

Child Care Services Newsletter

Winter 2003

Child Care Fees

We are sometimes asked about child care fees and will publish average fees periodically. These averages are Yukon wide, monthly fees for full time spots.

	Centre based Care	Family Day Care
Infant	\$570.00	\$565.00
Toddler	\$521.00	\$510.00
Pre-schooler	\$498.00	\$503.00
Kindergarten	\$459.00	\$483.00
School Age	\$240.00	\$255.00

Your Questions

Q: What expenses are deducted from monthly income to calculate subsidy eligibility?

A: The following are allowable deductions: Income tax, Canada Pension Plan payments, Unemployment Insurance payments, Union or professional association dues, Group Insurance plan contributions, RRSP contribution (where the applicant does not pay into a superannuation or group plan), tuition, child support payments.

Q: I know I need to submit an accident report when the child requires medical attention. Is there a time limit for submitting the report to CCSU?

A: Yes, the accident report should be submitted to Child Care Services within 24 hours.

Q: My kids really like using their skipping ropes and I want to encourage this healthy activity. Are there any safety concerns?

A: Skipping rope activities can be fun and healthful when children are closely supervised by an attentive adult. Any rope that can form a noose poses a strangulation risk and therefore should not be available to a child without direct, adult supervision.

Q: Some days my playroom seems so noisy! The kids are just having fun though, do I have to try and quiet them down?

A: With all the children learning language, preschool environments are highly verbal environments and, yes, they can be noisy. Children need you to be able to hear them clearly enough that you are responding appropriately to their attempts at language. They also need to be able to hear your good model of language. How much noise is too much? Consider this: if you are about a meter away from another person in the playroom and can't hear them speaking in a normal tone of voice then the noise in the room is too loud. If the noise in the room is at a level that you need to raise your voice to be heard, start finding ways to make the room quieter. One way to reduce the noise is to add more soft furnishings to your playroom. Rugs, drapes, fabric wall hangings all soften a room and reduce the added noise that occurs when sound bounces around the room. Ensuring caregivers move closer to children they are speaking with allows them to speak in a normal tone of voice, rather than raising the voice to cover a distance.

Conference Report

Growing Together, Our Children, Our Community was a tremendous success according to some 14 stakeholders in child care and related government agencies. Major sponsorship from the Advanced Education Branch of the Department of Education, YTG supported the 2002 conference which focused on early intervention, family literacy, and quality child care.

Presenters stressed the critical importance of providing high quality programming and literacy instruction during the early years and the negative life long impacts when this is lacking. The combined efforts of government, non government organizations, and private stakeholders are needed for the success of these early intervention strategies.

Summaries of conference presentations are available at <http://dl1.yukoncollege.yk.ca/pfcconference/>

CCSU Phone #s

Calling from out of town? Please call toll free 1-800-661-0408 and ask for the extension of the person you wish to speak with.

Lesley Gardiner-Falle	667-3447
Virginia Kettley	393-7123
Wendie Howe	667-3492
Cheryl Buchan	633-7992
Carol Oberg	667-5091
Tammy Reinhart	667-3493
Ann Gedrose	667-8851
Fax:	393-6250

You can email us:

virginia.kettley@gov.yk.ca
wendie.howe@gov.yk.ca
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carol.oberg@gov.yk.ca
lesley.gardiner-falle@gov.yk.ca
ann.gedrose@gov.yk.ca
tammy.reinhart@gov.yk.ca

Office Hours: Child Care Services is open Monday through Friday 8:30 – 5:00.

CCSU will be closed for our regular unit meeting Thursdays 9:00 am until noon unless this falls on the last day of a month, in which case the office will be open to distribute cheques.

Yukon
Health and Social Services

Cool Websites

<http://www.cchrtr.ca/>

This is the new website of the Child Care Human Resources Round Table. The CCHRRT provides a sectoral structure for moving forward on human resource issues in child care.

<http://www.ccw.org/home/>

The Center for the Child Care Workforce's (CCW) mission is to improve the quality of child care services by upgrading the wages, benefits, training, and working conditions for child care teachers and family child care providers.

Individual Program Plans

Individual Program Plans (IPPs) are developed for children whose needs are special. For a preschool child, the development of the IPP is coordinated by the Child Development Centre (CDC) therapist in consultation with the parent and child care program staff. The development of the IPP involves all those working with the child to identify the child's needs and the type of supports required to meet those needs.

