

Infant/Toddler Program

**Revised
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PHILOSOPHY, GOALS & OBJECTIVES

At Discovery Children's Centre Inc., we believe it is our task to help prepare our children for life. Therefore, we provide an environment designed to facilitate learning experiences that will better help our children deal with themselves and the future.

The future, as we all know, is very unpredictable, however, three things are guaranteed: it will involve change, uncertainty and challenge. In recognition of this, we have set a priority of helping children gain the qualities that will help them survive and thrive in the future. These qualities include Courage, which enables a child to try, fail, and try again; Self-Esteem, which aids children in succeeding at challenges, learning from failures, and taking advantage of future opportunities; Responsibility, which involves making choices and accepting the consequences of those choices; and Cooperation, which helps unlock the magic of team work and the interdependent skills that are so necessary in our society.

Let it be understood that we have no desire to hinder a child's desire or ability to learn in the cognitive (intellectual) area. It is our belief however, that information will be of little interest or help to a child whose emotional, physical or social needs are not being met.

Every facet of the Centre encourages development of the whole person (in order of importance)

1. Physical Needs

Including security, rest, nutrition and adequate movement for health, muscle coordination and ability.

2. Emotional Needs

Fostering the feeling of being loved and teaching respect for both adults and children. We will also help the children to understand their emotions and learn appropriate ways of dealing with them.

3. Social Needs

Developing acceptance by the peer group. First hand experiences with adults and children will facilitate this. The child will be assisted in problem-solving techniques involving interpersonal differences.

4. Intellectual Needs

We will help children enjoy their learning experience. The child will be encouraged to learn to his/her potential.

5. Spiritual Needs

"Grace" will be said prior to snack, lunch and dinner times. Those children wishing to participate will be encouraged to do so.

Discovery is also committed to the inclusion of all children (regardless of their disabilities or needs) into our program. Where additional staffing is required to help include these children into the program, it will always be utilized according to the goals of inclusion, namely:

- Provide as little assistance as is needed to maximize independence and develop self-confidence.
- One-on-one time with a child will not be provided except under very rare conditions.
- Small group learning while in the classroom will be the most frequently used model of teaching those skills that are not easily learned through other methods.
- Every attempt will be made to normalize the child's stay at Discovery. This will include the sharing of any extra tasks, as required, by all staff in the Unit.

(A more detailed copy of our philosophy as it relates to the Infant/Toddler room is outlined in the program overview booklet.)

STAFF

Almost every aspect of our program hinges on the staff and their relationship with you as parents, and your children. If we are not effective with you as parents, our time with your children will not be very effective. Staff is selected based on level of qualification (two-thirds of all staff are educated at the E.C.E. II or III level), experience and ability to teach and love children. In addition, we ask that all our staff enroll in the Active Parenting Course, which is taught at Discovery Children's Centre. This furthers their skills in the management of children's behaviour/misbehaviour in the context of imparting the qualities of courage, self-esteem, responsibility and cooperation in children.

In the Infant/Toddler program, children will be assigned one Early Childhood Educator as their primary caregiver. A primary caregiver acts as the main contact person for parents, ensuring all information is communicated on a daily basis and completes the daily journal. This individual is responsible for and involved in the majority of daily routines with your child (i.e. diapering, feeding, naps, etc.). By incorporating a primary caregiver practice, your child has the opportunity to become very comfortable with one main person, gaining trust and a sense of security. This confidence building allows them to eventually venture out into the environment and explore it for themselves.

Each child will also become familiar with a secondary caregiver who will attend to your child when the primary caregiver is not present. This will alleviate, as much as possible, any distress that may occur with the absence of the primary caregiver.

Infant/Toddler staff will work together as a team to ensure that all children's needs are met as quickly as possible.

Staff at Discovery Children's Centre (including substitutes) have all submitted to a "Criminal Records" check and have been checked against the Child Abuse Registry. This, along with the fact that all staff is trained in First-Aid and C.P.R., helps ensure a healthy and safe environment for your child. We will also make every effort not to have substitutes alone with a group of children, until they are very familiar with our Centre, the children, and the parents.

