



71 Normandeau Bay
Box 99 ROA OWO
La Broquerie, MB
204-424-5687

Parent Handbook

Treasure Keepers Children's Centre Inc. is a non-profit organization, licensed by Manitoba Family Services and Housing, Manitoba Early Learning and Child Care Program with an elected Board of Directors whose primary obligation is to ensure the operational requirements necessary for the provision of Child Care are met.

Where reference is made to the "Act", it refers to the Community Child Care Standards Act governing the operation of Child Care facilities in Manitoba. A copy is available for review upon request to the Child Care Supervisor or Staff.

Where "Child" or "Children" is written, please apply their appropriate usage interchangeable wherever applicable.

Where "Parent", "Parents" or "Guardian" is written, please apply their appropriate usage interchangeably wherever applicable.

These policies have been designed for the benefit of the Children, Parents and Staff. Parents should get acquainted with our program and policies to make themselves aware of the efforts made in assuring the well-being of their Child at the Centre.

We take this opportunity to welcome you to the Centre and ask you to get actively involved in the operation of the Child Care Centre. Please feel free to discuss your ideas and concerns with the Director as well as any Member of the Board of Directors.

Treasure Keepers Children's Centre Inc. Preschool Curriculum Statement

Children learn best through play and interacting with others and their environment when they feel safe and respected. Play expands intelligence, stimulates the imagination, and encourages creative problem solving. Play also develops confidence, self-esteem, a sense of strengths and weaknesses and a positive attitude toward learning. Literacy, math and science concepts and language and reasoning connecting to the challenges children face in school are all benefits of play. Treasure Keepers Children's Centre Inc. works continuously to provide long periods of uninterrupted free play in stimulating environments with attention to quality experiences. Interactions with staff-parent, staff-child, staff-staff, and child-child are carefully considered and promoted.

Inclusion and diversity are seen throughout our centre with staff and children of many nationalities, multiple languages spoken and children with varying needs of care. You will see staff connecting with parents about their child's day daily and parents being welcomed into the centre to share any items or ideas of interest to our centre. The children are encouraged to share items from home or from a recent holiday or special event at any time. Special sharing times encourage children to share ideas and experiences. Staff regularly take pictures of the children and print or post them on our digital frames to encourage conversations amongst parents and children about their day. Through our monthly newsletter parents will learn about our centre and be kept up to date on important activities and events happening in our centre. Positive relationships with staff-child and child-child are shown through staff role-modeling and encouraging connections with others. Staff builds meaningful relationships by taking part in children's play, getting down to the child's level, asking questions and commenting on children's actions, ideas, and responses.

The children's environment has large amounts of free play to allow for extended, creative play experiences. Staff also allow for flexible transition times when children are involved in play and to give them an opportunity to finish without being rushed. Staff carefully considers and plans indoor and outdoor spaces with attention to centres such as Daily Living, Active Role Play, Quiet Thinking, Creative Arts, Block Area and Science and Discovery to involve children in all areas of learning. Staff regularly rotates play equipment and adds items into centres that may have been observed as being of interest to the children. Spontaneous activities happen throughout the day as staff are continually observing children and allowing for new experiences to follow the children's interests. Our outdoor environment consists of many 'loose parts' such as wooden blocks, logs, tires, sand, and access to water that allow children's creativity to be nurtured. During opening and closing times our centre combines the different rooms to allow opportunities for a multi-age learning environment. At this time children are exposed to different age groups and other children that they may not otherwise see. The children have a greater learning opportunity in the areas of empathy, problem-solving skills and an understanding of differences and diversity during the combined age groups.

The staff plans for play experiences by doing regular observations and documentation of what they are seeing children doing during their large, uninterrupted free play times. These observations are shared with other staff members to allow for open communication and pooling of resources and ideas to help staff work as a team when planning for children. During these shared information times staff may be able to give ideas for things they have had success with in the past, be a resource with their culture or hobbies of interest and general support and knowledge for their fellow coworkers.

Twice a year our centre hosts a Portfolio Month in which staff carefully prepare documentation about each child's development during their time at the centre and provide pictures, comments, resource information and anecdotal notes. Currently families can meet with their child's main caregiver to celebrate their child's development and discuss goals for the future or ways to enhance their child's learning.

Our Centre continues to work towards a play-based learning environment through the areas of quality experiences based on child observations, allowing for flexible and long periods of free play and with quality interactions with staff, children, and the community. Children are exposed to our community in the form of walks, using community playgrounds, picking up the mail, purchasing items at the Co-op and lumber store and having treats at the Shell station. People of interest such as firefighters, a parent to talk about their career and a local swim instructor have been invited to share with the children. In the past our centre has had a Parent Appreciation Day and a Family Fun Night that encourages staff and parents to connect and allow for the opportunity for everyone involved in our centre to communicate in a welcoming environment. We have also included yearly Christmas Brunch and monthly pizza day fundraisers.

Treasure Keepers Children's Centre Inc. Infant Curriculum Statement

Treasure Keepers Children's Centre Inc. addresses the many needs of infants and their families to ensure quality caregiving routines, exploration, and play. It all starts with a thoughtful orientation and registration process that is approximately an hour long and is set up to accommodate the family schedule. During this time there is a tour, introduction of all staff members in the centre and a time to ask questions and give more detailed information about how to care for your child.

Families are encouraged to spend some time in the infant room getting to know the caregivers and allowing their child to become comfortable in the room and with their main caregiver. Additional visits are encouraged to ensure families are comfortable transitioning into a full day of care. Each child has a main caregiver that will ensure the personal care routine with your child and all his/her personal needs are met on an individual basis. A child's individual routines are respected by following their cues for the need to nap, eat or have quiet time and parents' input about their current routine is of utmost importance to creating a warm, welcoming environment for their infant.

Parents will be introduced to our journals that may be written in every day. Journals consist of comments, pictures, and information about fun activities your child was involved in throughout their day. Some of the journals may be created and sent to families using our Fastoche program. Caregivers will make connections to developmental domains and developmental milestones within the journals. Exciting information about their child such as starting to crawl or walk, or their first words will also be documented. The journal is a positive keepsake parents may write in as well as another form of communication and will be theirs to keep when it is completed.

Daily records of each child's personal care routine such as diapering, napping and eating is accessible to parents. We encourage daily conversations between parent and caregiver at drop off, pick up or any other convenient times throughout the day as well. During these exchanges of information caregivers are open to any questions or concerns about a child's learning, development, and well-being. Twice a year our centre hosts a Portfolio Month in which staff carefully prepare documentation about each child's development during their time at the centre and provide pictures, comments, resource information and anecdotal notes. Currently families can meet with their child's main caregiver to celebrate their child's development and discuss goals for the future or ways to enhance their child's learning.

The infant room environment is carefully planned to promote learning and development with items at a child's level and labelled with pictures. There is a focus for infants to learn through exploration and the rooms reflect ample room to do this. Curriculum planning is based on emergent curriculum that observes children during play. These observations are recorded and kept in journals, Infant communication book, on posters and in child portfolios. Activities and the environment are set up to provide children with experiences based on their interests. Play equipment is rotated or changed on a daily or weekly cycle to provide a variety of exploration.

The daily schedule is posted on the Parent Board without any times given. This gives children and caregivers flexibility in daily routines to offer activities for longer or shorter periods depending on the children's needs at the time. For example, caregivers may shorten free play if a child is showing signs of hunger or is tired. If children are enjoying outdoor play caregivers may serve snack outside or just extend the time outdoors until children show signs of wanting to move on. The play schedule meets individual needs by providing different centres. Gross motor is offered by having large mats out to climb and roll on as well we embrace the outdoors for all seasons. Dramatic play is explored through the kitchen with all its supplies, sets such as farm animals, people and dress up clothes. Fine motor skills can be practised through puzzles, art supplies and water/sensory table. Caregivers are on the floor interacting with the children at their level and assisting children in how to appropriately interact with their peers. For example, children may be playing in the water table and there is only room for two children but a third wants to join. The caregiver may remind the child that their turn is coming or even sit with the child while waiting and sing a song or talk about the water play. Caregivers respect a child by regularly telling a child what they will be doing next such as, 'I'm going to wipe your nose now'. This gives children a warning for what is to come next in their day and provides an environment rich in language and learning. Transitions are viewed as a fun, learning opportunities to incorporate language and repetition using songs and games.

