

RED RIVER COLLEGE
EARLY CHILDHOOD CENTRE INC.
PARENT HANDBOOK

REVISED: April 2023

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WELCOME TO RRC EARLY CHILDHOOD CENTRE, INC.

You and your child will be spending a lot of time at our RRC Early Childhood Centre, Inc. (“the Centre”) Centre. We would like you to feel comfortable here with us. We have prepared this handbook in order to help you learn about our child care facility. We suggest that you read it carefully so that you are aware of our policies. These policies have been developed with the best interest of your child in mind. We have taken into consideration your child's safety, comfort, and learning potential. These policies enable us to provide high quality care for all the children who attend RRC Early Childhood Centre Inc.

Our Centre is licensed for 53 children from eighteen months to five years of age. The children are in mixed aged, family type groups for the majority of the day. They separate into smaller age approximate groups during our daily group time.

At the end of your child’s registration form there is a form that must be signed and returned before your child can attend RRC Early Childhood Centre, Inc. If yours is a two-parent family, both parents must sign. This will help us to ensure that all the policies in the Parent Handbook have been read and understood. Should you have any questions, please feel free to ask for clarification.

ORGANIZATIONAL CHART

RRC Early Childhood Centre, Inc. is incorporated as a non-profit organization. Our Board of Directors is responsible for formulating the policies that govern the operation of the organization. This Board is composed of parents, staff, faculty, and interested community members. If you are interested in becoming a member of the Board of Directors, please contact the Executive Director. Meetings are usually held monthly in the late afternoon. Your participation is much appreciated.

ORGANIZATIONAL CHART

Board of Directors

Executive Director

Supervisor

Early Childhood Educators/Child Care Assistants

MESSAGE FROM THE BOARD

Thank you for choosing RRC Early Childhood Centre Inc. We are thankful for the opportunity to care for your child while you work or pursue training.

Our role as the Board of Directors is to formulate the policies that guide our organization. As we also oversee the financial performance of our Centre, we would also like to clarify our expectations of parents:

- Mail, such as invoices, fundraisers and other necessary communication is attached to each child's locker.
- Pay your invoice by the due date.
- Participate in the Good Food Campaign. Each month, please donate \$5 per child or a small food item. The staff are using the donations to build the snack menu to reduce our food budget. Any donations of \$20 or more, can receive a charitable donation receipt, if you would like to prepay up to a year in advance.
- Participate in regular fundraisers. We fully appreciate that some parents may feel overwhelmed by regular fundraising requests, but this is an increasingly important source of funds for our Non-Profit Centre. In some cases, we expect parents to contribute a set amount/child and in other cases, we invite you to simply contribute whatever you are able.
- Please support the Executive Director and staff as requested.

Thank you again for choosing RRC Early Childhood Centre Inc.

Please note that you are able to be a member of the Board of Directors. If this is of interest to you, please see the Executive Director. Each year the Board of Directors hosts an Annual General Meeting to advise parents on the operations of the Centre. Your attendance is expected. The current members of the Board of Directors are posted on the bulletin board in the locker area.

RRC EARLY CHILDHOOD CENTRE INC CURRICULUM STATEMENT

R.R.C Early Childhood Centre Inc. is a play-based program where children choose from experiences that support their growth and development. They are encouraged to explore, interact, and experiment with their environment. While in our program and after they leave, we want children to be confident and independent. We teach them to feel good about themselves and be compassionate friends. We help them to have skills to get along with others and have positive social interactions within their world.

We promote the acceptance of all diversities and abilities of the staff and children and families at our centre by providing play materials that represent a variety of race, age, ability, culture, and genders. For example, we provide dolls of various race and ability and dress up clothes of various cultures and genders. We also serve food from various cultures, so children feel they belong but are also exposed to differences. We are inclusive and work in partnerships with families and community services workers to provide quality care that is responsive to each unique child and family.

By interacting and observing children at play, staff members learn children's needs and abilities and what they are interested or curious about. The staff members record their observations, brain storm together and with the children, then choose toys, equipment and activities that give clues and concrete information on the topics of interest. While continuing to observe and ask questions, staff members can see what the children may be learning and skills they are developing. To further the learning and development, staff members may add new items or present planned play experiences related to these topics. They may also introduce new topics or concepts.

Children have up to 3 hours of free, unstructured play time during the morning and afternoon. This gives the children time to explore and interact with the materials and experiences as children learn best through play. Our day is planned so children have time to engage in play experiences of their own choosing. This can be quiet or active, individual or group. Creative materials are offered daily and accessible for the children to use independently. Art supplies, blocks, fabric, play-doh, and Lego bricks provide children with opportunities to create, explore and act upon their ideas encouraging the development of decision-making, problem-solving, and creativity. We encourage children to enjoy the process of their work and not concentrate on a specific finished product.

Fantasy and make-believe toys like dolls, kitchen equipment, and other house wares as well as things like pet supplies, shopping items and many others, give children opportunities to use their imaginations. When engaged in dramatic play, children can experience a wide range of emotions and experiences. They can act out frightening or pleasurable experiences and decide how much of the experience they want to play. Through these types of experiences children learn about themselves, and their understanding of people, things, and feelings in the world around them.

We also provide building toys and manipulative toys that can be used independently or in group play with others. Children can plan, organize, and decide what they will create or invent. They are self-directed in creating their own play experiences. Children have quiet spaces within our environment for privacy and self-reflection. Children can enjoy reading books, listen to music or a story and play with puppets. These types of experiences promote literacy as well as develop an appreciation of music and literature.

We value experiences in nature and outdoor play, so we plan to be outdoors for part of each day. Our adventure playground allows children to experience wide, open spaces, they can explore on their own, or if they chose with another friend within our fenced yard. Children can learn about and develop an appreciation of nature and of the living creatures that make their habitats in our playground and surrounding green spaces of the college. Gross motor experiences are plentiful and fun. Children can work in the gardens, climb the hills, balance on the logs and rocks or just sit quietly reading a book under the tree. Children ride bikes and cars, slide on hills, and run freely, allowing them to use and strengthen their large and small muscles, develop balance and coordination skills, and control their bodies. In inclement weather, staff members take children to the gym to play. Our day is planned to encourage children to become immersed in their play ideas.

