CHAPTER 1: THE PHYSICAL ENVIRONMENT

THE PHYSICAL ENVIRONMENT

The physical environment in a Student Care Centre (SCC) consists of the indoor and outdoor spaces, and includes furniture, equipment and resource materials within these spaces.

It is important that the physical environment is clean and safe. In addition, the physical environment should encourage learning participation, and foster constructive relationships among students and between students and staff.

This chapter on SCC’s physical environment provides pointers to consider in the following areas:

• Use of Space (Indoor and Outdoor areas);
• Furnishings/Fittings and Equipment;
• General Maintenance and Cleanliness;
• Learning Environment.

1.1 USE OF SPACE

Key Considerations

a. Indoor

i. Floor space

Having adequate indoor space and utilising it efficiently would contribute to a more conducive learning environment for students. Some of the key considerations include the size of the rooms as well as the number of students catered for, their age, abilities, needs and interests.

The SCC operators would need to ensure that the space and layout of the SCC is able to accommodate the maximum capacity of students during Saturdays and school holidays.

SCCs are expected to meet the recommended indoor floor space to student ratio.

The recommended usable floor area : student ratio is 3 square metres to 1 student. For example, a usable floor area of 180 square metres is able to accommodate up to 60 students at any point in time. This usable floor area excludes the sick bay, staff room and ancillary area for kitchen, store, bathrooms and toilets.

ii. Activity areas/Interest corners

It would also be desirable to have activity/interest areas for rest and relaxation. These could include:

• Book shelves and the adjoining space can be a ‘reading corner’.
• Shelves with art & craft materials and the adjoining space can be a ‘crafts corner’.

Reading Corner

Crafts Display Corner
ii. Activity areas/Interest corners

- A cozy area with some cushions can be used as a rest area. Centres with sufficient space may allocate areas for a pantry and a ‘Parent Corner’ for parents to wait for their children.

- Other possible activity areas/interest corners are illustrated as follows:
CHAPTER 1: THE PHYSICAL ENVIRONMENT

iii. Arrangement

Space should be arranged and demarcated for students to either work individually, in large or small groups, or in active/passive, noisy/quiet and messy/tidy activities. Clear pathways should be provided to guide students’ movement with minimal disruptions or distractions to other students/activities.

• In the event of adverse weather condition, indoor space should be large enough to enable gross motor play activities to be conducted. A mixed use of indoor space is encouraged. For example, in school-based SCCs, part of the school hall or canteen can serve as an indoor game play area and study area. Sliding partitions and dividers can offer flexibility to separate and adjoin areas according to the changing function of the place.

• Equipment, furniture and activities could be arranged so as to allow a clear line of sight for staff to supervise student activities at all times.

iv. Ventilation

Good ventilation helps to maintain the indoor environment at a comfortable level and can contribute positively to the student’s learning.

• All rooms should be well-ventilated by means of windows that can be opened, working air-conditioning system/coolers or fans.

• Exhaust fans should be used to provide better ventilation in toilets and kitchen. Standing fans are discouraged as they may pose a safety hazard to the student. Ceiling fans offer a viable alternative.

v. Light

The quality and quantity of light influences the mood and feeling of students and staff within the environment.

• Sufficient windows with blinds/curtains should be installed to allow sufficient light into the activity rooms.

• The lighting effect can be enhanced with the use of pastel-coloured paints on walls.

• Having a variety of lighting forms (for example, fluorescent and incandescent lights) will create different effects for various play areas and activities.

b. Outdoor area

Students need the freedom to explore, especially after a day in their classrooms. This can be done within the compound of the SCC or through outdoor lessons to promote gross motor activities. The SCC could consider conducting outdoor activities at void decks, outdoor playground area, ball courts and soccer fields.

The outdoor area is more than a place where students can exercise their muscles. Outdoor spaces offer students the opportunity for teamwork, active play, problem-solving and creative experiences which are fundamental to their learning and development. However, the outdoor environment should not only be used for sports and active games; indoor activities could also be brought outside if the weather permits.
1.2 FURNISHINGS/FITTINGS AND EQUIPMENT

Ensuring a clean and safe environment should be a top priority in SCCs. It is important to allow students to play and learn without the risk of injury, especially when there are a lot of furnishings and equipment within the premises. (Refer to Annex A for a suggested list of furniture and equipment).

Key Considerations

- All fixtures, fittings, furniture, gross motor equipment and toilets should be well-maintained and in good working condition. The use of lamination made of non-toxic materials is preferred for shelves and cabinets for ease of cleaning. Replacement of such items should be done when necessary.

- Furniture should be sufficient, functional and sturdy.

- Tables, chairs and cubby holes should be suitably sized for students’ use. Shelves used for toys, books and materials should be made easily accessible to the students.

- There should be designated storage spaces for play/reading materials, equipment, toiletries, general stores and personal belongings.

A personal storage space (e.g. cubby holes, storage bins and containers) should be assigned to each student to store his/her belongings. These storage spaces should be labelled with names, symbols or words to show students where different items belong. A sense of ownership and responsibility towards one’s own belongings can be inculcated this way.

- Games, learning materials and equipment should be maintained in ways that are not harmful to the students. For example, chemicals that are toxic to the students should not be used for the disinfection of materials.

1.3 GENERAL MAINTENANCE AND CLEANLINESS

The floor, windows, doors, furniture and equipment should be kept clean and dust-free through the following daily and regular maintenance activities:

- Floors should be swept/vacuumed and mopped daily; and should be free from dirt and sand, and kept dry.

- Non-slip mats (if any) should be free from grime and dirt.

- Carpeted floor is not encouraged. If used, it has to be vacuumed daily.

- Furniture, fittings and fixtures should be cleaned with disinfectant regularly.

- Filters in the air-conditioners should be replaced or cleaned regularly according to the instruction manual.

- All litter bins should be lined, properly covered and emptied at least once daily.

- PVC mattresses and mattress covers should be wiped after every use. They should also be sunned/ wiped with disinfectant and washed at least once a week.

- Spring cleaning sessions should be conducted regularly.

Prompt action should be taken to maintain an environment that is free from mosquito breeding and other pests. Useful tips on dengue prevention are available at the National Environment Agency website (http://www.nea.gov.sg).

Special attention has to be paid to the hygiene of the centre. Should there be an outbreak of communicable disease, SCCs should follow the recommended hygiene practices outlined in the ‘Infection Control Guidelines for Schools and Childcare Centres’ as provided by the Ministry of Health (MOH). This can be found under ‘Publications’ of the ‘Research’ tab on MOH’s website.
1.4 LEARNING ENVIRONMENT

SCC should provide a conducive learning environment which supports the students’ developmental needs and interests as they interact with the materials, peers and adults in the centre.

Key Considerations

A variety of age-appropriate materials and equipment should be made available to support the different learning activities and needs in the centre. Equipment and materials should be added or changed periodically to stimulate students’ curiosity, and extend their interest by providing elements of surprise, novelty, success and satisfaction.

The learning environment should be planned in a manner that facilitates positive interactions between the students and the teachers, as well as to engage them in constructive activities. This is done by encouraging students to make choices whilst participating in both learning and play.

Providing students with choices involves providing them with an environment that is rich in the variety of learning resources and materials. This would enable them to choose from that pool of resources and match them to their level of competency.

Students need to be able to initiate their own learning experience by using the materials, which they can access independently. An environment that offers plenty of choices would allow students to develop important life skills such as decision-making. Some useful ideas of equipment and learning resources are provided below.

a. Equipment and learning resources

There should be enough materials to cater to each group of students using any set of equipment and materials. A SCC should be equipped with the following:

- Portable equipment like balls, sports equipment, bean bags, skipping ropes, etc. for gross motor and team-building activities;
- Language games which enhance language proficiency, catering to different age groups and abilities; and
- Reasoning games which allow students to explore and understand the links between everyday life and the concepts they learn in class. Games related to the application of mathematical/scientific concepts, IT based simulation and role playing activities can be used for this purpose.

b. Partitions, walls and floors

- Encourage the students to be involved in decorating the environment individually or in groups. These may include notes of encouragements, writings, model essays and photos which are initiated and expressed by the students themselves.
- Personal artwork, photos, as well as work done or chosen by the students add personality to the space.
- Moreover, a sense of belonging and ownership over the environment could be cultivated by encouraging the students to contribute towards the aesthetic appearance of the SCC.

In conclusion, the SCC’s physical environment should be one in which the students feel at home. While it provides the students with a sense of security, it should also offer an environment that is suitable for them to develop, learn and grow.
SAFETY / HEALTH / HYGIENE / NUTRITION

One of the most basic and important elements in caring for students in SCCs is to ensure their safety and well-being, as a large part of their day is spent in the centre. It is the SCC’s responsibility to provide a safe environment to prevent and reduce injuries.

Staff must be alert and be equipped with the relevant skills and knowledge to prevent accidents and injuries. They should be able to manage emergencies, accidents and injuries appropriately when necessary.

Safety procedures must be in place and practised (e.g. clear labelling of external/oral medication, display of simple warning signs where potentially dangerous products are stored, as well as putting in place safety rules and practices).

SCCs should also observe good health practices and hygiene. Students in SCCs are in close contact with one another, making them more vulnerable to communicable diseases. Prompt attention must be given to students who fall sick and appropriate precautionary measures must be taken to minimise the outbreak.

Dietary habits are cultivated at an early age, and educating the young to eat wisely reaps benefits for life. Eating wisely would mean providing a balanced diet which is moderate in calories, low in fat, cholesterol, sugar and salt, and adequate in protein, vitamins, minerals and dietary fibre. SCCs play an important role in promoting good nutrition and healthy eating. Staff should act as role model and inculcate healthy eating habits in students.

SCCs are encouraged to follow the Infection Control Guidelines for Schools and Childcare Centres set by the Ministry of Health (MOH) to ensure that:

• the premises are clean and hygienic,
• students cared for and persons employed are medically fit to be in the centre, and any student or employee who is sick is to be excluded from the centre.

2.1 SAFETY

a. Indoor precautions

i. All indoor equipment, materials, furnishings and play areas should be sturdy, safe, and in good condition. They are to be maintained in ways that are not harmful to students. They should not have toxic paints coated on them, sharp edges or loose and rusty parts.

ii. All chemical, cleaning products and other dangerous substances must be properly stored away in closed cabinets or stored in areas which students have no access to.

iii. No electrical device or apparatus plugged into an electrical outlet should be located near a water source, such as a sink.

iv. Centres using extension cords for the power supply must ensure that they do not pose as a potential safety hazard. Extension cords must not run under carpets, through doorways or across water source. Both the extension and the appliance of the electrical cord must not be frayed or overloaded at any time.

v. All bathing facilities should have a conveniently located grab bar that is mounted at a height appropriate for a student to use. Non-skid surfaces should also be provided in all showers.

vi. Placement of furnishings and equipment should help prevent collision and injuries while permitting the freedom of movement of students. Furniture placement can play a significant role in the way space is used.
b. **Outdoor precautions**

Before students are permitted to use the outdoor play area, a check needs to be conducted to ensure that the playground/play area is free from any potential hazard.

Examples of potential hazards are:

i. **Lack of maintenance**

The designated outdoor area is adequately maintained and all play/learning equipments are in safe working condition. For example, should a playground be used for outdoor activities, there should not be any broken, missing or worn out components in the playground equipment. All parts should be stable with no apparent sign of loosening. A systematic inspection and maintenance plan should be in place to ensure that the playground is safe.

ii. **Lack of supervision**

Supervision by staff members is an important factor in ensuring outdoor safety. Staff should have a clear view of sight of any outdoor activity area at all times. In supervising play, the staff on duty must ensure that the students use all equipment safely and all outdoor games are conducted in a safe manner.

iii. **Trip hazards**

Trip hazards are created by play equipment or items on the ground. Abrupt changes in surface elevations, exposed concrete footings, tree roots, tree stumps and rocks are all common trip hazards that are often found in outdoor environment.

iv. **Overcrowding**

Play area should not be overcrowded with students as serious injuries can result from collision.

v. **Age appropriate activities**

In order to provide a challenging yet safe play environment for all ages, it is important that the outdoor activity area and equipment are appropriate for the age of the respective students at play.

vi. **Pinch points and sharp edges**

Equipment should be checked regularly to make sure that there are no sharp edges. Outdoor equipment should also not have any rusty parts, loose joints, sharp edges, unsteady stands or sharp protruding ends that are potentially hazardous.

vii. **Sports related injuries**

Added precautions should be taken when students engage in outdoor sporting activities. It is essential that warm up and cool down exercises are conducted when playing sports. Students need to be adequately hydrated before and when the sport is played. In addition, a sick or injured student should not be allowed to participate in any outdoor activities. The Singapore Sports Council website (http://www.ssc.gov.sg) has useful tips for centres to refer to.

c. **Supervision of students**

Proper supervision should be provided upon the arrival of students and throughout the day. Activity areas (indoors/outdoors) have to be arranged such that the students are within the visual range and accessibility of supervising adults. Maintaining a visual view helps to prevent injury and abuse.

During departure, there should be a system to ensure that the students return home with only authorised personnel. Should the parent/authorised person fail to make it on time to fetch the student home, the centre should make the appropriate arrangements to ensure that the safety of the students is not compromised. The staff should maintain an open communication on its policies in order to minimise compromising the students’ safety.
d. Fire / Emergency / Precautionary measures

i. The fire evacuation plan is clear and comprehensive in its instructions. The fire evacuation sketch map must show the escape routes and assembly point clearly. The emergency phone numbers (e.g. the numbers of the registered medical practitioner, police, hospitals, civil defence, fire station/ambulance), fire evacuation plan and sketch map must be displayed at prominent places in the centre and near a telephone. For centres located within a school, the SCC should establish an emergency contact list with the school’s management so that the school can notify them in times of drills and emergency.

ii. Fire evacuation drills should be conducted at least once every 6 months. The centre has to ensure that all staff and students are briefed regularly and are familiar with the emergency evacuation procedure and route. Fire evacuation drills are to take place at different times of the day and the ‘fire’ is to be started at different places. The centre should also participate in the fire drills conducted by the school, when the school conducts one.

iii. All students and staff, including the cook and cleaner, must be briefed on the evacuation procedure. Staff should also be trained to use the fire-fighting equipment.

iv. The SCC should maintain detailed documentary record of each fire drill conducted. This record should include the date and time of the fire drill, the duration of the evacuation and the area where the incident started. SCCs can refer to Annex B-2 for a sample format for recording fire evacuation drills.

v. Fire exit doors are to be kept locked and must be easily opened in times of emergency. Passageways leading to emergency exits should be kept clear of obstructions (furnishing, books, etc.) at all times. It is also recommended that smoke detectors and fire alarms are to be installed in larger SCCs.

vi. Fire-extinguishers or hose reels should be placed at prominent places within the centre and made readily accessible and functional. Portable dry powder extinguishers can be used for most fires, e.g. paper, textile and wood, cooking oil, flammable liquids and even electrical fires. The indicator on the extinguisher should be in the green zone at all times and the servicing label should reflect a valid date. Lack of maintenance will result in the fire extinguisher not discharging when required and rupturing when pressurised.

vii. In the event when a bomb threat is received, centres should follow the detailed emergency bomb threat procedures provided by the Ministry. SCCs can refer to Annex C for these procedures.

viii. Operators/Supervisors of student care centres have the responsibility of reporting to the Ministry incidents relating to safety, health, hygiene, illness and serious accidents that have happened in the centre. Details for incident reporting are provided in Annex D.

ix. To prevent centres from being easy targets for break-in, it is strongly recommended that the following crime prevention measures are adopted:

- Anti-burglar alarm system
  
  An effective alarm system supplements the physical security of the premises. It provides an early warning (by means of siren, indicator, etc) to any unauthorised entry or attempt to enter any premises.

- Strong locks and grilles
  
  Use closed-shackled locks and window grilles that are strong and of good quality. Locks should have dead-bolting features which are more resistant to tampering.
• Safekeeping of cash and expensive equipment.

Deposit fees collected on the same day at the bank so as not to leave cash overnight in the premises. Expensive equipment such as PCs and audio visual equipment should be stored in properly secured rooms and cabinets.

• Investing in locking devices such as cable locks for your computers and laptops would deter perpetrators from stealing these assets.

SCCs are strongly urged to implement the above measures to prevent their centres from falling prey to break-in. Centres may contact the various Crime Prevention Officers (CPOs) from any of the police division headquarters to find out other specific measures that can be adopted to thwart any break-in attempts. The contact numbers of the various divisions of the crime prevention unit are given in Annex E.

e. First aid supplies

The SCC needs to maintain at least 1 First Aid box at a convenient location which all staff can have ready access to. The First Aid box should contain all the items listed in the First Aid Kit as required by the Ministry. The items should be within the manufacturer's stated use date, and should be replaced/replenished when necessary. SCCs can refer to Annex F for the list of essential First Aid items.