The IPP typically includes a statement of goals for the child, along with activity ideas. Each IPP is signed by the parent, the therapist, and the child care provider.

Attached to the IPP is a blank page for progress notes that are kept in a purple file. These notes describe the child's progress with regard to the identified goals. For example: if a goal is that the child will put away toys after play, the progress notes might read, "after playing with two cars and a truck the child put away two cars with no reminder and put away the truck after hearing a reminder from the teacher". Each of these entries is dated and initialed by the person making the note -- program assistant or child care staff person. These caregiver's notes are an essential part of each IPP; everyone's cooperation and contribution benefit the child.

Progress notes help to paint a picture of the child's progress toward their goals and are most valuable in helping child care providers, program assistants, parents, and therapists to have the information they need to work knowledgeably with the child.

Child Care Services provides purple folders for the progress notes, please request one if you need it. Child Care Services Inspectors will also view these files as part of their routine inspections. If you have any questions about the use of IPPs please call Child Care Services at 667-3492 and ask to speak with an inspector.

Direct Operating Grant

Centres can claim the cost of refilling your fire extinguisher (once per year) under building expenses on the Direct Operating Grant statement.



Changes to the Child Care Worker Level Designations

The Equivalency committee met in October 2002 to discuss the guidelines for Child Care Worker Level designations. It was decided that a person with a Yukon Native Teachers Education Program (YNTEP) or Education degree will be eligible for a Level 3 Child Care Worker designation. Similar to those with degrees in the Health and Social Services fields, the applicant must first complete a sixty-hour Early Childhood Development course before receiving a Level 3 designation. The Level 3 designation is valid for one-year and the recipient must complete one Early Childhood Development course yearly to maintain their standing.

Employers should be aware that Level 3 designations with an expiry date are valid for the period of time stated on the certificate. It is important to know that the child care worker will be recognized on the Direct Operating Grant as a Level 3, only for the duration of the designation. If the Level is not maintained and the designation expires the child care worker would then be recognized at their previous level on the Direct Operating Grant.

If you have questions or would like a copy of the Child Care Professional Level Designation Guidelines please contact our office at 667-3493 or toll free at 1-800-661-0408.

Sleep - are your kids getting enough?

Child Care regulations indicate that all children younger than three years need to have the opportunity to nap during their child care day. Most children between the ages of one and three years sleep anywhere from 10 to 13 hours. It is easy to see that most at this age will require an afternoon nap.

Preschool children, three to five years old, need about 10 to 12 hours of sleep. If the child is getting this much sleep at night, he or she may no longer need an afternoon nap. Most programs for pre-schoolers ensure there is a quiet time in the afternoon when children relax though they may or may not actually sleep.

The amount of sleep a child gets can make the difference between a great day and a difficult day. Have you ever seen a child being cranky or argumentative? This may well be a sign that they have not had enough sleep. Lack of sleep can also make it difficult for children to think clearly, follow directions, or learn new skills. Things

that should be easy become difficult and frustrating for a child who hasn't had enough sleep. Lack of sleep also increases susceptibility to disease.

Just as parents and caregivers need to communicate clearly about children's diet and exercise it is important that parents and caregivers let each other know how much children are sleeping. It may take adjustments at home or at the care facility to ensure that each child's need for sleep is met. The payoffs in healthy, happy children are well worth it!

Source: <http://www.kidshealth.org/parent/index.html>

CCSU Library News

Two great new books from NAEYC are now part of the Child Care Services Library.

Class Meetings: Young Children Solving Problems Together by Emily Vance and Patricia Jimenez Weaver outlines a proven method of involving young children in collaborative problem solving. The authors have found class meetings to be suitable for children throughout their early childhood years – yes, even as young as pre-schoolers.

Class meetings offer children the opportunity to express their opinions and to learn to listen to each other. They build a sense of community among teachers and children and help to strengthen each child's self esteem.

This book guides us through the process of establishing class meetings as part of the regular routine. It includes listings of resources and many samples of classroom charts and reminders for creating and maintaining a peaceful, collaborative atmosphere in your program.

Healthy Young Children: A Manual for Programs by Susan S. Aronson and Patricia Spahr provides up to date information regarding healthy practices for child care.

A comprehensive guide, this book includes information on promoting through good nutrition, oral health, mental health, and health education. It includes sound practices for preventing infection injury as well as preparation for emergencies. Additional features include facility design, maintenance, and transportation.

Each chapter includes activities that assist with staff training and development. This is a very useful resource for all who work with young children.



