



Seven Oaks Child Day Care Centre Inc. Parent Policy Manual

Reviewed: January 2024

Our Locations

Seven Oaks General Hospital

2300 McPhillips St – Level 1
Winnipeg, Manitoba
R2V 3M3I

R.F Morrison School

Before and After school program
(September to June)
25 Morrison St
Winnipeg, Manitoba
R2V 3B3

Welcome to the Seven Oaks Child Day Care Centre, Inc.

Our child-led nature-based program has 80 children ranging from infants to school age. We have a second location located at R.F. Morrison with 30 school age spaces.

We look forward to getting to know your child and family. We value all children's uniqueness and look forward to their daily discoveries. Families are a huge part of our organization and mutual partnership is respected in the role of nurturing the children.

The following information is designed with both you and your child in mind, in an effort to promote a better understanding of the set-up and functioning of our Child Care Centre. Enclosed you will find the Centre's policies, program outline, and our philosophies.

The completed registration form and a copy of your Manitoba Health card must be submitted prior to your child starting.

If a subsidy application is required register on line at https://www.gov.mb.ca/fs/childcare/families/childcare_subsidies.html

Please feel free at any time to discuss with the Director any concerns or questions you may have.

The Educators will also be happy to discuss any questions you may have relating to your child's daily care.

Yours Truly,

Susana Lam
Executive Director

PURPOSE

The establishment, operation and maintenance of the Seven Oaks Child Care Centre, Inc. serves to accommodate the employees of the Seven Oaks General Hospital, as well as members of the community at large.

VISION

To ensure and promote:

- *the inclusion and positive development of **all** children
- *uninterrupted, joyful opportunities for curiosity, exploration, wonder and discovery indoors and in nature
- *respectful collaboration between children, staff and families as active and knowledgeable partners
- *An environment where all children are able to grow and each child's abilities are able to flourish.

CENTRE PHILOSOPHY

Inclusive Practice

We believe that all children deserve to be in an environment that is comfortable and has meaning for them; respecting the abilities of all children.

Nature Based Learning

By providing opportunities for children to walk through nature and deeply immerse themselves in their environment. Mother Nature lays herself bare. She doesn't hide the twisted path or burn out the star. She speaks without fear.

Community of Practice

Families are invited to take active roles in contributing to the process of discovery and learning. Relationships are built on mutual respect and collaboration for our reciprocal roles in nurturing the child.

100 Languages

The child is made of 100. The child has one hundred languages, one hundred thoughts, and one hundred ways of thinking, of playing, of speaking. (Loris Malaguzzi)

Reggio Inspired

A process of inviting and sustaining learning through an emergent curriculum by providing a rich environment set up as a third teacher with looseparts to explore and learning experiences, and relationships built on trust and engagement.

Educator's Role

The educator's role is to engage in a relational creativity with a child that both revels in the child's creativity and stimulates the educator's own creativity to find ways to help the child, observe, analyse, interpret and build theories. (Carolina Rinaldi)

Pedagogical Documentation

The recording of teaching and learning in an inquiry-based setting where ideas are discussed, investigations is shared and opportunities are created.

PHILOSOPHY OF INCLUSION

Inclusion is an integral part of our program and **all** children are welcomed into the centre. We believe that all children deserve to be in an environment that is comfortable and holds meaning for them. We respect the abilities of all children and view inclusion as a process which acknowledges comfort and meaning in a child's day and includes a balance of group and direct support facilitated by an Inclusion Support Staff.

Additional Support Needs is a term used when children require some changes or adaptations to their environment in order to achieve their maximum potential and participate meaningfully and comfortably in the daily program.

We adhere to the following:

Access

- all children are able to attend our program (hours/days) and we make efforts to ensure **visible** community awareness of our child care and early learning program
- our environment is designed to allow for complete accessibility with adaptations made as required to equipment, routines and daily transitions

Participation

- Indoor and outdoor environments, experiences and routines **are adapted** as needed to ensure a comfortable and meaningful experience for all children
- Opportunities for children to learn from one another and to engage in meaningful social relationships with each other and adults
- Opportunities to learn in an environment that promotes **respect** for unique needs (supports are provided in natural environments that are comfortable and appropriate for the child and family)
- **Inclusion may be a process** for some children that **begin** within a trusting **relationship** with one adult and build towards more complex relationships
- All areas of developmental needs are important and promoted

Support

- With **parental support** we will initiate referrals, consultations, intake meetings and review meetings
- We will work with families in making decisions to seek out early intervention, resources, workshops, etc.
- We will **advocate** for and access available funding from the Manitoba Child Care Program and Family Services to ensure that appropriate supports are in place (i.e. staffing, equipment, consultants, etc.)
- Under the direction of the **Program Supervisor** and management, inclusion support staff will provide a **balance of direct/indirect support** to meet the children's goals and ensure that all partners work and communicate effectively in sharing knowledge and expertise
- Centre staff is provided with both in-house and additional training as required in direct consultation with therapists and at regular monthly meetings staff will ensure that all recommendations will be implemented
- The process of transitioning to school will begin in the spring in consultation with parents, staff and specialists
- **Individual Program Plans** will outline and review goals to be carried out with flexible, responsive and respectful practices, in moving towards full inclusion

BEHAVIOUR MANAGEMENT POLICIES

We do not permit or practice any form of physical punishment, verbal or emotional abuse or denial of physical necessities for any child. We understand age and developmental differences will determine appropriate and inappropriate behaviours. The developmental capabilities of each child will always be considered when determining both the expectations for behaviour and consequences of inappropriate behaviour.