2.2 HEALTH

a. Procedures for handling sick students

i. The SCC should conduct daily visual health checks for students upon arrival at the premises for the following symptoms:

• Fever;
• Severe cough;
• Difficulty in breathing;
• Redness of eyes;
• Skin rashes or unusual spots;
• Yellowish skin or eyes;
• Unusual behaviour; and
• Frequent scratching of scalp or body.

ii. The outcome of the health checks on the students should be documented and maintained.

iii. Additional observations should be made throughout the day to look out for other signs:

• Vomiting and/or diarrhoea;
• Difficulty in swallowing;
• Loss of appetite; and
• Headache or stiff neck.

iv. Parents must be notified immediately when their children fall sick in the centre. There should be a separate enclosed area designated for the rest and care of sick students. An adult should be present to monitor the sick student, and to ensure his/her safety and comfort until his/her parents arrive. Centre should also record the observation and steps taken in the centre’s incident logbook.
v. Centres should immediately notify the Ministry of Social and Family Development (MSF) and the Ministry of Health (MOH) of any outbreak of any infectious diseases. School-based SCC operators should also inform the school of any student who is diagnosed to be suffering from an infectious disease. Any student who is suffering from an infectious disease has to be excluded from the SCC until the expiry of the medical certification and the student shows no symptoms of the illness.

For more information, SCCs can refer to:

- “Infection Control Guidelines for Schools and Childcare Centres” under ‘Publications’ (found under the ‘Research’ tab) on MOH website at http://www.moh.gov.sg,
- Annex G for a ‘Checklist on Health and Hygiene Inspection of Student Care Centres’, and
- Annex H on the procedures of reporting an outbreak of disease.

2.4 HYGIENE

a. **Personal effects**

i. Utensils such as cups, forks, plates, bowls and spoons should not be shared as these would increase the spread of germs and diseases. Chipped and cracked utensils should not be used for the same reason.

ii. Personal items such as towels, mugs, combs and mattress covers should not be shared as well. Bath towels are not allowed to be left in the centres overnight and should be brought home daily. Centres are discouraged to use a common towel for students to dry their hands. The use of disposable paper towels or a hand dryer is encouraged.

iii. Centres are encouraged to provide proper labels and storage for each student to allow easy identification.

b. **Hygiene practices**

i. Staff should encourage students to observe good hygiene habits. Below are some good habits that can be instilled into the students:

- Washing hands before and after meals/toileting/outdoor and art activities;
- Providing separate toilet cubicles for boys and girls;
- Changing of clothes when they are dirtied; and
- Developing self-help skills in managing health practices when students are ready.

ii. SCCs should consider installing at least one washing basin so that students can observe good hygiene habits in the centre. Liquid soap dispensers are to be mounted next to the sinks in the toilets (1 soap dispenser to 2 sinks). Toilet rolls, liquid soap and hand drying facilities must be made easily accessible to the students.

iii. SCCs should have a designated space for the preparation of food and snacks, and the space should be rendered inaccessible to students. Feeding equipment and all surfaces used for food preparation (e.g. utensils, bottles) should be sterilised after each use. Food preparation utensils and equipment should not be used for any other purposes.
iv. Staff should practise good hygiene procedures (e.g. washing hands before and after each meal preparation) during food preparation. If food is prepared in the SCC, it is recommended that the food handlers undergo the ‘Workforce Skills Qualification’ (WSQ) Food Hygiene Course (WFHC) conducted by Workforce Development Agency (WDA), which has accredited training organisations to conduct the courses and issue the qualification. SCCs can refer to Annex I for a list of some organisations accredited by WDA to conduct the WSQ Food Hygiene Course.

2.4 NUTRITION

a. **Menu planning and serving of food**

i. The centre should plan and write down its meals in advance in a menu. The meals provided should be varied, balanced and nutritious, and have sufficient protein, carbohydrates, vitamins and fiber. Changes made to the menu are to be recorded into the logbook. The menu served should be prominently displayed for parents’ information. Centre can refer to www.hpb.gov.sg for guidelines on healthy eating.

ii. All raw and uncooked food must be kept fresh at all times. Cooked food has to be covered and served in dishes at all times. Sufficient portions of food are to be provided appropriately to each student. The food served should correspond to the written menu. Attractive and appealing food served can stimulate students’ appetite and interest to try the different types of food. Centre should respect the dietary requirements of different religious group and individual student’s food allergy. Provisions should be made for the various dietary requirements of the students in the centre. Parents and centres can have mutual agreement on food arrangement.

iii. Food handlers should wear clean, tidy clothes and aprons when handling food. Food handlers with sores or cuts on their hands should wear disposable waterproof gloves. Staff with diarrhoea or any other symptoms of food-borne diseases should not be allowed to handle the food.

iv. Catered food should only be obtained from the school canteen or any licensed caterer who hold a valid catering licence issued by the National Environment Agency. If the food preparation area is located outside the main building or where the kitchen is detached from the centre, food must be covered and transported in a hygienic manner. Centres should ensure that the food provided is consistent with the food menu posted on the Centre’s notice board. Please refer to guideline on Preparation and Handling of Halal food, which can be obtained from MUIS website (http://www.muis.gov.sg/). Should there be any changes in the food provision, centres should provide at least 1 month notice to the parents.

v. Students should be discouraged from bringing home-cooked food to the centre as the prolonged storage of food increases the risk of food poisoning. If storage is required for longer periods, cooked food should be kept at below 10°C or above 60°C to reduce the growth of bacteria.

vi. Staff members should wash their hands before and after serving food. The serving surfaces should also be cleaned before and after meals. Staff members are encouraged to sit with the students during meal times. A positive and relaxed atmosphere is encouraged through informal conversations among students and adults.
CHAPTER 3: STAFFING

STAFFING

The staffing of a SCC is crucial. Research has shown that having suitably qualified and trained student care programme staff would often determine the quality of student care programmes. It is recommended that all SCC staff should meet the basic qualifications and be suitable in terms of age, health, personality, knowledge and experience in a SCC setting. SCCs may refer to Annex J for a list of courses conducted by training agency in student care and guidance.

3.1 STAFFING NEEDS OF A SCC

a. Supervisors

Supervisors oversee the day-to-day running of the centre and are responsible for programme planning, curriculum development and staff supervision. Every SCC should have a supervisor to ensure continuous and effective management, as well as supervision and operation of the centre, staff and children.

SCC supervisors should possess at least 5 GCE ‘O’ level credits including English Language, a valid first aid certificate, and have received training in children’s services or training related to school-age children from training agencies.

b. Programme staff

Programme staff play multiple roles in the lives of the students under their care. In order to perform these roles effectively, they need to have the necessary knowledge, experience, personality and skills in student care development as well as in programme planning and implementation.

Programme staff should possess at least 5 GCE ‘O’ level credits and preferably have received training related to school-age children. In the absence of the supervisor, an experienced programme staff would have to oversee the smooth running of the SCC in the capacity of an assistant supervisor.

c. Assistant programme staff

Assistant programme staff help the programme staff in conducting activities and the supervision of children. They should have at least completed Secondary 4 education.

d. Volunteers

Volunteers could be enlisted to assist programme staff in the supervision of students during their revision, excursions and ad hoc activities. However, they should be given the appropriate training and be guided in conducting activities in the centre. Volunteers should be carefully selected to ensure proper match of personality and character, so as to act as role models to the students.

The National Volunteer and Philanthropy Centre website (http://www.nvpc.org.sg) contains useful reference on volunteering. SCC can refer to this website for its one-stop information and reference service, cross sector partnership and grants to build people sector capacities.

3.2 STAFFING-TO-CHILD RATIO/STAFF REQUIREMENT

It is strongly recommended that a staff-to-child ratio of 1:25 is maintained at all times. Please refer to Table 1 for the estimated minimum staff requirement.

<table>
<thead>
<tr>
<th>Capacity: 60</th>
<th>Capacity: 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>(60 students at any point in time)</td>
<td>(100 students at any point in time)</td>
</tr>
<tr>
<td>1 Supervisor/Asst. Supervisor</td>
<td>1 Supervisor</td>
</tr>
<tr>
<td>3 Programme Staff</td>
<td>1 Asst. Supervisor</td>
</tr>
<tr>
<td>1 Cleaner cum Cook</td>
<td>4 Programme Staff</td>
</tr>
<tr>
<td></td>
<td>1 Cleaner cum Cook</td>
</tr>
</tbody>
</table>

There should be at least 2 staff members in the SCC at all times. This is to ensure that in the event of an emergency, the students are not left unattended while one of the staff responds to the emergency.
CHAPTER 3: STAFFING

3.3 STAFF RECORDS

All staff members should be medically cleared and certified as ‘medically fit for employment by a registered general practitioner. (Please refer to Annex K for the ‘Pre-Employment Medical Form’ for SCC staff).

It is recommended that all staff members should complete and submit a ‘Declaration of Offences Form’ to the SCC. (Please refer to Annex L). These records should be kept by the SCC for future references.

3.4 STAFF WITH FIRST AID QUALIFICATION

It is recommended that at least 1 programme staff with a valid first aid certificate has to be present at the centre at all times. SCCs are encouraged to send all staff (including non-programme staff such as the cook/relief cook/cleaner) for first aid training.

The first aid certificate is valid for 3 years from its date of issue. SCCs are encouraged to send their staff to attend a refresher course before the expiry of the certificate. (Please refer to Annex M for a list of training agencies conducting first aid courses).

3.5 STAFF DEVELOPMENT

New/relief staff should be given a thorough orientation and training on the SCC’s programme and curriculum.

Staff meetings should be held regularly to keep staff members updated on the latest events, programmes and daily activities in the centre.

SCCs are encouraged to organise or send their programme staff for on-going professional development to ensure quality and effective programme delivery.

The supervisor should conduct annual supervisory observations of the staff members’ conduct and performances to identify and address their training needs.

3.6 PARTNERSHIP WITH SCHOOLS

SCC supervisors should work closely and engage in active networking with the professionals in the schools which they collaborate with. Examples of such professionals are Learning Support Coordinators, school counsellors and pastoral care supervisors. A closely knitted relationship between the SCC and the school’s staff can help in developing quality and relevant programmes that would better meet each student’s needs.
A good SCC programme facilitates the students’ needs and development as well as supports learning. The programme should be child-focused and aims to provide quality learning, leisure and recreational care for students in a warm, safe and caring environment. Activities planned should meet the students’ individual needs, while focusing on their holistic development.

The programme should be reviewed constantly to ensure that it is inclusive and diverse in supporting and meeting the needs of the students and their families. It should be challenging and fun. There should be opportunities to develop the students’ self-confidence, self worth and foster positive relationships. Centres should also share the programme with the parents. One good way is to include such information in the parents’ handbook.

It is important that the SCC’s programme addresses a broad range of ages and development. A wide variety of school-aged appropriate activities and materials that encourage hands-on learning through experimentation, self-exploration/discovery and play, should be provided. It is recommended that students are grouped into either their primary school levels or age groups (i.e. 7-9 years and 10-12 years).

A time-table displaying the programmes for the day should be posted on the SCC’s notice board. This would allow both students and parents to have a clear idea of activities for the day. However, the time-table planned should be flexible enough to allow changes to be made to the daily programme. A sample timetable is provided in Annex N.

For smooth running of the programme, the SCC should pay attention and have clear guidelines concerning its approach to the following issues:

- Student management;
- Positive staff-student interaction; and
- Centre-parent partnership.

4.1 STUDENT MANAGEMENT

Student management refers to what the staff do to guide and keep students constructively engaged in activities that are developmentally and educationally appropriate. It covers the various aspects of the setting of the physical environment, daily routines and teaching strategies.

Positive management strategies are usually effective in promoting a constructive learning environment. All staff should be aware that corporal punishment is not permissible. Programme staff who manage the students well will find little need for the imposition of disciplinary actions on the students.

Some good management skills are:

i. Set rules and make them clear to the students:

- Help students understand the behaviours expected of them.
- Be consistent in the enforcement of these rules.
- Make rules simple for the students to follow. They should be implemented sensitively. For example, a student with a small appetite should not be expected to finish a large plate of food. Instead, the student should be given a smaller helping and encouraged to go for a second helping.
- Review the rules regularly so that they are always appropriate to a student’s growing needs.
• Brief all staff and obtain their agreement on the rules of the SCC, as well as the appropriate management of behaviour if these rules are broken.

• Document clearly and in detail any incident of misbehaviour in the staff logbook so that all staff can be clear on any follow-up. Please refer to Annex O for a sample of the ‘Incident Record Form’.

For incidents relating to safety, health and hygiene, it is the responsibility of the SCC to report the incident to MSF.

ii. Be specific in pointing out behaviour that is not acceptable:

• This helps the students to understand what actions are unacceptable, as well as their consequences.

iii. Deal with the behaviour, not the student:

• Avoid comments that belittle the student, for example, by saying, “You are stupid.”

iv. Create an environment in which the students will respect and understand the rules and regulations:

• This helps the students to understand the needs of others in the social world they live in, so that they can also appreciate the rules and abide by them.

v. Reward good behaviour:

• Praise the student or reward him/her with an occasional gift or treat for positive behaviour.

• Rewards reinforce positive behaviour and boost self-esteem. However, do not let them assume that they should be materially rewarded for their good behaviour.

vi. Students should be told what is expected of them in a positive way:

• Instead of telling the students, “Don’t run”, the staff can say, “Please walk to the toilet.”

• When a student does something wrong, the staff should talk to him/her calmly about the rule he/she has broken. Ask the student to tell you the correct expected behaviour and let him/her know your expectations. Finally, tell the student the consequences of his/her misbehaviour.

vii. Every operator should ensure that staff do not carry out the following:

• Any form of corporal punishment such as striking a student directly or with any physical object; shaking, shoving, spanking or other forms of aggressive contact; or requiring or forcing a student to repeat physical movements.

• Any harsh, humiliating, belittling or degrading responses of any kind, whether verbal, emotional or physical.

• Withholding meals; or physical isolation and restriction of movements.

viii. Finally, it is important for the staff to act as good role models and practise the behaviours expected of the students.

ix. Suspected Child Abuse

There may be occasions when staff of SCC may notice bruises or behavioural changes in the students, or the students report they have been abused. When this happens, the staff should:

a. Treat the matter seriously and the child with respect.

b. Stay calm and find out more about the nature and frequency of the abuse (need not probe in depth)

c. Assure confidentiality.
d. Allow the student to disclose at his/her own pace and record the actual words of the child.

e. Inform the supervisor or designated staff member to report the matter to Child Protection and Welfare services, MSF at toll free line: 1800-7770000 or the Police Divisional HQ or the nearest Neighbourhood Police Post.

f. Record in logbook.

More information on child abuse and its prevention is downloadable from MSF’s website at:


If the child is abused by the staff in the Centre, the operator should immediately make a report to the nearest Neighbourhood Police Post or the Police Divisional Headquarters.

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4.2 STAFF-STUDENT INTERACTION

Interactions between staff and the students provide opportunities for the student to develop an understanding of self and others, and are characterised by warmth, personal respect, individuality, positive support and responsiveness. Staff should facilitate interactions among students to provide opportunities for self-esteem, social competence and intellectual growth.

Through these interactions, students discover the ‘processes’ of learning how to deal with something new, organise their thinking and solve problems. They also learn to function as a member of a group, how to get along with others; share and cooperate, and take turns through positive staff-student interactions.

Staff could create a warm atmosphere by being cheerful, friendly, and helping the students to relax. Staff could also be supportive of the independent behaviour in students, for example when they take the lead in selecting and initiating activities.

Staff should also be more proactive in monitoring the students’ progression and behaviour. Whenever possible, such information could be shared with the students’ primary caregivers during the arrival or departure of the students.

Staff show appreciation of students’ efforts and accomplishments.

Mutual respect between staff and students could be promoted by staff being consistently responsive, fair and non-discriminating in behaviour towards the students.

Taking their cues from ideas brought up by students, staff could provide more information on specific topics or ask questions to encourage exploration of ideas in the context of projects or group discussions.
CHAPTER 4: PROGRAMME

4.3 CENTRE-PARENT PARTNERSHIP

Quality student care programmes are those that recognise the importance of each student’s family, and develop strategies to work closely with these families. Parents are updated about the programme and they are welcomed as observers, volunteers or resource persons to the programme.

Staff should work in partnership with parents and communicate with them regularly to build mutual understanding and greater consistency for the students. Student-related information is shared with parents verbally and in writing through formal and informal communication. Interaction with families is generally respectful to discuss specific concerns, problems or issues that need attention.

Periodic conferences between parents and programme staff should be arranged to focus on helping the students to grow, to have mutual exchange of information about their development and progress at home and in the centre, and to work towards solving problems faced by the parents and SCC.

Due to their busy schedules, many parents may not be able to participate in the centre’s programme. For these parents, the centre should provide them with various options to get involved in the programme. A good way to engage them is to find out their areas of interest. For example, a parent who is good at origami can be encouraged to conduct an origami lesson during the school holidays.

It is commendable if a variety of events such as the celebration of festive occasions, annual concerts, talks, workshops or seminars are organised to encourage families to be part of their children’s learning experiences.