We strive for consistency in the everyday flow of the schedule, and when we have to change activities, we give children advanced notice and time to finish their play. We take advantage of transitions and routine times to further children's learning by telling or reading stories, singing songs, and playing quiet games.

We want children to become independent and confident in themselves. We want them to see themselves in a positive way. To encourage this, we let them try to do things on their own. We put out things for them and let them choose where and what they want to play with. We give them time to practice new skills. We encourage and praise them when they try as well as when they are successful. We understand that children are learning and that part of that might mean making mistakes. Staff members support

children learn through verbal direction, hand over hand support and be being available to step in and assist when needed. Staff members are patient and encourage the children to be patient with themselves too. We celebrate success with each child in a way that they are comfortable; sometimes a pat on the back or a hug and others a “hurray”. We also acknowledge and celebrate attempts and risks that each child is comfortable in taking. We speak to them in a positive way even when they are facing a challenge. We show them we care about them and that they are very important people. We are honest and affectionate with them. We encourage them to be compassionate with each other; being helpful, caring and a good friend to each other. Staff members are gentle with their words and actions. They model and encourage these behaviors in children.

Our interactions with each other at the centre are the most important parts of each day. We want children and their families to trust us and feel safe and secure with us. We get to know each person, child, and adult. We know their names and something about each of them. We ask about their life outside of the centre, we greet them warmly. We remember things that are important to them. We talk to them each day and share our thoughts with them. We talk about things they or their children have done together and the things we are working on with the children or at the centre. We tell families what we know about their children. We share information through written and verbal communication. We use a variety of communication tools; daily reports and personalized notes, communication boards, digital media (camera, photo frame, HiMama). We document the activities and projects children, and staff are involved in and post those for parents also. We welcome parents to spend time with us when they can—even if it is just a few minutes. We ask them to share their skills with us too. We always encourage and appreciate parent volunteers.

RRC EARLY CHILDHOOD CENTRE INC. PHILOSOPHY

Each child is a unique individual with rights for love, respect and quality care. At RRC Early Childhood Centre Inc. we strive to provide care and early childhood education in a play based, inclusive environment that meets the needs of all children.

Children should have optimal experiences for physical, social, emotional, and intellectual growth. They should be encouraged to develop creativity, self-confidence, and a positive self-image. They should also have an opportunity to learn, to make choices and decisions, to solve problems and to become independent, capable thinkers.

Since children are active learners, they are entitled to a safe and stimulating environment where they can explore their surroundings. This ability to learn should be fostered so that learning and growth are a fun process.

Children proceed through levels of development at various rates and therefore child care staff, in addition to being warm, loving individuals, must be knowledgeable of child development as well as have practical experiences.

Since parents play the most important role in their child's life, it is critical that parents not only spend quality time with their child at home, but, when possible, in the child care Centre. Parents are always welcome, and we want you to feel comfortable and a part of our program. We want to work in partnership with parents and see families grow together.

We believe that all children in our care should feel they are an important, respected member of our group and we welcome children of all abilities. We value caring, empathy, and understanding and strive to develop these virtues in each and every individual in our program. We feel that each child should be able to participate in a meaningful way to the best of their ability in our program. This means that we will take into consideration and make every reasonable effort to meet the needs of each individual and that we may need to make adaptations or provide additional support for a child to fully participate. In some cases, this may mean an additional staff person will be available, although all staff will actively work with and support all children.

When we are planning our activities and routines, we get to know and observe the children in our care. This helps us to determine their interests and their abilities. We work with parents and other professionals to create developmentally appropriate goals. The goals for all children at RRC Early Childhood Centre are met through large and small group activities that build on and expand on a child's strengths and abilities. On rare occasions, these goals are best met through one on one interaction or outside of the playroom.

We value collaboration and will work at developing trusting relationships with all parents. We will work in partnership with them and others, developing communication strategies that work for each individual situation. We welcome all community resources that are available to us and fit with our beliefs. We are committed to learning more about various disabilities and inclusion and encourage our staff to include this in their annual professional development.

GOALS / EXPECTATIONS

Goals for Children

To have the child be able to:

1. Develop a positive self-image.
2. Grow in independence.
3. Learn to get along with others.
4. Learn to express emotions in an acceptable way.
5. Have fun.
6. Participate in active learning.
7. Develop large and small muscle skills.
8. Demonstrate self-help skills.
9. Use language skills
10. Use listening skills.
11. Develop decision making skills.
12. Develop problem solving skills.
13. Gain an awareness of the 5 senses.
14. Develop creativity.
15. Grow in the ability to cope with the world.

Goals for Parents

To have the parent be able to:

1. Feel comfortable in the child care facility.
 2. Know that they can be with their child during the day.
 3. Provide input into the program.
 4. Understand how they can participate in the Centre's policy making.
5. Ensure their child's smooth transition into the day care Centre (i.e. visits prior to enrollment).
6. Acquire information (e.g. stages of development, nutrition, parenting, etc.).

Expectations for Staff

To have the staff be able to:

1. Create an environment of trust, security, happiness and safety.
2. Create an environment that stimulates language development.
3. Create an environment that encourages motor development.
4. Create an environment that provides for maximum intellectual development.
5. Provide opportunities for the children to develop socially.
6. Create an environment that permits children to be imaginative and creative.
7. Create an environment that is free of sex-role stereotyping.
8. Provide opportunities for decision making and problem solving.
9. Provide information to parents regarding their child.
10. Function effectively as a member of a cohesive team.

BEHAVIOR MANAGEMENT POLICY

RRC Early Childhood Centre, Inc.'s system of guiding children's behavior has been developed to promote socialization and to nurture growth of the child. A child's ability to be guided depends upon the developmental level in language, perception, memory and thinking ability the child has achieved. Therefore, our methods are based upon a sound knowledge of child development, understanding of the individual child and respect for the child.

The physical environment is planned to foster positive behavior, social interaction and safe play. Stations are arranged with clear physical limits to allow for both active and quiet play. The staff plan age-appropriate activities and rotate toys and supplies to encourage new and stimulating experiences for the children.