Our behaviour management policies are as follows:

- a) Encourage the children to express their emotions using positive means
- b) Take time to listen
- c) Clearly outline established limitations
- d) Encourage problem-solving techniques and provide re-direction
- e) Provide positive re-enforcement

WHAT DO I NEED TO BRING TO DAY CARE?

- A blanket for nap time (*to remain at centre if possible*)
- A few changes of clothes and shoes
- Two wet bags (to rotate between uses)
- Indoor and outdoor shoes
- Diapers, wipes, etc. (if applicable)
- Appropriate outdoor clothing for all weather (i.e. ski pants, waterproof, warm mittens and boots, rain boots and pants, sun hats etc.)
- Water bottle (*to remain at the Centre*)

Yearly (every April/May)

- Sunscreen (Ombrelle children's brand only)
- 'Off' kids/family care mosquito spray (this brand only, no pump)

ADMINISTRATIVE POLICIES

Hours of Operation

We are open Monday through Friday, 7:00 a.m. to 6:00 p.m. for pre-schoolers; 7:30 a.m. to 5:30 p.m. for infants. In the event that hours are changed, parents will be notified. Days and hours of attendance are available to *all* children. It is suggested that your child's day should not exceed the parent's working day including 40 minutes travel time. Our school-age program at R.F.Morrison school is open from September to June. The hours at R.F.Morrison school are 7 am to 8:30 am and 3 pm to 6pm. On in-service days, Christmas and Spring Break the school-age program at Morrison is open from 7:30 am to 5:30 pm. and care is available for the full day.

The Centre hours on the first Wednesday in September and the second Thursday of each following months (excluding July and August) are from 7:00 am to 4:30pm, for staff meetings. Please see our parent board, located by the kitchen, for those early closure dates.

Registration Fee

A non- refundable registration fee of \$50.00 is payable on the day of registration once a space has been confirmed and accepted. A deposit of \$20.00 per card is required for the access card into the centre; this is refundable once your child has moved on from our program.

Withdrawals

Two weeks written notice is required upon the withdrawal of your child. Upon a withdrawal due to parental leave, the child will be placed back on the waiting list, at parent's request.

Fee Rates

The Seven Oaks Child Day Care Centre is operating under the government Child Day Care Program.

Fees are as follows:

- Infants \$10.00
- Preschool (2 years – 5 years) \$10.00
- School age (6 years – 12 years) \$8.60, additional \$12.20 on in-service days

Some parents may be eligible for government subsidy, which is determined by family net income. A parent shall be required to pay the parent portion of fees as estimated by the Day Care Office, prior to the actual subsidy decision. In the event of a difference between the estimated figure and the decision figure, the difference shall be reimbursed or charged as necessary. If you feel you may be eligible for government subsidy please apply before your child is enrolled in the centre.

https://www.gov.mb.ca/fs/childcare/families/childcare_subsidies.html

The centre provides a Hot Lunch Program for which a fee of \$5.00 per day is charged. (Commencing September 2023).

Parents / Foster Parents / Guardians will be responsible for all fees. **We do not bill Child and Family Services or any other Agencies.**

Terms of Payment

Fees must be paid by cheque or cash on the first Friday of the billing period. Invoices will be placed in the parent pockets. Any problems encountered with fee payment must be discussed and settled with the Director of the Centre. The Day Care Centre's budget in accordance to the funding permitted by the government is very restrictive; therefore, all fees must be paid promptly. The Day Care reserves the right to cancel a child's day care spot and may take legal action if fees are not paid in accordance with the policy as follows:

Payments received after the “Due Date” will be considered a late payment and the following charges will apply.

- a) Week 1 – no charge
- b) Week 2 – no charge
- c) Week 3 – (Monday 8:30 am) \$50.00 Late Payment Charge
- d) Week 4 – (Monday 8:30 am) \$75.00 Late Payment Charge
- e) A letter will be given to the parent requesting a payment plan.
- f) Week 5 – (Monday 8:30 am), Child Care services will be withdrawn and \$10.00 Late Payment Charges will be added weekly after this date until account balance = 0.

- g) If the family has withdrawn the child between (a) and (e) and left an outstanding balance, the following steps will be taken:

- h) A 2% Interest Charge will be added monthly to the balance and action such as a Collection Agency or Small Claims Court will be taken.