IDEAS FOR PARENT INVOLVEMENT ACTIVITIES

a. Parent-centre communication

i. Produce a weekly/monthly newsletter jointly with parents to keep them informed about the SCC’s activities or programmes.

ii. Make information accessible to parents to give feedback and ideas for improvement.

iii. Provide a suggestion box to give feedback and ideas for improvement.

iv. Organise informal gatherings to give feedback to parents or invite feedback from them on programmes and activities conducted by the centre, as well as on the progress of the student.

v. Have regular Parent-Staff conferences to provide an opportunity for in-depth and personal dialogue.

vi. Form Parent-Staff groups to establish rapport between parents and the centre (e.g. Parent Support Group, Parent Volunteer Group, Parent Committee, etc).

b. Parents’ involvement

i. Engage parents’ help to organise events. Examples of such events are picnics, parties, birthdays, festive celebrations, sports day, family outing, open house, fund-raising activities, annual concert/graduation ceremony etc. Parents can help to prepare food, plan activities, help in displays, etc.

ii. Request students to contribute used materials or donate items for learning corners, e.g. toys, books, old clothing, etc. This would also encourage them to share and at the same time, recycle materials which are of little use at home.

iii. Seek parents’ involvement in the centre’s activities. For example, they can provide recipes, conduct cooking or art and craft lessons.
c. **Parent Volunteers**

i. Request existing parents to welcome and orientate new parents by conducting orientation talks and showing new parents around.

ii. Link the SCC and families with other community resources. Parents can often make useful contacts for the centre through their work, community organisation they belong to and friends.

iii. Consider parent volunteers to take care of the students in the SCC during emergencies.

iv. Allow parents to participate and contribute in ad hoc sub-committees for a particular event/purpose.

v. Allow parents to participate in classroom activities. Examples of possible parents’ participations include inviting them to give talks to students about their occupations, conduct story-telling, cookery lessons, art and craft, and demonstrate various cultural practices such as Japanese tea ceremony, making ‘Ketupat’, making lanterns during Mid-Autumn Festival, etc.

vi. Enlist parents’ help to run or decorate interest corners, library corner, play corner, parents’ corner etc.

vii. Enlist parents’ help to do some handyman jobs, for example, painting of the centre, repairing faulty gates and discarding bulky equipment.

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4.4 HOURS OF OPERATION

The schools need to be aware of the opening and closing hours of their SCC as stipulated by the Ministry.

A SCC’s hours of operation should be as follows:

- Monday-Friday
  7.30am or earlier to 6.30pm or later;
- Saturday
  7.30am or earlier to 1.30pm or later;
and
- Closed on Sundays and gazetted public holidays.

Centres may observe half-days on the eves of any 3 public holidays. In addition, centres may close for a maximum of 5 ½ days in a calendar year. (Please refer to Annex P for detailed explanation).

SCCs are encouraged to open at extended hours to support the needs of working parents.

School-based SCC providers should also familiarise themselves with their school’s calendar of events. This is to help them organise and plan their programme to complement the school.

In addition, SCC providers should keep the parents informed of the planned closure days through their parents’ handbook, and alert them closer to the day of the planned closure through a circular.
ADMINISTRATION

Running an effective operation requires a systematic approach to record keeping. The records should be up-to-date and kept by the centre supervisor or management. Records that are descriptive in nature (e.g. records on individual student’s development) should contain sufficiently detailed information and be regularly updated. Records that require validation and authorisation must be properly completed and signed. A “Nil” return or “NA” should be used wherever necessary.

This systematic approach should be applied to keep records of:

- Personal particulars of staff, parents and students;
- Attendance;
- Fees;
- Health status of students and staff;
- Student development and progress;
- Administration of medicine;
- Feedback from parents; and
- Other events and incidents.

SCCs are encouraged to store all information such as parents’ particulars and students’ particulars in their computer system. However, a hard copy of the records should be readily available for viewing when required.

5.1 STUDENT’S PARTICULARS

The personal particulars of a student should include the following:

- Name, birth certificate number, date of birth and home address with a copy of the student’s birth certificate attached;
- Name of school and class which the student is attending;
- Emergency contact numbers of parents/guardians as well as persons authorised to pick the student up at the end of the programme; and
- All health records such as students’ vaccination and immunisation records, chronic physical problems, injuries, communicable diseases, special diet, food/drug allergy and medical reports (Centres can refer to www.hpb.gov.sg for the immunisation chart for students).

5.2 PARTICULARS OF PARENTS/GUARDIANS

It is the centre’s responsibility to ensure that all information provided by parents/guardians in the application form is correctly entered.

The personal particulars of parents/guardians include:

i. Names, home address and telephone numbers;
ii. Parents’ occupation and office contact number, if applicable;
iii. Written authorisation for emergency medical care;
iv. Administration of non-prescribed medication; and
v. Indemnity for outdoor trips.

The particulars of the parent and student should also be kept up-to-date.

5.3 CENTRE’S RULES / PARENTS’ HANDBOOK

The SCC’s rules should be compiled into a written manual. Policies and procedures should not contain jargon, or be too general such that they convey vague meanings to the parents.

A copy of the SCC’s rules and policies should be given to parents in a form of a handbook for reference, and its receipt acknowledged.
CHAPTER 5: ADMINISTRATION

5.4 ADMINISTRATION OF MEDICINE

The SCC should only administer medicine that has been prescribed by a registered general practitioner. Separate written consent should be obtained from parents when administering non-prescribed or non-standard medicine (for example, Chinese medicine or controlled medication). Please refer to Annex Q for a sample of a student’s medical record.

It is strongly recommended that a proper written record is maintained in relation to each student whenever the SCC administers any medication. The record should include:

- Name of the student;
- Name of the medicine administered;
- Dosage administered (e.g. 5ml, 1 teaspoon);
- Name of the person who administered the medicine;
- Time and date of the administration; and
- Manner of administration (e.g. oral, external).

The centre should have separate trays to keep oral and external medications. They should be kept safe and out of the students’ reach.

5.5 STUDENTS’ DAILY ATTENDANCE/SIGN-IN/OUT

The SCC should keep up-to-date record of the daily attendance of the students in the centre according to their respective age group/school level. The attendance should be marked daily, including Saturdays. It should at least reflect the following details:

- Actual number of children enrolled in the SCC;
- Full name of each student; and
- Date of birth of each student.

Centres, which administer the Student Care Fee Assistance (SCFA) scheme, are required to maintain a certain number of students receiving SCFA (i.e. 10% of the total enrolment).

5.6 CENTRE’S LOG BOOK

The centre should maintain a log book. It should be used to record information on the following matters:

- Accidents (please refer to Annex O for an ‘Incident Record Form’ sample);
- Events and incidents;
- Programme changes;
- Illnesses/outbreak of infectious diseases;
- Health checks;
- Visits made by other persons (e.g. MSF officers, maintenance personnel, delivery men) and queries from parents;
- Investigation of feedback/complaints; and
- Any deviation from the written schedules or plans, menu, etc.

The log book should be kept up-to-date.

5.7 STAFF RECORDS

A record on staff should be completed and kept updated accordingly. The following documents should be available in hard copy:

- c. Appointment letters/letters of acceptance;
- d. Academic/professional/first aid certificates;
- e. Medical reports; and
- f. Declaration of offences.

Due to close contact with the students daily, all SCC staff (including the cook/relief cook/cleaner) should be certified as ‘medically fit for employment’ by a registered general practitioner. Newly recruited staff should be medically cleared before employment.

Food handlers should also attend the ‘WSQ Food Hygiene Course (WFHC)’. Please refer to Annex I for a list of organisations that conduct food hygiene training courses approved by the National Environment Agency (NEA).
All infectious disease cases (for example, HFMD, Chicken pox, etc.) should be recorded. Documents such as records of temperature checks and visual screening checklist are to be maintained, and circulars/letters on infectious diseases to parents are to be recorded.

5.8 ORGANISATIONAL EXCELLENCE

SCCs are encouraged to embrace good practices and work towards organisational excellence.

There are a number of organisations which provide guidance in helping centres work towards organisational excellence:

a. Standards, Productivity and Innovation Board (SPRING) Singapore

SCCs may apply for certification to People Developer (PD) and Singapore Quality Class (SQC). PD is the certification for the business excellence niche standard for people. Certification is determined by the organisation’s performance in the Assessment of People Excellence (APEX). The assessment recognises organisations that have excelled in managing their people for their business success by benchmarking their own people management systems and practices against the niche standard.

SCCs can also apply for certification to SQC. This is the certification for the overall business excellence standard. Certification to SQC is determined by the organisation’s performance in the Business Excellence Assessment for Continuous Improvement (BEACON). The assessment allows an organisation to benchmark its own management systems and practices against the criteria requirements of the business excellence framework.

A feedback report on strengths and areas for improvement is given to all organisations participating in the PD and SQC assessment. Upon certification, SCCs will be able to use the certification’s logo in their publicity materials. More details are provided in the SPRING Singapore website at www.spring.gov.sg

b. National Council of Social Services (NCSS)

Online resources such as the ‘e-Case Management System’ (eCMS) and service guides can be found under ‘VWO Corner’ in the NCSS website at www.ncss.org.sg.

NCSS also provides funding as well as administers grants and assistance schemes. You may refer to the section, “Funding and Resources” under the “VWO Corner” for more details.

c. Singapore Productivity Association (SPA)

The Pro-Family Mark is administered by SPA. This is an initiative supported by MSF to encourage businesses to target families as customers. Findings from a MSF study found out that businesses which are pro-family make more money as compared to those that are not. More information on the ways to enable SCCs to be family oriented can be found at the Pro-Family website on https://www.bfc.sg/
COMMUNITY RESOURCES

Working with the Community

There are several national and community resources which SCCs can tap on to enhance their service delivery. Community resources are also avenues for help when SCCs are faced with challenges in dealing with their students. The following can be considered:

6.1 COMCARE CALL

ComCare Call is a call service for people who do not know who they can approach for help. 1800 222 0000 is an easy-to-remember number for centres to get in touch with ComCare Call operators. The operators will guide callers to the appropriate agency for assistance. SCCs may also share this number with their students’ parents who are facing difficulties. You may refer to Annex R for a list of other hotline numbers.

There are five Community Development Councils (CDCs) in Singapore that provide assistance to needy families who require financial and employment assistance. Families that need help may also call the ComCare call service and they will be linked to the relevant CDCs for assistance.

6.2 FAMILY SERVICE CENTRES

One of the agencies which ComCare Call operators may refer SCCs to is the Family Service Centre (FSC). The FSC is a neighbourhood-based focal point of family resources which anyone with family-related issues can turn to. These centres are run by Voluntary Welfare Organisations, and are supported by MSF and the National Council of Social Services (NCSS). Among its core services are Information and Referral, Casework and Counselling, and various preventive and developmental programmes which target family units.

There are 40 FSCs distributed islandwide. They are located within the community and are staffed by professional social workers and counsellors. FSCs have a good network within the community, and they are able to help you garner assistance from other social and community service agencies, if necessary.

Call the FSCs if you would like to refer your students or their parents for casework or counselling intervention. You can also collaborate with the FSCs to bring Family Life Education workshops and other programmes to the SCC, where appropriate.

As most FSCs have a service boundary, collaboration with SCCs may be subjected to geographical criteria. Please refer to Annex S for a list of Family Service Centres.

6.3 SCHOOL COUNSELLORS

Schools have in place a tiered referral system, under which students who exhibit signs of problems in their psychological or mental well-being are referred for help. Teachers form the first tier of intervention. SCCs, with the approval of the respective parents, may discuss any concerns with the student’s form teacher especially with regard to school attendance and homework completion.

Teachers will provide the student with the necessary support, which includes referring him or her for further intervention by trained teacher counsellors (TCs), part-time school counsellors or full-time school counsellors (PTSCs or FTSCs), who form the second tier of support.

Complicated cases are referred to the third tier of support, which usually involves intervention from medical professionals from external agencies, such as the Child Guidance Clinic.
6.4 Enhanced STEP-UP PROGRAMMES

The Enhanced STEP-UP programme stands for Enhanced "School Social Work to Empower Pupils to Utilise their Potential". It aims to strengthen students' social and emotional resilience, as well as help parents and teachers to better manage and support the student in need.

Enhanced STEP-UP is a school-based social work initiative where schools tie up with Voluntary Welfare Organisations (VWOs) to run different types of programmes, which include counselling, family education and life-skill training. The VWO will work in partnership with the school, understand the needs of the students and teachers, and develop customised programmes. These programmes are relevant to students who have socio-emotional issues, as well as those who are at risk of dropping out of school or are already out of school.

SCCs with students in their respective schools' Enhanced STEP-UP programmes are encouraged to link up with the VWO to ensure proper follow-up on the students' progress. The Enhanced STEP-UP Social Workers may also be a resource for the SCCs when faced with students' behavioural challenges.

6.5 SCHOOL FAMILY EDUCATION

School Family Education (SFE) adopts a holistic family learning model – equipping parents with effective parenting skills and training them to be parent facilitators, helping school staff to enhance their family life, and providing students with life skills training.

SCCs that are well connected to their students’ schools can assist the schools to encourage the respective students and parents to attend the various workshops provided under SFE.

6.6 RESIDENTS’ COMMITTEE

The Residents’ Committees (RCs) in public housing estates promote neighbourliness, racial harmony and community cohesiveness among the residents within their RC zones.

Run by residents for residents, the RCs also work closely with other Grassroots Organisations (GROs) like the Citizens’ Consultative Committees (CCCs) and selected government agencies to improve the physical environment and safety of the local precinct.

SCCs, which are located within the Housing Development Board flats' estate, can benefit from the available network and activities which the RCs provide. SCCs may consider collaborating with their local RCs when conducting school holiday programmes, visits and trips to places of interest or getting students to do various community work.

6.7 OTHER ASSISTANCE SCHEMES FOR NEEDY STUDENTS

a. Singapore Indian Development Association (SINDA)

SINDA provides financial assistance to parents who enrol their children in non-profit SCCs. SINDA will assist with 50% or up to a maximum of $75 of the remaining fees per month for each child after SCFA.

Eligibility Criteria

- Child must be a Singapore Citizen or Permanent Resident of Indian Origin;
- Child must be aged 7 to 14 years old;
- Monthly gross household income must be $1500 or below.
- Must be enrolled in a MSF registered SCC.
- Child must be receiving Student Care Fee Assistance (SCFA) before applying for SINDA’s BASC Subsidy.

For more information, please visit SINDA website at http://www.sinda.org.sg/before-and-after-school-care-basc/ or contact 1800 295 4554 or email to basc@sinda.org.sg.
b. **The Strait Times- School Pocket Money Fund**

The Straits Times School Pocket Money Fund was initiated to provide pocket money to children from low-income families so as to help them through school. The money can be used for any school-related expenses, such as purchasing a meal during recess or paying for the bus fare to school. The aim is to alleviate the financial burden faced by parents in providing for their children’s education.

The beneficiary will receive $55 per month for primary level and $90 per month for secondary level.

This scheme is administered by NCSS. The fund is disbursed through FSC, Special Homes, Disability Homes and Children's Homes to benefit eligible clients. Interested applicants may phone the ComCare helpline on 1800-222-0000 to locate the nearest FSC. All applicants will be assessed by a social worker who may do face-to-face interview or home visit.

c. **Chinese Development Assistance Council (CDAC)**

The CDAC administers the SFCCA BURSARY for needy Chinese students with financial assistance to purchase textbooks, workbooks and uniforms before the start of an academic year. This is to encourage them to continue with their education, and to motivate them to strive for greater achievements.

For application form and more information on the scheme, please visit CDAC website at http://www.cdac.org.sg/

d. **Yayasan Mendaki Edu Trust Fund (YM-ETF)**

The YM-ETF provides financial assistance for educational purposes to Malay/Muslims in cases in which existing financial assistance schemes are unable to provide. The ETF provides financial assistance to low-income families for pre-school education so as to encourage parents to send their children to childcare centres and kindergartens.

The ETF School Assistance Scheme (SAS) assists primary or secondary students from low income families by disbursing book vouchers to help pay for their textbooks, assessment books and stationery.

e. **The Eurasian Association (EA)**

The EA provides educational financial assistance to deserving Eurasian students from lower-income families. The Eurasian Community Fund (ECF) Education Awards is an annual event, awarding bursary to students from Primary, Secondary, JC and Tertiary levels who have achieved good results in their academic endeavour.

For more information or assistance, you may contact The Eurasian Association at Tel: 64471578 or email jacqueline@eurasians.org.

### 6.8 SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

a. **SG Enable**

SG Enable supports the needs of persons with disabilities.

To find out more about the schemes and services provided by SG Enable, please visit www.sgenable.sg or call Infoline at 1800-8585 885.

b. **Teachers trained in Special Needs**

MOE also supports students with mild special needs such as dyslexia and Mild Autism Spectrum Disorder.