Caregivers use a variety of methods to keep children's interest and enhance their exposure to language by singing in different languages and using sign language. Visually there are pictures and books accessible or posted throughout the room to reflect other races, cultures, and landscapes. Similarities and differences are celebrated through the days, weeks, and months by respecting each individual child's differences of special occasions, foods, language, and anything that makes them part of the unique diversity within

our centre. Staff members come from many different cultural backgrounds, speak different languages, and celebrate different holidays and enjoy sharing with the children as well as embracing other traditions.

Treasure Keepers Children's Centre Inc. School Age Curriculum Statement

‘Children need the freedom and time to play. Play is not a luxury. Play is a necessity.’ Kay Redfield Jamison

School aged children learn best through quality interactions with other peers in the form of collaboration, trial, and error, brainstorming and problem-solving together. Staff guide children through successful peer interactions by helping them work through disagreements in proactive ways that everyone benefits from such as sharing time with a favourite toy. Staff encourage children to capitalize on each other's strengths for example: a child may be learning to do origami and another child may already do elaborate art in this area and the staff may encourage them to work together and help or mentor each other.

Children also learn by playing, exploring, and questioning their own ideas to expand their knowledge of the world around them. Their love of learning and interacting with one another is a powerful reminder that caregivers also continue to learn and grow alongside them. Staff support children's ideas and provide a safe environment to explore in by having regular brainstorming sessions with small or large groups of children to find out what they would like to see in the centre for events, activities, and supplies. Staff then prepare and plan for the children's activities based on their input. This gives children the ability to lead their learning.

When you walk into a school aged program room at Treasure Keepers Children's Centre you will see interactions between children, children and staff, staff and staff, parents and staff and parents and children. These daily interactions are an integral part of the learning environment. Actively listening to one another gives everyone the opportunity to share their ideas. Having regular interactions allows staff to get to know children as individuals and as a group that in turn will help when planning and organizing programs, activities and events based on children's interests and abilities. This regular, daily interaction with parents also helps staff learn more about the families they are working with, their values and goals for their children. With positive relationships in place staff can be more responsive to individuals and guide children through conflict resolutions successfully. Children feel a sense of belonging when others understand them, their limitations, and their needs. This also helps children express themselves freely.

Staff regularly observes children in the environment to get a sense of what the children may enjoy and skills they are working on for future ideas or enhance their play by adding appropriate supplies. By adding supplies/materials to the environment children's play can move in different directions to enhance skill development. Some things staff have done in the past to meet these needs are by observations; staff notice children using the centre's broom or mop from this observation staff have created a cleaning prop box filled with sponges, cloths, mop, pail etc. for them to use in the daily living area. Other ways staff document children's learning is through photos that show children in various play scenarios which are posted throughout the room for families to see. At regular meetings staff reflects on these photos to discuss their practises and ideas to implement for further discussion, reflection and feedback from children and parents.

Spontaneous and planned experiences are based on observations with careful considerations to the diversity of the group of children. Each family has a unique cultural or family dynamic. For example, instead of focusing on the upcoming Father's Day weekend staff may open a conversation during snack time about important people in their lives. This shows sensitivity and respect to all types of family dynamics and creates awareness of differences each person brings to our centre. Our centre and school age room are an inclusive environment. All children regardless of their abilities are integrated into the classroom and activities. Staff does this by carefully considering any supplies, equipment and events offered to children based on their individual need and abilities. For example, if a child is sensitive to loud noises staff would ensure the classroom is kept at an acceptable level to create an inviting space for children. We encourage all children and families to share their unique family dynamics, culture, and traditions so that we can embrace differences and learn from each other. Learning about all our individual and unique lives created an understanding and acceptance. Children gain a sense of belonging when they can share traditions and special food dishes that may come from another country, a food allergy, choice of diet or a family tradition. Staff also shares their language, food, and culture with the children. This is a great way to learn from each other in a welcoming, inclusive centre.

Table of Contents

I	Mission Statement		7	
II	Philosophy		7	
III	Goals and Objectives		7	
IV	Outline of a typical day		8	
	Preschool Curriculum Statement		3	
	Infant Curriculum Statement		4	
	School Age Curriculum Statement		5	
	Child Care Centre Phone number			9
V	Admission Policy		9	
	a) Eligibility	9		
	b) Enrolment	9		
	c) Registration and Fees	9-10		
	d) Confidentiality	11		
	e) Centre Hours	11		
VI	Operating Policies		12	
	a) Attendance	12		
	b) Supervision	13		
	c) Transportation/Arrivals/Departures/Outings	14		
	d) Clothing and Supplies	14		
	e) Program Activity	15		
	f) Schemas	16-17		
	g) Loose Parts, Messy Play, Risky Play	17-18		
VII	Health Policies		18-22	
	a) Nutrition	18		
	b) Medication	19		
	c) Lice	19		
	d) Diapers/Potty training	20		
	e) Illness	20		
	f) Policy for TV, video, and electronic devices	21		
	g) Sleeping	21		
	h) Unified Referral and Intake System	22		
	i) Accidents and Injuries	22		
VIII	Emergency Numbers/Procedures		23-24	
	a) Emergency Phone Numbers	23		
	b) In the Event of an Emergency	23		
	c) Fire Drills	23		
	d) Emergency Evacuation Procedure	24		
	e) Storm/Inclement Weather/Closure Policy	24		
IX	Special Policies		25-30	
	a) Behaviour Management	25-26		
	b) Child Abuse	27-28		
	c) Inclusion Policy	29		
	c) Parent's Responsibilities	30		
X	Code of Conduct Policy		31-34	
XI	Appendices-Registration Package			
	a) Application & General Information			
	b) Permission to Pick-up Child(ren)			
	c) Medical Consent			
	d) Health record			
	e) General Consent for Photography/Videotaping, insect repellent/sunscreen, indirect supervision.			
	f) URIS Form			

Mission Statement

To provide quality, affordable, inclusive childcare in a stimulating and inviting atmosphere for children aged twelve weeks-twelve years of age in a safe and nurturing environment.

II Philosophy

Treasure Keepers Children's Centre Inc. is a place where children are cared for in an environment that builds self-esteem. Children of all abilities are welcome to attend. Each child's developmental level and abilities are carefully considered to provide support and inclusion to everyone. Programs are stimulating and creative to provide social, emotional, intellectual, and physical growth and develop and foster independence. The environment is safe, encouraging, respectful and accepting of individual differences. A warm, friendly atmosphere encourages open communication, with an opportunity to learn while having fun. Behaviour guidance is applied with thought, a sense of caring and responsibility and with respect for the child's dignity. This program should be a place where children want to come and spend their time and a place where parents feel confident leaving their children.

III Goals and Objectives

- ❑ To provide a warm, safe, and happy environment in which children can communicate, learn, and experience.
- ❑ To provide a well-balanced, age-appropriate program in emotional, physical, intellectual, and social growth and development.
- ❑ To respect the needs of every child as well as the needs of the total group.
- ❑ To provide parents/guardians with the opportunity to take an active role in the social and psychological development of their children.
- ❑ Children learn through play with an environment rich in exploration and experiences.
- ❑ Children will be given opportunities to develop their social skills and problem-solving abilities.
- ❑ To have the program environment will create an Inclusive space and Pedagogy that supports the development of Fine Motor, Big Body Play, Dramatic Play, Open-ended Art, exposure to Reading and Language, Sensory Play, Loose Parts Play, Science Technology Engineering and Mathematics (STEM), Cultural Awareness.

