



Southgate Medallion
Family Day Homes
Excellence in Child Care & Early Learning

PARENT HANDBOOK

Southgate Medallion Family Day Homes

#209, 11 Fairway Drive

Edmonton, Alberta T6J 2W4

Phone: 780- 438-4012

Fax: 435-6605

Email: info@southgatedallion.com

Website: southgatedallion.com

Emergency: after hours 780 245 3097

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1. AGENCY INFORMATION

1.1 Office Hours

8:30 a.m. – 4:30 p.m. Monday to Friday.

For after hours **Emergency** assistance call **780-245-3097**.

The office is closed on all statutory and quasi-statutory holidays as listed below.

1.2 Holidays

Statutory Holidays

New Years Day

Victoria Day

Thanksgiving Day

Family Day

Canada Day

Remembrance Day

Good Friday

Labour Day

Christmas Day

Statutory holidays are paid days off for the Educators.

Quasi Statutory Holidays

Easter Monday

Heritage Day

Boxing Day

Truth and Reconciliation Day

As self-employed individuals, some Educators may choose to take off quasi-statutory holidays as well.

The office is closed between Christmas and New Years Day.

1.3 Payment of Fees

Childcare fees are due on the first business day of each month. Payments are made by direct withdrawal. Notify Accounts Receivable of any changes to your banking information at least 5 days prior to the first business day of the month.

1.4 After Hours Mail Slot

If the building is open there is a slot in our office door to drop off payments etc. If the building is locked there is a mail slot located at the street level entrance. Please ensure that any forms are in an enclosed envelope marked "Southgate Medallion Family Day Homes". Please do not leave cash!

1.5 Alberta Child and Family Services

Southgate Medallion Family Day Homes operates under contract with Child and Family Services. They can be contacted at 780 427-0444.

1.6 History of the Agency

Southgate Family Day Homes Ltd. began November 1, 1982. The owners, Joyce and Carole were concerned about the lack of options for parents requiring quality childcare. They opened a day home service, signed a contract with the Government of Alberta and quickly grew to become one of the largest agencies in the Province of Alberta; dedicated to support high quality childcare in regulated and accredited family day homes within the City of Edmonton.

With a Diploma in Nursing and a B.Sc. in Family Studies Joyce has been actively involved in community development. She serves as past President of the Edmonton Local Council of Women.

Carole's background in Social Work and Adult Education led her to serve on the provincial training committee in the development of the Step Ahead Provider Training Program. For this and other contributions, Carole was awarded the Queen's Jubilee Medal in 2002. She was also involved in the initial work of the Alberta Child Care Accreditation Project as a consultant.

1.7 Mission Statement

Southgate Medallion Family Day Homes is committed to excellence in Family Child Care and Early Learning.

1.8 Philosophy

We provide support services to Educators and parents that will help them enable children to experience childhood in a safe, healthy, loving and stimulating environment where they will grow to become HAPPY, CARING, CAPABLE, RESPONSIBLE and RESILIENT.

Our mission will be accomplished when: each child is accepted, respected, listened to, allowed appropriate choices and given opportunities to learn. We believe family childcare Educators deserve recognition and support as they offer a valuable service for our community.

We believe the standards of care provided by the Government of Alberta's Child and Family Services and Child Care Services (AELCS) are basic to quality care.

1.9 Purpose of the Family Day Home Program

The intent and mandate are to:

- Give parents the option of a regulated childcare service in a home setting where care is monitored to ensure established standards.
- Provide childcare services to support parents in their obligations and other roles.
- Provide a quality childcare experience for children and their families.

2. ROLES AND RESPONSIBILITIES

2.1 Parents/Families

Parents/families are responsible for:

- The primary responsibility for the care of their children.
- The responsibility to be informed of what is necessary for their child's health, safety and wellbeing; and be able to assess their child's progress and development in a caregiver's home.
- Choosing an appropriate caregiver and for monitoring the care daily to ensure that children receive proper care.
- Ensuring a mutually supportive and cooperative relationship among parent, Educator and family day home agency is in the best interest of the child.
- Complying with the terms of their contract with the agency and Educator by:
 - picking up children on time
 - paying fees as agreed upon
 - maintaining subsidy status as needed
 - supplying the child with proper clothing and footwear according to weather, diapers, diapering pad, sunscreen, insect repellent (if parent wants it to be applied) and formula and infant food for infants
 - any food required due to allergies or dietary restrictions
 - signing all necessary attendance forms daily
 - giving proper notice (2 weeks) cancellation of the service
 - giving notice of change in schedule at least 5 working days before the end of the month to Educator and agency (changes to schedule will be made for the following month)

2.2 Educators

Contracted Educators are responsible for:

- The safety, health, and well-being of children in their care.
- Compliance with standards of care as outlined in the Family Day Home Standards Manual and by the agency.
- Compliance with the terms of their contracts with the agency and the parents using their service.
- Understanding child development and responding to the individual needs of each child and family.
- Sharing with parents their observations of the child's experience in the day home.