The limits of the Centre are explained to the children and are enforced consistently through positive reinforcement. Children are encouraged to take responsibility for their own behavior by understanding how the behavior affects others in the Centre. If a child cannot stay within the established limits or needs time to calm down, a staff member will assist the child with this. Staff will discuss the situation and the child's feelings with the child.

If a child is consistently displaying behavioral difficulties that adversely affect the other children or staff in the Centre, the staff will prepare a written report based on observations of the child. These observations will be discussed with the parent(s). A plan of action to deal with the child's problem will be discussed with the parent(s) e.g. referral to the Child Development Clinic, etc.

It is our desire to work in cooperation with parents. Once a plan of action is agreed to, the behavior will be monitored and documented over a specific time frame. If there is no change in the behavior over the time frame, the parents may be given notice that care will be terminated. If we are unable to agree or work together on a course of action, parents may be given notice that care will be terminated. Two weeks' written notice will be given in order for the parent(s) to make alternate care arrangements.

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Physical Punishment is not acceptable!

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, force feeding, or any other 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 which 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.

The use of any of these types of punishments by either staff or parents is not permitted at our Centre.

PROGRAM

Our primary goal is to offer high-quality child care and education in an enriched learning environment. We strive to offer a warm and comforting place where children can be free to explore, interact and experiment while they develop life skills and expand their knowledge.

We also provide support to our families as they pursue their post-secondary education and training or pursue their careers and grow as a family.

Each child is a unique individual with rights for love, respect and quality care. We offer a play-based program where children choose from experiences that support physical, social, emotional and intellectual growth. They are encouraged to develop creativity, self-confidence and a positive self-image. Throughout the day, children are given opportunities to learn to make choices and decisions, to solve problems and to become independent, capable thinkers.

Children are active learners. We provide a safe and stimulating environment where they can explore their surroundings.

Our rooms have been organized into learning Centres. These Centres are dramatic play, art, science, literature, manipulative toys, blocks/trucks, construction, water, sand, play dough, puzzles, etc. We try to have these areas available to the children outdoors and in the gym as well.

As well as free play, "group" times are planned for the children. These are times when the children meet in small groups and participate in a variety of interest related or child inspired activities.

If you have any questions about the curriculum or concepts covered, or ideas that you would like to see incorporated into the program, please speak to the Executive Director.

DAILY SCHEDULE

<u>Time</u>	<u>Activity</u>
7:00 – 10:00	Arrival/free play (optional early breakfast) Play based experiences/guided activities
8:00	Middle Room opens
8:30 – 9:00	Come and go snack
	Clean up/small group circle/toileting/outdoor play/gym/middle room
	Staggered lunches Toileting/diapering Quiet play/relaxation/naptime
	Non-napper activity
	Wake up/free play/toileting/diapering Play-based experience/guided activities
	Come and go snack
	Outdoor play/gym play/free play Late snack optional Diapering Tidy up
	The schedule will be used flexibly and will be based on each child's readiness and interests (not necessarily their age).

GENERAL INFORMATION

1. Hours of Operation

We are open Monday to Friday from 7:00 AM to 5:30 PM. September to June. Our hours of operation during the summer months are 7:30 AM to 5:00 PM. We are closed on all statutory holidays and other days as observed by Red River College, including a shut down from December 24 to January 2 each year. We are also closed one day each year for our staff to participate in professional development. You will be notified in advance of this day.

Although the College may be open earlier or later than our hours of operation, under no circumstances should parents/guardians and/or children be inside the Centre outside of these hours. This also includes times of reduced hours of operation and closures.

Arrival

Please do not leave children alone in the locker room. Parents or alternates are responsible for bringing their child into the playroom and ensuring staff are aware you've arrived. Children must wash their hands upon arrival. Once a child is signed in, it is at this point that the Centre assumes responsibility for your child. We ask that only adults open the doors in the Centre. This is to keep all our children safe.

There may be an occasion when you arrive when a staff member will ask you to wait with your child until another staff member arrives for her/his shift. This will only be done in exceptional circumstances to ensure that we do not exceed the legislated staff-to-child ratio. Although staff schedules are adjusted to meet these ratios, unplanned circumstances arise when more children than we are anticipating arrive early. In situations such as these, your patience, understanding, and cooperation will be greatly appreciated.

We ask you to let us know if your child's day will begin or end at a time different than usual so that children don't miss out on activities or worry if you do not arrive at the usual time.

Departure

Staff members must be aware you are leaving with your child. Once a child is signed out, it is at this point that the Centre returns responsibility for the care of the child back to the parent or alternate. This would include times that you are taking your child out for a short period of time.

Please notify the Centre if an alternate is picking up your child. This will help avoid confusion at the end of the day. Alternates should expect to be asked for identification, as the staff may not be familiar with them.

Please remember that the Centre closes at 5:30 p.m. In the event that you or your alternate are late in picking up your child, late fines will be assessed at the rate of \$5.00 per every five (5) minutes or portion thereof per child. This is calculated from 5:30 p.m. until the time you leave the Centre. Late fines will be added to your next invoice.

Repeated incidents of late arrivals will have the following applied:

1st time late: You will be assessed a late fee. You will also receive a letter reminding you of our closing time and of our late policy.

2nd time late: You will be assessed a late fee. You will also receive a letter reminding you of our closing time, of our late policy, and a reminder that this is your final notice.

3rd time late: You will be assessed a late fee. Service may be terminated.

Child and Family Services will be contacted one hour after the scheduled closing time if no contact has been received from the parent or alternate. The child will then be put in the care of Child and Family Services.

2. Indirect Supervision Policy

All children at RRC Early Childhood Centre Inc. are supervised at all times. This supervision protects the health and safety of each child and is appropriate to each child's developmental age and ability.

Children at RRC Early Childhood Centre Inc. may be indirectly supervised at specific times throughout the day. These occurrences may take place daily. Children may be indirectly supervised when they are using the washrooms or when they go down to the locker area on their own. In both situations, staff members are aware the child is either in the washroom or in the locker area (as they have to open the door for the child to go out) but the staff member does not have direct vision of the child for a short period of time. In both situations, staff will be available to assist a child if needed.