IV Outline of a Typical Day at Treasure Keepers Children's Centre Inc.

INFANT ROOM

Free Play

Snack

Outdoor Play (weather permitting)/play in alternate rooms or school gymnasium.

Lunch

Nap Time

Snack

Free Play

PRESCHOOL ROOM/SCHOOL AGE ROOM

Children Arrive-Breakfast/Free Play-Combined Age Groups

Free play

Snack

Free play/Outdoors

Lunch

Nap Time/ Non-Nappers-Free Play-Outdoor Activities

Snack

Free play

Combined Age Groups

****School Aged Children will separate from the preschool children 7:30-5:00***

Treasure Keeper's Children's Centre Inc.
71 Normandeau Bay-424-5687

V Admission Policies

a) Eligibility

Treasure Keepers Children's Centre Inc. is licensed by Manitoba Early Learning and Child Care Program, Arbogate School Location-15 school-aged children (ages 5-12), 24 preschool children (aged 2-5) and 8 infants (aged 12 weeks-2 years)

b) Enrolment

Applicants for Child Care spaces will be processed on a first-come first-served basis with subsidized families and already attending families taking priority. Waiting lists will be maintained on our Fastoche Waitlist. Applications for full-time spaces will take priority over part-time spaces and subsidized over non-subsidized families.

Families are responsible for fees for regularly scheduled days regardless of if it lands on a Statutory Holiday Day.

c) Registration and Fees

- i) Parents complete the Fastoche/Consent forms prior to your Child's attendance. All forms are sent and signed through our Fastoche program.
- ii) Inform the Supervisor/Director immediately upon any change (i.e., telephone number, emergency contact change, etc.)
- iii) Fees charged by the Centre are in accordance with the Act and are to be paid bi-weekly, two weeks in advance of attendance. If subsidy has not been approved by enrolment date, Parents are responsible for the fees. If subsidy is approved later and it is retroactive, the fees paid earlier will be proportionally refunded.
- iv) Parents apply for subsidy prior to enrolment. For families receiving subsidy, please notify the Child Day Care Subsidy Office immediately upon all changes, especially regarding:
 - Employment termination
 - Child withdrawal from Centre
 - Increase/decrease in family income
 - Start of new employment
- v) Fees are due every two (2) week cycle. The first fees will be adjusted to coincide with the Centre's billing schedule.

- vi) An annual receipt will be issued for all fee payments, for income tax purposes. Fees are to be paid by Pre-Authorized Debit.
- vii) An administration fee will be charged for NSF cheques at our current bank rate. All NSF fees and outstanding balances must be cleared by the following Friday.
- vii) Payments need to be up to date by the following Friday. In the case of overdue fees, please notify the Supervisor/Director of the circumstances. An extension may be *considered* at the discretion of the Director. If your bill is not up to date by this time, your child may be withdrawn from the Centre. All delinquent accounts will be referred to a collection agency or Small Claims court.
- ix) A two (2) week written notice *needs to* be given prior to withdrawing a Child from the Centre. If notice is not given, you will be responsible for paying the full fee for those two (2) weeks. All fees must be paid in full before the child's last day. If services need to be reinstated later your child will be put on the waiting list.
- x) Written notice is to be given if there is any change in a child's regular, weekly schedule.
- xi) Inservice Days/Christmas and Spring Break-Parents will be billed full day fees on their child's regular attendance days.

Extra Fees

- xii) A \$15.00 Summer and Winter program fee will be billed in January and June of every year to offset program costs.
- xiii) A \$15.00 sunscreen fee will be billed in June to cover the season. The Director or Assistant Director will be notified if there are any concerns about sunscreen use and an alternate plan will be at the discretion of the Executive Director.
- xiv) The centre is closed for all statutory and civic holidays. Fees will be charged for these days. The holidays that we are closed for are:

New Year's Day
 Louis Riel Day
 Good Friday
 Professional Development Day-*Manitoba Child Care Association yearly conference held in May.*
 Victoria Day
 Canada Day
 August Civic Holiday
 Labour Day
 National Day for Truth and Reconciliation
 Thanksgiving
 Remembrance Day (if it falls Monday-Friday that is observed)
 Christmas Day
 Boxing Day

If a holiday lands on a weekend the following workday the centre will be closed. We will be closed at 2:00 p.m. on December 24th and December 31st. Full fees for these days will apply.

- xv) Any child at day care for more than 10 hours is subject to an additional \$10.00 fee that will be added to the following billing period.
- xvi) A non-refundable registration fee: \$25/child to max of \$100, or \$10/child to max of \$40 for subsidy approved families will be charged prior to enrollment to confirm a child(ren) space.

d) Confidentiality

- i) No information, verbal or written, regarding a Child or their family shall be released to anyone other than required by law or, in the event of medical emergency, medical information to Medical Staff or proper authorities.
- ii) All Children's files are confidential and are stored in a secured area. They are for the use of the day care Supervisor/Director and staff only.
- iii) Parents have access to their Child's file upon request. An appointment shall be set up to review the file with the Director.
- iv) All files are the property of Treasure Keepers Children's Centre Inc. and shall be retained for the period established by law.
- v) Written approval for shared information with a Child's school will be needed in the event parents would like the school and day care to share information about their child.
- vi) Treasure Keepers uses a secure database called Fastoche to record attendance, child information as well as email and SMS families all while respecting the PHIA (Personal Health Information Act) and FIPPA (Freedom of Information and Protection of Privacy Act).

e) Centre Hours

- i) The centre is open to receive children at 6:30. Staff is required to report to work 5-10 minutes before start time but will not receive children until 6:30.
- ii) All children need to be picked up by 6:00 p.m. Children that are not picked up by 6:00 p.m. a \$5 fee will be charged for each 5-minute increment until picked up and per child. This fee will apply and be paid to each staff member present at the time of pick-up by 6:00 pm the following day.
- iii) If your child is not picked up by 6:15 the emergency contact person will be called to pick up your child and late fees will be charged

accordingly. If there is no contact with a parent or Emergency Contact Person by 6:15 p.m., Child & Family Services will be notified. All late fees apply until the child is picked up regardless of who it is.

- iv) Any child at day care for more than 10 hours is subject to an additional \$10.00 fee that will be added to the following billing period.

VI Operating Policies

a) Attendance

- i) Please inform the Centre by 8:30 am each day if your Child will be absent due to illness or other unexpected causes.
- ii) Please give two (2) weeks written notice to the Director or Supervisor if you know your Child will be absent from the Centre for an extended period. This includes vacations, layoffs, breaks in seasonal work and school breaks. Regular fees still apply.
- iii) To maintain your child's space parents will be billed regular fees during times listed in ii.
- iv) A Child will be considered withdrawn from the program after *five (5)* consecutive enrolment days absence during which no notice of absence has been provided to the Supervisor/Director. Two attempts will be made to contact the family or alternate contact after which, if no contact is made, the space(s) will be re-allocated.
- v) Parents will specify normal daily attendance hours upon registration and notify the Supervisor/Director of any changes two weeks in advance of the change.

b) Supervision

- i) Children are always supervised while at the Centre. Staff members will assume responsibility for the child when the Parent has placed the Child in their custody, has had verbal contact with the Staff Member, the Child has been signed in and has notified staff that they are leaving.
- ii) Parents assume responsibility for their Child at all other times, especially when in the presence of their Child.
- iii) Staff-to-Child ratios for the programs at the Centre shall be:
 - 6-years-old to 12-years-old (school-age program) 1:15
 - 3-4 years-old (Nursery school) 1:10
 - Full-time preschool 2-6 years 1:8
 - Infants 12 weeks-2 years-old 1:4