Discovery Children's Centre has a goal of attracting and keeping the best Early Childhood Educators in Winnipeg. We know this is the only sure way to maintain the high quality that parents expect and children deserve. Any effort that you as parents and families can put towards the support and appreciation of our high quality staff is much appreciated.

PARENTS

Discovery Children's Centre is a non-profit, community-owned Centre and you as a parent are an integral part of the team. Although staff has been hired, to do much of the work of caring for and educating your children, many opportunities are available for you to participate in making the Centre a great place. Involvement can take the form of being an active member on our board, assisting with special projects such as fundraising, or simply responding to requests from your child's unit for such things as recyclable items, out grown clothing etc.

Furthermore, because we strongly believe that this is your Centre, we invite you to drop in and visit or volunteer at any time. Parent input is always appreciated and any suggestions that you may have to enhance the Centre are welcomed.

All persons who have applied for membership and are parents/guardians of a child (or children) attending Discovery Children's Centre will be recognized as active members and as such are entitled to vote at business meetings on matters presented by the Board.

We also encourage regular communication between staff and parents. To this end we suggest parents take a moment when picking up their child to enquire about their day, but knowing that this is not always convenient or possible we have established a number of communication venues.

The Parent Communication board (located outside of your child's home room) is used to help with Centre-Parent communication. Do read it on a daily basis, as staff will provide an overview of the activities and skills that your child participated in. They will also note important upcoming dates.

A regular newsletter is also distributed to parents. Newsletters will be used to inform parents of policy changes, upcoming Centre Closure Days and many other events and items of interest. Please check your personal mailbox daily for newsletters, invoices and receipts. Parent mailboxes are located at the main entrance.

At a more individual level, an Infant/Toddler Communication Book will be maintained for each child. This book will enable staff and parents to keep each other abreast of all facets of the child's day and any concerns or needs either may have (i.e. need for diapers, change in food, presence of fever etc.).

*Staff will also present you with a short summary of your child's developmental strengths and areas that we are working on. These reports will happen twice during a year and will be followed by an opportunity for you to meet with your child's teacher for further discussion. If desired, individual parent-teacher conferences can be initiated at any time during your child's stay at Discovery. *Infant/Toddler does not provide

developmental assessments however they do participate in information evenings in conjunction with the other programs.

We would appreciate it if you could take responsibility, along with your child, for their personal locker space. Check it daily for soiled clothing or artwork that needs to go home. Periodically, you should also do a locker cleaning with your child, in order to keep the locker tidy and presentable.

Other information that parents may find of value as members of our Centre includes:

1. Parent Education & Quality Child Care

Scientists involved in brain research are finding that the kind of care, surroundings, nourishment and stimulation a young child receives has a dramatic and specific affect on how the brain develops intellectually, socially and emotionally. More and more, we are discovering that the quality of care children received from their caregiver has life long effects. Research tells us that well paid, educated, and dedicated early childhood educators are a key component in quality day care programs. We also believe that the child's primary caregivers (parents) provide a higher quality of care for children when they receive support and training in their roles as parents. As a support for families, Discovery Children's Centre sponsors several parenting courses each year. We strongly encourage all parents to participate in at least one course each year. Please contact your child's teacher or the Discovery Centre Director to find out the details of the next course available.

2. Fundraising

Discovery Parent Board typically does two (2) fundraisers per year (one in the Fall and one in the Spring). We ask all our parents to help raise funds. These funds are used to help enhance the quality of our program for all areas of our Centre with funds going towards new indoor equipment, toys, playground equipment as well as field trips. All parents are asked to participate in this effort but if for some reason you cannot do so then we request that you make a \$25.00 donation per campaign (to a maximum of \$50.00 / year per family to the Centre. Please specify when you make this type of donation so it can be receipted to you as a donation used for Income Tax purposes.

3. Complaints / Concerns

Parents should feel free to direct complaints and/or concerns to the staff, Unit Leaders or Director at the Centre. A solution to the problem will be worked out. Discovery Children's Centre Inc. is always looking for ways to improve.

4. Financial Accountability

The finances of the Centre are controlled by the Board of Directors on behalf of the rest of the members (parents) of Discovery Children's Centre Inc.