3. Attendance/Withdrawal

Your child's attendance is very important. Children need consistency if they are to feel totally comfortable in the Centre. If a child is absent from the Centre for five consecutive days without explanation, the spot must be relinquished. It will be reassigned to someone on the waiting list. This date would be considered your two-week notice, and you would be responsible for all child care fees.

If you are receiving subsidy from the Early Learning and Child Care Program, your attendance is very important for the following reasons. For each subsidy approval period, the province will set the number of allowable absences. If your child is away more days than are allowed subsidy will no longer pay the cost of care and you will be responsible for paying the full daily fee. Payment must be made directly to the Centre. Your subsidy will continue to cover days your child is in attendance.

Please remember that we require a minimum of four (4) weeks' notice of withdrawal of your child from the Centre. Written notice must be given to the Executive Director. If possible, a longer notice period would be appreciated. Your \$50.00 deposit will be returned to you if sufficient notice is given, **and** all fees are paid in full.

4. Fees

Childcare fees reserve your spot at the Centre and must be paid whether your child is in attendance on their scheduled operational days.

Our current fee is \$10.00 per day for children ages 3 months - 6 years of age. We prefer you pay your fees by **e-transfer**. If paying by cash, exact payment will be required, and Centre management will issue you an immediate receipt. Cheques will not be accepted. All fees are due on the first day of the billing period. Please check the bulletin board for the billing schedule.

Please note that children who are in the care of the Centre for more than 10 hours per day will be charged \$15.00, not the regular daily rate. This is in accordance with the legislation surrounding early childhood programs in Manitoba.

The Centre will issue only one receipt for child care fees. This can be used for tax purposes and will be provided in February of each year.

Please note that statutory holidays are billed as days attended. This is in accordance with guidelines established by the Manitoba Child Care Program.

You may be eligible for a partial subsidy through the Early Learning and Child Care Program. At this time the maximum amount of assistance that you can receive is \$10.80 for preschoolers or \$20.00 for infants per day. The subsidy is based on the income of the parent(s) while in attendance at RRC. Application forms are

available on line at www.gov.mb.ca/childcare. Parents will be asked to provide proof of application with registration (ie submission number)

Once children are enrolled at RRC Early Childhood Centre Inc., the parent will be responsible for the full cost of care for each day until we are given notice that you are withdrawing your child.

Each child will be charged a \$15.00 Incidental Fee, payable on each billing period invoice. This amount is used to purchase needed common supplies to care for children such as: sunscreen, insect repellent and tissues.

Late Fee Payment

Parent fees are due in full at the beginning of each billing period. If payment is not received or the account is not paid in full by the last day of the billing period, a late fee of 4% will be added to the next month's fees and the following procedure will be followed:

- If a parent/ guardian's account continues to be in arrears, an additional fee of 4% of all outstanding payments will be added in each subsequent billing cycle.
- The parent/ guardian will also be required to submit a signed Fee Payment Plan detailing the payment of outstanding as well as current fees. The Fee Payment Plan must be submitted within ONE week (seven consecutive days) of the billing cycle's end.
 - o If a Fee Payment Plan is submitted, it is subject to the approval by the Executive Director. Pending their approval, all agreed to payments must be followed. Failure to follow the agreed to plan could result in the suspension or withdrawal of childcare services. The account may also be forwarded to a collection agency with an additional 40% processing fee of the total balance applied to recover the collection agency costs.
 - o If a completed Fee Payment Plan is not received within the one-week time frame of the missed or overdue amount, childcare services may be suspended or withdrawn. The overdue account will also be forwarded to a collection agency with an additional 40% processing fee of the total balance applied at that time to recover the collection agency costs. Once an account has been forwarded to a collection agency, there will be no further effort made by RRC Early Childhood Center Inc. to directly collect the overdue account

5. Snacks and Lunches

Morning and afternoon snacks are supplied by the child care Centre. Our snack menu is posted on the bulletin board.

All bag lunches or lunch boxes should be marked with your child's name. It is not necessary to bring a beverage for your child as the day care serves milk at lunch time. Please put a small ice pack in your child's lunch bag to keep the food fresh and safe to eat.

The Centre does not serve peanut butter or products containing any type of nuts or traces of nuts. This includes almonds, coconut, walnuts, pecans etc. Please read food labels carefully before sending the item to the Centre. Any items sent from home that may contain nuts or traces of nuts will be sent home.

Please note that our rules around allergens may change depending on the makeup of children under our care at any given point.

If you are buying a lunch from the cafeteria or will bring a lunch in later, please let the staff know. Lunches need to be received at the Centre by 11:00 a.m.

If you will be taking your child out for lunch, please inform the staff in the morning when dropping your child off. If a child does not have a lunch, the Centre will provide one and parents will be charged \$10.00 for the lunch. If we know you are going out for lunch, we will not prepare a lunch for your child. Please be sure staff are aware when you are leaving and returning.

We are pleased to warm up your child's lunch but we cannot cook your child's lunch. By warm up, we mean one minute or less in the microwave.

It is our belief that nutritious foods contribute an important part of a child's growth and development. We ask that you include only **ONE** snack or treat item each day. As such, we ask that you **not** send certain foods such as candy (chocolate bars, hard candy, etc.), potato chips, soft drinks, Kool-Aid, fruit drinks, etc. Other foods that may be nutritious but have high sugar content (eg. fruit roll-ups) or a high choking potential (eg. whole wieners, wiener rounds, whole grapes, popcorn, etc.) may not be the best choice. If you are in doubt about certain foods, please talk to any of the staff. We'll try to help you with ideas for suitable alternatives.

6. Administering Medications

Medication can only be administered by RRC Early Childhood Centre Inc. staff with written permission from the parent or guardian. Prescription or non-prescription medication must be in its original container and clearly labeled with the child's name, the name of medication and the time and amount of each dose. Prescription medication must have the doctor's name clearly visible as well.

At no time will RRC Early Childhood Centre staff administer medication prescribed for another person or exceed the recommended individual or daily maximum dosage.