- iv) Only individuals named on the *Permission-To-Pick-Up-Child-Form* may pick up a Child from the Centre. This may include written permission from the Parent for someone else to pick up your Child on a per case basis. NOTE: Notification must be made to the Centre by the Parents/legal guardians to confirm their authorization for someone else to pick up their Child, always. Please note that an individual will be asked for identification, picture ID whenever requested.
- v) For the safety of your Child, the Manitoba Early Learning and Child Care Program requires a file copy of all legal documents stating Guardianship of your Child (and any legal restrictions as they apply) should you be separated or divorced. Otherwise, Staff Members cannot refuse access to the Child by the other Parent. Please advise the Supervisor immediately should Guardian status change. Please discuss with the Director (or designated alternate) what to do in the event a non-custodial parent arrives at a time not authorized by the arrangements.

c) Transportation/Arrivals/Departures/Outings

- i) Transportation to and from the Day Care Centre is the responsibility of the Parent. This can be either by the Parent or a properly Designated Alternative; however, your Child legally needs to be accompanied by an individual over 12 years of age.
- ii) For the safety of your child, please escort your child in and out of the Centre. Children will not be permitted to leave the Centre unescorted at any time.
- iii) Arrivals – Parents are responsible for their child’s positive transition into the program by ensuring the following:
 - Removing the Child’s outdoor clothing and putting them in his/her designated storage area.
 - Placing all food and lunch containers in the designated storage area.
 - Ensuring the Child has proper footwear on.
 - Checking that there are adequate clothes and supplies for the day.

Note: Please leave adequate time to reassure your Child if they are upset by your leaving and settling them in before leaving. Please inform Staff Members on how your Child slept the previous night or any other information which may assist them in caring for your child.

- v) Departures – Parents, please remember to:
 - Dress your Child appropriately to go home.
 - Pick up all soiled clothing, food containers.
 - Review clothing and supplies for adequate stock.

Note: Please take the time to discuss how your Child's Day went with the Staff and enjoy a moment with your Child at the Centre before going home.

- vi) Refer to supervision section for outline on who may pick-up a Child from the Centre. Alternate persons will be needed to show picture identification by Staff to verify their identity. Your Child will not be released to someone who, in the opinion of the Staff, is under the influence of drugs or alcohol, or who appears potentially threatening to the Child's safety. In such a case the Emergency Contact Person you've designated will be notified.
- vii) Outings – Children, escorted by Staff Members, will be properly clothed and supervised. Staff Members will:
 - To Text or email the parent where and when the group will be returning or notify another staff member as to where they are.
 - Carry the required general information on Fastoche for each Child participating on an outing.
 - Carry a First Aid-Kit, as required by the Act.
 - Carry a cell phone in case there is a need for contact.
 - Each staff member is assigned and accountable for specific children.
 - Counts of children are conducted frequently-
 - before departing
 - upon arrival
 - several times during the day/outing
 - before returning
 - before exiting transportation

d) Clothing and Supplies

- i) To ensure that your child does not lose any clothing or personal items it is suggested to have them well labelled.
- ii) Always check to ensure an adequate supply of clothing and materials are available for the day.
- iii) Appropriate clothing needed to enjoy outdoor play:
 - Spring & Fall – rubber boots, raincoat, sweater, splash pants, hat.
 - Winter – winter boots, coat, ski-pants, toque, or balaclava, two (2) pair of mittens and a neck scarf.
 - Summer – sun hat, shorts, bathing suit and towel.

*Due to safety issues: Shoes with a heel, including cowboy boots are not acceptable forms of footwear at day care.

- iv) All soiled clothing and supplies need to be taken home for cleaning.
- v) Toys from home are not acceptable since they may get lost or damaged. Staff may request from time-to-time items from home for a learning experience or Sharing Time.

e) Program Activity

- i) Play activity for Children in groups will allow for daily:
 - Individual and small group activity.
 - Large and small muscle activity.
 - Cognitive language and social activity.
 - Child initiated and adult initiated activity.
- ii) Play activity will be based on the developmental needs of each child.
- iii) Outdoor play activities will be available except for:
 - If the temperature or wind chill is colder than -25°C , or.
 - If the humidex is 38 degrees or higher exposure will be limited and avoid being outside during the hours of 11 am and 3 pm.
 - If other forms of inclement weather prevail, or.
 - If the Child's Physician has prohibited it.
- iv) Outings: Occasionally Field Trips may be planned for the Children. Notices will be sent to Parents through Fastoche.
 - Parents who wish to have their Child participate may be asked to sign a Consent Form.
 - For Parents who do not wish to have their Child participate in the planned activity please notify staff so that alternate arrangements may be made for your child at the centre.

SCHEMAS

What are schemas?

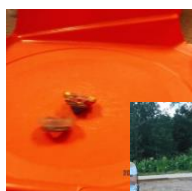
A Schema is a thread of thought that is demonstrated by repeated actions and patterns in children's play. Play is a reflection of deeper, internal, and specifically directed thoughts. Children explore their schemas through every day play

Transporting: An interest in moving objects or themselves from one place to another. This may be evident by children filling up bags.



Transforming: An interest in combining and changing materials. This may be shown through mixing water and sand together

Trajectory: An interest in lines which may be shown through a child's need to run up and down, drop items from heights and throw objects.



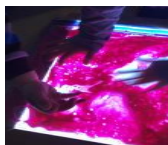
Rotation and Circulation:Experiments with things that turn like wheels and balls, Explores curved lines and circles.

Sound: Children explore what makes sounds and how to make different sounds. This may be through banging objects together, yelling in tubes, or making animal sounds.



Vertical: Children explore vertical space by building towers, dropping objects from heights and scribbling up and down .

Horizontal: Children explore horizontal space by rolling balls, running laps, tunnels, building roads and scribbling side by side .



Light: Children love exploring the world through darkness and light with flashlights, blinds, shadows, and light tables.

Loose Parts

Loose parts are natural, or synthetic found, bought, or upcycled materials—acorns, hardware, stones, aluminum foil, fabric scraps, for example—that children can move, manipulate, control, and change within their play. Loose parts are alluring and beautiful. Loose Parts provide inspiration and information about the ways everyday materials can support open-ended learning, enhance play, and empower children. With loose parts, the possibilities are endless.

Messy Play

Encourages curiosity, imagination, and exploration. Messy play is typically a social activity so naturally it will foster communication and language development. High concentration levels are needed while engaging in messy play, from exploring objects and engaging all their senses to thinking through their discoveries and trying to communicate them. Hands-on play also offers many physical benefits, allowing your child to develop an awareness of their body and personal space whilst strengthening their muscle control. Children are losing the ability to be able to amuse themselves. With messy play, we can teach them that you can make your own entertainment! In an

unrestricted play environment where there is no right or wrong way to do things, this is the perfect situation to allow your child to play how they want to.

Risky Play

Risky play is, play that incorporates safe risks relative to a child's age, size, motor skills, and comfort level—is important to a child's development. Risky play is not about doing something dangerous, but about moving past uncertainty to try something exciting. Risky play is different for every child, depending on their age and comfort level. For example, risky play for a toddler might mean balancing on one foot on the ground, while risky play for a preschool age child might be climbing up on step stool to reach for a toy. Children know their limits; they will not intentionally put themselves in harm's way.