2.3 The Agency

The agency is responsible to:

- Offer a quality childcare service in a family environment that meets the needs of children and families within the community.
- Fulfill the obligations in their contract with the provincial government and to comply with the standards for agency operation and care of children contained in the Family Day Home Standards Manual.
- Fulfill the obligations in the contracts with Educators and with parents.
- Recruit and contract with Educators.
- Ensure that the contracted Educators are able and willing to meet requirements.
- Assess the applicant's personal qualities, such as personal attitudes, beliefs, values, and interpersonal skills. Physical health, psychological health, skills, and knowledge of child development are also screened.
- Assess the home environment for its suitability to accommodate a variety of children and activities, and its suitability as a healthy and safe environment.

- Conduct initial orientation and on-going training of Educators.

2.4 Day Home Consultants

Roles and responsibilities:

- Regular, monthly day home visits during hours of care.
- Most visits are done on a drop-in basis.
- The times of home visits are varied to cover all aspects of the child's day, i.e., morning, afternoon, outside play time, lunch time, nap time, arrivals, and departures.

Each visit shall include, but not be limited to:

- **Safety checks** (formal checks at least twice a year).
- **Educator training** – variety of methods including modeling and discussions. (Family Child Care Training manual, In-home training, Standard 5A, Newsletters).
- Observation of children.
- Plan for the home visit, record the visit and respond to parent's requests or concerns.
- Evaluate Educator's performance and ability to meet the standards of care.
- Individual training plan for the Educator developed under the guidance of the consultant.

3. EDUCATOR TRAINING

Educators are required to complete **Family Child Care Training Program or Base Corps Childcare Orientation Course**. Both lead to formal certification of Educators by the Alberta Family Child Care Association and qualify an Educator for Level One designation with Child Care Staff Certification. New Educators are required to attend six Core Training workshops within the first year with the agency.

4. STANDARDS OF CARE / POLICIES and PROCEDURES

For information on Family Day Homes Standards visit:

<http://www.humanservices.alberta.ca/documents/family-day-home-standards-manual.pdf>

The standards outlined below are the minimum requirements for the care of children in an approved family day home. Educators are expected to know and follow the standards.

CLEARANCES

Child Intervention Record Checks and Police Information Checks are required for initial approval, and every three years thereafter for everyone living in the home over the age of 18 years including tenants and visitors.

NUMBER OF CHILDREN

These maximums do not include the Educator's own children if they are aged over 3.

Maximum of 6 under age 13

Maximum of 3 under age 3

Maximum of 2 under age 2

SUPERVISION

The Educator is responsible for the supervision of the children at all times during the hours of care both indoors and out. Where outdoor space is not fenced, the Educator is always in the physical presence of the children.

CHILD GUIDANCE

Educators must implement positive child guidance principles according to the agency's Child Guidance Policy (see attached). Inappropriate approaches include (but are not limited to) slapping, shaking, hitting, spanking, shouting, screaming, profanity, or other forms of abuse.

RELEASE OF CHILDREN

Educators shall release children only to their parent or guardian or other persons as designated by the parent on the Application form. Written permission is required from the parent if children are to be released to anyone not listed on the Application form. Photo ID required for the children to be released to anyone that the Educator has not met.

SPACE

Educators are required to offer sufficient space to meet the developmental needs of the children in care. Space must accommodate sleeping, eating, group, individual, indoor and outdoor play, messy play such as painting and water play, and quiet play.

ACTIVITIES

Educators are required to plan and implement activities based on children's interests. Plans are to be made available to parents and offer opportunities for daily outdoor play depending on the weather. Bringing electronic devices and DVDs from home is not recommended.

TOYS AND EQUIPMENT

Each Educator is responsible to supply the toys and equipment needed to run the day home effectively. Educators are also responsible for the safety, suitability and accessibility of developmentally appropriate toys and equipment both indoors and outdoors. Toys and equipment must be kept safe, in good repair, and washed routinely with a disinfectant. Trampolines, walkers, waterbeds, and upper bunk beds must not be used and must be inaccessible to children. Sleeping equipment must meet federal regulations.