News From the Yukon Child Care Association

We hope you had a great holiday and we wish you the best in the coming year. As we all know YCCA has finished the survey. We had a very positive response from the child care community. We thank you for your input and for helping us to understand clearly what issues are important to you. We would especially like to thank the child care providers in the communities for bringing their unique and more challenging issues to our attention. We will compile the survey in January and then we will go and see the Minister of Health and Social Services with the issues you have highlighted in the surveys.

We are anxious to get moving in the new year and would like to leave you with some thoughts on child poverty and early intervention.

According to Statistics Canada, in the year 2000, 16.5% of people age 18 and under live in low income families (www.statscan.ca). This percentage is higher than for any other age group in Canada. Our youth and children are hardest hit by the realities of low income and poverty.

David Ross, Executive Director for the Canadian Council on Social Development states that, "Poverty has serious negative consequences for children's development. Poor families are more likely than others to experience stress in the home, they are less likely than others to live in safe neighbourhoods and are less likely to enjoy access to the cultural and recreational activities that most Canadians take for granted." His study, *Income and Child Well-Being*, "showed a clear and disturbing pattern: from their health and academic achievement to their behaviour and the types of friends they find, children living in families whose income is \$30,000 or less display consistently poorer outcomes in every facet of their development." (www.ccsd.ca)

Information from many brain development and early intervention studies continues to stress the importance of the early years. "Before six years of age, there are critical periods of development during which children need adequate stimulation for optimum brain development. If these periods are missed, children are much more likely to develop learning, behavioral, emotional or health problems later in life." (Voices For Children - Fact Sheet #4). As Dr. Fraser Mustard says, "If you want an idea of what your economy will look like in say 20 or 30 years . . . if you want an economy that's vibrant, citizens who are productive and not a drain on taxes - think about the investment you're making in very young people today. And if you want to know about return on investment, consider this. Research also

shows that for every dollar spent on quality early education services, two dollars comes back through increased tax revenues, and decreased social, education and health costs." (www.rbc.com)

We know that early intervention is the key to child development but the hurdles presented by poverty often make it impossible to give the early years the attention they deserve. It is time for the government to take action and live up to its promises regarding child poverty and childcare. Ross' study further states that, "Child care is as pressing a need for Canadians as is health care, and it is an essential cornerstone of early childhood development services," and, "Given the growing federal surplus, it is time for the government to make significant and long-term investments in income supports and services for children and youth."

Government funding and action is only one part of the solution. The private sector also needs to get involved and start showing some concern for the children of this country. Some key players in large corporations are beginning to take interest in early intervention. Charlie Coffey, Executive Vice President, Government & Community Affairs, RBC Financial Group, served on the Ontario Government's Early Years Study which was co- chaired by the Honourable Margaret McCain and Dr. Fraser Mustard. After the study concluded Mr. Coffey, along with Dr. Mustard, "Assembled a group to look further at how the private sector can become involved in the early years challenge. This included groups like the Canadian Federation of Independent Businesses, the Ontario Chamber of Commerce, the Canadian Auto Workers, and several other businesses." They looked at such issues as, "The possible need for tax reform, incentives to build child care facilities . . . the need to develop broader-based community networks . . . and how the provincial government's Early Years Challenge Fund can be structured to encourage matching non-government support." (www.rbc.com) Interest and enthusiasm in the private sector, with respect to the early years, is not yet strong enough to have a real impact, but its definitely a start.

So where does that leave us? According to Coffey, partnerships are the key, "It's amazing what can happen when the private, public and voluntary sectors put their heads together." We need to lobby the government and the private sector to join us in the fight to end child poverty so that we can start focussing our attention on early intervention and start reaping its many benefits.

Submitted by, Jasbir Randhawa, Communication Liaison, YCCA, 667-4013

Crime Prevention Yukon in Conjunction with
Justice Canada Announces

REACHING FOR THE STARS



(An Intervention Program For High Risk nine to 11-year-old Children)

The Reaching for the Stars Program includes:

- ★ A 16-week program, involving 1 hr. weekly group sessions and four recreational Saturday outings. The basic self-control and problem-solving skill taught in the program is reinforced through practice in different situations at each session.
- ★ Weekly, or bi-weekly 1 on1 sessions which encourage the transference of skills learned in the program to daily life. Sessions reflect the interests of the youth, and also revolve around community activities such as dog walking at the Humane Society.
- ★ Sessions for caregivers of participants, which exposes caregivers to effective problem solving tools, reinforces effective parenting skills and acts as a support network.
- ★ A 'booster' program proceeding the 16-week program which will refresh and support previous participants and their caregivers.
- ★ A social skill development component, which works on such skills as Joining In, Identifying Feelings, Not Stealing, Sharing & Co-operation, Fair Play, Apologizing, Decision Making, and Dealing with Group Pressure.