VII Health Policies

a) Nutrition

- i) Parents will need to supply all meals: breakfast, lunch, and all snacks.
- ii) Special dietary requirements (i.e., food allergies, etc.) for Children at the Centre should be provided in writing to the Centre. Allergy symptoms or physical reactions must be included to keep Staff alert and informed.
- iii) Staff Members follow safe health practices and discard unused food after meals unless requested by parents for monitoring purposes.
- iv) Microwave heating of foods shall be in microwave safe containers only. Only items for reheat times of 30 seconds-1 minute will be permitted. Frozen dinners, Kraft Dinner cups or any other item requiring cooking or a longer heating time than the 30 seconds-1 minutes will be refused.
- v) Water is available throughout the day. Please supply your child with a sippy cup or suitable water bottle. Pop is not an acceptable item to be packed in lunches.
- vi) Due to choking hazards in children the day care does not allow hard candy, popcorn, or hot dogs.
- vii) The Centre does not provide a lunch program. Please do not forget your Child's food for the day. However, if the situation arises the Centre Supervisor will ensure that your Child is fed. This will be supplied by the centre and billed accordingly.

If a child attending the Centre has an allergy (i.e., nuts), a notice will be sent to all Parents requesting that no foods containing the allergen be sent to the Centre.

b) Medication

- i) Written permission from the Parent/Guardian on a *Permission to Give Medication* Form must be obtained to administer prescribed medicine. A non-prescription product such as diaper cream will need written permission from the Parent/Guardian on a *Non-Prescription Topical Product* form. These forms are available from the Supervisor.
- ii) Only medicine or topical products supplied in the original container will be administered. Prescription medication must be labelled by the pharmacist, with the Child's name, expiry date, frequency, and method of administration.
- iii) All medication is stored in a designated, secure place. To ensure safe handling of your child's medication please give the labelled container directly to a Staff Member upon arrival.
- iv) Medication is given by a delegated staff member to ensure proper handling and time frames are adhered to. A written record will be kept and initialled by the individual administering the medication and your child's teacher.
- v) Emergency medications such as Epi-pens and Asthma Inhalers will be always kept with the Child, or with a Staff Member.

Please do not leave any medication in your child's lunch box, bag, or locker.

Medication should be given directly to a staff member, who will put it in a designated, secure place.

c) Lice Policy

The Centre actively promotes practices that prevent the spread of head lice, e.g., separate storage of outerwear, no sharing of hats.

Staff will notify the parents/guardians if their child is found to have head lice. It is not necessary to immediately isolate or exclude infested children they may go home at the end of the day. Parents/guardians will receive the Manitoba Health fact sheet on Head Lice. A child should not miss day care because of treatment for head lice. Children do not have to be "nit-free" to return to day care.

The Centre will send home a letter to all families attending the day care to encourage parents/guardians to do head lice checks.

The day care may consult the public health nurse for added help with information, resources, and problem-solving.

The staff at Treasure Keepers Children's Centre Inc. actively supports parents needing aid with lice through brainstorming different treatments and connecting with a health nurse that may supply treatments free of charge. If lice persist longer than one month there may be alternate measures put in place to ensure the Centre is limiting the spread of lice. This may be based on individual cases and include staff checking a child's head prior to attending, requesting a doctor or nurse practitioner to check their child or exclusion until clear of nits for 10 days. All regular fees still apply regardless of attendance.

d) Diapers/Potty Training

It is a parent responsibility to provide diapers and wipes if your child needs them. Please have a minimum of 5 diapers available for your child every day. One for every scheduled bathroom and 2 extra. The day care does not have a supply of diapers and will not use another child's diapers for your child.

If your child should run out of diapers before the end of the day you will receive a phone call to inform you of the situation. You will either bring us diapers or pick up your child.

When your child is ready for potty training it is suggested that you have 3 or more changes of clothes (including a change of shoes) per day during training.

e) Illness

- i) Parents are required to notify the Centre if their Child is sick.
- ii) If your Child becomes ill during the day, the Parent/Guardian will be called and expected to pick up your Child or make immediate alternate arrangements to have your Child picked up. Your Child may be placed in an isolated area until pick up.
- iii) If your Child is too ill to participate in the full day's activities, it is advised that your child should not attend the Centre.
- iv) If your Child has a contagious disease, you must follow the Public Health regulations regarding incubation and/or isolation and a Physician's certificate may be required upon re-entry.
- v) Please be sure to discuss any concerns you may have about your Child's illness or our sick policy with the Director or Supervisor.

The Centre's Illness Policy for Common Conditions is as follows:

- Skin Rash – rash must be diagnosed to ensure it is non-contagious and proper treatment started.
- Diarrhea – Parents will be called to pick up their child after the second incident in one day. The Staff may request that a swab be taken by the Child's Physician if diarrhea persists.

- Giardia – (mucous diarrhea which is caused by a parasite) the Child may attend the Centre if he/she has been on medication for 24 hours.
- Vomiting –Parents will be called to pick up their child after the second incident in one day.
- Elevated Temperature – if a Child’s temperature is 38.C/100.4F or higher after two readings, fifteen minutes apart the Parent will need to pick up their child. The child needs to be fever-free and without medication for a minimum of 12 hours.
- Colds – the Child may attend the Centre but if his/her temperature becomes elevated the Parent will be contacted to pick up their Child.
 - Ear Infection – the Child may attend the Centre after 24 hours on medication or earlier if not showing any signs of discomfort. If the Child is unusually irritated or has a fever the Parent will be contacted.
 - Pink Eye-must be diagnosed to ensure it is non-contagious and proper treatment started.

f) Policy for TV, videos, and electronic devices

- i) Children will not be permitted to use any electronic devices from home in the form of cell phones, tablets, or handheld gaming devices unless on a planned day previously discussed with a caregiver.

g) Sleeping

- i) Families supply a blanket and comfort toy such as a stuffy if needed. The items can stay at the centre and are washed every week.
- ii) The nap schedule is flexible to meet children’s individual needs.
- ii) Children can access the nap area for quiet time.
- iii) All children that require a nap or are accessing quiet time will leave the nap area if after 30 minutes the child is not asleep.
- iv) If a parent specifies the child does not need a nap but the child shows that they may need a nap such as irritability, asking for quiet time or laying down for longer periods throughout the day. Staff will meet the child’s needs by offering a space for quiet time/napping.
- v) Parents and caregivers of an infant child should discuss the appropriate sleeping position for their child. Most recommended is an infant being placed on their backs for sleeping however there are exceptions. The centre will discuss with parents the advice of the child’s doctor.

h) Unified Referral and Intake System (URIS)

i) The URIS program is a provincial program that works to support children who require healthcare interventions while attending community programs such as childcare centres. The services offered allow URIS to create/develop an individual health care plan and/or emergency health care plan for your child as well as train and monitor staff that would be responsible for assisting the child while attending our program. Please see the full URIS document in the registration forms.

i) Accidents & Injuries

- i) All Staff Members at the Centre have received their First Aid and CPR Training Certificate. Staff will be required, on a regular basis, to update their first aid training at an approved institution.
- ii) Parents will be notified immediately of major injuries requiring medical attention. If minor injuries occur Parents/Guardians will be informed when they pick-up their Child. A written record of incidents and accidents will be kept on file and a Parent's signature will be required after discussion with a Staff Member.
- iii) Any injury which can be treated by using basic first aid procedures shall be handled by the Staff.

We provide a safe environment for the Children. However, we are aware of the nature of children and the reality that accidents do happen.

It is common for children to get bumps, scrapes, and some minor injuries during the day. Sometimes children continue to play without realizing their injury.

Technology Policy

-Children will be allowed to view movies on special occasions with the consent of the parent/guardian/caregiver. Movies viewed will all be rated G for General or PG for Parental Guidance.

-Children will be allowed access to a secure site and supervised by staff to ensure content is research and quality information only.

-Staff will access only child-friendly music such as Kids Bop and Director guidance kids' music and video content from a secure site with a Centre membership, currently YouTube.

-Screen use can be interactive so that it enhances the educational experience such as the projector and dance, exercise and yoga instruction.

-Screen use can be used for quiet time, calm down or mindfulness activities with a staff helping the child by 'being with' in the moment and being near allow for meaningful conversations to help process events and emotions.