NSF cheques will result in an administrative fee of \$10.00 and the bank charges to the centre (currently \$5.00) for a total of \$15.00

Failure to follow the procedures outlined in the above plan is considered grounds for withdrawal of service as stated in above.

ADDITIONAL FEES

Statutory Holidays/Vacation

- Parents are required to pay for statutory holidays in order to secure the fixed costs of the day care centre.
- To maintain a spot for your child during a vacation period, parents are required to pay full fees.

Hot Lunch Program is served for \$5.00 per day (commencing September 2023).

Illness

- Full fees must be paid in case of illness in order to maintain the child's spot.

Late Fees

- Parents or escorts are expected to arrive in enough time to dress your child, gather their belongings and leave the centre by 6:00.

A late fee will be charged after the centre has closed, \$10.00 for the first 15 minutes plus \$20.00 for any time after 15 minutes.

If you are late you will be required to complete a "late form" and then submit to the closing staff with payment. (Late fee may be added to billing if requested)

Please note that if no family member can be reached by 7:00 pm., Child and Family Services will be contacted.

Please be aware that if there are 6 late days within a calendar year, your child's spot may be withdrawn, at the director's discretion.

Tax Receipts

There will be a \$10 surcharge for reissuing tax receipts.

Enrolment

The ages of children attending the Centre range from 3 months to 12 years of age.

Priority is given to parents in the following order:

1. Employees of the Seven Oaks General Hospital.
2. Staff and parents with children already enrolled in program
3. Children with additional support needs

4. Re-registration for children withdrawn during the months of July/August in September
5. Community at large.

Waiting List

A waiting list is maintained and updated. Children are enrolled in the centre based on an opening in one of the six age-groupings. The first age appropriate child from the waiting list will be notified of the opening. The six groupings are: Infants (3 months to 2 years), Chickadees (2 years), Budgies (2 ½ and 3 years), Robins (3 and 4 years), Owls (4 and 5 years), Eagles (5 and up), Falcons (6 to 12).

Casual Care for Hospital Employees:

Is based on the availability of spaces; parents call the morning of to see if there is room for child to stay. Rate is a daily charge of \$20.80, plus additional \$5.00 for hot lunch which is optional.

School-Age Program

There are no guaranteed spots for children after they finish kindergarten. Families are required to put their child on a waitlist for school age care ahead of time, understanding that a spot may not be available.

At our R.F. Morrison School-Age Program all families enrolled are eligible for a full day spot on in-service days, and any school holidays between September and June. Full fees will apply on all in-service days and school breaks (Winter Break and Spring Break).

Within our location at the Seven Oaks Hospital we offer 10 school-age spots for **before** and **after** school care during the months of September to June. Summer spots are dependent upon the wait list and availability. **Please note that these spots are not full time.** For care on in-service days parents are asked to let us know in advance, and care will be offered on a first come, first serve basis pending availability. Please notify staff in the Eagle Room of your needs. We have been able to accommodate parents in need, either at the hospital site or at the R.F.Morrison location.

Please note the School age programs operates only from September to June. There are no spots for summer care.

Hours Policy

A child's day should not exceed your work hours plus 40 minutes maximum total travelling time. This is important for your child and also ensures our child/staff ratios at the start and end of the day. In order that your child derive full benefits from our program it is advisable that your child be in the Centre before 9:30 a.m.

Upon prior arrangement, the day care staff will accompany kindergarten and school-age children to bus pick-up sites and will ensure that the child is safely boarded. Educators will also meet children at the bus drop-off point.

Confidentiality Policy

The day care will ensure that all written and verbal information regarding your child and family is kept confidential.

PROGRAM OUTLINE

Arrival time and Transfer of Responsibility

Parents are responsible for arranging all drop-offs and pick-ups of their child. Staff will sign children in at arrival and out at departure times. Please make sure that staff is aware that your child has arrived in the centre through verbal contact with the staff in the room. The Centre assumes responsibility at the time that the parent brings the child to the room and makes verbal contact. Parents must advise staff when they leave the centre with or without their child. If someone from your pick-up list or someone unknown to the centre will be picking up your child, please be sure to contact staff. This person will be required to present identification at the first time of pick up.

School-age children arriving at R.F.Morrison in the morning are brought into the gym by parents and are signed in upon arrival by staff. When they depart at 8:30 they are signed out by a Centre staff. School-age children who are dismissed from school (3:30 pm) at R.F.Morrison in the school-age program will be signed in when they arrive in the gym and make verbal contact with the staff. At that time, the centre staff assumes responsibility. Children returning to Morrison by school bus will be greeted by staff at the front door, at which time the staff assumes responsibility. Parents dropping children off in the am must accompany their child into the centre and notify staff of their arrival at which time staff assumes responsibility. At the end of the day staff sign children out upon arrival and acknowledgement of the parent. At that time the parent assumes responsibility.

