

Treasure Keepers Children's Centre Inc.

Parent Handbook



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

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

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

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

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

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

Treasure Keepers Children's Centre Inc. Preschool Curriculum Statement

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

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

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

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

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

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

Treasure Keepers Children's Centre Inc. Infant Curriculum Statement

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

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

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

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

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

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

Caregivers use a variety of methods to keep children's interest and enhance their exposure to language by singing in different languages and using sign language. Visually there are pictures and books accessible or posted throughout the room to reflect other races and cultures and landscapes. Similarities and differences are celebrated through the days, weeks and months by respecting each individual child's differences of special occasions, foods, language and anything that makes them part of the unique diversity within our centre. Staff members come from many different cultural backgrounds, speak different languages and celebrate different holidays and enjoy sharing with the children as well as embracing other traditions.

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

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

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

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

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

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

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

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Mission Statement

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

II Philosophy

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

III Goals and Objectives

- ❑ To provide a warm, safe and happy environment in which children can communicate, learn and experience.
- ❑ To provide a well-balanced, age-appropriate program in emotional, physical, intellectual, and social growth and development.
- ❑ To respect the needs of every child as well as the needs of the total group.
- ❑ To provide parents/guardians with the opportunity to take an active role in the social and psychological development of their children.
- ❑ Children learn through play with an environment rich in exploration and experiences.
- ❑ Children will be given opportunities to develop their social skills and problem solving abilities.
- ❑ The program equipment will include activity centres focusing on the development of Fine Motor, Dramatic Play, Creative, Reading and Language Arts, Sand Play, Water Play, Block Play, Construction Play, Science Skill, Large Muscle Play.

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

Infant Room Schedule

Free Play

Snack

Outdoor Play (weather permitting)/play in alternate rooms

Lunch

Nap Time

Snack

Free Play

Combined age groups

School Age Room Schedule

Combined Age Groups

Free Play-In School Age Room

Snack

Free Play/Outdoor Play

Lunch

Outdoor play

Snack

Free Play

Combined age groups

Preschool Room Schedule

Children Arrive-Breakfast/Free play

Free play

Snack

Circle Time

Free play

Outdoors

Lunch

Nap Time/ Non-Nappers-Free play, Outdoor Activities

Snack

Free play

Combined Age Groups

**Treasure Keeper's Children's Centre
205 Unit L Principale Street- 424-9326
71 Normandeau Bay-424-5687**

V Admission Policies

a) Eligibility

Treasure Keepers Children's Centre Inc. is licensed by Manitoba Early Learning and Child Care for Arborgate Location-15 school-aged children (ages 5-12), 24 preschool children (aged 2-5) and 8 infants (aged 12 weeks-2 years) Principale Street Location-exemption for 7 school age, 32 preschool children, 4 infants.

b) Enrolment

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

Full time and part time families are responsible for fees for regularly scheduled days regardless if it lands on a holiday or inservice day.

c) Registration and Fees

- i) Parents complete the following forms prior to your Child's attendance:
- Application/General Information (Registration form)
 - Permission to pick-up Child/Children (Registration form)
 - Medical Consent (Registration form)
 - Health Record (Registration form)
 - General Consent for photography/videotaping (Registration form)
 - General Consent for Insect Repellent and Sunscreen(Registration form)
 - General Consent for Outings (Registration form)
 - Emergency Contact Information (Registration form)
- ii) Inform the Supervisor/Director immediately upon any change (i.e. telephone number, emergency contact change, etc.)
- iii) Fees charged by the Centre are in accordance with the Act and are to be paid bi-weekly, two weeks in advance of attendance. Subsidy applications are available at the Centre. If subsidy has not been approved by enrolment date, Parents are responsible for the fees. If subsidy is approved later and it is retroactive, the fees paid earlier will be proportionally refunded.

