and protection of my child while under their supervision.

In case of a medical emergency, I understand that my child will be taken to an appropriate medical facility by the local emergency unit for treatment if the local emergency resources deems it necessary.

It is understood that in some medical situations, the staff may need to contact the local emergency resource before contacting the parent, child's physician and/or other adult acting on the parent's behalf.

**4. RELEASE OF LIABILITY**

In consideration of the permission granted by Kids First Child Development Centre to have my child attend Kids First Child Development Centre and participate in the activities herein, I hereby release and discharge Kids First Child Development Centre, its agents, employees and officers from all claims, demands, actions, judgements and executions which I and my heirs, executors, administrators and assigns may have or claim to have against Kids First Child Development Centre its successors or assigns to all personal injuries known and unknown, and injuries to property caused by or arising out of the above described attendance and activities.

**5. KIDS FIRST CHILD DEVELOPMENT CENTRE'S POLICIES & BY-LAWS**

I have received the policies and by-laws of Kids First Child Development Centre and agree to adhere to all policies and by-laws set forth by the society.

\_\_\_\_\_  
Signature of Mother/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Father/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**Both parents/guardians must sign the contract application for enrollment.**