VIII Emergency Numbers/Procedures

a) Emergency Phone Numbers

These Emergency phone numbers shall be posted at the Centre:

Fire Department.....	911
Police Department.....	911
Ambulance.....	911
Poison Control.....	911
Bethesda Hospital.....	326-6411
Ste. Anne Hospital.....	422-8837

b) In The Event of an Emergency

- i) An ambulance will be called if it is needed.
- ii) Medical information will be released to Medical Staff or proper authority as required by law.
- iii) Parents shall be notified immediately, advised of First Aid or Emergency measures taken and informed of where to pick up or meet their Child and Staff Member. If unable to reach the Parent, the Emergency Contact Person will be called.
- iv) Parents are required to meet the Staff Member at the hospital at the earliest possible time.
- v) All costs, including ambulance and costs incurred by the Child Care Centre Staff Members shall be the responsibility of the Parent/Guardian.

c) Emergency Evacuation Drills

- i) Emergency Evacuation Drills will be conducted monthly as required by the Act. Written records are kept documenting the date and time of each drill and the number of Staff and Children evacuated. A summary of success including recommendations for improvement may be recorded as well. Records shall be maintained for one year from the date of each evacuation.
- ii) At any other time that the fire alarm system is activated Treasure Keepers Children's Centre Inc. will be evacuated. The Director, Supervisor or designated alternate will phone 911 and give the necessary information.

- ii) Emergency Evacuations Drills will follow the emergency evacuation procedures.
- iii) Parents, please participate in evacuations and shelter-in-place if a drill or procedure occurs while you are at the centre.

d) Emergency Evacuation Procedure

In the event of a fire or the need arises to evacuate the Child Care Centre the following procedures will be followed:

- i) The Children will be led out of the Centre through the nearest outside exit, by the Staff on duty. The Staff will lead the Children in an orderly fashion and ensure all Children are accounted for. Staff will lead the Children to the designated safe place, until such time as the Centre is deemed to be safe. Staff responsible for children with special needs will assist the Children.
- ii) It is the responsibility of the Director, Supervisor, or designated alternate to double check the whole Centre to ensure that all children have been taken out. The staff in charge of each group will be responsible for taking the Children's' Information cards and First-Aid Kit.
- iii) It is the responsibility of the Director, Supervisor, or designated alternate to inform Emergency Personnel of the fire or evacuation situation and to stay on site until the situation has been deemed safe or under control.
- iii) The Director will notify Staff when it is safe to return. If the Children cannot return to the Centre, the Parents of the children will be notified to pick up their Child.

An Enhanced Safety Plan document is available upon request to address a variety of emergencies.

e) Storm/Inclement Weather/Closure Policy

- i) In the event of an emergency and/or severe weather, listen to the Steinbach Radio at Mix 96.7 or check the Steinbach Website at www.steinbachonline.com and Seine River School Division website at www.srsd.mb.ca or the centre website at treasurekeepers.ca for notification of a closure. Families will be notified with an SMS message through the Fastoche program of the closure. The Centre is automatically closed if Arborgate School is closed because of inclement weather. Regular fees for a closure will be reimbursed on the following billing period.

- ii) Treasure Keepers Children's Centre Inc. policy will be revised to reflect any future modifications regarding the Seine River School Division Transportation Policy Closure Guidelines.

IX Special Policies

a) Behaviour Guidance Policy

The Behaviour Guidance Policy will be applied in collaboration with parents and discussed with the parents on an ongoing basis to ensure that parents are aware of the appropriate behaviour expectations of their child and the steps the Early Childhood Educator are taking to ensure appropriate behaviour of all children while at the day care.

At no time will a staff permit, practice, or inflict any form of physical punishment, verbal or emotional abuse, or denial of physical necessities for any Child in attendance at the day care centre.

Physical punishment includes striking a Child either directly or with an object, shaking, shoving, or spanking. It also includes forcing a Child to repeat physical movements, or any action carried out which results in physical injury to the Child.

Verbal or emotional abuse includes any harsh, belittling, or degrading response by an adult in the Centre that would humiliate or undermine a Child's self-respect.

The *denial of physical necessities* includes normal comforts such as shelter, clothing, food, bedding, or toileting.

Staff refer to Zones of Regulations Training to help guide children through fostering self-regulation and emotional control. Staff will also refer to the Circle of Security Training to help form secure attachments with children in the centre. This helps create a supportive, learning environment that guides children through making connections with caring adults and children as well as help organizing big feelings. All these programs are also available to families to help maintain consistency for the child and support families with tools to guide them through parenting.

A Child Development Worker from the Department of Education and Early Childhood Learning Diversity and Inclusion Support Program may also be requested by the centre to visit and observe the environment, child, and staff interactions with children. This will be to offer suggestions to support the child's needs and behaviours within the program and centre.

Staff refer to the *Early Learning and Child Care Best Practises for Guiding Children's Behaviours* when setting up the environment for positive interactions. This guide involves strategies to encourage positive social interactions and how to discourage inappropriate behaviours. The guide also includes considering the impact schedule, transitions times and daily experiences have on children's behaviours as well as preparing the play space and materials.

STEP 1: Daily Conflict Solving Approach Staff Use

This is the procedure Staff uses to help a Child solve a problem within regular daily activities. The adult reminds the Child of his/her choices and if the Child's actions are inappropriate, the Staff Member will:

i) Use the **ABCD** Conflict Solving Approach

A-Ask about the problem-staff will help the child identify the problem by verbalizing what has happened.

B-Brainstorm some solutions-staff will take an active role in helping children resolve the conflict by asking questions or making suggestions to encourage children to think of possible solutions.

C-Choose the best solution-staff will encourage children to reach their own solutions.

D-Do It-staff will ensure that children follow through on their negotiated resolution and not lose sight of their goal.

- i) If the ABCD method does not work or is not suitable staff will redirect the Child's play in a positive and helpful way. Staff will explain to the Child what he/she can do, and what he/she cannot do.
- ii) If challenging behaviors are continual staff will record the child's behaviors in a behavioral chart. This chart will be reflected on by staff to decide on a best plan of action to support the children in the program.

STEP 2: Parent Expectation

- i) If the behaviours persist parent expectation will be to collaborate with staff to work towards understanding the root of the behaviours and create a plan in the form of an Action Plan that the centre and parents can work on together for the success of their child.

The centre expects cooperation from parents/guardians when working with children exhibiting unacceptable behaviours. Most of the time, problems can be resolved with working together to change the concerning behaviours. The centre encourages parents/guardians to discuss any concerns they may be having about their child's behaviours before they become larger problems. Parents will be notified of centre concerns through reports, personal contact, and meetings for an Action Plan.

NOTE: When unacceptable behaviours occur, the staff have already used the following additional techniques:

-Re-direct the child to another activity or area if the child is having difficulty within a group or area. Some areas that may be used: kitchen, hallway, Zones of Regulation designated areas within the centre, wagon and outdoors.

-Direct the child to have a quiet time to reflect on the behaviour and come to a calm state. After this time the staff will talk with the child about what has happened. Some resources that may be used for calming or reflective practises, reading a social story about the behaviour, stories about emotions, sensory items, calming music and headphones, phone call with parents (if parents have approved before the behaviour)

-Natural consequences for behaviours that relate directly to the unacceptable behaviour. For example, child is hurting others in the gym, the child will be removed from the gym and unable to access it until showing acceptable behaviours.