Child's caregiver or designate is responsible to administer all medications. If your child requires medication at home, it may be a good idea to ask the pharmacist to divide the prescription into two containers. That way you won't forget to take it home at the end of each day. All medications will be put in a locked cupboard or in a locked box in the refrigerator so please be sure to give it to a staff member. At no time should medication be left in a child's lunch box or locker.

Parents will be required to complete a permission form prior to any medications being administered. The form will tell staff members when and how much medication to administer. If children require medication "as needed" or for an extended period of time, parents will periodically be asked to review and complete another permission form. This is to be sure we have the most current information regarding times and doses of the medication. For medications that are required "as needed", parents are asked to remind the staff each day that the medication may be required.

Children with allergies or other medical conditions (such as asthma or seizures) will be enrolled, and start in our program once an individual health plan has been created to meet their specific needs. Children who have more severe allergies that might require administration of an auto-injector (epi-pen) will not be permitted to remain in the Centre if they do not have a current epi-pen with them. RRC Early Childhood Centre has specific policies for enrollment of children potentially requiring an auto-injector. Please speak with the Executive Director for the full policy before enrollment. Parents/guardians can work with the Centre Director and other community resources to ensure an appropriate plan is developed.

7. Children's Illness

Children who are too sick to participate in the program should not attend the Centre for the child's own comfort and the protection of the other children in the Centre. This will prevent illnesses from spreading to other children. The following is a guideline that you can use to help you decide when to keep your child at home. The staff will also use the same guideline in determining when a parent should be contacted and asked to take their child home. Please be sure we have your current contact information on file so we can reach you if we need to.

Colds/Elevated Temperature: If your child has a cold or slightly elevated temperature, but is not displaying any other symptoms (ie. listlessness, fever under 38.5°C) please feel free to bring him/her in. If your child has a fever over 38.5°C, he/she should not be in attendance at the Centre.

If a child develops a fever over 38.5°C while in attendance at the Centre, staff members will administer a dose of Children’s Tylenol or Tempra to help the child feel more comfortable while they wait for their parent to pick them up. Parents will be notified that the child has a fever and be asked to pick up their child.

Diarrhea: If your child has had two incidents of watery stools, he/she should not be in attendance at the Centre. Diarrhea can quickly spread among young children.

Vomiting: If your child is vomiting during the night or in the morning, please keep him/her at home. Parents will be asked to pick up a child who is vomiting at the Centre.

Other common childhood illnesses like ear infections, skin rashes, Pink Eye or Strep Throat require attention from a Doctor. Once your child has been on medication for at least 24 hours, they can return to the Centre.

Another common childhood occurrence is head lice. Children who have head lice or nits (eggs) from head lice cannot be in attendance at the Centre. Children who are found to have nits or head lice must be picked up from the Centre and treated with a recommended treatment. All lice and nits must be removed from the child’s hair before they can return.

Please ensure that staff are made aware of any illnesses your child may have that are contagious or communicable. We are required by law to post information of potential illnesses for all parents.

When children are ill, it is our practice to follow the guidelines regarding communicability, exclusion and return to care as set out in “Well Beings”, a resource for child care facilities published by The Canadian Pediatric Society. Another important resource is “Caring for Kids” – recommended by the WRHA.

8. **Clothing**

Please make sure that all your child's clothing is labeled. It is easy for mittens, etc. to go astray. Having clothing labeled will lessen the chance of your child permanently losing any articles. Also, please make sure that your child has a set of extra clothes in his/her locker. These extra clothes will be used if your child has a bathrooming accident, becomes sick, or is participating enthusiastically at the water table or outside.

We play outside **every day**, summer and winter, unless it is stormy, or the temperature is to an extreme. Please ensure that your child has the appropriate outdoor clothes. In summer, appropriate outdoor clothes would include a sun hat, shorts, etc. In winter, appropriate outdoor clothes would include ski pants, neck warmer, mittens, etc. We do not have sufficient staff to allow one child to remain in the playroom when the other children are outside. If your child is too ill to

participate in the total day's activities, he/she should not be in attendance at the day care Centre.

We suggest running shoes as the safest footwear for play, both indoors and out.

9. Outdoor play

We value and place a high priority on regular outdoor play. Children have an opportunity to grow and develop while they practice many skills. During warmer weather, we apply sunscreen (SPF 30 or higher) to all children unless otherwise notified by parents. We also use insect repellent when children are at risk of insect bites. Staff will post a notice to parents prior to beginning use of these products.

10. Observations

Two rooms at the Centre are equipped with observation booths. Parents are welcome to use the observation booths at any time; however they are locked during daily naptime.

These booths are also used by students of the Early Childhood Education program enrolled at Red River College. They are used for observation purposes only. They provide a means by which students can observe the developmental stages of children between 18 months and 5 years of age. Students are informed about the need to maintain confidentiality regarding the children they observe. They are briefed by their instructors about the need to respect families' confidentiality before beginning any observation assignments.

11. Toys

We discourage children from bringing toys from home. They can become lost or broken. Comfort items are encouraged if children have them and are permitted during naptime.

If your child wishes to bring a book to read at story time, we would welcome these items. Please be sure that these items are labeled and you/your child are prepared to share them with others.

12. Field Trips

There may be times when the staff will be taking the children out of the college facility for field trips. A permission form with all trip information will be posted on The Parent Information Board or handed out. Please sign and date this form if you wish to grant permission for this outing and include fees. If you do not want your

child to participate, please discuss other arrangements with the Executive Director. The Centre utilizes public transportation or a private bus rental for field trips.

13. Emergency Procedures

The Centre has developed a comprehensive Safety Charter which outlines our plan for most types of emergency situations. Centre staff have a clear understanding of their roles in an emergency. If you are in the Centre during an emergency, you are required to follow the lead of the staff, follow their direction, stay calm and remain with the group along with your child. If you would like to review the Safety Charter, please see the Executive Director.