Since 2005, some teachers are trained in special needs to provide individual or small group support to the students with mild special needs in their class. They share strategies and resources with other teachers and parents, assist with the transitions of students with mild special needs from one grade level to the next and also monitor the progress of these students.
Centres should check on the MOE website for the list of schools which have been resourced to support students with special needs. This will allow the centre to work with the school on helping the special needs child while he/she attends the centre.

c. Hospitals and Polyclinics

Proper diagnosis and intervention can help students with special needs to realise their potential.

Polyclinics provide the first point of reference where the student can be first assessed on developmental milestones and be referred to restructured hospitals and other medical facilities for future diagnosis.

There are in-house Medical Social Workers (MSWs) in polyclinics and restructured hospitals.

Centres can refer parents of students who are observed to have special needs to MSWs for further financial assistance in diagnosis, therapy, follow-up care and medication.

MSWs also help assess your student’s eligibility for Medifund. Medifund can be tapped on to defray cost of diagnosis and follow-up treatment. To qualify for help from Medifund, the student must fulfill ALL of the following criteria:

1. Be a Singapore Citizen
2. Is a subsidized patient
3. Have received treatment from a Medifund-approved institution
4. Patient and family have difficulties affording the medical bill despite heavy government subsidies, MediShield and Medisave.

d. Other Voluntary Welfare Organisations (VWOs)

There are several resources developed by VWOs which can serve as useful resources for centres to draw up guidelines in caring for students with special needs:

- Smoothing the way- a practical guide for administrators and caregivers of young children with special needs is published in 2009 by NCSS and Presbyterian Community Resources. Please email info@pcs.org.sg or kanniga@pcs.org.sg if you wish to have more information.

- Disability Resource Handbook for Teachers is made available to all mainstream schools to guide teachers and other educators on how to integrate and include students with disabilities in the classroom.

The Disability Resource Handbook is produced by Society for the Physically Disabled (SPD). This handbook provides information on the different disability types, tips on how to interact with the students and the challenges which these students and their families face because of their special needs. It also contains information on how the curriculum and environment can be modified to integrate disabled students in a mainstream classroom.

Centres can go to the SPD website, http://www.spd.org.sg to download a softcopy of the handbook.
6.4 FUNDING FOR ELIGIBLE VWOs

a. National Council of Social Service (NCSS) - VCF

The VWOs-Charities Capability Fund (VCF) aims to grow stronger players in the social sector, nurture a more productive and innovative sector and develop and retain quality manpower for the sector.

The Professional Capability Grant (PCG) provides capability support through (i) Local Training Grant, (ii) Overseas Training Grant, (iii) Scholarships/ Study Awards and (iv) Clinical Supervision Consultancy Grant. PCG helps to attract and retain quality manpower for key professions in the sector, build staff competency and improve management and governance capability of VWOs.

The Innovation and Productivity Grant (IPG) supports project that will bring about (i) innovation in social services, (ii) service quality improvements and (iii) productivity enhancements. Projects can be of Pilot, Research, IT or Consultancy in nature, as well as a combination of these.

The Organisational Development Grant (ODG) supports projects that bring about organisational effectiveness which could include review and improvements of internal work processes and practices as well as attainment of certification for good practices.

All NCSS member VWOs and MSF-funded VWOs can apply for the above VCF grants. More information can be obtained from http://www.ncss.org.sg/VWOcorner/vcf.asp.

b. Singapore Tote Board

The Singapore Tote Board Social Service Fund provides grants for critical and strategic social service programmes, new start-ups and capital funding for the social service sector. This aims to alleviate the funding concerns of VWOs and enable them to focus on service delivery, service standards, and the outcomes for the clients served.
CHAPTER 7: SCHOOL-BASED SCC

Pending Update
COMCARE STUDENT CARE FEE ASSISTANCE

ComCare Student Care Subsidies, also known as Student Care Fee Assistance (SCFA), is available for students who require assistance to pay for their Student Care fees. The amount of subsidies is dependent on the household income, household size, and the fees charged by the Student Care Centre (SCC). ComCare Student Care Subsidies can be applied for at registered SCCs. The subsidies are disbursed by MSF.

8.1 COMCARE STUDENT CARE SUBSIDIES

Registered SCCs can apply for ComCare Student Care Subsidies for children from lower-income families. This ensures that Student Care is made affordable for families who need to place their children in SCCs.

a. Application to be an Administrator of ComCare Student Care Subsidies

ComCare Student Care Subsidies can only be provided to SCCs that are registered ComCare Student Care Administrators. To register to be an Administrator of ComCare Student Care Subsidies, SCCs must submit Forms 1A and 1B to MSF’s ComCare and Social Support Division. Please visit the Child Care Link web portal (www.childcarelink.gov.sg) to obtain the SCFA Forms. These forms can be found under the ‘News’ tab of the web portal.

Upon submission of these forms, MSF will acknowledge receipt, and a letter confirming your centre’s status as administrator of ComCare Student Care Subsidies will be subsequently sent to you.

i. Minimum requirements to be met by ComCare Student Care Administrators

If the application to become ComCare Student Care Administrator is approved, the SCC will be required to:

- Verify and confirm that applicant meets the eligibility criteria for ComCare Student Care subsidies and submit the required documents to the corresponding CDCs based on the postal code of the applicant’s family. (Please see ‘District Detector’ at http://www.cdc.org.sg/ to determine which CDC district the family lives within);
- Abide by the prevailing minimum standards outlined in Annex A1 of Forms 1A and 1B. Please refer to Annex T for the Minimum Requirements for Administrators of Student Care Subsidies;
- Provide regular 6-monthly updates (in the required format) on the Centres’ capacity, enrolment and vacancies, number of existing children receiving ComCare Student Care Subsidies, programme staff to child ratio, fees and the attainment of other minimum standards as specified by MSF, as well as other information as required for planning and research purposes;
- Participate in the renewal exercise if the SCC wishes to continue to administer ComCare Student Care Subsidies;
- Agree to participate in regular audits carried out by appointed auditors and/or officers from MSF; and
- Allow access to any officer authorised by MSF to inspect the SCC and examine relevant documents relating to the administration of the ComCare Student Care Subsidies during such visits.
b. Application for ComCare Student Care Subsidies

Applications for ComCare Student Care Subsidies can be submitted at any SCC that is a registered ComCare Student Care Administrator (i.e. SCFA Administrator).

i. Eligibility Criteria

Applicants for ComCare Student Care subsidies must meet the following eligibility criteria:

- The child is a Singapore Citizen or Permanent Resident of Singapore (PR). If the child is a PR, then at least one immediate family member of the child must be a Singapore citizen;
- The child is between 7 and 14 years of age in the year of application/renewal of the subsidies and is attending a registered SCC. If the child is attending a special SCC, he/she must be aged between 7 and 18 years of age in the year of application/renewal of the subsidies;
- The parents of the child are both working full-time (equivalent to 56 hours or more per month); and
- The gross monthly household income of the family does not exceed $3,500, or the per capita income is $875 and below.

Before applying for the subsidies, applicants will first need to secure a position in a registered SCC. Applications must be accompanied by the application form and the following supporting documents:

- Child’s Birth Certificate;
- NRIC of both parents; and
- Income documents of both parents

Application forms can be downloaded from the Child Care Link web portal, under the ‘News’ tab.

ii. Student Care Subsidy Rates

The amount of subsidy provided depends on the gross monthly household income, household size and fees charged by the SCC (see table below).

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<tr>
<th>Gross monthly Household Income (HHI) (Family members = 4 or fewer)</th>
<th>Gross Per Capita Income (PCI) (Family members = 5 or more)</th>
<th>For Regular SCCs with fees ≥$260 or Special SCCs with fees ≥$550 (Subsidy Amount = SCC fees x % subsidy)</th>
<th>For Regular SCCs with fees &lt; $260 or Special SCCs with fees &lt; $550</th>
</tr>
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<tbody>
<tr>
<td>≤ $1,500</td>
<td>≤ $375</td>
<td>$255</td>
<td>$540</td>
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<tr>
<td>$1,501 - $2,000</td>
<td>$376-500</td>
<td>$250</td>
<td>$525</td>
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<tr>
<td>$2,001 - $2,200</td>
<td>$501-550</td>
<td>$235</td>
<td>$500</td>
</tr>
<tr>
<td>$2,201 - $2,400</td>
<td>$551-600</td>
<td>$210</td>
<td>$445</td>
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<tr>
<td>$2,401 - $2,600</td>
<td>$601-650</td>
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<td>$2,601 - $2,800</td>
<td>$651-700</td>
<td>$160</td>
<td>$335</td>
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<tr>
<td>$2,801 - $3,000</td>
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<td>$130</td>
<td>$280</td>
</tr>
<tr>
<td>$3,001 - $3,200</td>
<td>$751-800</td>
<td>$105</td>
<td>$220</td>
</tr>
<tr>
<td>$3,201 - $3,400</td>
<td>$801-850</td>
<td>$80</td>
<td>$165</td>
</tr>
<tr>
<td>$3,401 - $3,500</td>
<td>$851-875</td>
<td>$55</td>
<td>$110</td>
</tr>
</tbody>
</table>
iii. Start Up Grant

New applicants who are receiving the ComCare Student Care Subsidies for the first time from July 2012 onwards will be eligible to receive the Start Up Grant (SUG).

The SUG of up to $400 is a one-off grant to help parents pay for the initial costs of enrolling their child in the SCC. This is to cover the registration fee, deposit, insurance and uniform, where applicable. The deposit under the SUG will be paid to the SCC only if the parent does not provide 1-month’s notice of the child’s withdrawal in advance.

The relevant CDC contact details are in the following table for SCCs’ reference.

<table>
<thead>
<tr>
<th>CDC</th>
<th>Contact</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Singapore CDC</td>
<td>6370 9901 (T)</td>
<td><a href="mailto:feedback@centralsingapore.org.sg">feedback@centralsingapore.org.sg</a></td>
</tr>
<tr>
<td></td>
<td>6370 9928 (F)</td>
<td></td>
</tr>
<tr>
<td>HDB Hub Bizthree, 490, Lorong 6 Toa Payoh, #04-10, Singapore 310490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North East CDC</td>
<td>6424 4000 (T)</td>
<td><a href="mailto:ask@northeast.org.sg">ask@northeast.org.sg</a></td>
</tr>
<tr>
<td>300 Tampines Ave 5, #06-01, NTUC Income Tampines Junction, Singapore 529653</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6424 4066 (F)</td>
<td></td>
</tr>
<tr>
<td>North West CDC</td>
<td>6767 2288 (T)</td>
<td><a href="mailto:northwest_cdc@pa.gov.sg">northwest_cdc@pa.gov.sg</a></td>
</tr>
<tr>
<td>900 South Woodlands Drive, #06-07, Woodlands Civic Centre, Singapore 730900</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6219 1176 (F)</td>
<td></td>
</tr>
<tr>
<td>South East CDC</td>
<td>6243 8753 (T)</td>
<td><a href="mailto:southeast_cdc@pa.gov.sg">southeast_cdc@pa.gov.sg</a></td>
</tr>
<tr>
<td>10 Eunos Road 8, #02-01, Singapore Post Centre, Singapore 408600</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6243 3130 (F)</td>
<td></td>
</tr>
<tr>
<td>South West CDC</td>
<td>6316 1616 (T)</td>
<td><a href="mailto:southwest_cdc@pa.gov.sg">southwest_cdc@pa.gov.sg</a></td>
</tr>
<tr>
<td>SWCDC Corporate HQ, The JTC Summit, 8 Jurong Town Hall Road, #26-06, Singapore 609434</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6316 7251 (F)</td>
<td></td>
</tr>
</tbody>
</table>
LAYOUT AND FITTING

The capacity of school-based SCC depends on the floor area allocated for the student care programme. Schools may wish to open up facilities such as school field, school hall, basketball court, gymnastic room, art room and library to ensure that the SCC space would be able to accommodate the maximum number of students during normal school days as well as during school holidays. However, this is subjected to approval by MOE as the rooms may be earmarked for future school use. Please obtain the clearance from MOE before offering the rooms for use to operators via GeBiz.

A typical classroom with a usable floor area of 90 square metres can take in approximately 30 students at any point in time. The computation of the Centre’s capacity is based on the ratio of 3 square metres (of the usable floor area) is to 1 student.

Examples of the maximum capacity of a SCC together with its usable floor area are as follow:

- Capacity of 30 students at any point in time (90 square metres)
- Capacity of 60 students at any point in time (180 square metres)

The capacity is likely to be smaller for modular-type premises due to the inclusion of the activity room and ancillary areas for kitchen, store, sick bay, bathrooms and toilets.

There are different SCC layouts adopted by the service providers.

9.1 CONVERTING CLASSROOMS INTO DEDICATED SCC PREMISES

Classrooms or CCA rooms can be converted for use as a designated site for student care services.

Exterior can be decorated with the artwork of children.

Layout of a dedicated SCC premises
CHAPTER 9: LAYOUT AND FITTING

9.2 USE OF EXISTING CLASSROOMS FOR SCC PROGRAMMES

Schools with space constraints may use available classrooms or CCA rooms in the afternoon to house SCC activities and programmes. This model will require the service provider to work closely with the school, exercise flexibility and be innovative in its programme planning.

Below is an exterior view of a classroom, which serves as a classroom in the morning and a SCC in the afternoon.

A view of a SCC’s interior when the wooden partition is drawn aside to combine two classrooms.

Interior view with library corner shelves

Interior view of a classroom used as a SCC
9.3 MODULAR STANDALONE STRUCTURE

The SCC premise can be developed in the school void deck space, on part of a school field or any other vacant spaces within the school compound. However, this is subjected to approval by MOE as the space may be earmarked for future school use. Please obtain the clearance from MOE before offering the space for use to operators via GeBiz.

Exterior view of a modular SCC

Interior view of a modular SCC: Classroom

Part of the school field may also be used to construct a modular-type classroom

Interior view of a modular SCC: SCC office
## Annexes

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<table>
<thead>
<tr>
<th>A</th>
<th>Suggested List of Furniture and Equipment</th>
</tr>
</thead>
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<td>Fire Emergency Information</td>
</tr>
<tr>
<td>C</td>
<td>Bomb Threat Emergency Information</td>
</tr>
<tr>
<td>D</td>
<td>Incident Reporting</td>
</tr>
<tr>
<td>E</td>
<td>Divisional Crime Prevention Phone List</td>
</tr>
<tr>
<td>F</td>
<td>Essential Items for First Aid Kit</td>
</tr>
<tr>
<td>G</td>
<td>Health Inspection Checklist</td>
</tr>
<tr>
<td>H</td>
<td>Procedures for Reporting an Outbreak of Disease</td>
</tr>
<tr>
<td>I</td>
<td>Organisations conducting the WSQ Food Hygiene Course</td>
</tr>
<tr>
<td>J</td>
<td>List of certificate courses conducted by training agency for SCC staff</td>
</tr>
<tr>
<td>K</td>
<td>Pre-Employment Medical Form</td>
</tr>
<tr>
<td>L</td>
<td>Declaration of Offences Form</td>
</tr>
<tr>
<td>M</td>
<td>Recommended List of First Aid Training Agencies</td>
</tr>
<tr>
<td>N</td>
<td>Sample Daily Time-Table</td>
</tr>
<tr>
<td>O</td>
<td>Incident Record Form for Logbook</td>
</tr>
<tr>
<td>P</td>
<td>Guidelines on Closure Days</td>
</tr>
<tr>
<td>Q</td>
<td>Sample of Student’s Medical Record</td>
</tr>
<tr>
<td>R</td>
<td>List of Hotline Numbers</td>
</tr>
<tr>
<td>S</td>
<td>List of Family Service Centres</td>
</tr>
<tr>
<td>T</td>
<td>Minimum Requirements for Administrators of Student Care Subsidies</td>
</tr>
</tbody>
</table>
### Annex A

**SUGGESTED LIST OF FURNITURE AND EQUIPMENT**

#### Office Equipment
1. Office tables and chairs
2. Filing cabinets
3. Wall shelves/Cabinets
4. Computers/Printers
5. Notice boards
6. Photocopier
7. Clock
8. Telephone
9. Facsimile machine
10. Stationeries

#### Kitchen Equipment/Utensils
1. Gas/ Induction cooker
2. Oven
3. Electric boiler
4. Rice cooker
5. Refrigerator
6. Cooking utensils
7. Microwave oven
8. Kettle
9. Air pot

#### Study Corner/Activity Equipment
1. Tables and chairs
2. White board
3. Notice board
4. Display shelves/Cupboards
5. Educational/Resource books
6. Stationeries
7. CD player/Radio
8. Floor mats
9. PVC sleeping materials (as needed)
10. Television/Video Recorder
11. Educational/Games software
12. Educational board games
13. Computer(s) (as needed)

#### Outdoor Play Equipment

<table>
<thead>
<tr>
<th>Stationary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Swings</td>
</tr>
<tr>
<td>2. Slides</td>
</tr>
<tr>
<td>3. Climbing structures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balls</td>
</tr>
<tr>
<td>2. Sports equipment</td>
</tr>
<tr>
<td>3. Bean bags</td>
</tr>
<tr>
<td>4. Skipping ropes</td>
</tr>
<tr>
<td>5. Hula Hoops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sick Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clock</td>
</tr>
<tr>
<td>2. PVC mattress/Sofa bed</td>
</tr>
<tr>
<td>3. First Aid Kit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cubby holes/Lockers</td>
</tr>
<tr>
<td>2. Hinged shelves</td>
</tr>
<tr>
<td>3. Storage bins</td>
</tr>
<tr>
<td>4. Shoe rack</td>
</tr>
<tr>
<td>5. Clothes hangers</td>
</tr>
<tr>
<td>6. Fire extinguisher with fire escape plans</td>
</tr>
<tr>
<td>7. Exit signage</td>
</tr>
</tbody>
</table>
Annex B

FIRE EMERGENCY INFORMATION

Each operator shall ensure that:

1. There is a fire emergency plan and written procedure which are to be displayed on a notice board (Please refer to Annex B-1 for the general procedures for conducting fire drills);

2. Every staff is familiar with the method of using fire-fighting equipment;

3. Fire-fighting equipment is installed and regularly inspected;

4. The following list of emergency telephone numbers is made available at all times:
   i. The police force, civil defence force, ambulance, nearest clinic/hospital;
   ii. Home and work addresses and telephone numbers of each student’s parents or guardian;

5. Up-to-date information on any special needs or medical information of the students as specified by their parents or doctors;

6. Fire evacuation drills are conducted at least once every 6 months so that the staff and students are aware of what to do in an emergency, and

7. Records are kept of fire drills conducted. A sample format for recording fire drills is provided in Annex B-2.
Annex B-1

SCC FIRE EVACUATION DRILL PROCEDURES

1. AIMS

The aim of a fire drill routine should be:

a) To prevent panic and ensure safe, orderly and efficient evacuation of all occupants in case of a fire or other emergency within the premises.
b) To get members of the staff and occupants attuned to react rationally when confronted with a fire or other emergency within the premises.