The Day Care staff will accompany school-age children to the bus pick up sites and will ensure the child is safely on board. Transfer responsibility of children once on the school bus is of the school.

Please allow enough time in the morning to undress your child and to tend to their needs. This will help to ensure that your child's day will be a happy and relaxed one. A child is not to be left unattended in the locker area. It is the responsibility of parents to dress their child for home.

We encourage children to be in before 11:30 a.m. unless previous arrangements have been made. During these hours the children are eating lunch and then heading for a nap, therefore making it a difficult transition for the child arriving.

Clothing

Please make sure your child wears appropriate "work clothing" and that there is a change of clothing at all times. Children play hard and their clothing should reflect activities such as painting, water, and mud play, etc. The staff cannot be held responsible for lost or misplaced articles of clothing. **Please label everything!**

Outdoor Play

Our daily program includes large periods of outdoor play -- and it is important that your child is dressed accordingly. We believe that there is no such thing as bad weather and we dress for the deepest of snow, the muddiest of mud, and the "wettest" of wet..... nature is a large part of our program and we DO get dirty. Our natural outdoor environment is designed with *all* children in mind in order to ensure that children are able to participate at all levels of ability and comfort.

The day care regulations state that we will remain indoors when..."wind chill conditions of temperatures below -25C. At times older children may head outdoors for 10 to 15 minutes when weather is below -25.

Lunches/Snacks

The day care provides an approved morning snack, a full hot lunch and an afternoon snack. Menus are posted on the bulletin board. Parents will be given notice of menu changes.

WE ARE A PEANUT, FISH, AND EGG AWARE FACILITY!

Nap time

Nap time is scheduled from 12:30 - 2:30 each day. In accordance with the day care regulations: "children who are unable to sleep should not be required to stay in bed for an extended period of time." Please note that Infants will have their own nap schedule based on their needs.

If you feel your child does not require a two-hour nap please discuss this matter with the staff, to see if arrangements can be made and still meet centre ratios. The children nap on cots and parents are required to provide a labelled blanket, which will remain at the Centre during their time with us and we will launder weekly at the Centre.

Illnesses

Parents are to self-check their child and ensure they are well with no symptoms or signs of illness before leaving for the Centre. These symptoms include, but are not limited to,

- New / persistent cough and fever
- Vomiting
- At least 2 incidents of diarrhea
- Ear temperature of 100.4F (38C) or over
- Undiagnosed rash or sores that may be communicable i.e. Impetigo

- Severe upper respiratory infection such as a yellow-green nasal discharge.

Any child, who is sick and unable to actively participate in our program, should not attend on that day.

If your child is sent home or has any of the listed symptoms above, they cannot return the next day and they must be 24-hour symptom free before returning.

Please phone and notify the centre of your child's illness when your child is away so that staff members can watch for symptoms in the other children.

Any communicable diseases, including Covid-19, must be communicated to the Centre office to post information and provide awareness.

If your child should become ill during the day you will be notified by a staff member to plan to have your child picked up within 90 minutes of our call. We appreciate your support in our efforts to maintain a healthy environment for the children in the centre. As a matter of practice, we will call parents in any situations where a child has incurred a bump to the head.

Any decision to send home a child during the day will be based on the general condition, appearance, activity level, and symptoms displayed by the child.

A Doctor's note is required prior to returning to the Centre in situations where a child has contracted an infection, a virus or is on medication. We ask that parents respect and support the centre's responsibility to minimize risks in the spread of infection and to maintain a healthy environment for children and staff.

If a child has had a case of head lice, all nits must be removed before returning to the Centre.

The Centre utilizes the resources offered by the Canadian Pediatric Society or any MELCC (Manitoba Early Learning and Child Care) guidelines will be provided with fact sheets about any illnesses.

Bed Bug Prevention and Protocol

As a proactive measure to prevent an occurrence of bed bugs, we do not allow nap time blankets and soft toys to go back and forth between home and day care. We have also stopped all pyjama days' activities and require children to come to day care in clothes they have not slept in. Early detection of bed bugs is key to preventing an unmanageable infestation. The following is in place to provide a standard of practice for management, staff, parents and children when addressing the issue of bed bugs. Bed bugs are oval shaped insects without wings that bite at night. They prefer to feed on human blood, but also bite mammals and birds. Signs of bed bugs may be bites or rashes on humans especially found around the

face, neck, upper torso, arms, and hands. Additional physical signs are blood spots on furniture, bedding, carpet, wall and of course the bugs themselves. Bed bug detection is the responsibility of centre management, staff and parents or legal guardians.

Medications

The centre will only administer prescription medication only in its original container supplied by the pharmacist. Non-prescription medication (Tylenol, Advil, etc.) will not be given. A medication form is required to be filled out by parent.