- iv) Parents apply for subsidy prior to enrolment. For families receiving subsidy, please notify the Child Day Care Subsidy Office immediately upon all changes, especially regarding:
- Employment termination
 - Child withdrawal from Centre
 - Increase/decrease in family income
 - Start of new employment
- v) Fees are due every two (2) week cycle. The first fees will be adjusted to coincide with the Centre's billing schedule.
- vi) An annual receipt will be issued for all fee payments, for income tax purposes. Fees are to be paid by Pre-Authorized Debit.
- vii) An administration fee will be charged for NSF cheques at our current bank rate. All NSF fees and outstanding balances must be cleared by the following Friday.
- vii) Payments need to be up-to-date by the following Friday. In the case of overdue fees, please notify the Supervisor/Director of the circumstances. An extension may be *considered* at the discretion of the Director. If your bill is not up-to-date by this time, your child may be withdrawn from the Centre. All delinquent accounts will be referred to a collection agency or Small Claims court.
- ix) A two (2) week written notice *needs to* be given prior to withdrawing a Child from the Centre. If notice is not given, you will be responsible for paying the full fee for those two (2) weeks. All fees must be paid in full before the child's last day. If services need to be reinstated at a later date your child will be put on the waiting list.
- x)** Written notice is to be given if there is any change in a child's regular, weekly schedule.
- xi) Inservice Days/Christmas and Spring Break-Parents will be billed full day fees on their child's regular attendance days.

Extra Fees

- xii) A Summer and Winter program fee will be charged accordingly for part time (\$5.00) and full time (\$10.00) families. These charges will be billed in January and June of every year to offset program costs.
- xiii) Sunscreen fees are billed, part time (\$5.00), Full time (\$10.00) in June to cover the season. The Director or Assistant Director will be notified if there are any concerns about sunscreen use and an alternate plan will be at the discretion of the Executive Director.
- xiv) The centre is closed for all statutory and civic holidays. Fees will be charged for these days. The holidays that we are closed for are:

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

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

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

d) Confidentiality

- i) No information, verbal or written, regarding a Child or their family shall be released to anyone other than required by law or, in the event of medical emergency, medical information to Medical Staff or proper authorities.
- ii) All Children's files are confidential and are stored in a secured area. They are for the use of the day care Supervisor/Director and staff only.
- iii) Parents have access to their Child's file upon request. An appointment shall be set up to review the file with the Director.
- iv) All files are the property of Treasure Keepers Children's Centre Inc. and shall be retained for the period established by law.
- v) Written approval for shared information with a Child's school will be needed in the event parents would like the school and day care to share information about their child.

e) Centre Hours

- i) The day care is open to receive children at 6:30 only. Staff is required to report to work 5-10 minutes before start time but will not receive children until 6:30 am.
- ii) All children need to be picked up by 6:00 p.m. Children that are not picked up by 6:00 p.m. a \$5 fee will be charged for each 5-minute increment until picked up and per child. This fee will apply and be paid

to each staff member present at the time of pick-up by 6:00 pm the following day.

- iii) If your child is not picked up by 6:15 the emergency contact person will be called to pick up your child and late fees will be charged accordingly. If there is no contact with a parent or Emergency Contact Person by 6:15 p.m., Child & Family Services will be notified. All late fees apply until the child is picked up regardless of who it is.
- iv) Any child at day care for more than 10 hours is subject to an additional \$10.00 fee that will be added to the following billing period.

VI Operating Policies

a) Attendance

- i) Please inform the Centre by 8:30 am each day if your Child will be absent due to illness or other unexpected causes.
- ii) Please give two (2) weeks written notice to the Director or Assistant Director if you know your Child will be absent from the Centre for an extended period of time. This includes vacations, lay offs, breaks in seasonal work and school breaks. Regular fees still apply.
- iii) To maintain your child's space parents will be billed regular fees during times listed in ii.
- iv) A Child will be considered withdrawn from the program after *five (5)* consecutive enrolment days absence during which no notice of absence has been provided to the Supervisor/Director. Two attempts will be made to contact the family or alternate contact after which, if no contact is made, the space(s) will be re-allocated.
- v) Parents will specify normal daily attendance hours upon registration and notify the Supervisor/Director of any changes two weeks in advance of the change. If notice is not given you will be responsible for fees incurred for the day or days you did not notify the centre of changes.
- vi) Drop-ins must call the Centre the day before attending to ensure a space is available and if a school-aged child, the school is notified of any changes. Drop-ins will be charged if changes are made on the day of attendance. Subsidized families will be charged full fees unless prior arrangements have been made with their Subsidy Advisor.
- vii) Emergency Drop-ins are classified as calling to arrange care on the same day of care. The Centre cannot guarantee a space and may decline due to short notice.