2. GENERAL PROCEDURES

a. Sound the Alarm
All staff members and occupants should know how to operate the alarm sounder (bell/improvised gong/buzzer) and should be instructed to sound it immediately upon discovering an outbreak of fire. The alarm must be audible throughout the building and sounded until the building is completely evacuated.

b. Evacuation of the Premises
When the alarm sounder (bell/improvised gong/ buzzer) sounds, all staff/teachers should lead the children to evacuate the premises immediately in a calm and orderly manner using the nearest exit staircase. Should a specific staircase be used, class registers in the classroom should be taken out by the teacher/staff. Re-entry should be forbidden until permitted by a Civil Defence Officer, or in the case of a fire-drill by the person-in-charge.

c. Calling the Civil Defence
The Singapore Civil Defence should immediately be notified of the outbreak of a fire at all times. The emergency number of the Civil Defence is 995.

d. Assembly Points
All occupants should proceed to a pre-determined assembly point on an open ground of the building, e.g. car park, field, etc. The assembly point(s) is/are to be indicated in the site layout plan of the building.

e. Roll Call
At the assembly area, a roll call (for both students and staff members) must be carried out to account for everyone. Any person who cannot be accounted for must be reported at once to the person-in-charge, together with his/her last known whereabouts in the building. The importance of ensuring that the list is always complete and updated cannot be overemphasised. Those staff who have no other specific duties during the drill can be assigned the task of checking the evacuation of the building at isolated areas such as toilets.
f. **Fire-fighting**
   The first few minutes of a fire outbreak are crucial. Hence, it is important for the staff to extinguish the fire in its early stage by using portable fire extinguishers and/or hose reels. Where the SCCs have a proportion of disabled students, SCC staff will have to play a greater role in the evacuation. Students should not be expected to be actively involved in the fire fighting operations.
## SAMPLE FORMAT FOR RECORDING FIRE EVACUATION DRILLS

<table>
<thead>
<tr>
<th>Date of Drill</th>
<th>Time</th>
<th>‘Fire’ Section/Floor</th>
<th>No. of Participants</th>
<th>Evacuation Time</th>
<th>Remarks</th>
<th>Name and Signature of Person in charge</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Annex C

BOMB THREAT EMERGENCY INFORMATION

When a bomb threat is received:

- Do not panic. Stay calm.
- Alert someone to call the police while attempting to keep the caller talking as long as possible, so that the police can trace the call.
- The officer receiving such calls should treat them seriously and immediately try to determine:
  a) The precise location of the bomb and exactly how it looks,
  b) The denotation time and when will it set off,
  c) The amount and type of explosives used, and
  d) The reason for such act.
- It is also important to take note of the following:
  a) The caller's voice and vocal characteristics (e.g. pitch, male/female, adult/child),
  b) The language used and accent (e.g. local or foreign)
  c) Manner of speaking (e.g. rapid, deliberate, emotional, angry),
  d) Background noises (e.g. traffic, music, announcement, shouting),
  e) The person or authority to whom this message should be conveyed,
  f) Do not antagonise or taunt the caller in any way, and
  g) Be polite and remain calm.
- Do not spread rumours.
- A copy of the bomb threat call checklist is attached in Annex C-1.

Identification of letter or parcel bombs

The following are some physical characteristics of a letter/parcel bomb:

- Excessive use of postage, given the weight of the letter or parcel. This is because the sender of the letter bomb will not want it to be weighed and inspected at a post office so the sender will usually affix more stamps than necessary.
- Excessive use of securing material such as string or adhesive tape.
- Use of rigid, oddly-shaped or sized parcel/letter.
- Uneven or lopsided weight distribution within the parcel/letter, which is usually due to the weight of the batteries or explosives.
- Oily stains or discoloration on wrapping material. This is because most explosives are oil-based and tend to leave oily, translucent stains on ordinary paper.
- Trace of unusual odour like that of almond or marzipan on the letter or parcel.
- Detection of clock-ticking sound. Avoid shaking the parcel/letter; not even a gentle shake should be made.
- Presence of an inner sealed enclosure or container.
- Wires or aluminium foil protruding from the parcel/letter which become visible upon close inspection.
- Evidence of pinholes in the envelope containing the letter or wrapping material of the parcel.
Annex C

Other peculiarities to note:

- The letter or parcel is addressed to the recipient by name only, or by title only. There are also instances in which the name of the addressee and his postal address are not directly typed or written on the envelope containing the letter or the parcel, but on a piece of paper, which is then pasted onto the envelope or the wrapping material of the parcel.
- The letter or parcel is addressed to a specific person by name with markings (e.g. ‘Personal’, ‘Private and Confidential’ or ‘to be Opened by Addressee only’) to indicate that the addressee should be the only one to open it.
- There is no return address or name of the sender.
- There may be spelling errors in the addressee’s postal address, name or designation. These may be written in strange or foreign-looking handwriting.

Advice

If an unexpected or un-requested delivery is received, check with the sender and addressee what contents are expected in the letter or parcel.

Dealing with situations where letter/parcel bombs are received

- Most letter/parcel bombs delivered through the mail or regular courier will tolerate a fair amount of handling. If you received a letter/parcel suspected of containing explosives, do not attempt to open it. Most bombs are designed to detonate when the outer wrapping is cut open or torn.
- Place the suspected letter/parcel in a corner of the room away from windows.
- Call the police immediately.
- Evacuate the room and surrounding areas if necessary, and leave all the doors and windows open. This is to allow the blast, if any, to vent and mitigate the harmful effects of the shattering glass.

Identification of a suspicious vehicle, which may be laden with explosives

The following are some characteristics of a suspicious vehicle, which may be laden with explosives:

- Unmanned.
- Haphazardly parked
- Overly weighted especially where no indication of bulk is visible.
- Presence of suspicious items inside (e.g. boxes/parcels sticking with wires).
- Presence of foreign objects attached under the vehicle or beside the wheels.
- Signs of being tampered with (e.g. keyhole damaged, windows/doors ajar, drilled holes in car body).
- It has a new vehicle license plate mounted on an old and dirty vehicle.
Annex C-1 (i)

Place this list under your telephone

BOMB THREAT CALL CHECKLIST

Questions to ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place/send the bomb to us?
7. Why?
8. What is your address?
9. What is your name?

Exact wording of the threat:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Annex C-1 (ii)

Sex of Caller: M / F

Race: ___________________

Age: ___________________

Length of Call: ___________________

Number at which call is received: ______________________

Time: _______________

Date: _______________

Caller’s Voice:

<table>
<thead>
<tr>
<th>Calm</th>
<th>Stutter</th>
<th>Clearing throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Crying</td>
<td>Deep breathing</td>
</tr>
<tr>
<td>Excited</td>
<td>Normal</td>
<td>Raspy</td>
</tr>
<tr>
<td>Slow</td>
<td>District</td>
<td>Deep</td>
</tr>
<tr>
<td>Rapid</td>
<td>Slurred</td>
<td>Ragged</td>
</tr>
<tr>
<td>Soft</td>
<td>Whispered</td>
<td>Cracking voice</td>
</tr>
<tr>
<td>Loud</td>
<td>Nasal</td>
<td>Disguise</td>
</tr>
<tr>
<td>Laughter</td>
<td>Lisp</td>
<td>Accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Familiar</td>
</tr>
</tbody>
</table>

If the voice is familiar, who did it sound like?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Annex C-1 (iii)

#### Background Sounds:

<table>
<thead>
<tr>
<th>Street noises</th>
<th>House noise</th>
<th>Static</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crockery</td>
<td>Motor</td>
<td>Local</td>
</tr>
<tr>
<td>Voices</td>
<td>Office machinery</td>
<td>Long distance</td>
</tr>
<tr>
<td>PA system</td>
<td>Factory machinery</td>
<td>Animal noises</td>
</tr>
<tr>
<td>Music</td>
<td>Clear</td>
<td>Others</td>
</tr>
</tbody>
</table>

**Others (Please Specify):**

________________________________________________________________________________

#### Threat Language:

<table>
<thead>
<tr>
<th>Well Spoken (Educated)</th>
<th>Incoherent</th>
<th>Message read by threat maker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foul</td>
<td>Taped</td>
<td>Irrational</td>
</tr>
</tbody>
</table>

#### Remarks:

<table>
<thead>
<tr>
<th>Report call immediately to:</th>
<th>(Name of authority)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number:</td>
<td></td>
</tr>
<tr>
<td>Date/Time:</td>
<td></td>
</tr>
<tr>
<td>Name of person reporting:</td>
<td></td>
</tr>
<tr>
<td>Position in SCC:</td>
<td></td>
</tr>
</tbody>
</table>
FREQUENTLY ASKED QUESTIONS

1. If a letter/parcel I receive only partially fits the description of the physical characteristics of a bomb, do I treat it as a bomb?

Answer:
If you are not sure and there are reasons to suspect that it is a bomb, treat it as a bomb and alert the Police.

2. Do I need to evacuate the staff while waiting for the police to arrive?

Answer:
You are advised to place the letter/parcel at a corner of the room and evacuate the room, leaving the windows open.

3. What should I do if parcels received are not requested or ordered?

Answer:
If an unexpected or un-requested parcel is received, check with the sender and addressee on what contents are expected in the letter or parcel.

4. Where should I place the parcel if I suspect that it is a bomb?

Answer:
You should place the suspected parcel in a corner of the room away from the windows.

5. What sounds would give away a parcel as a possible bomb?

Answer:
You should try to listen for clock ticking sounds coming from the letter/parcel.

6. What smell would indicate that a letter/parcel is a possible bomb?

Answer:
The letter/parcel would give off an unusual odour like that of almond or marzipan.

7. What do I do when I receive information of a bomb threat?

Answer:
Stay calm and try to confirm with the source of the information if it is actually a bomb. If you encounter difficulty in checking with the source, call the police emergency line at 999. Do not spread rumours.
Annex C-2

8. What do I do when I discover a vehicle that may be laden with explosives?

Answer:
Call the police at emergency number 999. Meanwhile, keep other people away from the vehicle.

9. Do I need to personally conduct a check on a vehicle that may be laden with explosives?

Answer:
You are advised not to do so. If you suspect a vehicle to be laden with a bomb from your initial observation of the vehicle’s external features, do not conduct any further inspection that will cause you to make physical contact with the vehicle. You should keep people away from it and call the Police immediately.

10. What do I do when I notice a suspicious vehicle being driven away?

Answer:
Take down the vehicle number, vehicle model, description of the driver, and the direction in which it is heading and call the Police. Do not attempt to follow the car.

11. What do I look out for inside a suspicious vehicle?

Answer:
Without coming into contact with or entering the vehicle, you should try to look out for suspicious looking objects under the dashboard, on the floor, under the seats for partially hidden parcels.
Annex D

INCIDENT REPORTING

The SCC operators/supervisors have the responsibilities of reporting to the Ministry incidents relating to the safety of the students, health and hygiene, illness and serious incidents that happen during the operation of the centre.

In order to maintain parents’ and public confidence, centres should demonstrate good governance and accountability by reporting the significant incident/accident to MSF as soon as possible or at least within 12 hours of the occurrence. The detailed report should reach MSF within 3 working days.

Please email your report to MSF_Student_Care@msf.gov.sg or fax: 6251 3675. Alternatively, operators/supervisors may call the information services at 1800 222 0000 for reporting on all working days during office hours.

If the incident happens on Sunday or a Public Holiday, please report on the following working day. Centres affiliated to the National Council of Social Services (NCSS) will have to report directly to NCSS and forward a copy to MSF. A sample of the ‘Incident Report Format’ is in Annex D-1.

Sample List of Significant Incidents

Incidents that require incident reports to be submitted to MSF are those that are life-threatening or have a serious impact on the safety and security in a facility. These may include (but not confined to) the following:

- Student missing from centre,
- Serious crimes committed in the premises (e.g. suspected murder or suicide),
- Unnatural or sudden death of person under custody or protection or visitors to the premises,
- Unnatural or sudden death of an employee,
- Terrorist activity: actual, attempted or planned terrorist activity, sabotage or other hostile acts against persons or property,
- Death or life-threatening injury by accident or use of force,
- Conflicts between two or more parties from different racial or religious groups, with racial or religious connotations where communal discord might result,
- Mass outbreak of contagious or infectious diseases and mass food poisoning (involving 2 or more people),
- Any fire of deliberate or suspicious origin,
- Serious damage to property including malicious destruction,
- Major natural or man-made civil emergencies which cause significant injuries or property damage,
- Bomb threat, anthrax scare or other potential life-threatening related incident,
- Arrest or detention of any employee,
- Confirmed missing persons where foul play is suspected,
- Other incidents of a serious nature which, by reason of the personalities involved or the surrounding circumstances, are likely to attract public or media interest,
- Lodging police report (e.g. lodged by parents against the staff or SCC operators).
Annex D-1

INCIDENT REPORT FORMAT

Date: ________________________

Time: ________________________

To: Director, ComCare and Social Support Division/MSF

Fax: 6251 3675    Email: MSF_Student_Care@msf.gov.sg

Report of Incident in: _________________________________________________________

(Name of Centre)

________________________________________________________

(Address of Centre)

Prepared by: ________________________________________________________________

(Name and Designation)

Approved by: ________________________________________________________________

(Name and Designation)

__________________________________________________________________________

Details to be included in the report

1. Nature of incident

2. Date and time of incident

3. Location of incident
   Address, identity of the premises e.g. office building, service centre, which part of the
   property (if within building) or exact location (if outside building).
Annex D-1

4. Details of Incident:
   a. First information report (how it was discovered/who reported)
   b. Briefly summarise the incident:
      - Chronology of events
      - Persons involved- name, age, race etc.
      - Staff reaction and immediate action taken
      - How situation was brought under control
   c. State number and extent of injuries and death. Identify the victims.
   d. Describe damage to property (if any).

5. Current status of situation:
   a. Situation in the facility at the time of reporting;
   b. What is being done and/or will be done next to contain the situation;
   c. Measures taken to inform family and relatives of victim(s);
   d. The need to put up a daily situation report (if necessary).

6. Findings of preliminary investigation conducted:
   Report progressively on findings into causes of the incident, and the extent and duration
   of investigation process.

7. Police report:
   a. Were the police called in or any police report made?
   b. Name of police station and name of police officer taking the report.
   c. Date of police report.