STEP 3: Final Step

- i) **Centre Rules must be followed to ensure the safety and well-being of all children, staff, families, and visitors. The following child behaviours are unacceptable and include but are not limited to:**
 - Hitting of children or staff
 - Deliberately destroying Centre equipment and property
 - Inappropriate language
 - Leaving the Centre on their own without permission
- ii) If staff are unable to provide care for the child with aggressive and unsafe behaviours, the centre will notify the parents/guardians to pick up their child immediately. Regular childcare fees still apply for the day.
- iii) If all Behaviour Guidance Policy strategies have been exhausted the child may be removed from the program. The parent/guardian will receive one week notice. Please always refer to the Code of Conduct for any behaviours within the centre.

b) Child Abuse Policy

Consistent with the definition in The Child and Family Services Act,

The term 'abuse' used in this policy is understood to mean:

An act or omission by a parent, guardian, or a person in whose care a child is which results in:

- 1) *Physical injury to the child,*
- 2) *Emotional disability of a permanent nature in the child or is likely to result in such a disability, or*
- 3) *Sexual exploration of the child with or without the child's consent.*

Policy

In accordance with the licensing regulations, Treasure Keepers Children's Centre Inc. will not permit, consent, or approve, either expressively or by implication, any form of physical, emotional, or sexual abuse on any child, by any person, while the child is attending the day care program.

Implementation:

For the implementation of the child abuse policy, any child abuse or suspected child abuse will be reported Immediately to the appropriate authorities and, if necessary, to the Board of Directors.

Steps for dealing with suspected child abuse:***I. If a staff member is suspected of abuse.***Step 1:

- a) The accused staff member may remain on staff but under the supervision of another childcare worker until all charges or allegations have been adjudicated by all authorities involved.
- b) The staff member may be suspended by the Board, without pay, while the investigation is carried out. Upon allegation being dropped by all authorities, the staff member will be reinstated with back pay.

Step 2:

The coordinator at the Day Care Office will be notified of the situation.

Step 3: Notify the parent or Child and Family Services.

Step 4:

- a) A special meeting of the Board of Directors shall be called to inform them of the child abuse allegation within 7 days of the incident. The accused staff member and his/her legal counsel may be requested to attend the special meeting to present their opinions and evidence.
- b) The accuser and witnesses may be requested to attend a special meeting at the discretion of the Board. All parties presenting to the Board of Directors has the right to a legal counsel.

Note: Both the accuser and the accused will be given the opportunity to give their views in absence of each other.

Step 5:

The Board of Directors will review the opinions and evidence and decide the actions to be taken.

II. If a Staff Member Suspects Child Abuse

The staff member will immediately:

Step 1:

Review the information provided and take such informal action that may confirm or refute the suspicion.

Step 2:

Upon confirmation, contact Child and Family Services.

Step 3:

The coordinator of the Child Day Care Office will be notified of the situation.

Step 4:

The Board of Directors may be notified and if necessary, a special meeting will be called.

Child abuse is a very serious act and Treasure Keepers Children's Centre Inc. takes a NO TOLERANCE STANCE ON ANY FORM OF ABUSE INFLICTED UPON ANY CHILD WHO ATTENDS THE CENTRE.

c) Inclusion Policy Statement

The staff and board members of Treasure Keepers Children's Centre Inc. accept and welcome children of all abilities. Our program supports the full inclusion of children who require additional support because of physical, cognitive, social, and emotional needs.

We believe that each child deserves an environment and experiences that promote growth in all areas of his or her development and uses program approaches that best meet the needs of each child and their family. We use developmentally appropriate group experiences and opportunities for all children to participate at their level of learning.

We respect and value input and desires of parents and encourage them to be part of the decision-making process for their child. We work with parents and intervention professionals to share valuable knowledge and expertise. Our staff is committed to receiving professional development in areas of child development and continuously learns more about various disabilities to help with inclusion of all children. Our centre is trained in the Zones of Regulation program also used in the Seine River School Division. The Circle of Security supported by Manitoba Early Learning and Child Care Program. Circle of Security is a province-wide initiative and a world-renowned, attachment-based theory program.

Access

Children of all abilities are accepted into the program and the waiting list identifies children needing additional support and starts the process for supports upon enrollment. Staff is in contact with child development counselors and meets with parents/guardians regularly to ensure quality and current care for individuals.

Children are observed in the learning environment regularly to ensure adjustments are made to allow a child to reach and use materials in all learning centres. Observations are also used to help staff to understand where to meet a child's individual needs such as shortening a planned activity so that all children can be successful. Adjusting equipment such as raising or lowering of chairs or adding a riser to the sand table so a child can participate independently.

Participation

Children are encouraged to participate in meaningful ways with their peers through a variety of approaches. Experiences and routines are adapted to include all children and their abilities. The goals for children are carried out during play experiences with peers. Children are encouraged to play together and develop relationships with each other. Respect for dignity and equality is developed and promoted and a supportive approach is used that builds on each child's strengths. Each child's abilities and needs are considered and met.

Support

Staff works alongside professionals and parents to encourage families to take part in making decisions about their child. Staff is supported by the director in responding to the needs of each child and by having access to relevant training.

The priorities the family has for their child are acknowledged and respected and each child's development and needs are recognized so families can make appropriate choices.

Collaboration of a team that includes staff, professionals and the parents have a relationship based on trust and respect. Each team member brings knowledge and expertise to the group, and everyone works together to communicate openly to set goals. These goals are appropriate for the child and include existing supports and community resources to meet their goals and use adaptations if needed.

All staff will receive training, if necessary to carry out specific procedures. The director will ensure staff is supported in responding to the abilities and needs of each child in the program.

d) Parent's Responsibilities-

- i) **Be familiar with the Behaviour Guidance Policy, Parent Expectations and steps leading to the Code of Conduct**
Parents are encouraged to get actively involved in the activities and administration of the Centre.
- ii) Parents are asked to attend Annual General Meetings of the Corporations once per year in January. Please speak up about concerns or ideas and participate on committees or volunteer to be elected to be on the Board of Directors.
- iii) Read notices, emails, and texts to ensure you are aware of what is happening at the Centre.
- iv) Parents are encouraged to help with fundraising. This helps keep daily fees low, supplies and play equipment in good repair and resources for staff current.
- v) Parents are encouraged to get involved in their Child's Programs whenever possible i.e.:
 - Participation on field trips.
 - Supply childcare centre with creative materials.
 - Attend educational lectures/films with the Staff.
 - Volunteer to be a guest speaker.
 - Read and write about your Child in their journals.
- vi) Parents may not smoke or bring hot beverages into the Centre during regular hours, as both are not permitted.

CODE OF CONDUCT

- vi) Anytime you wish to discuss your Child at length, it is best to arrange an appointment with the Staff and/or Supervisor/Director. This will allow for privacy and full attention.
- vii) Please label all articles of clothing. The childcare centre will not be responsible for clothing that is not labelled.
- viii) Nap Time-please bring a labelled blanket as well as a pillow if needed.
- ix) Toys- no toys from home unless requested by a staff member for a sharing circle or other purposes.
- x) Please inform the centre of any changes in your contact numbers, pick up persons ect. The centre will send a link to update your child info yearly to ensure this is current. Please make sure any documents regarding changes are handed in a timely manner.

d) Strategies used to create a positive learning environment that includes parent involvement.

- i) Staff and parents are encouraged to communicate daily about their children.
- ii) Parents will be included in decision making and goal setting for their child through ongoing communication with the centre. Parents are encouraged to make time for private meetings with the Director or primary caregiver to share important information about their child.
- iii) Consulting services will be made available, upon request, for parents and families.
- iv) Parents are encouraged to participate in any training made available to families especially if the centre is also trained in this area. Zones of Regulation and Circle of Security is regularly offered, and materials can also be shared.
- v) Becoming familiar with centre programs and practises such as Baby Signs, Loose Parts, Schemas, Risky Play, Outdoor Play and Messy Play and the Benefits of Sensory Play in the form of proprioception toys and sensory therapy items.

At Treasure Keepers Children's Centre Inc., we strive to provide a safe, caring, learning environment for children, staff, and families. We believe in the equality and respect diversity.