For children under 2 years of age, parents are required to supply their own Advil/Tylenol medication when needed. (when your child's temperature rises above 38.5C). We require you to complete the Advil/Tylenol authorization form so that we may administer this medication. This is to ensure that a child's temperature does not rise to a dangerously high level while the staff is trying to locate a parent.

All medicine shall be labelled with the child's name, expiry date, dosage, time and method of administration and shall be stored in a location, which is inaccessible to children. **Do not leave any medication in your child's bag.**

Field Trips

To be able to help *all* children gain a better understanding of his or her environment and surrounding community, we take every opportunity to take worthwhile field trips. Adapted equipment will be made available as required in order to ensure the participation of all children in field trips. A notice of the field trip will be posted in advance. Please notify the staff if you do not wish to have your child attend. Arrangements will be made if possible to have the child remain at the centre.

Withdrawals

The Centre recognises the demands placed on working parents and the need for stability in their child care arrangements and will take all possible steps to maintain a child's enrolment status. In balancing this need the centre also has a responsibility to ensure the safety of all children and staff in the program. The requirement for withdrawal is taken seriously and implemented after a Board decision that all other avenues have been exhausted.

Voluntary withdrawal – notice

Parents are required to provide two weeks written notice to withdraw a child from the day care. If a two-week written notice is not submitted, parents are required to pay in full for the two weeks following the date the day care became aware of the child's withdrawal.

Reduction in licensed spaces

In the event that licensing requirements or unforeseen circumstances reduce the number of licensed spaces, the day care reserves the right (upon two weeks written notice) to cancel a child's spot based upon seniority of enrolment. As much notice

will be given as is possible. Priority will be given to those families, as spaces become available.

Resolution of behaviour issues

In an event that a child's behaviour has become (or is) a risk to the safety of the other children and/or staff in the day care, the Centre will take steps to work with the child while ensuring the security of both children and staff. Parents will be contacted by the Director to work out an appropriate solution which may include

- Assessment (documentation) of the situation by day care staff.
- Assessment of the day care program by the Manitoba Child Day Care Office.
- With parental approval, outside resources available to the Centre will be brought in. In this case parents will be required to work with the agency.

The Board of Directors shall be advised of the situation.

Safety concerns

A parent will be asked to come and pick up a child who has become:

- Physically aggressive and abusive i.e. hitting, kicking, screaming obscenities, biting, endangering the safety of others, etc. This type of behaviour becomes particularly unacceptable for children who are school-age (5 years and older).
- If a parent has been asked to pick up a child on 4 occasions in a 3 month period, 24 hours written notice will be given to parents requiring the withdrawal from the day care. Prior to the formal notification the Director will consult with the Executive Committee of the Board of Directors. Actions taken by the Executive Committee shall be referred to the Board of Directors. Confidentially shall be maintained at all times.

Emergency situations

Although all attempts will be made to follow the steps set out above, if a child exhibits aggressive and abusive behaviour that poses an immediate or continuing threat of harm to either children or staff, the Director is permitted to take steps to immediately remove the child from the day care and withdraw services without prior notice to the parent. If this occurs, the Director will notify the Executive Committee of the Board of Directors of the reasons of the withdrawal as soon as possible. The final decision as to whether services will be remaining withdrawn will be made by the Board of Directors.

Legal Orders

A copy of a restraining orders, copies of separation agreements, court orders and other documents setting out custody arrangements are required to be on file at the Day Care in order for the City of Winnipeg Police to enforce them if needed. At no time will a staff member place your child or themselves in physical danger to enforce such a document. Staff will contact police in situations where they feel a

child is in danger, i.e. If a parent is clearly under the influence of alcohol or drugs. Parents are asked to discuss what should be done if the noncustodial parent arrives at a time not authorized by the arrangements. Should a parent become verbally or physically abusive to staff, Board members or other parents their child care spot will be immediately terminated.

Flexibility Policy

The Seven Oaks Child Day Care will be exceeding the group sizes during the naptime period between 1:00 and 2:00. During this time the children are sleeping in the gym (16 children to 1 staff) and in the Robin Room (16 children to 1 staff), the Owls Room (16 children to 1 staff). However, the Centre does maintain a 10 to 1 ratio since staff who may be on lunch are in the building and able to respond to any emergency, i.e. fire.

Combined Age Groups

School age and preschool children are combined at the end of the day when the school age children arrive from school. At this time there are 10 school age children who are 6 -12 years of age.

Centre Closure for Storm or another Emergency

The centre will abide by the public announcement of closure by the Seven Oaks School Division in the event of weather conditions which make all roads impassable. In such an event the centre will be closed. In the event of storm closure parents will be expected to listen for radio announcements. In the event of any other emergency requiring closure parents will be contacted directly by telephone and there will also be a radio announcement.

Centre Closure for Professional Development

The Centre will be closed the first Friday in June and the fourth Friday in October for staff professional development. Reminders will be posted and emailed ahead of time to remind families of these closures.