8. Media: Level of media interest and involvement.

9. Any other comments: include other recommendations, requests or comments.

10. Contact: Name and 24-hour contact number of person whom MSF can contact for
     additional information.
Annex E

DIVISIONAL CRIME PREVENTION PHONE LIST

<table>
<thead>
<tr>
<th>Police Division</th>
<th>Divisional HQ Tel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>1800 - 224 0000</td>
</tr>
<tr>
<td>Clementi</td>
<td>1800 - 774 0000</td>
</tr>
<tr>
<td>Tanglin</td>
<td>1800 - 391 0000</td>
</tr>
<tr>
<td>Ang Mo Kio</td>
<td>1800 - 218 0000</td>
</tr>
<tr>
<td>Bedok</td>
<td>1800 - 244 0000</td>
</tr>
<tr>
<td>Jurong</td>
<td>1800 - 791 0000</td>
</tr>
</tbody>
</table>

For updates, please refer to http://www.spf.gov.sg/ under “contact info”.
### Annex F

#### ESSENTIAL ITEMS FOR THE FIRST AID KIT

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>QUANTITY</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sterile cotton wool balls</td>
<td>3 packets</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sterile gauze</td>
<td>1 dozen</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Triangular bandages</td>
<td>3 -6 pieces</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>First aid dressings</td>
<td>Different sizes</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Crepe bandages</td>
<td>2.5, 5 &amp; 7 cm, 2 rolls each</td>
<td>Size suitable for children</td>
</tr>
<tr>
<td>6.</td>
<td>Cotton roller bandages</td>
<td>- do -</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Adhesive dressings (first aid plasters)</td>
<td>- do -</td>
<td>Size suitable for children</td>
</tr>
<tr>
<td>8.</td>
<td>Safety pins</td>
<td>1 dozen</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Viscose/adhesive tape (12mm)</td>
<td>1 roll</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dressing scissors</td>
<td>1 pair</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Dressing forceps</td>
<td>2 pairs</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Antiseptic lotion (Eg. centrimide)</td>
<td>1 bottle</td>
<td>For cleaning, not for treatment</td>
</tr>
<tr>
<td></td>
<td><em>No iodine or flavine lotion</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Normal saline</td>
<td>5 X 10 cc vials or 1 bottle</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Thermometer</td>
<td>1 set</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Disposable gloves</td>
<td>2 pairs</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Eye shield</td>
<td>2 pieces</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Face shield</td>
<td>1 set</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Ziploc bags</td>
<td>2 pieces</td>
<td></td>
</tr>
</tbody>
</table>
## Annex G

### INSPECTION CHECKLIST ON HEALTH AND HYGIENE OF STUDENT CARE CENTRES

Name/Address of Centre: ____________________________________________________
Date/Time of Visit: ________________________________________________________
MSF Officer: _____________________________________________________________

Please indicate with a tick or N.A if item is not applicable.

<table>
<thead>
<tr>
<th>1. INDOOR ENVIRONMENT</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring cleaning sessions are carried out regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily maintenance of centre is evident (e.g. clean floors; swept/mopped).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys and other objects handled by the students are washed and cleaned 2-3 times per week if there is no outbreak, and daily if there is an outbreak.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture, fittings and fixtures are cleaned with disinfectant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooms fitted with air-conditioners are aired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filters in the air-conditioners are cleaned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All litter bins are lined, properly covered and emptied regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PVC mattresses are wiped with disinfectant after use everyday.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. OUTDOOR ENVIRONMENT</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor space is well-maintained and cleaned (e.g. corridor is clean).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor equipment and materials are well-maintained and cleaned (e.g. sports equipment, if any).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. REPORTING &amp; RECEPTION AREA</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A proper reporting area has been set up for screening students and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperature and visual screening checklists for students are available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency number and useful contact list are promptly displayed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HFMD poster and notice on HFMD outbreak, if any, are prominently displayed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update on HFMD cases are displayed prominently (if any).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Annex G

### 4. SICK BAY/ISOLATION ROOM

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A separate and fully enclosed room (e.g. sick bay) for the isolation of sick students.</td>
<td></td>
</tr>
<tr>
<td>Room is well-maintained and clean.</td>
<td></td>
</tr>
<tr>
<td>Room should be fully enclosed with window facing outwards and with good ventilation.</td>
<td></td>
</tr>
<tr>
<td>Room does not share an air-conditioning unit with any other facility.</td>
<td></td>
</tr>
<tr>
<td>Room is situated away from students’ activity areas.</td>
<td></td>
</tr>
<tr>
<td>PVC mattress for the child to rest on.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Centre has to ensure that the PVC mattresses and room are disinfected immediately after the sick child/staff leaves.*

### 5. FIRST AID KIT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>It should contain all items listed in the First Aid Kit as required by the Ministry.</td>
<td></td>
</tr>
<tr>
<td>Disposable gloves, masks and thermometers are available.</td>
<td></td>
</tr>
<tr>
<td>The items should be within the manufacturer’s stated use date, replaced and replenished when necessary.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Items required in the First Aid Kit can be found in Annex G in the Student Care Centre Information Kit 2013.*

### 6. TOILETS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilets are kept clean and dry at all times. (No foul smell is generated from the toilets)</td>
<td></td>
</tr>
<tr>
<td>Toilets are flushed after use.</td>
<td></td>
</tr>
<tr>
<td>Disposable/Single used paper towels/hand dryers are available for drying hands.</td>
<td></td>
</tr>
<tr>
<td>Toilet roll is within easy reach and mounted on the wall next to each toilet bowl.</td>
<td></td>
</tr>
<tr>
<td>Liquid soap dispensers are mounted to the wall next to hand washing basins at a ratio of 1 dispenser to every 2 hand washing basins. They are also within the reach of the students.</td>
<td></td>
</tr>
<tr>
<td>Non-slip mats (if any) are free from grime and dirt.</td>
<td></td>
</tr>
<tr>
<td>Toilets and hand washing basins are in good working condition.</td>
<td></td>
</tr>
</tbody>
</table>

### 7. KITCHEN/PANTRY

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor, counters, cabinets and appliances are kept clean and dry at all times.</td>
<td></td>
</tr>
<tr>
<td>Surfaces for preparation of food are clean.</td>
<td></td>
</tr>
<tr>
<td>Floor is washed and kept dry.</td>
<td></td>
</tr>
<tr>
<td>Utensils are washed after use and sterilised regularly.</td>
<td></td>
</tr>
<tr>
<td>No evidence of household pest.</td>
<td></td>
</tr>
<tr>
<td>Each student has his/her own utensils (no sharing).</td>
<td></td>
</tr>
<tr>
<td>Cooked food are covered and served in dishes at all times.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Encourage centre to send cook for Basic Food Hygiene Course*
### Annex G

#### 8. STUDENTS' PERSONAL EFFECT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student has his/her personal set of toiletries and they are stored individually.</td>
<td></td>
</tr>
<tr>
<td>Toothbrushes, mugs and combs are well-maintained and clean.</td>
<td></td>
</tr>
</tbody>
</table>

#### 9. HEALTH CHECKS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health checks are conducted for all students upon their arrival at the centre.</td>
<td></td>
</tr>
<tr>
<td>Temperature is monitored for all students at least once daily and during activity time.</td>
<td></td>
</tr>
</tbody>
</table>

#### 10. HEALTH/HYGIENE PRACTICES

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and staff wash their hands when they arrive at the centre.</td>
<td></td>
</tr>
<tr>
<td>Students and staff wash their hands before &amp; after meals, after using the washroom and outdoor play.</td>
<td></td>
</tr>
<tr>
<td>Staff wash their hands before and after the preparation and serving of food.</td>
<td></td>
</tr>
<tr>
<td>Eating surfaces are cleaned before serving food.</td>
<td></td>
</tr>
<tr>
<td>Staff wash their hands after attending to a sick child.</td>
<td></td>
</tr>
<tr>
<td>Disposable tissues are used to wipe students' mucus/saliva/tears.</td>
<td></td>
</tr>
</tbody>
</table>

#### 11. ADMINISTRATION

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep proper record of infectious diseases cases (HFMD, chicken pox, etc).</td>
<td></td>
</tr>
<tr>
<td>Records of temperature checks and visual screen checklist are maintained.</td>
<td></td>
</tr>
<tr>
<td>Records of circular/letter to parents on infectious diseases.</td>
<td></td>
</tr>
<tr>
<td>Records of medical certificate and certification by medical practitioner from parent for the return of the recovered child are maintained.</td>
<td></td>
</tr>
<tr>
<td>Parents’ emergency contact numbers are made readily available.</td>
<td></td>
</tr>
</tbody>
</table>

**Officer’s Comments (If any):**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

HEALTH INSPECTION CHECKLIST/ UPDATED NOV 2012
Annex H

MSF ______________________

PROCEDURES FOR REPORTING AN OUTBREAK OF DISEASE

Name of centre: __________________________________________________________ Present Enrolment: __________

Name / Designation of Informant: ________________________________________________

Date informed: ________________

Type of Disease: ________________________________________________________________

Centre has taken/is taking the following measures:

<table>
<thead>
<tr>
<th>Centre has taken/is taking</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct frequent health checks to detect early symptoms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Notified Communicable Diseases Division (CDD), Ministry of Health if there are 2 or more cases of HFMD in your centre. You may email to <a href="mailto:moh_ens@moh.gov.sg">moh_ens@moh.gov.sg</a> or call 1800-3258451.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Notified other parents of the outbreak and distributed pamphlets on the disease if available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ensure that affected students are isolated immediately and parents of all suspected cases are informed to bring the children for medical treatment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ensure that there is no sharing of all personal items among students. (E.g. towels, water tumblers etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ensure that the centre is kept scrupulously clean through daily washing of premises and disinfecting of all materials, toys, eating utensils and objects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ensure that no high-risk activities such as sand play/ water play are carried out.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADVICE TO SCC:

1. Ensure proper recording of development of the outbreak and submit the details to CDD and provide updates of any new cases daily.
2. To keep MSF updated weekly till the outbreak is over (10 days after the discovery of the last case).
3. To notify the school where the affected student is attending.
Annex H

Other action(s)/measure(s) taken by the centre:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Submitted by: _____________________________ Date: ____________________

(Name of Supervisor)

FOLLOW-UP

Outbreak over on:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

 Remarks (if any):
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
PRECAUTIONS TO PREVENT THE SPREAD OF HAND, FOOT AND MOUTH DISEASE (HFMD) STANDARD OPERATING PROCEDURES FOR STUDENT CARE CENTRES

START

Visual screening and temperature taking upon arrival.

Does the staff/child show symptoms of HFMD?

Yes

- Staff/Child is sent home immediately.
- Isolate sick child in the sick bay prior to the parent’s arrival.
- Staff/Parents to seek immediate medical attention for child.

Staff/Parent to inform centre immediately if staff/child is diagnosed with HFMD.

- Centre to notify MSF and MOH immediately (within the same day) if there are 2 or more cases.
- Centre to notify parents immediately (verbal and written).
- Centre to display outbreak of HFMD on notice board.
- Centre to comply with MOH’s guidelines.
- Centre to brief staff and children on the importance of good health & hygiene practices.

Is recommendation for closure issued?

Yes

Centre continues with hygiene measures until outbreak is over.

No

Staff/Child resumes activities at centre.

Does the staff/child show symptoms of HFMD?

Yes

No
Annex H-1 (ii)

- Centre receives recommendation for closure from MSF.
- Centre works closely with MSF to prepare parents for closure.
- Centre informs parents of closure and reopening dates.
- Centre may send parents materials/activities for children at home.
- Centre to settle parents' queries on monetary matters.

**During closure**
- Centre disinfects premises, equipment and toys.
- Centre keeps in close contact with parents on children’s health and updates MOH/MSF should there be new cases during the closure.
- Centre to ensure that staff do not transfer or work at other centres during the closure.

After 10 day-closure

Is the centre ready to open?

Yes

MSF issues recommendation to centre to re-open.

**Re-opening**
- Centre to inform parents of re-opening.
- Centre ensures staff/children with HFMD are well (i.e. no symptoms of illness) upon return.

Centre to continue with maintenance of hygiene standards.

END
Annex I

LIST OF ORGANISATIONS ACCREDITED BY WDA TO CONDUCT WSQ FOOD HYGIENE COURSE (AS OF JAN 13)

1. A&A Consulting and Services LLP
   57 Ubi Avenue 1 #07-01 (Unit C) Ubi Centre Singapore 408936
   Tel: 6841 3925  Fax: 6841 3926  HP: 9673 6416 (Angela Tan)/ 9636 4662 (George Tan)
   Website: www.consultingaa.com
   Email: consultingaa@yahoo.com.sg / angela@consultingaa.com / george@consultingaa.com

2. Arise services Pte Ltd
   45 Jalan Pemimpin #09-00, Foo Wah Industrial Building Singapore 577197
   Tel : 62555373   Fax: 62555483  HP: 90215906 (Edmund Yang)
   Website: www.arise.com.sg
   Email: admin@arise.com.sg / sales@arise.com.sg

3. Ascendo Consulting
   9 Little Road, #02-01 (Upper Paya Lebar Road) Singapore 536985
   Tel: 6398 0067  Fax: 6398 0503
   Website: http://www.ascendo.sg/cms/
   Email: info@ascendo.sg

4. Dimensions International College Pte Ltd
   58 Lowland Road
   Singapore 547453
   Tel: 6334 0600  Fax: 6334 6066
   Website: www.dimensions.edu.sg
   Email: dcsdlc@singnet.com.sg

5. Eduquest International Pte Ltd
   1 Sophia Road
   #07-13, Peace Centre Singapore 228149
   Tel: 6338 7151  HP: 9722 9169
   Website: www.eduquest.com.sg
   Email: info@eduquest.com.sg

6. Envirohealth (S) Pte Ltd
   319B Orchard Road, #13-09, Ngee Ann City, Tower B Singapore 238874
   Tel: 6345 9116  Fax: 6733 8022  HP 9129 3575
   Website: www.envirohealths.com
   Email: cecilia@envirohealths.com

7. Guilford Training Centre Pte Ltd
   100 Beach Road
   #02-19 Shaw Towers Singapore 189702
   Tel: 6423 1703  Fax: 6392 1662
   Website: www.guilford.com.sg
   Email: info@guilford.com.sg
Annex I

LIST OF ORGANISATIONS ACCREDITED BY WDA TO CONDUCT WSQ FOOD HYGIENE COURSE (AS OF JAN 13)

8. SHATEC Institutes
   No. 21 Bukit Batok Street 22
   Tel: 6415 3588  Fax: 6415 3530
   Website: http://www.shatec.sg/
   Email: ptcourses@shatec.sg /enquiries@shatec.sg

9. Singapore Polytechnic
   PACE Academy
   500 Dover Road
   Singapore 139651
   Tel: 6772 1288  Fax: 6772 1957
   Email: cec@sp.edu.sg

10. Skillmaster Training Centre Pte Ltd
    21 Bukit Batok Crescent #10-82, WCEGA TOWER Singapore 658065
    Tel: 6564 6181  Fax:6564 6065
    Website: www.skillmastertc.com
    Email:info@skillmastertc.com

11. Setsco Services Pte Ltd
    18 Teban Gardens Crescent
    Singapore 608925
    Tel: 6895 0616 / 9177 6928 (Lee Ming)  6895 2224 / 9828 2320 (Connie)
    Fax: 6566 7718
    Website: www.setsco.com
    Email: leeming@setsco.com / tengss@setsco.com

12. Xprienz Pte Ltd
    46, Upper Serangoon Road
    Singapore 347645
    476 Tampines Street 44 #01-169
    Singapore 520476
    531 Bedok North Street 3 #01-704
    Singapore 460531
    84 Redhill Lane #01-1374
    Singapore 150084
    Tel: 6787 7151  Fax: 6789 6993
    Website: www.xprienz.com
    Email: enquiries@xprienz.com
Annex J

LIST OF CERTIFICATE COURSES FOR SCC STAFF (as of Jan 13)

1. Level 2- WSQ- Higher Certificate in Community and Social Services (Student Care)
   BOX HILL INSTITUTE SINGAPORE PTE LTD
   Finexis Building, Level 10, 108 Robinson Road
   Singapore 068900
   Tel: 6227 7606 Fax: 6227 6870
   Email: info.bhis@boxhill.edu.au
   Website: http://www.boxhill.sg/

2. Level 3- WSQ- Advanced Certificate in Community and Social Services (Student Care)
   BOX HILL INSTITUTE SINGAPORE PTE LTD
   Finexis Building, Level 10, 108 Robinson Road
   Singapore 068900
   Tel: 6227 7606 Fax: 6227 6870
   Email: info.bhis@boxhill.edu.au
   Website: http://www.boxhill.sg/

3. Level 4- WSQ- Diploma in Community and Social Services (Student Care)
   BOX HILL INSTITUTE SINGAPORE PTE LTD
   Finexis Building, Level 10, 108 Robinson Road
   Singapore 068900
   Tel: 6227 7606 Fax: 6227 6870
   Email: info.bhis@boxhill.edu.au
   Website: http://www.boxhill.sg/

4. Level 5- WSQ- Specialist Diploma in Community and Social Services (Student Care)
   BOX HILL INSTITUTE SINGAPORE PTE LTD
   Finexis Building, Level 10, 108 Robinson Road
   Singapore 068900
   Tel: 6227 7606 Fax: 6227 6870
   Email: info.bhis@boxhill.edu.au
   Website: http://www.boxhill.sg/

We are not accrediting training courses. Please visit the agency to assess if their programmes are to your expectation.
PRE-EMPLOYMENT MEDICAL REPORT FORM FOR
STUDENT CARE CENTRE STAFF

I. NOTES TO EMPLOYER

All Student Care Centres (SCCs) registered by the Ministry of Social and Family Development (MSF) as administrators of student care subsidies, must ensure that their staff undergo medical checks to determine they are fit for employment in a SCC. Please arrange for new staff to undergo the medical examination as outlined below and keep a copy of this report as well as other necessary documents for verification purposes.