b) Supervision

- i) Children are supervised at all times while at the Centre. Staff Members will assume responsibility for the child when the Parent has placed the Child in their custody, has had verbal contact with the Staff Member, the Child has been signed in and has notified staff that they are leaving.
- ii) Parents assume responsibility for their Child at all other times, especially when in the presence of their Child.
- iii) Staff-to-Child ratios for the programs at the Centre shall be:
 - 6-years-old to 12-years-old (school-age program) 1:15
 - 3-4 years-old (Nursery school) 1:10
 - Full-time preschool 2-6 years 1:8
 - Infants 12 weeks-2 years-old 1:4
- iv) Only individuals named on the *Permission-To-Pick-Up-Child-Form* may pick up a Child from the Centre. This may include written permission from the Parent for someone else to pick up your Child on a per case basis. NOTE: Notification must be made to the Centre by the Parents/legal guardians to confirm their authorization for someone else to pick up their Child, at all times. Please note that an individual may be asked for identification (i.e. Drivers License) if it is the first time he/she has picked up your Child.
- v) For the safety of your Child, the Manitoba Early Learning and Child Care requires a file copy of all legal documents stating Guardianship of your Child (and any legal restrictions as they apply) should you be separated or divorced. Otherwise Staff Members cannot refuse access to the Child by the other Parent. Please advise the Supervisor immediately should Guardian status change. Please discuss with the Director (or designated alternate) what to do in the event a non-custodial parent arrives at a time not authorized by the arrangements.

c) Transportation/Arrivals/Departures/Outings

- i) Transportation to and from the Day Care Centre is the responsibility of the Parent. This can be either by the Parent or a properly Designated Alternative; however your Child legally needs to be accompanied by an individual over 12 years of age.
- ii) School-aged children will be walked to and from the school by a staff member at our Arborgate location. School-aged children will be supervised boarding and exiting the bus at our Principale Street location by a staff member.
- iii) For the safety of your child He/she needs to be escorted in and out of the Centre. Children will not be permitted to leave the Centre unescorted at any time.

- iv) Arrivals – Parents are responsible for their child’s positive transition into the program by ensuring the following:
- Removing the Child’s outdoor clothing and putting them in his/her designated storage area;
 - Placing all food and lunch containers in the designated storage area;
 - Ensuring the Child has proper footwear on;
 - Checking that there are adequate clothes and supplies for the day.

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

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

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

- vi) Refer to supervision section for outline on who may pick-up a Child from the Centre. Alternate persons will be needed to show picture identification by Staff to verify their identity. Your Child will not be released to someone who, in the opinion of the Staff, is under the influence of drugs or alcohol, or who appears potentially threatening to the Child’s safety. In such a case the Emergency Contact Person you’ve designated will be notified.

- vii) Outings – Children, escorted by Staff Members, will be properly clothed and supervised. Staff Members will:
- Leave a note on the door as to where and when the group will be returning or notify another staff member as to where they are.
 - Carry the required general information card for each Child participating on an outing;
 - Carry a First-Aid-Kit, as required by the Act.
 - Carry a cell phone or walkie talkie in case there is a need for contact.
 - Each staff member is assigned and accountable for specific children.
 - Counts of children are conducted frequently-
 - before departing
 - upon arrival
 - several times during the day/outing
 - before returning
 - before exiting transportation

d) Clothing and Supplies

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

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

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

e) Program Activity

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

VII Health Policies

a) Nutrition

- i) Parents will need to supply all meals (breakfast and lunch) for their child. Snacks will be provided.

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

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

b) Medication

- i) Written permission from the Parent/Guardian on a *Permission To Give Medication* Form must be obtained in order to administer prescribed medicine. A non-prescription product such as diaper cream will need written permission from the Parent/Guardian on a *Non-Prescription Topical Product* form. These forms are available from the Supervisor.
- ii) Only medicine or topical products supplied in the original container will be administered. Prescription medication must be labelled by the pharmacist, with the Child's name, expiry date, frequency and method of administration.

- iii) All medication is stored in a designated, secure place. To ensure safe handling of your child's medication please give the labelled container directly to a Staff Member upon arrival.
- iv) Medication is given by a delegated staff member to ensure proper handling and time frames are adhered to. A written record will be kept and initialled by the individual administering the medication and your child's teacher.
- v) Emergency medications such as Epi-pens and Asthma Inhalers will be kept with the Child at all times, or with a Staff Member.