Parking

Drop off and pick up parking for families using the Centre is available in the "Staff Only" parking lot at the Seven Oaks Hospital in the Day Care assigned spots and in the parking lot at R.F.Morrison School.

Statutory Holidays:

The centre will be closed on the following days:

Good Friday
Easter Monday
Victoria Day
Canada Day
Civic Holiday
Labour Day

National Day for Truth and Reconciliation
Thanksgiving Day
Remembrance Day
Christmas Day
Boxing Day
New Year's Day
Louis Riel Day

Privacy Policy

The Centre's Privacy Policy adheres to the legal obligations from the federal government's Personal Information Protection and Electronic Documents Act. A complete copy of our Privacy Policy is available upon request from the Executive Director.

Allergy Alert and Anaphylaxis Policy

When a child with a life-threatening allergy enrolls at Seven Oaks Child Day Care, Inc. or when a child once enrolled is diagnosed with a life-threatening allergy or other condition that may require the use of an adrenaline auto-injector (epi-pen) or other specific procedure, the following process will be followed:

It is imperative that the parent/guardian of the child inform the Centre immediately of the nature of the allergy or medical condition and work with the Centre in developing appropriate plans.

When the Centre is informed a child has a life-threatening allergy or condition appropriate planning must occur using a team approach which will include the Centre staff, child's parents/guardians, involved medical personnel and such other persons or agencies as are appropriate.

Based on the information parents and others provide an application to URIS (United Referral and Intake System) will be submitted in order to obtain funding for a medical health professional to provide training to the staff on the use of an epi-pen and to support the Centre as required.

The Centre Director will advise the parents/guardians of the child that:

1. A URIS application will be completed on an annual basis.
2. Parents/guardians are required to sign an "*Authorization of Release of Information*" form to the Centre on behalf of URIS, Regional Health Authority and or nursing agency.
3. Parents/guardians must complete the appropriate authorization forms for administration of medications, auto-injectors, etc.
4. A Health Care Plan/Emergency Response Plan will be developed in consultation with the parents/guardians and other appropriate personnel on an annual basis

5. When an adrenaline by auto-injector is used, an ambulance is to be called immediately and the child will be transported to the hospital.
6. The child will not be allowed to attend the Centre if they arrive at the Centre without their epi-pen or if their epi-pen is past its' expiry date.

The Centre director will be responsible for submitting the URIS application and contacting the appropriate nursing agency or nurse to request their services for training and Health Care Plan development.

The Centre director will ensure that the nurse develops an Individual Health Care Plan/Emergency Response Plan. This will be completed in collaboration with parents/guardians and other appropriate and relevant personnel. The plan will be specific to the age and maturity of the child, the specific properties of the allergen or other conditions and the parameters of Seven Oaks Child Day Care Centre Inc.'s program.

The Centre director will ensure that necessary training is provided to the appropriate number of staff in the Centre to cover all contingencies. The number of staff who will receive training will be determined by the Centre director in consultation with the Centre Board.

Ensuring the safety of children with known risk of anaphylaxis in a community setting depends on the cooperation of the entire community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents/guardians, children and program providers and the Centre Board must all understand and fulfill their responsibilities. The inter-relatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others. It is everyone's responsibility to ensure the following:

Educate staff and parents to avoid bringing, sending and serving to the children, foods that contain the known allergens. As it is the parents/guardians of the child with the allergy who are likely to be the most knowledgeable with regards to foods and products that may contain allergens, it is required that they provide this information to the Centre, which in turn, can use the information to educate the staff and Centre parents/guardians. In most circumstances where a child has a severe food allergy, the Centre will not be responsible for providing daily snacks or food to the child, therefore parents/guardians of the child will be required to provide snacks and food from home.

Encourage the children to engage in sound hygiene practices that include the proper washing of hands before and after eating.

Encourage children not to share or trade snacks and lunches.

Require the staff to monitor children's lunches in order to either remove products that contain known allergens or to ensure that the child with the allergy is seated in an area away from the offending products.

All parents/guardians will respond co-operatively to requests from the child care Centre to eliminate allergens from packed lunches.
Centre will post allergy alert forms with photograph in the office, kitchen or other appropriate location.

Parents/guardians of the child will ensure their child has and wears a medical identification bracelet.

Where the allergy involves stinging insects, the staff will, where possible, avoid areas where insects congregate, keep outdoor garbage covered or removed and refrain from eating outside with the children and where possible contact the appropriate authorities to remove nests or hives from outdoor areas.

Provide training and information to staff as to which children have allergies as well as how to recognize anaphylactic shock and as according to the Health Care Plan/Emergency Response Plan for the child, how to properly respond if a child should go into anaphylactic shock.

Where appropriate for the child's developmental abilities, learn to recognize symptoms of an anaphylactic reaction or life-threatening condition and **promptly** inform an adult as soon as accidental exposure to an allergen occurs or symptoms appear.

Work with the parents/guardians and where possible, the child with the allergy in establishing a supportive environment for their needs and facilitating ongoing communication.