Fire Evacuation Procedures

Fire evacuation procedures are a monthly requirement of the Early Learning and Child Care Program. In addition, monthly fire drills are set and monitored by RRC security. Children immediately leave the Centre by the exit doors when the alarm sounds. The designated staff in each room will carry out the emergency child information records and the daily attendance sheet and log book; she/he will carry out a head count. A roll call is to take place as soon as the children are safely outside or in another building in which there is no alarm. In the absence of the staff assigned this responsibility, there is another staff member designated this responsibility.

In the event of an evacuation of Building A, the children will be relocated in Building D. Parents should join us there. No staff, parents, or children are to return to the Centre until clearance is given by college Security staff.

Arrangements have been made to use **the organization** located at **2070 Notre Dame Avenue** as an alternate rallying point in the case of a total evacuation of the College.

If you are ever in doubt about where to locate your child during an emergency, please contact College Security at 632-2323 or the Powerhouse at 632-2384. Security will be informed about where the children are. These are important numbers that you should have with you at all times.

Fire Drill Procedures

The children and staff practice fire drills and evacuations at least once a month.

Children immediately leave the Centre by the fire exit doors when the alarm sounds. The children meet for a quick head count and then children and staff proceed to the playground. A roll call will then take place. At no time are staff,

parents, students, or children to return to the Centre until clearance is given by College Security Staff.

14. Inappropriate Behavior

Any type of verbal or physical abuse (ie. swearing, rudeness or other inappropriate language) to children, R.R.C. staff or other parents on college premises will not be tolerated. Parents will be warned and in certain circumstances child care services may be terminated, at the discretion of the Executive Director. Please see the Code of Conduct for individuals involved with our Centre (at end of manual).

15. Impairment Policy

RRC Early Childhood Centre, Inc. has a responsibility to protect the welfare and safety of children attending the Centre. If, in the opinion of the Centre staff, parents appear to be under the influence of alcohol and/or drugs (ie. unsteady walk, slurred speech, belligerent behavior-loud, boisterous, abusive to staff and child, smell of liquor/drugs) when dropping off or picking up a child(ren) the following steps will be taken:

- a) The Centre staff will call the "alternate(s)" listed in the child's file or other person(s) suggested by the parent, to come to the day care and pick up the parent and child. This person will sign a form accepting responsibility for both the parent and the child.
- b) If no one is available to pick up the child and parent, then day care staff will contact Child and Family Services or the Winnipeg Police Department who will assume custody of the child(ren).
- c) Services at RRC Early Childhood Centre, Inc. may be impacted.

16. Miscellaneous Information

* Open, two-way communication between parents and the child care Centre is of utmost importance. Please make an effort to get to know the staff and the program as we will make an effort to get to know you as well. We want you to have the information that you desire on a daily basis, so please ask us. At times, the staff available may not have the information you desire but we will make every attempt to find out and get back to you.

* Please read the Parent Information Board each day. On it will be listed information about current curriculum webs, activities, and events of the day or

upcoming events. Also check the bulletin board in the locker area for resources and information that may be helpful to you.

* Correspondence will be sent home periodically.

- In addition, the Centre uses HiMama to communicate important updates with families. Please make sure to take a few moments to read these important updates. .

* The College is a smoke free environment.

* If you are separated or divorced and do not want your child to be picked up by his/her other parent, the day care Centre must have a photocopy of your Court Order or Decree Nisi which outlines the terms relating to access of your child.

* If at any time you have questions, concerns, comments or compliments, please speak to the Executive Director. Together we will try to resolve any problems you or your child may be having.

* In the package of information you have received, there are certain permission slips and release forms that must be signed and returned to the Centre. If there is an area in which you do not want to grant permission please inform the Executive Director.

17. Diapering Routine

We check the children's diapers on a regular basis throughout the day.

Also at this time the children are given an opportunity to use the "potty". If a child's diaper is soiled (even a little bit) the child's diaper is changed, and a fresh one is put on. We realize diapers/pull-ups are expensive, however the child's comfort, and health are our priority.



Here is a list of supplies that your child will need:

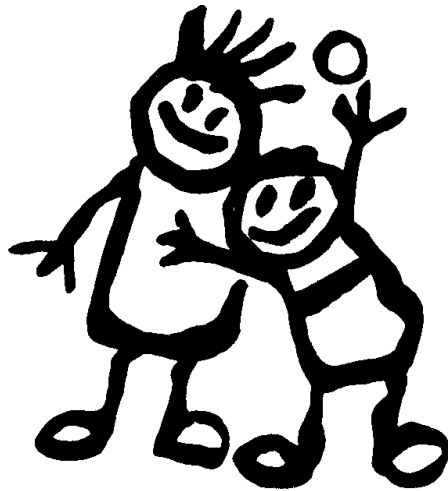
- 1. Lunch.***
- 2. Diapers/pull-ups/wipes (if applicable).***
- 3. Blanket cuddly/comfort toy for nap time.***
- 4. Extra change of clothes (socks, underwear, pants, shirt etc.). Please label all items of clothing.***
- 5. Appropriate outdoor clothes (ex. Sun hat, jacket, boots, etc.).***



18. Appeal Procedures

An appeal of any of the above policies must be made in writing within seven (7) days of a policy being invoked. This appeal should be directed to the Chairperson of the Board of Directors.

The Executive Committee, consisting of the Chairperson, Vice-Chairperson, Treasurer, and Secretary, will review the appeal to determine if it is warranted. If warranted, the Board will meet in order to make a final decision upon the appeal. A decision will be made within seven (7) days of receiving an appeal letter.