NUTRITION

Educators will provide meals and snacks at appropriate times and in sufficient quantities in accordance with each child's needs based on the Canada Food Guide. Children must remain seated and be directly supervised while eating. Children under 6 months of age must be held during feedings. Foods are to be prepared, stored and served under sanitary conditions. Bottles must be clearly labeled with the child's name.

HYGIENE

The Educator shall ensure the home and yard are clean and well maintained.

The Educator will also ensure that the clothes and personal hygiene habits are clean and a good example to the children.

Hand washing is required for children and Educators:

- upon arrival at the day home
- before and after diapering or using the bathroom
- before and after cooking or eating
- before feeding a child
- before giving medication
- after caring for an ill child
- after wiping noses
- after handling pets
- after outdoor/messy play

Diapering procedures are to follow established health guidelines. Parents are asked to provide a non-porous change pad for their child. Individual wash cloths, towels and bedding must be used for each child. Change pads must be sanitized after each use. Toys,

counters, taps and other surfaces are cleaned regularly with a bleach/water solution or a quaternary product spray.

ACCIDENT/INCIDENT

If a child has an accident while in the day home, the Educator must immediately notify the parent and the agency. Accident /incident reports must be completed the same day and signed by the parent.

MEDICATION

Parents must ensure:

- They have given written permission by filling out and signing the Authorization for Medication and/or Individual Medication Record forms completely prior to any medication being administered.
- That they provide information in writing about when medications and herbal remedies were given to their child prior to arriving at the day home.
- That the medication is in its original container. The Educator cannot accept or administer if it is not in its original container.
- That the prescription medication is properly labeled. A properly labeled medication has:
 - Doctor's name
 - Child's name
 - Date of the prescription
 - Instructions
 - Time of administration(s)
- Over-the-counter medications and herbal remedies must have pharmacy label:
 - Be in original container with child's full name.
 - Have dosage amount, instructions, expiration date and side effects listed in a language that she/he can read
- Be appropriate for the age of the child

Educators can refuse to administer any medication (prescription, over the counter or herbal remedy) if any of the above conditions are not met. Educators have the right to refuse to administer any medication if there is a question as to the product or the purpose of the product.

Emergency Medications

Parent must share information with the Educator about special handling of children with medical conditions such as asthma, diabetes, allergies, epilepsy, and eczema. Parents must complete the Emergency Medication Authorization form to provide their written consent. Educators must record the name of the medication, dosage, date and time administered after administering the emergency medication.

All medications must be locked up, excluding emergency medications such as EpiPens that must be stored in an area inaccessible to children. Medication that needs to be refrigerated must be stored in a locked container within the refrigerator.

SMOKING AND ALCOHOL

Educators must ensure that children in care are not exposed to smoke and that no one smokes in the presence of children whether indoors or outdoors. Consumption of alcohol is not permitted during hours of care.

TELEPHONE

A telephone must always be in service in the family day home.

FIRST AID

The Educator must have and maintain a valid First Aid Certificate in Child Care. The Educator must have a complete first aid kit in the home and one for outings.

EMERGENCY PLANS/FIRE DRILLS

Emergency numbers must be readily accessible. The Educator must have a written plan for emergencies, and fire drills, and practice fire drills monthly with the children. The Educator must have smoke detectors on each level, and they must be checked monthly. All rooms used for childcare must have 2 exits. The Educator must also have an approved fire extinguisher (5 lb. ABC) accessible in her home and ensure that it is fully charged.

FIREARMS

Firearms must be locked with the ammunition locked separately.

CHILD WELFARE

Educators must be familiar with the Child Abuse Protocol. They are required by law to report any obvious or suspected signs of child abuse or neglect as outlined in the protocol.

RECORDS

The Educator shall retain all necessary documents relating to their clients currently in care and will return all agency documents when the children leave her care. All client information shall be kept confidential. The Educator will carry with them all necessary information on each child while the Educator is away from the day home with the children.

TRANSPORTATION/INSURANCE

To transport children in a private vehicle, even for occasional outings and for emergencies, the following must be in place:

- An up-to-date copy of vehicle insurance under Educator's name for a minimum of \$1 million automobile liability coverage.
- A copy of current driver's license
- A completed Transportation and Insurance Coverage form with parent's signature to be completed annually.

Educators must use properly installed car safety seats appropriate and adjusted for the age and size of each child according to Transport Canada guidelines. Educators are responsible for purchasing required car safety seats. The Educator must ensure the tether straps, tether bolts and seat belts are properly installed, functioning and secure. It is recommended that car safety seats be inspected for correct installation.

Educators intending to transport children must complete Alberta Child Safety Seat Training Modules. For more information visit www.albertaseatbelts.ca

Educators are also required to view the "Kids That Click" DVD.