Parents wishing to further discuss any of the policies may do so with the Board of Directors of the Seven Oaks Child Day Care Centre, Inc. This contact is available from the office and also posted on our main parent bulletin board by the kitchen.

Seven Oaks Child Day Care Centre, Inc. Preschool Curriculum Statement

The following curriculum statements describe how the board of Directors, management and staff organize learning opportunities for children in a manner that is thoughtful, intentional, nurturing and most of all fun. It is founded in the belief that children are competent, curious and skillful. Staff organizes experiences for all children with varying skills and abilities and ensures both comfort and meaning. Exploration and play-based learning is the cornerstone of childhood and child development, and opportunities for these occur through all aspects of the child's day.

During children's play staff make careful observations and notes in order to expand on the themes that children express interest and curiosity in. Planning is documented through webbing that staff make visible to parents through the monthly newsletter, a clip board as parents enter the room, bulletin boards of the children's work with documentation by the staff, binders of the children's current explorations and discoveries. Staff assumes the role of a researcher in order to best identify children's knowledge and interests in. Relationships are built around getting to know children. Opportunities for sharing information, such as meal times, are perfect for conversation, reflections of the day, developing a sense of community and planning. Interactions between staff and children are respectful and engaging and staff act as role models for successful social interactions. Peer relationships develop naturally between children as they discover shared interests. Staff is supportive and active in these relationships by being great observers and building the environment in a way that allows for larger group times, smaller group times and also individual times and spaces.

Communication between staff and families occur daily both to convey information about the day as well as any issues that may arise. All children have a portfolio which is presented to parents during an annual parent-teacher meeting. The portfolio is a celebration of the child and their time at the centre. It contains samples from their daily creations as well as observations and reflections by staff pertaining to the ways in which they gathered information about the child and the questions they posed to the child. Learning stories, photos and other documentation are also included. A monthly newsletter for families highlights past activities and promotes upcoming events. Bulletin boards are used by staff and children to make learning visible and to invite the participation of families.

With a Reggio Inspired approach to learning, the environment is a key component and must be arranged in a thoughtful manner in order to foster each child's development. Staff observes the children, take notes and engage in discussions with each other and the children, so that meaningful activity areas may emerge. Learning areas such as creative art offers children access to a variety of textures, coloring choices, glue, various papers, brushes, paints, etc. Art materials provide children with an opportunity for self-expression, the use of different mediums, understanding of how materials can be mixed and connected

to produce a product, discovering 3-dimensional creations and the simplicity of physical sensations experienced when hand are dipped into corn starch and water. Play materials evolve through a similar process, keeping in mind the interests of the children at the centre. Staff and children will utilize raw materials such as boxes of all sizes, in combination with other re-cycled materials to learn about shapes, construction, textures and the visual effects of how these materials can be transformed into works of art. Diversity is apparent and made visual through photos, books, fabrics, music, etc.

Monthly staff meetings provide staff with new information, opportunities for reflection, discussion and new tools. Nature and outdoor exploration are a high priority and much thought is given to time spent in nature. The “yard” is built around loose parts such as sand, pebbles, mud, water, planks, tarps, fabric, seeds, tires and much more.

A daily schedule is available, although loosely followed as the children needs and interests shift. Scheduled times such as meals and naps, are adhered to with an effort to minimize transitions and disruptions in order to enhance children’s concentration to play and exploration.

Children’s experiences serve to expand their understanding of the world that exists within their fingertips, their homes, their families and their caregivers. The relationships that are fostered and built on trust aid the emergence of skills in all areas of development.

Building a culture of diversity through respectful opportunities to explore similarities and differences occurs throughout the day as staff embraces and celebrates each child. Books, photos and art work are made available and posted in order to ensure the visibility and uniqueness of all the children and families. Photo books depicting images of the children engaged in daily events at the centre have been developed and made available for purchase to families. Children participate in community events and community partners such as auto dealerships, credit unions, fire halls, etc. Inclusive practices ensure that all children are supported in a comfortable and meaningful manner and that all children are valued by other children and staff.

Seven Oaks Child Day Care Centre, Inc. Infant Curriculum Statement

The following curriculum statements describe how the board of Directors, management and staff organize learning opportunities for infants and toddlers in a manner that is thoughtful, intentional, nurturing and most of all fun. It is founded in the belief that children are competent, curious and skillful. Staff organizes experiences for all children with varying skills and abilities and ensures both comfort and meaning. Exploration and play-based learning is a major cornerstone of childhood and opportunities for these occur through all aspects of the child's day.

Caregiving routines such as diaper changes, hand washing and other necessary daily routines are considered part of the curriculum and as such are managed with respect. Staff approach children in a calm manner and are made aware that they will be having their diaper is going to be changed, hands washed, nose wiped, etc. Infants are encouraged to engage in these events as independently as possible while ensuring that sanitary procedures are followed. Space is designed so that staff can maintain visible contact with children in the play area and materials such as diapers, wipes, running water is within reach. Children's needs are monitored and staff gauge each child's natural rhythm's with respect to caregiving routines.