CODE OF CONDUCT

RRC Early Childhood Centre Inc. strives to provide a safe, caring learning environment for staff, children, and families. We follow these Guiding Principles:

BE RESPONSIBLE: *We are responsible for our actions and words. We treat others as we want to be treated. When we make a mistake, we make amends rather than excuses.*

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.*

In order to achieve the above, it is imperative that each and every individual who is associated with our Facility abides by this Code of Conduct and conducts him/herself in a respectful manner. This includes licensees, owners, directors, managers, all other employees, children, parents, guardians, caregivers, and family members of children enrolled with our Facility. It also includes members of the Board of Directors and anyone else involved with our Facility. This includes, but is not limited to:

- Therapists, professionals/para-professionals
- Volunteers
- Practicum students
- Contractors/maintenance service providers
- College and MIT personnel
- Licensing coordinators and inspectors
- Courier drivers

We will actively strive to create and maintain an environment that supports the health, safety and well-being of everyone associated with our Facility by employing pro-active strategies and appropriate policies and procedures. This includes:

- Developing positive relationships, including making time to talk and listen
- Establishing clear, consistent, simple limits and stating limits in a positive way
- Providing explanations for limits, rules, procedures, and policies
- Role-modeling and encouraging appropriate behaviour
- Working together in partnership to solve problems
- Having realistic and developmentally appropriate expectations for behaviour
- Ensuring our environment, our program and all materials used in our program meet the needs and interests of children and others associated with our program, and that they encourage appropriate behaviour and reduce the potential for inappropriate behaviour

- Establishing consistent, yet flexible schedules and routines that help children gain trust, security, and self-control

We recognize the varying developmental capabilities of children and 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 appropriate behaviour and consequences for inappropriate behaviour.

The following behaviours are unacceptable and will not be tolerated:

- All forms of bullying (physical, verbal, emotional, social, or cyber-bullying including comments, actions or visual displays that are intentional, hurtful and repetitive. (Note: *Facilities may want to include examples i.e. hitting, pushing, name-calling, mocking, excluding someone, spreading rumours or gossip either in person or by using social networking internet sites, public networking/ file sharing sites or any other type of internet website*)
- Harassment, including behaviour that degrades, demeans, humiliates, or embarrasses someone that a reasonable person would know is unwelcome (ie. *touching, name-calling, offensive jokes, yelling, etc.*)
- 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, place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital or 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
- The inappropriate use of technology, including e-mail, the internet and other technology, in keeping with the Facility's policy on the use of technology.

Individuals found breaching the Code of Conduct or for displaying any form of inappropriate behaviour as outlined in this Code will be subject to disciplinary action. The disciplinary action and resulting consequences will depend on the severity, the nature, the circumstances, and the frequency surrounding the inappropriate behaviour. The Facility recognizes the importance of ensuring any consequences are pre-planned, fair, consistent and, in the case of children, based on the level of a child's development. We also recognize that consequences should be an opportunity to learn, not only one of discipline. In keeping with this, we will ensure, whenever practicable, that any resulting consequences are based on discussion and a cooperative approach and that they provide opportunities for the person to change his/her behaviour.

In the case of Staff, Practicum students, volunteers or other adults associated with our Facility, typical steps will include:

- Reminding individuals of expectations and limits
- Giving a verbal or written warning outlining concerns and the consequences if the inappropriate behaviour continues
- Suspension
- Dismissal
- Prohibiting individuals from being on the premises

In the case of children participating in our program, typical steps will include:

- Reminding children of expectations and limits
- Expecting family members to engage in discussions related to their child's inappropriate behaviour and/or developmental concerns
- Having a meeting to discuss concerns and to develop an action plan for the future
- Developing a written contract (in the case of older children) outlining specific expectations and consequences
- Giving a written warning outlining concerns and the consequences if the inappropriate behaviour continues
- Suspending or withdrawing child care services because of a child's or family member's behaviour
- Accessing outside resources (i.e. Child and Family Services, Mediation Services, therapists etc.)

This code of conduct sets out the expectations for respectful behaviours within our facility and is meant to assist in maintaining a safe, caring learning environment for all who participate in our program.

Inclusion Policy

We believe that all children in our care should feel they are an important, respected member of our group and we welcome children of all abilities. We value caring, empathy, and understanding and strive to develop these virtues in each and every individual in our program. We feel that each child should be able to participate in a meaningful way to the best of their ability in our program. This means that we will take into consideration and make reasonable effort to meet the needs of each individual and that we may need to make adaptations or provide additional support for a child to fully participate. In some cases, this may mean an additional staff person will be available, although all staff will actively work with and support all children.

When we are planning our activities and routines, we get to know and observe the children in our care. This helps us to determine their interests and their abilities. We work with parents and other professionals to create developmentally appropriate goals. The goals for all children at RRC Early Childhood Centre are met through large and small group activities that build on and expand on a child's strengths and abilities. On rare occasions, these goals are best met through one-on-one interaction or outside of the playroom.

We value collaboration and will work at developing trusting relationships with all parents. We will work in partnership with them and others, developing communication strategies that work for each individual situation. We welcome all community resources that are available to us and fit with our beliefs. We are committed to learning more about various disabilities and inclusion and encourage our staff to include this in their annual professional development.

Indirect Supervision Policy

All children at RRC Early Childhood Centre Inc. are supervised at all times. This supervision protects the health and safety of each child and is appropriate to each child's developmental age and ability.

Children at RRC Early Childhood Centre Inc. may be indirectly supervised at specific times throughout the day. These occurrences may take place daily.

Children may be indirectly supervised when they are using the washroom or when they go down to the locker area on their own. In both these situations, staff members are aware the child is either in the washroom or in the locker area (as they have to open the door for the child to go out) but the staff member does not have direct vision of the child for a short period of time. In both situations, staff will be available to assist the child if needed.

RRC Early Childhood Centre Inc. Customer Service Policy

RRC Early Childhood Centre is committed to complying with the Accessibility Standard for Customer Service under The Accessibility for Manitobans Act.

In establishing the following policies, the RRC Early Childhood Centre has taken steps to identify existing barriers to try and remove these, or if the barrier could not be removed, to provide alternate ways to access the goods or service, without any additional fees.

*Our “customers” are the children we serve, as well as their caregivers and, during special events, their community supporters.

Definitions According to the Accessibility for Manitobans Act

Accessibility – related to this legislation, accessibility means giving people of all abilities opportunities to participate fully in everyday life. Accessibility refers to the ability to access and benefit from a system, service, product, or environment.

Accommodation – arrangements made to allow persons with disabilities to participate of benefit equally.

Barriers – related to this legislation – obstacles that limit access and prevent people with disabilities from fully participating in society. Most barriers usually arise because the needs of people with disabilities are not considered from the beginning.