If a car accident occurs, the Educator must inform the parents and the agency immediately. An Incident/Accident report must be completed and sent to the agency office within 24 hours.

SAFETY

The Educator must always ensure a safe environment for the children including but not limited to:

Hazards and Hazardous Products

- All chemicals, personal care products, alcohol, and household cleaning products must be stored out of reach of children. Storage of cleaning supplies under the sink must be secured and inaccessible. The preferred method is to store the cleaning supplies in an overhead location out of reach of children. If a day home has cleaning supplies stored under the sink, they must be locked with a metal lock and key or a magnetic lock.
- All medications, vitamins and herbal remedies must be stored in a locked container/bag or cupboard. Store the key separately. A separate locked container/bag must be available for medication to be kept in refrigerator.
- Flammable materials must be stored according to label instructions and inaccessible to children.
- Matches, lighters, flammable liquids, fireworks, and candles must be inaccessible to children.
- Aerosol sprays must not be used while children are present in the day home.
- Toxic/poisonous plants including berries and seeds must be inaccessible to children.
- Worn, damaged or aged soothers and teething toys must be replaced.
- Balloons must be inaccessible to children.

Backyard/Outdoors

- Children are to play in a fenced area with adult supervision. If the outdoor play space is not securely enclosed an exemption must be obtained before using it.
- Tools, garden equipment, household equipment and machinery must be inaccessible to children.

- Toxic/poisonous plants including berries and seeds must be inaccessible to children.
- Outdoor sand box must be covered.
- Empty wading pools must be stored upended. Standing water must be drained from pails, wading pools and ditches. Rain barrels must be made inaccessible to children. Ponds in Educator's yard must be made inaccessible to children.

Pets

- The Educator must ensure that the children will be protected from animals in the day home.
- Extra supervision may be necessary around animals.
- Children must be taught appropriate interactions with animals for their safety.
- Pet food and waste must be inaccessible to children.
- All family pets such as dogs and cats must be immunized with rabies and booster shots as recommended by veterinarian. Also consult your veterinarian for your pet's parasite control program.

ILLNESS

See Family Day Home Standards Manual Standard #10C

As per Standard 10C of the Family Day Homes Standards Manual, parents must be notified as soon as the Educator has determined that a child is ill. The parent must arrange for the immediate removal of the child from the day home. The Educator must obtain emergency medical assistance as required. The child does not return to the day home until the Educator is satisfied that the child no longer poses a health risk to others in the day home, e.g., parents provide a physician note, or the parent declares that the child has been symptom free for at least 24 hours.

To protect the health of all the children and the families in the family day home, the Educator can refuse care to any child if that child has:

- A temperature of 38 degrees C
- Recurring diarrhea
- Had recurring vomiting that morning or the night before or has continuing symptoms such as fever, lethargy and cramps etc.
- An undiagnosed illness, rash and pain
- Conjunctivitis (pink eye) or any other eye condition where the eye is itchy, red, swollen or oozing pus
- Any other contagious condition such as chicken pox, measles, hand foot and mouth disease, lice, impetigo, ringworm, pinworm, scabies etc.
- A severe cold with fever, runny nose, sneezing or productive cough

If a child or someone from the family day home comes into contact with a communicable disease, the Educator must notify the agency within 24 hours. If the child becomes ill during day home hours with a communicable disease the Educator must report it to the Local Health Authority by calling 811. All families of the family day home must also be notified. Recommendation: Children have immunizations on Friday or last day of the parents work week so child can recover at home.

COMMUNICATION

Communication Between Parents/Families and Day Home Educators

The agency encourages a positive working relationship between parents and day home Educators by supporting an open-door policy. Parents can expect daily communication from day home Educators regarding the care their child is receiving, e.g., programming, meals and snacks, daily routine etc. Parents and day home Educators are encouraged to meet at least 3-4 times a year to discuss the care of the child, the goals that the parents have for their child, sharing observations and other information. The best and effective way to communicate is in person. Some other ways of communicating are through a phone call, email, and communication books/logs.

Communication Between Parents/Families and Agency

The agency strives to have a collaborative relationship with the parents. The parent's suggestions and feedback is always welcomed. The agency staff communicates regularly with parents. The consultants email the parents after their monthly visits in the day homes to share information of their visit, e.g., observations, activities observed in the day home etc. The parents can communicate with the agency staff in person, through phone call and email. Information is shared with parents through handouts, newsletters, and agency Facebook page and website.