The Reaching for the Stars Program is aimed at serving high-risk nine to 11-year-old children. Referrals can be made from schools, community agencies, RCMP and parents / guardians based on any of the following criteria:

- ★ Previous police contact
- ★ Engaged in behaviour that would result in an offence under the Young Offenders legislation, if the child was 12 years of age or older
- ★ Difficulty with social skills
- ★ Behavioural difficulties at home, at school or with peers

The next group will begin in February. Maximum group size is seven. Preference will be given to children engaged in chargeable behaviours, and to guardians demonstrating a willingness to be involved in the caregiver sessions.

For more information please contact:

Tricia Newport at 668-4420 or under12@canada.com

Child Care Workers, please contact Inge Sumanik at Partners for children (668-8794) to discuss sponsorship

News from the Society of Yukon Family Day Homes

We want to invite everyone to come to the Grand Opening of our new toy lending library. We will be hosting the opening in conjunction with our meeting on January 23, 2002 at #1 Oak Street at 7:00 p.m. Come on out and see what we have and borrow something new to use in your day home. *The toys and equipment are available for all Yukon family day home operators to borrow.* Thanks to everyone for all their work in getting the library organized and ready to go. Also a big thanks to Laurel who has graciously agreed to let us use her basement until we can find a more permanent home for the library. All toys are very portable so borrowing and returning should be easy.

A reminder that the executive meets the first Tuesday of each month at 7:30 p.m. at #1 Oak Street. Everyone is welcome. Our regular meetings are held the third week of each month at 7:00 p.m.. Call Christine 668-7710 to find out which day as we vary the day so that everyone taking courses and those that have other commitments can hopefully make some of the meetings.

The Society thanks the conference committee for all the work they did to put on the conference in October. Many of our members have said that they enjoyed the sessions they attended. I know for Ev and I it was a learning experience being on the committee.

Thanks to our members we were able to Share the Spirit and sponsor a family of five for Christmas this year. Great job everyone!

We wish everyone a very Happy New Years. We hope that great things happen in 2003 for children and their families and the caregivers who provide support and care to them. For more information about the SYFDH call Karen 668-6349. Everyone is always welcome.

Submitted by Karen Blysak Macklon, chair, SYFDH

March is Nutrition Month®

Since the early 1980's, Dietitians of Canada has successfully organized this annual campaign. The theme for March 2003 is focused on helping women find solutions to healthy eating challenges - for themselves and their families. The campaign will tackle some of the key food and nutrition issues affecting women. The slogan is:

Healthy Eating...Tasty and Easy!

<http://www.dietitians.ca/english/frames.htm>

Program Ideas From Yukoners

Fun at Little Sprouts

April Bedard at *Little Sprouts Family Day Home* has come up with a fun transition to help children change from one activity to the next. As snack time draws near she starts asking the children some questions such as, “What day comes after Tuesday?” As each child answers they are the next to go wash for snack. This practice keeps the children engaged while ensuring the washroom is not too crowded. It also lets April know what aspects of her programming children are retaining and what she wants to present in a new way.

Questions can cover any area of programming: colours, shapes, days of the week, seasons, people, animals, etc. Questions can also be specific to the children in your care, such as, “Who has a big sister?” or “Who has a baby brother?” “How do we care for the baby” April says the children really enjoy this and it helps her manage a time of day that can become chaotic.

Soup's on at Macklon Family Day Home

Karen Macklon at the *Macklon Family Day Home* offers the children at her day home a wonderful opportunity to learn about nutrition, social responsibility, and community involvement, and much more. This activity involves families as well. Each year in December she invited parents to donate vegetables. Karen and the children then make soup which they take to the soup kitchen.

Of course, making soup offers the opportunity to practice fine motor skills by cutting the vegetables, and to learn about the healthful practices to follow in preparing food. It demonstrates that cooperative activities yield a return larger than each individual contribution. Providing this soup to the soup kitchen helps children to learn about community organizations and to discuss social responsibility.

We invite all programs to submit activity ideas you have found to be successful. We would like to include them in future newsletters. Please fax or email to Ann Gedrose at CCSU. Thank you