1. Communication

RRC Early Childhood Centre will communicate with our clients in a way that takes into account the nature of any communication barrier.

- If an individual has trouble communicating with staff, staff will ask how they can help; for instance, by finding a quiet space or using pen and paper.
- Printed information will use easy to read fonts and color contrast (black on white)
- Registration forms will be available in alternate formats, for instance, 14 font versus 10 font, in print as well as electronically. Registration forms may be received online, by mail, or in person.
- Signage on Red River College Notre Dame campus will be available to direct those to the child care centre.

2. Assistive Devices

RRC Early Childhood Centre welcomes the use of assistive devices used by the children in our care or their caregivers. Care will be taken to create space for devices, such as walkers, and to not touch or remove these without permission of their owners. Staff will receive related training, including regarding any assistive devices available on site (i.e. how to enlarge print on the computer used by the centre).

3. Support Persons

RRC Early Childhood Centre welcomes support persons, there to assist a child in becoming familiar with the centre. The nature and duration of the support must be discussed in advance with the Director, including to determine the role of staff and goals for independence, if applicable. Staff will receive related training.

4. Service Animals

RRC Early Childhood Centre is committed to meeting the requirements of The Human Rights Code (Manitoba) by allowing service animals, trained to meet the needs of persons with disabilities, to accompany our children and their caregivers wherever the public is allowed. The service animal must be controlled at all times.

The centre will ask registrants to identify both the need for service animals and any allergies to animals at the time of registration to meet potentially conflicting requirements of the children. Staff will receive related training.

5. Maintain Barrier-Free Access

RRC Early Childhood Centre will maintain barrier free access to our services by ensuring that aspects of our facility that can facilitate access are maintained as intended. This included maintaining the entrance free of snow and ice; ensuring the ramp is not blocked in any way; and removing clutter from the hallways.

6. Notice of Temporary Disruption

In the event of a planned or unexpected disruption of services or facilities affecting customers disabled by barriers, RRC Early Childhood Centre will promptly post notices at the entrance and possibly electronically. This includes notice when the elevator is under repair and when the space is affected by the unexpected use of odorous chemicals elsewhere in the building.

7. Feedback Process

RRC Early Childhood Centre will include a Feedback process that welcomes suggestions on how to better serve our clients, including to enhance accessibility.

8. Training

RRC Early Childhood Centre will ensure that all staff are trained about how to provide accessible customer service in a child care centre. Topics will include an overview of The Accessibility for Manitobans Act and related impact of the Human Rights Code (Manitoba), as well as how to interact with persons with disabilities.

9. Public Event Accessibility

RRC Early Childhood Centre will take reasonable steps to ensure easy access for all persons at the Centre's meetings, fundraising, and celebrations held within the college. We invite our customers to inform us of any requests for any relevant disability accommodations or supports.

Additional Requirements

Organizations with more than 20 employees must make their policies public, and available in alternate format on request.

For more information about the Customer Service Standard and free resources to help understand and create accessibility, please see www.AccessibilityMB.ca or, if you cannot find what you need, please call the Disabilities Issues Office at (204) 945-7613.

RRC Early Childhood Centre Inc. Technology Policy Communications, Electronic Devices, and Internet Policies

Children, staff, and all others using our Childcare Centre's computer and electronic devices must:

- Respect and protect the privacy of others
- Respect and protect the integrity of all electronic resources
- Respect and protect the intellectual property (the ideas, creations and copyrights) of others
- Communicate in a respectful manner
- Report threatening and inappropriate material
- Adhere to Red River College's Acceptable use of Information Technology Resource Policy IT1

Inappropriate use includes:

- Intentionally accessing, transmitting, copying, or creating material that:
 - Violates the confidentiality of children, parents, staff, or the centre
 - Violates the Centre's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass)
 - Is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works)
- Using the technological resources for personal use without the Centre's permission.

Supervision and Monitoring

Authorized employees of the Centre have the right to monitor the use of information technology resources and to examine, use, and disclose any data found. They may use this information in disciplinary actions and release it to the police if it is criminal in nature.

Staff members' use of cell phones and other personal electronic devices

- Staff do not use cell phones and other personal electronic devices when they care for and supervise children. Cell phones/electronic devices are allowed on the floor with the intent of electronic documentation through video, photos, messages to peers or parents only.
- Staff make sure that anyone who may need to contact them during working hours knows to call the Centre's phone number.
- If staff take a personal cell phone for safety purposes on outings with children, it is mainly used for emergency contact with the Centre or a child's parents but may be used for programming purposes.
- If staff use a personal cell phone or other device to photograph or videotape children (with permission of the Centre and parents), the data is downloaded onto the Centre's computer and deleted from their phone or device as soon as possible.

- Information about children, parents, staff and the Centre (including photos or videos) is not to be posted on:
 - A staff member’s personal web space
 - Social networking websites (For example, blogs or Facebook, etc.)
 - Public networking or file sharing sites (such as YouTube, etc.)
 - Any other type of internet website
Unless the Board of Directors has approved the posting.
- Staff do not accept children as “friends” or “buddies” when using social networking sites.
- Staff may sign up to receive RRC alerts.
- Staff may use their personal cell phones or devices to contact parents/families when away from the Centre’s landline or if there is a need to speed up mass contact.

HiMama Communication App

- As of 2017, the RRC Early Childhood Centre uses the communication app called “HiMama”. It is a tool for the Centre and its staff to communicate with parents (and others chosen by the parents) in real time about the child’s day. It may be used to document play, activity, routines, or behaviors.
- Staff are welcome to, but not required, to carry their personal cell phones if providing HiMama updates. Further to the above, staff may use their personal cell phones for work related research, to show short videos, to play family friendly music. There is no expectation that staff must use their personal cell phones.
- The Centre will also have available Centre-owned tools to use daily as well (iPads).
- All work related to HiMama will be completed during the workday. There is no expectation for staff to do this after work hours.
- Updates such as photos should only include the face of one child and only provided to that child’s designated app user (parent).
- Upon leaving employment, staff will be required to delete any photos or video of children off of their personal camera roll or HiMama camera roll in the presence of authorized staff (i.e. Supervisor, Director).