Please do not leave any medication in your child's lunch box, bag or locker. Medication should be given directly to a staff member, who will put it in a designated, secure place.

c) Lice Policy

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

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

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

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

d) Diapers/Potty Training

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

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

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

e) Illness

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

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

- Skin Rash – rash must be diagnosed to ensure it is non-contagious and proper treatment started.
- Diarrhea – Parents will be called to pick up their child after the second incident in one day. The Staff may request that a swab be taken by the Child's Physician if diarrhea persists.
- Giardia – (mucous diarrhea which is caused by a parasite) the Child may attend the Centre if he/she has been on medication for 24 hours.
- Vomiting –Parents will be called to pick up their child after the second incident in one day.
- Elevated Temperature – if a Child's temperature is 38.5C/101.03F or higher and persists more than 24 hours the Parent will need to consult a Physician for a diagnosis.
- Colds – the Child may attend the Centre but if his/her temperature becomes elevated the Parent will be contacted to pick up their Child.
 - Ear Infection – the Child may attend the Centre after 24 hours on medication or earlier if not showing any signs of discomfort. If the Child is unusually unhappy or has a fever the Parent will be contacted.
 - Pink Eye- must be diagnosed to ensure it is non-contagious and proper treatment started.

f) Policy for TV, videos and electronic devices

- i) Children will not be permitted to use any electronic devices from home in the form of MP3 players, Ipods or hand held gaming devices.
- ii) Staff will not allow children to view any television or videos unless for special occasions and staff has obtained written permission from parents.

g) Unified Referral and Intake System (URIS)

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

h) Accidents & Injuries

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

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

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

VIII Emergency Numbers/Procedures**a) Emergency Phone Numbers**

These Emergency phone numbers shall be posted at the Centre:

Fire Department.....911
 Police Department.....911
 Ambulance.....911
 Poison Control.....911
 Bethesda Hospital.....326-6411

Ste. Anne Hospital.....422-8837

b) In The Event of an Emergency

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

c) Emergency Evacuation Drills

- i) Emergency Evacuation Drills will be conducted on a monthly basis as required by the Act. Written records are kept documenting the date and time of each drill and the number of Staff and Children evacuated. A summary of success including recommendations for improvement may be recorded as well. Records shall be maintained for one year from the date of each evacuation.
- ii) At any other time that the fire alarm system is activated Treasure Keepers Children's Centre Inc. will be evacuated. The Director, Assistant Director, Supervisor or designated alternate will phone 911 and give the necessary particulars.
- iii) Emergency Evacuations Drills will follow the emergency evacuation procedures.
- iv) Parents please participate in evacuations and shelter-in-place if a drill or procedure occurs while you are at the centre.

d) Emergency Evacuation Procedure

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

- i) The Children will be led out of the Centre through the nearest outside exit, by the Staff on duty. The Staff will lead the Children in an orderly fashion and ensures all Children are accounted for. Staff will lead the Children to the designated safe place, until such time as the Centre is deemed to be safe. Staff responsible for children with special needs will assist the Children.

- ii) It is the responsibility of the Director, Assistant Director or designated alternate to double check the whole Centre to ensure that all children have been taken out. The staff in charge of each group will be responsible for taking the Children's' Information cards and First-Aid Kit.
- iii) It is the responsibility of the Director, Assistant Director or designated alternate to inform Emergency Personnel of the fire or evacuation situation and to stay on site until the situation has been deemed safe or under control.
- iii) The Director will notify Staff if and when it is safe to return. In the event that the Children cannot return to the Centre, the Parents of the children will be notified to pick up their Child.

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

e) Storm/Inclement Weather/Closure Policy

- i) In the event of an emergency and/or severe weather, listen to the Steinbach Radio at Mix 96.7 or check the Steinbach Website at www.steinbachonline.com and Seine River School Division website at www.srsd.mb.ca or the centre website at treasurekeepers.ca for notification of a closure. The Centre is automatically closed if Arborgate School is closed as a result of inclement weather. Regular fees for a closure will be reimbursed on the following billing period.
- ii) T.K.C.C. policy will be revised to reflect any future modifications regarding the Seine River School Division Transportation Policy Closure Guidelines

IX Special Policies

a) Behaviour Management Policy

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

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

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

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

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

This is the procedure Staff uses to help a Child solve a problem.

The adult reminds the Child of his/her choices.

If a Child's actions are inappropriate, the Staff Member will:

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

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

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

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

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

ii) If the ABCD method does not work or is not suitable staff will redirect the Child's play in a positive and helpful way. Staff will explain to the Child what he/she can do, and what he/she cannot do.

iii) If challenging behaviors are continual staff will record the child's behaviors in a behavioral chart. This chart will be reflected on by staff

to decide on a best plan of action to support the children in the program. With permission from the parents this chart may be shared with other agencies to aid in supporting the child and his/her family.