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Board and staff members
- Children
- Parents/guardians of children enrolled
- All others involved with our centre that may enter the building. This may include but is not exclusive to, social workers, physiotherapists, custodians, students, delivery persons, visitors, and repair persons

Guiding Principles for Appropriate Behaviour

Be Respectful

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment, and materials.

Be Safe

We work and play safely to help keep ourselves and others from getting hurt.

Be Cooperative

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

Be Supportive of Learning

We learn to the best of our abilities and support the learning of others.

Developmental Capabilities of Children

We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

Appropriate Use of Technology

All children, parents, staff, and others involved in our centre must use e-mail, electronic devices, and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

Unacceptable Behaviours

The following behaviours by children, staff, parents, and others involved in our centre are unacceptable:

- All forms of bullying (physical, verbal, emotional, social, or cyber bullying), including comments, actions or visual displays that are intentional, hurtful, and repetitive

- Harassment, including behaviour that degrades, demeans, humiliates, or embarrasses someone that a reasonable person would know is unwelcome
- All forms of abuse (sexual, physical, or psychological), including verbally, in writing or otherwise
- Discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone

Proactive Strategies

We actively strive to create an environment that supports the health, safety, and well-being of the children by:

- Having realistic and developmentally appropriate expectations for behaviour
- Setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- Planning a program based on children's interests and developmental needs
- Establishing consistent yet flexible schedules and routines that help children gain trust, security, and self control

We create a positive environment for children, parents, staff, and others involved in our centre by:

- Developing positive relationships, including making time to talk and listen
- Establishing clear, consistent, simple limits
- Stating limits in a positive way and periodically reminding people
- Providing explanations for limits
- Working together to solve problems
- Modelling and encouraging appropriate behaviour
- Offering training and materials to support our programs: Zones of Regulation and Circle of Security.

Consequences for Inappropriate Behaviour

We will consistently respond to inappropriate behaviour by children, parents, staff, and others involved in our centre by:

- Reminding people of expectations and limits

- Using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- Talking only about the behaviour, not labelling the person
- Responding sympathetically and acknowledging feelings
- Establishing natural, logical consequences

Depending on the severity and frequency of the behaviour and level of development (in children), we will consider further steps such as:

- Using behavioural analysis to learn what may be contributing to a person's inappropriate behaviour and how to help reduce or eliminate the behaviour
- Having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future
- Developing a written contract with an adult or older child that outlines specific expectations and consequences
- Giving a written warning that outlines specific concerns and consequences if the behaviour continues
- Accessing outside resources for help, such as:
 - > A behaviour specialist or other professionals to help staff understand and reduce a person's inappropriate behaviour
 - > Child and family services to access parenting supports
 - > Mediation services to resolve conflicts between adults
 - > The Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the behaviour involves discrimination or harassment
 - > The police to assist with threatening behaviour

In extreme cases, we will take additional steps such as:

- Suspending or dismissing a staff member
- Suspending or withdrawing childcare services because of a child's or family member's inappropriate behaviour without notice.
- In the case of a visitor not allowing the person to return to the centre
- Contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person.

FAMILY RESOURCES

Employment and Housing Services

Name of Resource	Address	City/Town	Phone Number	Contact Person
Family Services and Housing	242-323 Main Street	Steinbach	1-204-346-6390 1-866-682-9782	
Eastman Employment Services	395 Main Street	Steinbach	1-204-326-4099	Alisha Nickle
Legal Aid Manitoba	287 Broadway	Winnipeg	1-800-261-2960	
Steinbach Community Outreach	345 Loewen Blvd.	Steinbach	1-204-392-2650 1-204-898-9033 1-204-326-7954	Myra Gerbant Tammy Bekering Irene Kroeker

Addictions

Name of Resource	Address	City/Town	Phone Number	Contact Person
Addictions Foundations Manitoba		Manitoba	1-855-662-6605 1-204-944-6334	
Al-Anon Steinbach	304-2 nd Street	Steinbach	1-204-326-1172	
Al-Anon Ste Anne		Ste Anne	1-204-422-5696	

Crisis Lines and Hotlines

Name of Resource	Address	City/Town	Phone Number	Contact Person
Agape House Women's Shelter		Manitoba	1-204-346-0028	
Domestic Violence Crisis Line		Manitoba	1-877-977-0007	
Kids Help Phone		Manitoba	1-800-668-6868	
Men's Resource Centre		Manitoba	1-888-617-7715	
Postpartum Depression		Manitoba	1-204-391-5983	
Manitoba Poison Control			1-855-776-4766	
Sexual Assault Crisis Line			1-888-292-7565	
Suicide Crisis Line			1-877-435-7170	

Health

Name of Resource	Address	City/Town	Phone Number	Contact Person
Public Health			1-204-346-6123	
Health Links Manitoba			1-888-315-9257 1-204-788-8200	
Steinbach Family Medical	381 Stone Bridge Crossing #100	Steinbach	1-204-326-3401	
Clearspring Medical Clinic	390 Main Street	Steinbach	1-204-326-6111	
Quick Care Clinic	381 Stone Bridge Crossing	Steinbach	1-204-326-7569	
Eden Health Services			1-855-662-6605	
Oasis Medical Centre	184 Provincial Trunk Hwy 12 #1141	Steinbach	1-204-326-4555	
Bethesda Regional Health Centre	316 Henry Street	Steinbach	1-204-326-6411	
Ste. Anne Hospital		Ste Anne	204-422-8817- Public Health 204-422-8837- Hospital	
Crisis Response Services			204-326-9276 24 hrs/7 days/week	
Crisis Stabilization Unit			204-320-1096 1-888-320-1096	
Community Mental health Access			1-888-310-4593	
Family Doctor Finder			1-866-690-8260	
Dentist			ManitobaDentist.ca	

Resources for Pregnancy

Name of Resource	Address	City/Town	Phone Number	Contact Person
Midwifery Services			1-204-346-9480	
Steinbach Family Resource Centre	101 N Front Drive	Steinbach	1-204-346-0413	

Resources for Parents

Name of Resource	Address	City/Town	Phone Number	Contact Person
-------------------------	----------------	------------------	---------------------	-----------------------

Seine River School Division	475-A Senez Street Lorette	Lorette	204-878-4713	
Super Start Healthy Baby		Steinbach	1-204-346-7021	
La Leche League	231 Whitegates	Winnipeg	1-204-257-3509	
WRHA Breastfeeding hotline		Winnipeg	1-204-788-8667	
Steinbach Family Resource Centre	101 N Front Drive	Steinbach	1-204-346-0413	
Divorce Care			204-325-8322	
For the Sake of the Children			1-800-282-8069 EXT 4257	
Family Conciliation Services			204-645-7236 1-888-282-8069	
Recovery of Hope		Steinbach	204-477-4673 866-493-6202	

Child and Family Resources

Name of Resource	Address	City/Town	Phone Number	Contact Person
Family Services and Housing	323 Main Street	Steinbach	1-204-3446-6390 1-866-682-9782	
Winnipeg Child and Family Services	1 Wesley Ave	Winnipeg	1-204-944-4438	
Southeast Child and Family Services	400-360 Broadway	Winnipeg	1-204-947-0011	
Children's Therapy Initiative Intake			204-326-6411 EXT. 2109	
FASD Coordinator			204-346-7039	

Food Banks

Name of Resource	Address	City/Town	Phone Number	Contact Person
Steinbach Helping Hands	525 Main Street	Steinbach	1-204-326-2599	
Soup's On		Steinbach	1-204-326-3707	
Ste Anne	132 Central Ave	Ste Anne	1-204-422-5623	
Southland Church Food Hamper	190 PTH 52 West	Steinbach	1-204-326-9020	
Steinbach Community Outreach	345 Loewen Blvd	Steinbach	1-204-392-2650	