FAMILY/GUARDIAN INVOLVEMENT

Every child deserves and will benefit from consistency in care between their home environment and the day home. When parents/guardians are involved in the day home program it enriches a child's life experiences. The parent's/guardian's opinions and observations are valuable and can help the day home Educator to understand what a child needs.

Some ways you can be involved in the program are:

- By spending time in the day home.
- By sharing the goals you have for your child with the day home Educator.
- By having open communication about the child's strengths and areas that need extra support
- Sharing your traditions, cultural artifacts, words from their home language, music/musical instruments, dress up clothes, recipes, food, and special abilities/talents.
- Volunteering on field trips and reading to children in the day home.
- By sharing family photos to be displayed at the day home.
- By providing feedback through surveys and communication with agency staff and day home Educators for continuous quality improvement.
- By being on the Advisory Board.

The agency appreciates and values the time that the families/guardians take to be involved in the program. We understand that time is of a premium for all families/guardians. We welcome any form of healthy and positive involvement in the program by families/guardians.

FAMILY SUPPORT

The agency collaborates with community organizations and agencies to support children and families. The agency collects and maintains information on resources and services for children and families. The Ages and Stages Questionnaire (ASQ) is mailed to the

families on child's milestones. Additional support is available to families with scoring of ASQ and referral process. Families can access agency computer to support with accessing programs. The agency website and Facebook page have additional resources for families to access.

GRIEVANCE

When an issue or concern arises the day home Educator is expected to resolve it in a professional manner. The best way to reduce issues is to have open communication. Any concerns or issues should be discussed directly with the person involved.

When the concern is not resolved to either party's satisfaction then following procedure is recommended:

Consultant will work as a mediator to support with resolving it.

If the concern is still not resolved the Coordinator will work as a mediator to support with resolving it.

INCLUSION/DIVERSITY

Southgate Medallion Family Day Homes believes that children and families should have equal opportunities for participation, acceptance and belonging regardless of gender, age, socio-economic status, race, language, beliefs, additional needs, family structure or lifestyle. The agency respects and values the differences and similarities that exist in children, families, day home Educators, staff and the community members.

Practices and Procedures:

The agency promotes an environment where all people are considered equal and therefore they are acknowledged and celebrated every day.

The Agency Staff will:

- Interact with children, families, peers and community members equitably and fairly.
- Actively monitor their responses and behaviours towards biases.
- Use language that promotes inclusive practices.
- Encourage empathy and fairness towards others.
- Challenge stereotypes that promote biased behaviours and practices.
- Have a thorough understanding and be able to put into practice the agency's philosophy.
- Communicate openly with children, families, community members and each other.
- Assist to develop the agency's resources to support diversity and inclusion.
- Encourage and support the participation of families in the program.

The Day Home Educator will:

- Be a role model for children to encourage fair and respectful behaviour with others.
- Have open communication with families, children, agency staff, peers and community members.
- Encourage and support the participation of families in the program.
- Have a thorough understanding and be able to put into practice the agency's philosophy.

- Respect children's diversity and individual needs by incorporating an inclusive approach in the program planning.
- Support diversity by providing appropriate materials, equipment and resources to meet children's developmental needs and interests.
- Support and integrate inclusive practices by involving all the children in the day home.
- Actively monitor their own responses and behaviours towards biases.
- Provide support and resources to families and children with special needs and exceptionalities.

5. TRANSITIONS

Suggestions for easier transitions:

- Plan on spending extra time with your child in the morning before going to the family day home. Rushing a child through breakfast, dressing, etc. may cause more delays, while a calm, relaxed time reading a story or just talking together for a few minutes often saves time in the long run and makes for a much easier transition to the day home for the child.
- Give the child time to adjust to the new environment with the parent close by and the day home Educator farther away for the first few minutes.
- Parents need to take time for the child to adjust but must be prepared to leave after a few minutes even if the child cries. Most children stop crying seconds after the parent leaves. Phone when you get to work to reassure yourself for the first few times.
- Most children feel more comfortable having the parent help them remove their coat, boots, etc. as well as helping the child put them on at the end of the day.
- Most children are quite comfortable after a few days. Part-time care often takes longer. If, however, your child still seems uncomfortable after a few weeks and you are concerned, talk to your Educator and consultant.
- Pick-up time can be a challenge as well. If the child doesn't want to leave the day home, or "acts out" as soon as you arrive, decide with the caregiver who is in charge at pick-up time whether the parent, or the caregiver. The critical thing is to make a decision and make that decision clear to the child. Day home Educators usually plan the day to include an appropriate "wind-down" activity just before pick-up time.
- Pick-up time may be a good time to talk to the day home Educator about the child's day. If, however, other parents are coming at the same time, or the day home Educator needs to stay focused on the needs of the other children in care, etc., then information may need to be shared in a different way. This could be done by a phone call later, or a note in a book that stays in the child's diaper bag and is used by both the parent and the day home Educator to pass along necessary information.
- Inform the day home Educator of any changes coming in the child's life, in order that she can be as supportive as possible while the child learns to cope.
- If the child has a favourite toy or blanket, it may make them feel more comfortable if they have it the first couple of days while they are transitioning.