II. NECESSARY MEDICAL TESTS:

a) Physical examination
b) Chest X-ray. Please attach a copy of the chest X-ray report to this form.

III. CERTIFICATION BY EXAMINING DOCTOR

Candidates must be examined by a doctor and certified:

a) Not to have any medical conditions that will adversely impact their ability to carry out his/her job scope and
b) Fit for employment based on the physical examination, chest x-ray and the doctor’s assessment.

IV. STAFF’S PARTICULARS

Name (as in NRIC/UIN): __________________________ NRIC No. /UIN: __________________

Date of Birth: ____________________________  Occupation: ____________________________

Expected Start Date of Employment: __________________________  Contact No: ____________________________

Centre’s Name (State Branch): ____________________________________________________________

Centre’s Address: ______________________________________________________________________
## V. MEDICAL HISTORY (TO BE COMPLETED BY THE SCC STAFF)

Have you **EVER SUFFERED FROM OR BEEN TREATED** for any of the conditions below? Please tick the appropriate box. If ‘Yes’, please include details.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychiatric disorders or nervous breakdown (includes anxiety and depression)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Epilepsy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tuberculosis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Others (to specify):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DECLARATION:**
I declare that all the information provided in this form are true and correct, and that I have not withheld any information of medical concerns of a similar nature, that will affect my ability to carry out my job at the Student Care Centre.

_________________________________  ________________
Name and Signature of SCC staff          Date
VI. CERTIFICATION BY EXAMINING DOCTOR

I certify that I have examined ________________________________ (Name and NRIC/UIN) and assessed him/her * FIT / UNFIT for employment in the Student Care Centre, based on his/her mental and physical health and public health risk.

Name of Doctor: _________________________________________________

Name and Address of Clinic: _______________________________________

Tel No.: __________________________ Stamp of Clinic:

Signature: ________________________________

Date: ________________________________

* Delete accordingly
DECLARATION OF OFFENCES

PLEASE SIGN AND ACKNOWLEDGE

The applicant _________________________________ (NRIC______________________) (Name as in NRIC)

has / has not* (delete where necessary)

(a) Committed any offence under section 5, 6, 7, 11, 12 or 13 of the Children and Young Persons Act (Cap 38), or any other offence involving child abuse or child neglect;

(b) Committed any offence under Part XI of the Women’s Charter (Cap 353);


(d) Been convicted in any court of law. If (d) has been selected, please fill up details of conviction.

(e) Been issued with a warning letter by the Ministry of Social and Family Development.

I declare that the information provided in this application by me to the Ministry of Social and Family Development is true and I furnish it knowing that I may be liable to legal action if I have wilfully stated any information which I know to be false or do not believe to be true. I also understand that any part of this application improperly completed may lead to the rejection of the application.

____________________________________  _____________________  _____________
Name of Applicant    Signature    Date
Annex L (ii)

DECLARATION OF OFFENCES

Details of conviction

(1) I have been convicted of the following offence(s):

Name of applicant: _______________________________

NRIC No.: ______________________

(i) Nature of Offence: ____________________________________

(ii) The court: ___________________________________________

(iii) Date of conviction: __________________________________

(iv) Sentence/ Fine imposed: _______________________________

__________________________________________________________________________  ____________________  ____________
Name of Applicant    Signature    Date
## BRIEF DESCRIPTION OF OFFENCES

### A. Women’s Charter Cap. 353

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.</td>
<td>Offences relating to prostitution.</td>
</tr>
<tr>
<td>141.</td>
<td>Traffic in women and girls.</td>
</tr>
<tr>
<td>142.</td>
<td>Importation of woman or girl by false pretences.</td>
</tr>
<tr>
<td>143.</td>
<td>Permitting girl below the age of 16 to use premises for sexual penetration.</td>
</tr>
<tr>
<td>144.</td>
<td>Permitting mental defective to use premises for sexual penetration.</td>
</tr>
<tr>
<td>145.</td>
<td>Causing or encouraging prostitution of, sexual penetration with, or indecent assault on, girl below the age of 16.</td>
</tr>
<tr>
<td>146.</td>
<td>Persons living on or trading in prostitution.</td>
</tr>
<tr>
<td>147.</td>
<td>Suppression of places of assignation.</td>
</tr>
<tr>
<td>148.</td>
<td>Suppression of brothels.</td>
</tr>
<tr>
<td>149.</td>
<td>Notice to owner and occupier.</td>
</tr>
<tr>
<td>150.</td>
<td>Determination of tenancy of places in conviction for permitting use as brothel, etc.</td>
</tr>
<tr>
<td>151.</td>
<td>Demolition of structural contrivances for facilitating the running of a place of assignation or of a brothel.</td>
</tr>
<tr>
<td>152.</td>
<td>Authority of courts to issue arrest and search warrants.</td>
</tr>
<tr>
<td>153.</td>
<td>Trials in camera in certain cases.</td>
</tr>
<tr>
<td>154.</td>
<td>Trial of offences.</td>
</tr>
<tr>
<td>155.</td>
<td>Detention pending judicial proceedings.</td>
</tr>
<tr>
<td>156.</td>
<td>Director may examine women or girls and person in charge of them.</td>
</tr>
<tr>
<td>157.</td>
<td>Inspection.</td>
</tr>
<tr>
<td>158.</td>
<td>Security on departure of women or girl from Singapore.</td>
</tr>
<tr>
<td>159.</td>
<td>Woman or girls below the age of 21 used or trained for immoral purposes, etc.</td>
</tr>
<tr>
<td>160.</td>
<td>Director may order detention of woman or girl in certain cases.</td>
</tr>
<tr>
<td>161.</td>
<td>Period of detention of women or girl in place of safety.</td>
</tr>
<tr>
<td>162.</td>
<td>Marriage not to be contracted without the consent of Director.</td>
</tr>
<tr>
<td>163.</td>
<td>Women and girls in urgent need of refuge.</td>
</tr>
<tr>
<td>164.</td>
<td>Transfer of women or girls from one place of safety to another place of safety within Singapore.</td>
</tr>
<tr>
<td>165.</td>
<td>Removal of women or girls to Malaysia, Brunei Darussalam or Hong Kong by order of Minister.</td>
</tr>
<tr>
<td>166.</td>
<td>Appeal.</td>
</tr>
<tr>
<td>167.</td>
<td>Women and girls may be received into and detained in Singapore.</td>
</tr>
<tr>
<td>168.</td>
<td>Women and girls so received to be subject to local law.</td>
</tr>
<tr>
<td>169.</td>
<td>Women and girls detained to be subject to rules.</td>
</tr>
<tr>
<td>170.</td>
<td>Director may cause persons to be photographed.</td>
</tr>
<tr>
<td>171.</td>
<td>Power to summon and examine persons in certain circumstances.</td>
</tr>
<tr>
<td>172.</td>
<td>Record of evidence.</td>
</tr>
<tr>
<td>175.</td>
<td>Presumptions arising out of warrants.</td>
</tr>
<tr>
<td>176.</td>
<td>Appointment of officers.</td>
</tr>
<tr>
<td>177.</td>
<td>Minister may establish places of safety.</td>
</tr>
<tr>
<td>179.</td>
<td>Discharge of Committees.</td>
</tr>
</tbody>
</table>
Annex L-2 (iv)

B. Penal Code Cap. 224

DESCRIPTION

375. Rape

376A. Sexual Penetration of minor under 16
Annex M

RECOMMENDED LIST OF FIRST AID TRAINING AGENCIES

1. ACADEMIC CENTRE & CLINIC PTE LTD
   18 Jalan Masjid #02-04
   Kembangan Plaza
   Singapore 418944
   Tel: 67474101 / 67474102
   Fax: 67474286
   Attn: Dr. Sean Chong
   Email: customerservice@academicclinic.com

2. EMERGENCIES FIRST AID & RESCUE PTE. LTD.
   2 Jurong East St. 21
   #04-32D IMM Building
   Singapore 609601
   Tel: 65606060
   Attn: Ms Doris Cheng
   Email: emergencies@pacific.net.sg

3. ER AMBULANCE & SERVICES PTE. LTD.
   Block 1093 Lower Delta Rd
   #05-01/02 Mapletree Industrial Building
   Singapore 169204
   Tel: 62222995
   Attn: Ms Nisha Meulin Babu
   Email: admin@er.com.sg/training@er.com.sg

4. LIFE SAVING TRAINING CENTRE
   Block 102 Yishun Avenue 5
   #02-113
   Singapore 760102
   Tel: 67585504
   Attn: Mr V Krishnan
   Email: admin@lstc.com.sg

5. MHI TRAINING MASTER
   7 Lorong Paya Lebar
   Singapore 536305
   Tel: 6440 8422
   Email: enquiry@mhitraining.com

6. PRATIQUE TRAINING CONSULTANCY
   2D Hong San Walk
   #13-03
   Singapore 689050
   Hp: 97708005
   Attn: Mr Philip Loh
   Email: philip@pratique.com.sg
Annex M

RECOMMENDED LIST OF FIRST AID TRAINING AGENCIES

7. SINGAPORE FIRST AID TRAINING CENTRE
   142 Neil Road
   Singapore 088871
   Attn: Ms. Priya Subramanian
   Email: sfatc@firstaidtraining.com.sg

8. SINGAPORE RED CROSS SOCIETY
   15 Penang Lane
   Red Cross House
   Singapore 238486
   Tel: 63360269
   Attn: Ms. Faiszah bte Abdul Hamid
   Email: training.admin@redcross.org.sg

9. ST. JOHN AMBULANCE SINGAPORE
   420 Beach Road
   Singapore 199582
   Tel: 62980300
   Attn: Mr Joseph Ng
   Email: firstaid@sjas.org.sg/hussain@sjas.org.sg
SAMPLE DAILY TIME TABLE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00PM-1.15PM</td>
<td>Arrival of Students</td>
</tr>
<tr>
<td>1.15PM-2.30PM</td>
<td>Bath &amp; Lunch Time &amp; Interactive Time</td>
</tr>
<tr>
<td>2.30PM-4.00PM</td>
<td>Homework</td>
</tr>
<tr>
<td>4.00PM-4.30PM</td>
<td>Rest/Tea-break</td>
</tr>
<tr>
<td>4.30PM-5.15PM</td>
<td>Revision Time or Enrichment Classes (IT/Art &amp; Craft etc.)</td>
</tr>
<tr>
<td>5.15PM-6.00PM</td>
<td>Fun and Games (Indoor/Outdoor)</td>
</tr>
<tr>
<td>6.00PM-6.15PM</td>
<td>Pack Up</td>
</tr>
<tr>
<td>6.15PM-6.30PM</td>
<td>Departure of Students</td>
</tr>
</tbody>
</table>
Annex O

INCIDENT RECORD FORM

<table>
<thead>
<tr>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
</tr>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Persons Involved:</td>
</tr>
<tr>
<td>Teacher-in-Charge:</td>
</tr>
<tr>
<td>Supervisor:</td>
</tr>
</tbody>
</table>

Description:

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### INCIDENT REPORT FORM

<table>
<thead>
<tr>
<th>Actions Taken:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of teacher/date:</th>
<th>Signature of supervisor/date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex P

GUIDELINES ON CLOSURE DAYS

Prior to selecting the dates for closure, SCCs are to be familiar with the Ministry’s ‘Guidelines on Closure Days’.

Student care centres should be open throughout the year, except Sundays and gazetted public holidays. Centres may observe half-days on the eves of any 3 public holidays. In addition, centres may close for a maximum 5½ days in a calendar year for staff development, maintenance and other purposes.

Centres should note that these additional 5½ days of closure is not mandatory and feedback may be obtained from parents on the proposed days of closure. Should centres plan to utilise the 5½ days of closure, the closure days are to be included in the Parents’ Handbook and highlighted to parents during orientation/registration. Parents must also be informed at least two months in advance of any changes to the original planned days of closure so that alternative care arrangements can be made during such closures.

In addition, these guidelines should also be adhered to:

(a) At least 2½ days out of the 5½ closure days are to be used for staff training and curriculum planning.

(b) If Saturdays are being used for staff training, these Saturday closures will be considered as half day closures and not full day closures.

Centres may close for a maximum of 5 Saturdays (ie, 2½ days) a year for staff training. However, this is limited to a maximum of 2 Saturdays for per quarter within a calendar year.

Centres are discouraged from closing on consecutive Saturdays so as not to inconvenience parents who require student care services on Saturdays.

(c) Should the centre decide to close on Saturdays due to purposes other than staff training, only 1 Saturday closure is to be considered as a ½ day closure and the subsequent Saturday closure will be considered as a full day closure.

(d) Centres are allowed to close at 2pm on the eves of any 3 public holidays. However, any closure on these days will be considered as a full day closure.

(e) Parents should also be reminded at least 1 month prior to the confirmed closure days via circulars. Notice of closure days should also be displayed on the notice board for parents’ information.

(f) Unused closure days cannot be forwarded to the next calendar year.

(g) According to the centre’s commencement date of operation, the number of closure days allowed for that year will be subjected to pro-rating.
## SAMPLE OF STUDENT'S MEDICAL RECORD

**CONFIDENTIAL**

### 1. Type of immunisation

<table>
<thead>
<tr>
<th>TYPE OF IMMUNISATION</th>
<th>DATE OF VACCINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCG</td>
<td></td>
</tr>
<tr>
<td>Diptheria, Pertussis &amp; Titanus</td>
<td></td>
</tr>
<tr>
<td>Polio Vaccine</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B Vaccine</td>
<td></td>
</tr>
<tr>
<td>Measles /Mumps/Rubella Vaccine</td>
<td></td>
</tr>
</tbody>
</table>

Others (Specify):

### 2. Physical disabilities

<table>
<thead>
<tr>
<th>DISABILITIES</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Sight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Movement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others (Specify):
3. Did/Does your child have any of the following medical conditions?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Frequent colds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Tonsilitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Ear Aches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Stomach Aches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Fits Due to High Fever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Bronchial Asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Epilepsy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Kidney Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix. Heart Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x. Diabetes Mellitus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi. Congenital Heart Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii. Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please specify if any:</td>
<td></td>
<td>)</td>
</tr>
</tbody>
</table>

Others (Specify): ________________________________

4. Has your child had any serious accident?   Yes / No

If Yes, please specify: ________________________________

5. Is your child allergic to anything?        Yes / No

If Yes, please specify: ________________________________
6. Do you know what his/her allergy is caused by? Yes / No

If yes, how does it manifest itself?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others (specify): __________________________________________________________

7. Special diet required? Yes / No

If Yes, please specify: ___________________________________________________

8. Has your child attended/or still attending any Hospital/OPD/Private Doctor/Specialist? Yes / No

Name of Hospital/Clinic: _______________________________________________
Name of Doctor: _____________________________________________________
Date of Next Appointment: _____________________________________________
Hospital Clinic Reg. No.: ______________________________________________

Reason for Attendance:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
9. Is your child taking any medicine regularly? Yes / No

If Yes, please write down the name and if possible, the dosage of the medicine:

Drug Allergy: ____________________________________________________________

In case of emergency, contact: ____________________________________________

Doctor’s Name: __________________________________________________________

Tel No.: __________________________________________________________________

Address of Clinic/Hospital: ________________________________________________

Name of Parent/Guardian: _________________________________________________

Tel No.: ___________________ (Home) ________________ (Office) _______________ (HP)

Signature of Parent/Guardian: _____________________________________________

Please note that teachers should be informed of any special precautionary measures that have to be taken in SCC for the safety and health of your child.
### Annex R

**LIST OF HOTLINE NUMBERS**

<table>
<thead>
<tr>
<th>HOTLINES</th>
<th>NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child Care Information Line</td>
<td>6258 5812</td>
</tr>
<tr>
<td>2. Tinkle Friend</td>
<td>1800-274 4788</td>
</tr>
<tr>
<td>3. SOS</td>
<td>1800-221 4444</td>
</tr>
<tr>
<td>4. Parentline</td>
<td>6289 8811</td>
</tr>
<tr>
<td>5. Child Guidance Clinic</td>
<td>6389 2200</td>
</tr>
<tr>
<td>6. Child Protection and Welfare Services</td>
<td>1800-777 0000</td>
</tr>
<tr>
<td>7. PAVE (Promoting Alternatives to Violence)</td>
<td>6555 0390</td>
</tr>
<tr>
<td>8. TRANS Safe</td>
<td>6449 9088</td>
</tr>
<tr>
<td>9. Touch Community Services</td>
<td>6377 0122</td>
</tr>
<tr>
<td>10. ComCare Call Hotline</td>
<td>1800-222 0000</td>
</tr>
</tbody>
</table>
## List of Family Service Centres (FSCs)