- iv) If the behaviours persist parents will be asked to collaborate with staff to work towards understanding the root of the behaviours and create a plan that the centre and parents can work on together for the success of their child.

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

b) Child Abuse Policy

Consistent with the definition in The Child and Family Services Act,
The term 'abuse' used in this policy is understood to mean:

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

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

Policy

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

Implementation:

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

Steps for dealing with suspected child abuse:

I. If a staff member is suspected of abuse

Step 1:

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

Step 2:

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

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

Step 4:

a) A special meeting of the Board of Directors shall be called to inform them of the child abuse allegation within 7 days of the incident. The accused staff member and his/her legal counsel may be requested to attend the special meeting to present their opinions and evidence.

b) The accuser and witnesses may be requested to attend a special meeting at the discretion of the Board. All parties presenting to the Board of Directors has the right to a legal counsel.

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

Step 5:

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

II. If a Staff Member Suspects Child Abuse

The staff member will immediately:

Step 1:

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

Step 2:

Upon confirmation, contact Child and Family Services.

Step 3:

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

Step 4:

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

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

c) Inclusion Policy Statement

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

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

We respect and value input and desires of parents and encourage them to be part of the decision making process for their child. We work with parents and intervention professionals to share valuable knowledge and expertise. Our staff is committed to receiving professional development in areas of child development and continuously learns more about various disabilities to help with inclusion of all children.

Access

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

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

Participation

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

Support

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

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

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

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

d) Parent's Responsibilities

- i) Parents are encouraged to get actively involved in the activities and administration of the Centre.
- ii) Parents are asked to attend Annual General Meetings of the Corporations once per year in January. Please speak up about concerns or ideas and participate on committees or volunteer to be elected to be on the Board of Directors.
- ii) Read notices to ensure you are aware of what is happening at the Centre.
- iv) Parents are encouraged to help with fundraising. This helps keep daily fees low, supplies and play equipment in good repair and resources for staff current.
- v) Parents are encouraged to get involved in their Child's Programs whenever possible i.e.:
 - Participation on field trips;
 - Supply Daycare with creative materials;
 - Attend educational lectures/films with the Staff;
 - Volunteer to be a guest speaker;
 - Read and write about your Child in their daily log book.
- vi) Parents may not smoke or bring hot beverages into the Centre during regular hours, as both are not permitted.
- vi) Anytime you wish to discuss your Child at length, it is best to arrange an appointment with the Staff and Supervisor. This will allow for privacy and full attention.
- vii) Please label all articles of clothing. The day care will not be responsible for clothing that is not labelled.
- viii) Nap Time-please bring a labelled blanket as well as a pillow if needed.
- ix) Toys- no toys from home unless requested by a staff member for a sharing circle or other purposes.
- x) Please inform the centre of any changes in your contact numbers, pick up persons ect. The centre will update child info yearly to ensure this is current. Please make sure any documents regarding changes are handed in a timely manner.

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

- i) Staff and parents are encouraged to communicate on a daily basis about their children.

- ii) Parents will be included in decision making and goal setting for their child through ongoing communication with the centre. Parents are encouraged to make time for private meetings with the Director or primary caregiver to share important information about their child.
- iii) Consulting services will be made available, upon request, for parents and families.
- iv) Written consent, by the parent, is needed before there is collaboration between staff or provider and other professionals.

All parents are encouraged to participate in the program. This can be in the form of volunteering time on our board, in the centre doing duties such as housekeeping or maintenance and sharing with the centre such as cultural and career contributions and special hobbies.

CODE OF CONDUCT

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

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

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

Guiding Principles for Appropriate Behaviour

Be Respectful

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

Be Safe

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

Be Cooperative

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

Be Supportive of Learning

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

Developmental Capabilities of Children

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

Appropriate Use of Technology

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

Unacceptable Behaviours

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

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

Proactive Strategies

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

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

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

- Developing positive relationships, including making time to talk and listen
- Establishing clear, consistent, simple limits
- Stating limits in a positive way and periodically reminding people
- Providing explanations for limits
- Working together to solve problems
- Modelling and encouraging appropriate behaviour

Consequences for Inappropriate Behaviour

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

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

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

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

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

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