6. RESOURCES AND SUPPORT FOR PARENTS AND EDUCATORS

The agency provides the following resources/support:

- Referrals to Educators who will meet the needs of the child and his/her family
- Regular monitoring and support visits to the family day home from the agency
- Ages and Stages Questionnaire sent out to each parent on their child's milestones, e.g. 12 months, 2 years and so on
- Monthly Newsletters with useful and up-to-date information
- Agency website
- Agency Facebook page
- Workshops on Child Care
- Annual Educator Conference
- Access to agency resources
- On-going consultation regarding childcare
- Referrals to community support agencies

7. RECOMMENDED READING

Faber, Adele, Mazlish, Elaine (1982) How to Talk So Kids Will Listen and Listen So Kids Will Talk.

Faber, Adele, Mazlish, Elaine (1995) How To Talk So Kids Can Learn.

Ginott, Dr Haim G. (1969) Between Parent and Child.

Kohn, Alfie. (1993) Punished By Rewards

Kohn, Alfie (2005) Unconditional Parenting.

Neufeld, Gordon, Mate, Gabor. (2004) Hold On To Your Kids, Why Parents Need to Matter More Than Peers.

Child Guidance Policy

Educators must use a positive and child-centered approach to guide children.

Educators must never:

- Use any form of physical punishment, verbal, physical degradation, or emotional deprivation.
- Deny or threaten to deny any necessity.
- Use or permit the use of any form of physical restraint, confinement, or isolation.

Note: Time-out is not a positive and child-centered guidance approach.

What is Child-Centered Guidance?

Child-centered guidance refers to the way you respond to a child's behaviour. A person who is child-centered allows children to think and act as children do. Guidance that is child-centered is respectful of children, creating an environment where children can learn to respect themselves and others.

Why is Child-Centered Guidance Important?

Children learn to respect themselves and others, to accept responsibility for their own actions, to think for themselves, to express their feelings, empathize with others, solve problems, and communicate effectively (Reynolds, 1990).

Principles of Child-Centered Guidance

1. SHOW children you respect and like them:

- Warm smiles, hugs, moderate tone of voice, encouragement, humor
- See things from the child's point of view.
- Avoid comparison between children.
- Interact with children frequently, move to their "eye-level".

2. UNDERSTAND child development:

- Play materials match children's ages, abilities, and interests.
- Have sufficient supplies of materials.
- Provide opportunities for children to make choices and age-appropriate decisions.

3. MODEL the behaviour and characteristics you want to encourage:

- Behaviours such as respect, patience, cooperation, helpfulness, and kindness are modeled.
- Allow time for independence and consistent encouragement.

4. SET reasonable and fair limits:

- Setting limits gives children the chance to control their own behaviours.
 - Limits should be clearly defined and consistently maintained.
 - Explain to the child the reason for the limit. It is easier to follow a rule when you know the reasoning behind it.
5. ROUTINES should be consistent, yet flexible:
- Consistency helps children to feel secure.
 - Recognize that daily occurrences and changes affect children's lives.
6. Give INDIVIDUAL attention:
- Children need to know that they are special.
 - Give children individual attention on an ongoing basis.
 - Responding promptly to need will result in less acting out.
7. Build the RELATIONSHIP:
- Take the time to build relationship of trust and love with each child.
 - If you need to speak to a child about changing his/her behaviour, your relationship of trust will help both you and the child focus on the behaviour and what needs to be changed.

How to Carry Out Positive and Child-Centered Guidance?

1. MODIFY THE ENVIRONMENT:
- Children who are fully engaged in a play activity are less likely to display inappropriate behaviour. Make sure there are adequate materials and toys available for children.
 - Children may act out when there is under stimulation or over stimulation. Try to change what is offered for play to match the children's needs and interests.
 - Try adding a new combination of toys; have a song and dance session or go play outside.
 - For easier transitions at times like nap time have a story time for everyone to settle down.
2. REDIRECTION/DISTRACTION:
- Redirect children's behaviour in a way that is related to his/her motives and interests.

- Distract younger children with a different toy or activity.
- Make substitutions for older children.