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>Website / E-mail</th>
<th>Tel. / Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>@27 Family Service Centre</td>
<td>Blk 27 Telok Blangah Way, #01-1018, S’pore 090027</td>
<td>-/ <a href="mailto:contact@27fsc.org.sg">contact@27fsc.org.sg</a></td>
<td>6270-8327</td>
</tr>
<tr>
<td>Ang Mo Kio Family Service Centres (Cheng San)</td>
<td>Blk 445 Ang Mo Kio Ave 10, #01-1647, S’pore 560445</td>
<td><a href="http://www.amkfsc.org.sg/amkcsfsc@starhub.net.sg">http://www.amkfsc.org.sg/amkcsfsc@starhub.net.sg</a></td>
<td>6454-6678 / 6454-7995</td>
</tr>
<tr>
<td>Ang Mo Kio Family Service Centres (Sengkang/Punggol)</td>
<td>223D Compassvale Walk, #01-673, S’pore 544223</td>
<td><a href="http://www.amkfsc.org.sg/sengkang@amkfsc.org.sg">http://www.amkfsc.org.sg/sengkang@amkfsc.org.sg</a></td>
<td>6312-8100 / 6312-5631</td>
</tr>
<tr>
<td>AWWA Family Service Centre</td>
<td>Blk 107 Towner Rd, #01-356, S’pore 321107</td>
<td><a href="http://www.awwa.org.sg/awwafsc@awwa.org.sg">http://www.awwa.org.sg/awwafsc@awwa.org.sg</a></td>
<td>6291-1712 / 6291-6639</td>
</tr>
<tr>
<td>Bukit Ho Swee Family Service Centre</td>
<td>Blk 5 Delta Avenue, #01-09, S’pore 160005</td>
<td><a href="http://www.beyond.org.sg/mail@beyond.org.sg">http://www.beyond.org.sg/mail@beyond.org.sg</a></td>
<td>6274-2646 / 6272-1923</td>
</tr>
<tr>
<td>Care Corner Family Service Centre (Admiralty)</td>
<td>Blk 718 Woodlands Ave 6, #01-658, S’pore 730718</td>
<td><a href="http://www.carecorner.org.sg/am.fsc@carecorner.org.sg">http://www.carecorner.org.sg/am.fsc@carecorner.org.sg</a></td>
<td>6365-8751 / 6365-6267</td>
</tr>
<tr>
<td>Care Corner Family Service Centre (Queenstown)</td>
<td>Blk 88, Tanglin Halt Road, #05-01, S’pore 141088</td>
<td><a href="http://www.carecorner.org.sg/qt.fsc@carecorner.org.sg">http://www.carecorner.org.sg/qt.fsc@carecorner.org.sg</a></td>
<td>6476-1481 / 6476-1483</td>
</tr>
<tr>
<td>Care Corner Family Service Centre (Toa Payoh)</td>
<td>Blk 158 Lor 1 Toa Payoh, #01-1522, S’pore 310158</td>
<td><a href="http://www.carecorner.org.sg/tp.fsc@carecorner.org.sg">http://www.carecorner.org.sg/tp.fsc@carecorner.org.sg</a></td>
<td>6356-1622 / 6356-1623</td>
</tr>
<tr>
<td>Care Corner Family Service Centre (Woodlands)</td>
<td>Blk 345 Woodlands St 32, #01-198, S’pore 730345</td>
<td><a href="http://www.carecorner.org.sg/wl.fsc@carecorner.org.sg">http://www.carecorner.org.sg/wl.fsc@carecorner.org.sg</a></td>
<td>6362-2481 / 6362-4824</td>
</tr>
<tr>
<td>Care Corner Family Service Centre (Tampines)</td>
<td>Block 299B Tampines Street 22, #01-670 Singapore 522299</td>
<td><a href="http://www.carecorner.org.sg/tm.fsc@carecorner.org.sg">http://www.carecorner.org.sg/tm.fsc@carecorner.org.sg</a></td>
<td>6786-6225 / 6786-6077</td>
</tr>
<tr>
<td>Covenant Family Service Centre</td>
<td>Blk 613 Hougang Ave 8, #01-432, S’pore 530613</td>
<td><a href="http://www.covenantfsc.mws.org.sg/admin@covenant.mws.org.sg">http://www.covenantfsc.mws.org.sg/admin@covenant.mws.org.sg</a></td>
<td>6282-8558</td>
</tr>
<tr>
<td>Daybreak Family Service Centre</td>
<td>Blk 855 Yishun Ring Road, #01-3539, S’pore 760855</td>
<td><a href="http://www.mws.org.sg/admin@daybreak.mws.org.sg">http://www.mws.org.sg/admin@daybreak.mws.org.sg</a></td>
<td>6756-4995 / 6752-4709</td>
</tr>
<tr>
<td>Fei Yue Family Service Centre (Bt Batok)</td>
<td>Blk 185 Bt Batok West Ave 6, #01-187, S’pore 650185</td>
<td><a href="http://www.fycs.org/admin@daybreak.mws.org.sg">http://www.fycs.org/admin@daybreak.mws.org.sg</a></td>
<td>6569-0381 / 6569-5696</td>
</tr>
<tr>
<td>Fei Yue Family Service Centre (Choa Chu Kang)</td>
<td>Blk 280 Choa Chu Kang Ave 3, #01-360, S’pore 680280</td>
<td><a href="http://www.fycs.org/">http://www.fycs.org/</a></td>
<td>6762-5215 / 6762-8120</td>
</tr>
<tr>
<td>Fei Yue Family Service Centre (Yew Tee)</td>
<td>Blk 604 Choa Chu Kang St 62, #01-53, S’pore 680604</td>
<td><a href="http://www.fycs.org/">http://www.fycs.org/</a></td>
<td>6416-2162 / 6416-2182</td>
</tr>
</tbody>
</table>
### List of Family Service Centres (FSCs)

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>Website / E-mail</th>
<th>Tel. / Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fei Yue @ Champions Way</td>
<td>Blk 569B Champions Way, #01-380, S’pore 732569</td>
<td><a href="http://www.fycs.org/">http://www.fycs.org/</a></td>
<td>6690-1000/6570-0797</td>
</tr>
<tr>
<td>Hougang Sheng Hong Family Service Centre</td>
<td>Blk 237 Hougang Street 21, #01-406, S’pore 530237</td>
<td><a href="http://www.shenghong.org.sg/family-services">http://www.shenghong.org.sg/family-services</a> <a href="mailto:fsc@shenghong.org.sg">fsc@shenghong.org.sg</a></td>
<td>6289-5022/6289-8242</td>
</tr>
<tr>
<td>Kampong Kapor Family Service Centre</td>
<td>Blk 2 Kitchener Road, #03-89, S’pore 200002</td>
<td>--</td>
<td>6299-7662/6294-2116</td>
</tr>
<tr>
<td>Lakeside Family Centre (Jurong East)</td>
<td>Blk 302 Jurong East St 32, #01-22, S’pore 600302</td>
<td><a href="http://www.lakeside.org.sg/lfcje@lakeside.org.sg">http://www.lakeside.org.sg/lfcje@lakeside.org.sg</a></td>
<td>6564-9722/6564-9422</td>
</tr>
<tr>
<td>Lakeside Family Centre (Jurong West)</td>
<td>Blk 516 Jurong West St 52, #01-73, S’pore 640516</td>
<td><a href="http://www.lakeside.org.sg/lfcje@lakeside.org.sg">http://www.lakeside.org.sg/lfcje@lakeside.org.sg</a></td>
<td>6567-1908/6565-6435</td>
</tr>
<tr>
<td>Marine Parade Family Service Centre</td>
<td>Blk 53 Marine Terrace , #01-227 Singapore 440053</td>
<td><a href="http://www.mpfsc.org.sg/contact@mpfsc.org.sg">http://www.mpfsc.org.sg/contact@mpfsc.org.sg</a></td>
<td>64450100</td>
</tr>
<tr>
<td>THK Family Service Centre @ MacPherson</td>
<td>Blk 91 Paya Lebar Way, #01-3023, S’pore 370091</td>
<td><a href="mailto:macfsc@thkmcs.org.sg">macfsc@thkmcs.org.sg</a></td>
<td>6741-4255/6741-6989</td>
</tr>
<tr>
<td>THK Family Service Centre @ Bedok North</td>
<td>Blk 534 Bedok North St. 3, #01-814, S’pore 460534</td>
<td><a href="mailto:bnfsc@thkmcs.org.sg">bnfsc@thkmcs.org.sg</a></td>
<td>6449-1440/6242-2040</td>
</tr>
<tr>
<td>THK Family Service Centre @ Bt Panjang</td>
<td>Blk 139 Petir Road, #01-448, S’pore 670139</td>
<td><a href="mailto:bpfsc@thkmcs.org.sg">bpfsc@thkmcs.org.sg</a></td>
<td>6767-1740/6767-2771</td>
</tr>
<tr>
<td>Pasir Ris Family Service Centre</td>
<td>Blk 256 Pasir Ris St 21, #01-289, S’pore 510256</td>
<td><a href="http://www.goodnews.org.sg/prfsc/prfsc@goodnews.org.sg">http://www.goodnews.org.sg/prfsc/prfsc@goodnews.org.sg</a></td>
<td>6581-2159</td>
</tr>
<tr>
<td>PPIS- Family Service Centre (West)</td>
<td>Blk 301 Bukit Batok St 31, #01-01, S’pore 650301</td>
<td><a href="http://web.ppis.sg/fscwest@ppis.sg">http://web.ppis.sg/fscwest@ppis.sg</a></td>
<td>6561-3462/6561-6420</td>
</tr>
<tr>
<td>PPIS- Family Service Centre (East)</td>
<td>Blk 41 Chai Chee St. #01-16 S’pore (461041)</td>
<td><a href="http://web.ppis.sg/">http://web.ppis.sg/</a></td>
<td></td>
</tr>
<tr>
<td>REACH Family Service Centre</td>
<td>Blk 187 Bishan St 13, #01-475, S’pore 570187</td>
<td><a href="http://www.reach.org.sg/contact@reach.org.sg">http://www.reach.org.sg/contact@reach.org.sg</a></td>
<td>6252-2566/6252-2445</td>
</tr>
<tr>
<td>Rotary Family Service Centre</td>
<td>Blk 346 Clementi Ave 5, #01-10, S’pore 120346</td>
<td><a href="http://rotarysingaporefoundation.org/frcsg@rotarysingaporefoundation.org">http://rotarysingaporefoundation.org/frcsg@rotarysingaporefoundation.org</a></td>
<td>6779-9488/6776-2673</td>
</tr>
<tr>
<td>SBL Vision Family Service Centre</td>
<td>Blk 946 Tampines Ave 4, #01-338, S’pore 520946</td>
<td><a href="http://www.sblvisionfsc.org.sg/sbl@sblvisionfsc.org.sg">http://www.sblvisionfsc.org.sg/sbl@sblvisionfsc.org.sg</a></td>
<td>6544-2263/6544-2253</td>
</tr>
<tr>
<td>Sembawang Family Service Centre</td>
<td>Blk 326 Sembawang Crescent, #01-52, S’pore 750326</td>
<td><a href="http://sfsc.org.sg/admin@sfsc.org.sg">http://sfsc.org.sg/admin@sfsc.org.sg</a></td>
<td>6754-7050/6754-0112</td>
</tr>
<tr>
<td>Serangoon Moral Family Service Centre</td>
<td>Blk 238 Serangoon Ave 2, #01-47, S’pore 550238</td>
<td><a href="http://www.chkmps.org.sg/">http://www.chkmps.org.sg/</a></td>
<td>6284-7123/6284-5221</td>
</tr>
<tr>
<td>SINDA Family Service Centre</td>
<td>1 Beatty Road, S’pore 209943</td>
<td><a href="http://www.sinda.org.sg/parents/family-service-centre/">http://www.sinda.org.sg/parents/family-service-centre/</a></td>
<td>1800 295/4554</td>
</tr>
</tbody>
</table>
### Annex S (iii)

**List of Family Service Centres (FSCs)**

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Address</th>
<th>Website / E-mail</th>
<th>Tel. / Fax No.</th>
</tr>
</thead>
</table>
| Singapore Children's Society Family Service Centre (Yishun) | Blk 107 Yishun Ring Road, #01-233, S'pore 760107 | http://www.childrensociety.org.sg
info@childrensociety.org.sg | 6753-7331 / 6753-2697 |
| Tampines Family Service Centre   | Blk 470 Tampines St 44, #01-194, S'pore 520470     | http://www.tampinesfsc.mws.org.sg/
admin@tampines.mws.org.sg | 6787-2001 / 6787-4459 |
| THK Family Service Centre @ Tanjong Pagar | Blk 18 Jalan Membina, #04-01, S'pore 164018       | http://www.thkmc.org.sg/thk-family-service-centre-tanjong-pagar/
tpfsc@thkmc.org.sg | 6270-6711 / 6270-9663 |
| TRANS Family Service Centre (Bedok) | Blk 411 Bedok North Ave 2, #01-106, S'pore 460411 | http://www.transfamilyservices.org.sg/
transbd@trans.org.sg | 6449-0762 / 6449-8135 |
| TRANS Family Service Centre (Bukit Timah) | Blk 1 Toh Yi Drive, #01-143, S'pore 591501       | http://www.transfamilyservices.org.sg/
transbt@trans.org.sg | 6466-2287 / 6469-2790 |
| Whispering Hearts Family Service Centre | Blk 646 Jurong West St 61, #01-142, S'pore 640646 | http://www.viriya.org.sg/WHFSC/index.html
whfsc@viriya.org.sg | 6795-1008 / 6795-8970 |
Annex T

MINIMUM REQUIREMENTS FOR ADMINISTRATORS OF STUDENT CARE SUBSIDIES

1. To receive student care subsidies, SCCs shall meet the following service requirements:
   a) Accept all students regardless of their race, language or religion;
   b) Be located at approved premises to cater and accept students living in the vicinity;
   c) Ensure that at least 10% of the centre’s enrolment are children receiving SCFA subsidies;
   d) Ensure proper documentation of applicants and beneficiaries’ details, attendance and health records, student care subsidies applications, renewal, appeals, withdrawal forms and supporting documents. Records must be kept for a period of 3 years from the date of the child’s withdrawal from centre. Centres should also comply with any legislative requirement of keeping financial records for a period of 5 years; Provide a minimum of 3 months notice to existing SCFA beneficiaries in the event of closure by the Centre or if the Centre does not meet the requirements for renewal of its registration to receive student care subsidies;
   e) Provide a minimum of 3 months notice to enrolled students and to MSF if the Centre intends to raise its fees; to time increases for the beginning of the calendar year and to avoid increases in the middle of the year.
   f) Meet the following provisions as outlined below:
      i) Conduct a structured programme which enables children to optimize their physical, intellectual and social development;
      ii) Be open for the stipulated hours and during school holidays;
      iii) Provide adequate supervision according to the specified programme staff-child ratio;
      iv) Provide a conducive environment which meets the stipulated space norms and facilities; and
      v) Meet the required safety, health and hygiene standards.

2. Structured Programme

SCCs are required to provide the following basic student care services. A structured daily time-table for the children shall be displayed in the centre which outlines the following:
   • Daily Meals (breakfast, lunch and tea)
   • Homework supervision

3. Operating Hours

SCCs are expected to open during the following hours to support the needs of working parents / guardians:
   • Mondays to Fridays, 7.30 am or earlier to 6.30 pm or later;
   • Saturdays, 7.30 am or earlier to 1.30 pm or later; and
   • Closed on Sundays and gazetted public holidays.

SCCs are expected to offer a full-day programme during school holidays.

4. Adequate Supervision

The SCCs are required to meet a programme staff-child ratio of at least 1:25 to ensure adequate child supervision is provided.
Annex T

5. Conducive Environment

SCCs are expected to provide a conducive care environment which meets the recommended ratio of indoor floor space to children per session. The recommended floor area of 90 square metres can take in approximately 25 students per session.

SCC should have allocated spaces set aside for a study area, activity area, bathroom, and toilet facilities. There should be sufficient and suitable lighting, furniture, equipment, and common communication boards within the Centre.

The centre shall be properly maintained regularly to ensure cleanliness and hygiene at all times.

6. Health and Safety

SCCs are required to adhere to the relevant health advisories issued by MSF, Ministry of Health and National Environment Agency and be familiar with the operating procedures and guidelines in managing health conditions e.g. Hand, Foot and Mouth Disease, haze, flu epidemic and etc.

An emergency evacuation plan, safety kits and a list of emergency telephone numbers should be made accessible to centre’s staff, volunteers and children.

SCCs are required to ensure the safety of children who are enrolled in their centres. SCCs shall notify the relevant authorities and refer the child to help agencies if there are signs that the child is subjected to physical, emotional, psychological, sexual abuse, neglect, child exploitation or other stressors at home.