The Budget for the Centre is developed from March to June of each calendar year, at our regularly scheduled Board meetings. All parents are invited to attend these and any other Board meetings. The Budget is then submitted to the Province for approval. A copy of our latest “approved” Budget is available to all members (parents) upon request.

Audited Financial Statements for the past year will be distributed to all members attending our Annual General Meeting, and are available on request to anyone requesting them.

5. Key Fob/wallet card

We are a secure building with our doors being locked at all times. All parents attending Discovery will need to purchase a key fob/wallet card which will be refundable when returned. (You can purchase as many as you want) Your device will be active from 7:00 a.m. to 6:00 p.m. Should you need to deactivate a device for any reason (loss or change in relationship with someone who has a device) just let us know and we will deactivate it right away. For those who do not have a fob (someone on your pick up list who only comes periodically) there will be a “codeword” they need to use. Please ask your child’s teacher or office staff what the “codeword” is as it will change every 6 months (Sept & Feb)

6. Tailgating

Caution will be required by all staff and parents to not allow “tailgating”. When entering the building with your device, do not hold the door open for any other persons except those in your party. We need each person to be entering the building with our knowledge or approval. A safe person today may be a person with a restraining order tomorrow.

INFANTS/TODDLERS & THE LEARNING PROCESS

Infants and toddlers experience life more holistically than any other age group, thus the development of social, emotional, intellectual and physical skills cannot be separated.

The most important component in an infant/toddler program is the caregiver. A caring, nurturing, respectful, responsive caregiver who can read and respond to an infant's cues will aid in the development of attachment. When infants and toddlers feel loved and accepted they can give energy to learning.

Curriculum for infants and toddlers may be defined as everything they experience during the day. This occurs naturally through care giving routines (i.e. diapering, feeding, dressing, and napping) and free play. Care giving routines provide opportunities for the development of attachments, language, self-help skills and social skills. It also provides a variety of sensory experiences. Play is vital to growth and learning. Through play, infants and toddlers explore, are self-directed, make discoveries, solve problems, make choices, and find out what interests them. By interacting with their peers, infants and toddlers learn about their world, their power in it, their effect on others, and how to solve conflicts.

1. **Adult Roles In Infant/Toddler Play**

- Encourage interactions and step back.
- Practice selective interaction
- Provide time, space and materials
- Remain available without interrupting
- Provide safety
- Support problem solving by giving the next step rather than solving the problem
- Observe

2. **Separation Anxiety**

The adjustment period is different for each child. Separation anxiety is a common reaction for many children. Staff will do all they can to assist your child in becoming comfortable in their new setting

Parents can help by arriving in time to allow the child to become involved in an activity. When you must leave it is important to let your child know and reassure them that you will return. Prolonging good-byes or sneaking away will only lengthen the adjustment period.

Brain research guidelines were identified that specifically relate to adult/child interactions:

- Be warm, loving and responsive.

- Respond to your child's cues and clues.
- Talk, read and sing to your children.
- Establish routines and rituals.
- Use discipline as an opportunity to teach.
- Recognize that each child is unique.
- Choose quality care and stay involved.
- Take care of yourself as a parent or caregiver.

These form part of the knowledge base used by the Centre in developing best practices and in selecting, training, and keeping highly trained staff.

PROGRAM HIGHLIGHTS

1. **Infant Program**

- 12 weeks to 24 months are accepted
- Children attend five (5) days per week
- HOURS: 7:00 a.m. – 5:30 p.m.

Discovery Children's Centre has a unique range of other services that include:

5. **Preschool**

- Two to five year olds (2 – 5) including children in Kindergarten.
- Children attend five (5) days per week (Monday through Friday)
- HOURS: 6:30 a.m. to 6:00 p.m.

3. **Nursery School**

- Three and four year olds (3 & 4) are accepted
- Children attend 2 or 3 partial days per week (Tuesday/Thursday or Monday/Wednesday/Friday) 9:00a.m. - 11:30 a.m.
- Programs run from mid-September to mid-June each year.

4. **Flex Program**

- Two to twelve year olds (2 - 12) whose parents work part-time or in shifts, including evenings or Saturdays
- HOURS: 6:30 a.m. to 12:30 a.m. (midnight), Monday to Saturday.