3. ALLOW CHILDREN TO BE IN MORE CONTROL OF THEIR ACTIONS:

- Describe rather than evaluate: “You drew something new on your car. Are those wheels?”
- Explain the effects of the child’s action on other people: “You set the table, thanks. That makes it easier for me when I am getting.
- Listen to what the child is saying. the lunch ready”.
- Invite reflection: Instead of saying, “How did you know to put all the big blocks on the bottom and small blocks on the top?”
- Ask rather than judge: “What made you want to give the car when you didn’t have to?”

4. POSITIVE PHRASING:

Put comments in a positive rather than a negative phrase. Say “Please walk” instead of “No running.

5. ACTIVE LISTENING:

- Acknowledge and accept his/her feelings.
- Reflect on your understanding of a message and give the feeling a name, e.g. “I understand that you are angry because Sally grabbed your toy....”
- Trust in the child’s capacity to work through his/her feelings.

6. NEGOTIATION AND PROBLEM SOLVING:

- Act as a facilitator to help the children find a positive solution.
- Use negotiation to help children see another’s point of view.
- Once the resolution has been found, help with the outcome.

7. I-MESSAGES:

I-messages let the child know how his/her behaviour is affecting others and gives a child the opportunity to change that behaviour.

There are 3 parts to an I-message:

- Using non-blaming, developmentally appropriate words to help the child understand the affects of his/her behaviour.
- Tell your feelings about the behaviour.
- Explain your feeling on that behaviour.

“When I see you climb on the table, I am scared the table will break and you will get

hurt. Is there somewhere else you can climb?”

8. WHEN-THEN RULE:

This rule helps a child to do something they do not want to do. **When** they do what they need to do, **then** they can do what they want to do (be firm and friendly).

Examples:

- When you have picked up toys then you will be ready to go outside.
- When you wash your hands, then it will be time for snack.
- When you get your coat on, then we can go outside.

9. CHOICES:

At times it may help to give a child a choice, e.g. “It is clean up time. Are you going to tidy in the block corner or the house corner?” When giving choices give only 2 choices and make sure both choices are okay with you. Choices should also be respectful to the child and the adult.

10. CALM-DOWN STRATEGIES:

There are times when a child just needs to take a break from the action. Help the child find a space to sit with quiet toys or books apart from the play. Give the child appropriate attention (do not withdraw your attention). Allow the child to rejoin the play when he/she is ready.

Difference between Guidance and Discipline

Guidance	Discipline
Teaches the child to listen to and trust his/her own feelings about right and wrong, good, and bad.	Teaches the child to value only the opinion and ideas of others.
Allows the child to discover what he/she has done that may not be acceptable.	The adult makes the judgments and imposes a penalty.
Allows the child to be responsible for his/her behavior and make appropriate changes.	Responsibility for change is taken over by the adult which arouses feelings of anger, resentment, and frustration.
Leaves the child's dignity and self-esteem intact.	Promotes lack of confidence in a child's own abilities.
Shows unconditional love for the child.	Child perceives love is conditional on meeting the adult's expectations.
Encourages compassion, joyfulness, independence, cooperation, and pro-social development.	Encourages dependence, boredom, lack of cooperation and other unacceptable behaviour.

Reference:

Reynolds, E. (1990). Guiding young children: A child-centered approach. California: Mayfield Publishing Company.

Problem Solving with Children

Problem solving is an approach that can be used with the children who are old enough to communicate verbally with others. Problem solving gives the opportunity to build independence and responsibility. It is important to facilitate the process rather than take over.

Steps to problem solving:

Approach Calmly: Use positive body language. Get down on children's eye level.

Acknowledge feelings: Comfort children if they are upset and allow them to communicate how they feel. Avoid asking a child to calm down or saying, "You don't need to cry" or "You are okay". Acknowledge their feelings by saying "I see you are frustrated or upset".

Gather information: It is important to find out what the problem is because sometimes it is not what we think. Ask questions about what is making the child upset. Let all parties involved share their side.

Ask children for solutions Brainstorm a few solutions with children.

Agree on a Solution: Pick a solution that everyone agrees on

Follow up. Paraphrase: Repeat the solution so that children understand what they agreed on.

Technology and Social Media Policy

The purpose of the Social Media Policy is:

To set clear guidelines for Educators regarding the use of social media. To comply with laws regarding the use of private information such as Freedom of Information and Privacy (FOIP).

Internet:

- Internet must be used in the Educator's presence when researching information based on program plan (researching experiences for children, active play)
- Screen time should be limited to 15 minutes. No screen time for children under 2 years of age. Agency discourages daily use of screen time.
- Children are discouraged from bringing any handheld devices or game consoles to the day home
- Educators may use the internet for personal use at nap time only. Supervise the children as per Supervision Standard.