Relationships are also viewed as the cornerstone of the time that we spend with infants, children, families and with each other. We develop these relationships with infants by getting to know them and focusing on their needs. When an infant is enrolled in the centre parents are invited to come and visit as often as possible prior to the start date. This creates a comfortable opportunity to get to know each other and share important information about the infant's care giving routines and play experiences as well as family values and practices. Should the visit create stress for the infant, staff will communicate with the family and work together to establish a more comfortable routine. Parents provide photos of themselves and family members which are posted within easy reach so that infants can feel a sense of comfort and belonging. Relationships are also enhanced through numerous care giving interactions throughout the day such as diapering, meal times, dressing routines and hand washing.

Communication and interactions are two-way exchanges during which we watch for cues and responses, verbal or non-verbal from infants, and respond with our own questions and comments. Through our communication we help infants to understand and use language in their interactions. We do this throughout the day during care giving routines, and play and exploration. When we react in sensitive, responsive way to meet the individual needs of infants, they feel worthwhile and valued. We respond and communicate through positive interactions with children, families and each other, resulting in feelings of safety and security for the infants in our care.

A communication folder is used to provide families with important information about their infant's day related to diaper changes, amount of food eaten at lunch and snack times as well as activities and interaction through the day. Staff will often prepare and post beautiful documentation with photos and a description of why and how an activity took place. Portfolios are created when an infant is enrolled in the centre and continues to grow with the child over the years. Parent-teacher meetings are held annually and staff meet with families to share additional information about the child's day through documentation through a variety of mediums such as, video, images and verbal dialogue. In the previous year this meeting was held outdoors giving families the opportunity to spend time in our outdoor play space. Monthly newsletters are also used to let parents know about upcoming events as well exciting news from previous weeks.

All children should feel a **sense of belonging** by being accepted, represented and respected for their individuality. Families are invited and encouraged to visit with their child prior to the actual start date. Staff utilizes this opportunity to become acquainted with the child and their family during this time. Families are able to share values and beliefs and perhaps their fears about leaving their infant for the first time in the care of others. Staff is able to share information about centre routines and curriculum and to assist with a comfortable transition between home and child care. Through a variety of books, play materials such as felt, fur, cork, raw wood, wool, rather than plastic toy items, sign language (as an alternate means of communication) and pictures of children and their families that are posted, staff are able to depict a variety of races, cultures, ages and abilities. When children form positive attitudes towards differences they are more likely to grow up appreciating diversity as a normal part of their lives.

All children are **supported** in order to ensure comfort and meaningful participation in our curriculum. Individual Program Plans are developed together with families, resource specialists and staff for children with additional support needs. When supports are required to work towards children's IPP goals they are provided in a comfortable and meaningful way and when possible in natural play-based learning environments with peers. We recognize the need to provide children with a range of support and utilize the following: play with peers in the classroom, one to one support from an adult, small group activity in a quiet space away from the classroom, and we ensure that all staff are involved in a manner that is comfortable for children and families. We have an Inclusion policy that outlines our support for children with additional support needs and our commitment to ensure full participation for all children in the program.

Exploration and play opportunities allow infants to explore within a safe and enriched environment. Staff understands the need to observe and wonder about the actions and thoughts of the children. By using the Thinking Lens (will your audience know what this is?) as our tool for reflection and planning we are able to identify the interests, abilities and needs of the children. The staff also reflects on their own values as we develop and communicate the Centre's values to

families, each other and the community. The play space includes opportunities for the following: gross and fine motor play, blocks, water, sand, creative art, science, dramatic play, reading, music and movement. Cozy areas are designed to be comfortable and soothing. Play materials are open-ended and consist of loose part wherever possible. Plastic and commercialized materials have been restricted and replaced by more open-ended, natural materials. Rich, sensory opportunities are made available for infants throughout the day and staff ensures that the environment allows for freedom of movement as well as play materials that are within reach and appropriate. Outdoor exploration consists of rich sensory play allowing infants to dig in mud, arrange pebbles, watch ripples form in water, jump in puddles, feel grass between their toes and a myriad of other nature inspired opportunities. Flexibility in engaging children in play occurs when staff are keen researchers and offer invitations and opportunities that are meaningful, fun and appropriate.

CODE OF CONDUCT

At Seven Oaks Child Care 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:

- management and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre

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. Circle of Security practices should be adapted. 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 Lateral Violence such as 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, color, 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
- actions that undermine the credibility of other staff or parents. Staff are expected to follow professional protocol in addressing concerns with children, colleagues or families

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

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, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child'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 child'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 child care services because of a child's or family member's inappropriate behaviour
- 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

If the above measures are not taken, the Board of Directors reserves the right to discontinue care.