5. **School-Age Day Program**

- Six to twelve year olds (6 – 12) in Grade 1 to Grade 6
- Children attend five (5) days per week on both school and non-school days
- HOURS: School Days 6:30 a.m. to 8:40 a.m., 11:40 a.m. to 12:40 p.m. and 3:40 p.m. to 6:00 p.m.
- HOURS: Non-school Days 6:30 a.m. to 6:00 p.m.

6. **Christian Preschool**

- Two to five year olds (2-5) including children in half day Kindergarten
- Children attend five (5) days per week (Monday through Friday)
- Hours: 6:30 a.m. to 6:00 p.m.

BEHAVIOUR MANAGEMENT POLICY

With regards to our infant program, we are committed to providing a safe and nurturing environment, in which young children are allowed the freedom to grow, develop, play, and socialize. Behaviour management techniques including diversion, demonstration, communication, repetition and positive reinforcement will best achieve this and are in keeping with the child's developmental level of learning, understanding, communicating and memory.

1. **Biting – A Common Issue**

No one likes to think that their child may be bitten in daycare, or that their child might be a biter. However, biting is a common toddler reaction and may be due to the child's experimenting, teething, frustration, feeling threatened or experiencing the need for control.

The aim of caregivers is prevention but in the event of a bite parents of all involved children will be informed. The child who was bitten will be given 'T.L.C.' and the bite will be cleansed with soap and water and a cold compress will be applied. Caregivers will calmly acknowledge the feelings of the biter while letting them know that biting hurts and is not allowed. Depending on the situation the biter may be encouraged to assist their friend by helping to apply the cold compress and/or may be given acceptable items to bite (i.e. teething rings).

In the case of a persistent biter, parents will be encouraged to co-operate with caregivers to find reasons for and solutions to the child's biting behaviour.

POLICIES

Discovery Children's Centre Inc. has several policies, which must be accepted and adhered to by parents. A parent-elected "Board" has established all these policies. If there are problems regarding them, please see the Director or the Chairperson of the Board of Directors.

The following Policy Book is meant to highlight the policies relevant to the *Infant/Toddler Day Program*. Policies for other programs may differ. The Board of Directors also reserves the right to change policies at any time. These changes will be made public in our newsletter or bulletins prior to coming into effect.

1. **Children Accepted**

Children attending five (5) days per week will be given priority for any available space.

As of 2011, Discovery Children's Centre will no longer accept Kindergarten children in our program if they require child care services from us during the morning (9-11:30) time slot.

2. **Hours and Days of Operation**

Our regular hours are 7:00 a.m. to 5:30 p.m., with flexibility during the half hour before and after these times. *Use of the Centre between 6:30 - 7:00 a.m. and also between 5:30 - 6:00 p.m. is by special arrangement with the Unit Leader or Director only.*

Our Day staff will be responsible for a child only until 6:00 p.m. After that point, if we have not received a call and are unable to reach the parent, we will move your child into our Flex Program. If the child is still in attendance by 9:00 p.m., and we have been unable to reach any of the approved "pick up people" we will call Child and Family Services to report a child in need of care.

The Centre is unable to provide a full staff compliment for the entire 11 1/2 hour day that the Program is open. It is essential that parents use the Centre only for working or school hours plus the travel time needed to get to and from work or school. For example, parents dropping their children off early in the day should be picking their children up early in the afternoon and those staying late are expected to arrive later in the morning.

Children of non-working parents may attend the Day Program between the hours of 9:00 a.m. to 4:00 p.m. ONLY, unless other arrangements are made with the Unit Leader. This will also apply to parents who have a day off or are on holidays. These hours will allow the children to participate in all aspects of the day program, while enabling us to maintain staff/child ratios in the earlier and

later parts of the day when fewer staff are on duty. If not at work, parents are required to leave alternate numbers where they can be reached, or maintain accurate records of alternate numbers on file.

The Centre is open Mondays to Fridays every working day of the year with the exception of civic holidays, statutory holidays and other declared holidays (see attached "Centre Closure Days" schedule).