Texting:

- Verbal communication is recommended.
- Use discretion when texting families. Safety and supervision of children is top priority.

Use of Photo Policy:

- Photos of day home children must not be posted on the internet.
- Only take photos of children whose families have given written permission.
- Photos of children are to be used for educational and training purposes (such as child observations, documenting a child's development through activities, and sharing with the child's parent, consultant, or government official).
- Group photos can be shared with families for the children only if all families' give written permission to do so. Group Photos may be posted on a wall in the Educator's home.
- Families may not take photos of their children in care.
- Photos must be deleted/ destroyed from computer and cameras when a child leaves care. Hard copies must be shredded or returned to families when a child leaves care.

Phone calls, Video Call, Email:

- Educators may not make or accept social phone calls during day home hours unless it is nap time. This applies to all calls including video calls. Calls from immediate family members and schools are acceptable if short in duration. Educators need to be directly involved with the children.
- Appropriate times to email are at nap time.
- Educators should use voicemail whenever possible when actively caring for children.

Use of websites:

- All social media is to be used during nap time.
- Educator's may create their own website.
- Educator's website must be approved by the agency before linking the website to the agency website.

Advertising Policy:

- Educators are encouraged to create their own advertisement for local distribution and on the internet.
- Educators' advertisement must be approved in advance of posting if using the agency name. Use the advertising template on the agency website to help with spelling and grammar in your advertisement.

- Educators may not use the agency logo or the Alberta Approved Family Day Homes (red door logo) in any advertising materials.
- In advertisement use “with a licenced agency”.
- When an Educator terminates with the agency, they must remove the agency name from their advertisement. Educator must also remove the words “licenced agency or licenced day home” from their advertisement.

Data Protection:

- Information and photos on a cell phone and tablets are unprotected if lost or stolen. Only share a child’s information with the agency, Child and Family Services and Emergency Medical services.
- Protect children’s information given on emergency cards by not displaying information to others

Subsidy FAQ's

Does the Agency apply for subsidy?

No.

It is the parent's responsibility to apply for subsidy. It also the parent's responsibility to manage, maintain and reapply for subsidy. The agency cannot do this on a parents behalf.

Does the Subsidy payment get paid to me?

No.

The Agency receives the payment directly from Subsidy.

How do I apply for subsidy?

To begin your application visit <https://applychildcaresubsidy.alberta.ca/>

How do I know if I am eligible to receive subsidy?

If your gross family household income is under \$180,000 and your children are 0 months to Kindergarten age (enrolled in a part time Kindergarten program); or your gross family household income is under \$90,000 and your children are Kindergarten age (enrolled in a full time Kindergarten program) to Grades 1 to 6.

To receive full subsidy, your child must attend a **minimum 100** hours of care per month.

Your child must be attending a Licensed Family Day Home.

I've been approved, what do I do next?

Your initial approval will state an amount you are approved for, and the dates you are approved from and to.

Send a copy of this approval to your Agency Consultant. The Agency needs to have this as proof of your eligibility and as confirmation of the amount you are approved for. Keep a copy of your approval for your own reference.

Does subsidy expire?

Yes.

Your initial approval will be a conditional approval of two months. You will need to provide additional paperwork after this initial approval.

It is **parents' responsibility** to ensure their subsidy remains active and updated.

My child attended less than 100 hours. Does this affect my subsidy?

Yes.

In cases where your child has attended less than the minimum hours, subsidy will prorate the amount you will receive. **Please be aware this affects the parent portion of your monthly fee.**

You are responsible for any outstanding contracted fee amount.

If I am paying to hold a spot, can I receive subsidy?

No.

If your Educator has agreed to hold your child's spot without fee, no subsidy will be issued. No government subsidy credits will be issued for zero hours of care in any arrangement.

What happens if my financial circumstances change?

For any changes in circumstances that may affect your subsidy eligibility, you must contact subsidy to ensure that your application is still approved. **The agency cannot contact subsidy on your behalf.**

Can the Agency renew my subsidy?

No.

To continue receiving subsidy, you must **renew before it expires**. Refer to your Subsidy Approval Letter to determine your subsidy expiry date, or you can contact the Government subsidy office at 780-644-999

What are extended hours?

If your child attends their day home **before 6 am, after 6 pm, or on the weekend**, this is classed as extended hours. You will receive an additional \$100 in subsidy (if you are eligible and your child is attending the correct amount of hours).

Your child must be attending a **minimum of 4 hours within the extended care time** to receive extended hours subsidy.