3. Fees

a) Care giving Fees

- (0 - 10 hrs) \$30.00/ day
- (10 – 10.25 hrs) \$40.00 / day (30.00+ 10.00)
- (10.25 - 18 hrs) \$45.00 / day (30.00+ 15.00)
-

The registering and/or custodial parent (the one who has primary care and control of the child) will be considered as the person who is entering into the childcare service agreement. (i.e. the ONLY person authorized to add or remove persons from the pick-up list, and is the ONLY person responsible for the payment of fees, etc.) It is the custodial parent's responsibility to let the Centre know if changes occur in living arrangements or custody documents.

b) Deposit Fee at Registration

- A \$50.00 deposit fee is required to reserve a space and confirm an enrollment date. The payment will be credited to your account when your child starts. This fee is not refundable if you change your mind and your child does not start at the predetermined start date (as decided upon by the Director of the centre).
- A \$25.00 deposit fee per child is required from families with proof of subsidy approval.

c) Late Pick-Up Fees

- 10.00 / Child for every 15 minutes (or any part thereof) will go into effect at 5:30 p.m.

d) Late Payment Fees

- While Enrolled at the Centre
Payments received **after the "Due Date"** will be considered as late payment and your account will have the following charges added. Please see end of this Policy Book for a listing of "Due Dates".
 - (i) Week 1 - no extra charges
 - (ii) Week 2 - no extra charges
 - (iii) **Week 3** - (Monday 8:30 am) \$5.00 Late Payment Charge

- (iv) **Week 4** - (Monday 8:30 am) \$5.00 Late Payment Charge A letter will be given to the parent requesting a written payment plan at this time.
- (v) **Week 5** - (Monday 8:30 am) \$10.00 Late Payment Charges will be added weekly after this date until account balance = 0.

- After Withdrawal from the Centre

If a parent has an outstanding balance when their child (children) is withdrawn from the Centre, the following steps will be taken:

- (i) A 2% Interest Charge will be added monthly to the balance. Arrangements with the Director in writing can be made to waive the interest charge with minimum acceptable monthly payments. There will be a 4-week time limit to make these arrangements.
- (ii) After this time, a registered letter will be sent to the parent, informing them of our next steps. These steps will include a 40% administrative charge added to your account, sending your account to our Collection Agency, and a final date (approximately 2 weeks) by which full payment will prevent these last steps from coming into effect.
- (iii) If no response is received in 2 weeks, then the account will be sent to a Collection Agency. After this time, the parent(s) are requested to make payments/arrangements with the Collection Agency.

Failure to live up to the agreed upon plan (i.e. NSF, missed or short payments) is considered grounds for immediate withdrawal of service

- e) Subsidized Fees

The Centre is under the Government Assistance Program to which parents can apply. Subsidy is given to parents according to income and need. Application forms for Subsidy are available from our office and need to be submitted to the Child Day Care Office, 102 -114 Garry St., on or before the start date at Discovery or should you have access to the Internet, visit www.gov.mb.ca/childcare to apply online.

Subsidy families will be expected to make arrangements with the Subsidy Office if they are planning to use more than 10 hours of care per day. Also, it is the parent's responsibility to notify Child Day Care Office of any changes to their subsidy information i.e. Address, Marital Status, Income, Reason for Service, Termination of Employment and/or Education status) during the subsidy approval period.

For New Applications – it is the parents’ responsibility to have confirmation, either by phone or in writing, of subsidy approval. If this is not possible, one of two options will be instituted.

- Parents will give the Office Staff an accurate estimate of the Net Family income so that an estimated billing amount can be established. An additional amount of \$100.00 will also be invoiced on top of this estimated amount until confirmation of subsidy is received.
- Parents not wishing to divulge their Family Income to the Office will be invoiced and pay the full amount of care until confirmation of subsidy is received. Subsidized parents are also reminded that their invoices will reflect a \$100.00 increase if their subsidy expires and the Centre did not received confirmation of renewal. It is the parents’ responsibility to ensure that this confirmation of approval is received in our office The Centre will not be calling to request this information from the subsidy office.

f) Fee Procedures And Cycles

Day Program Fees are invoiced every four (4) weeks in advance. The billing periods do not follow a monthly schedule (see attached Billing Schedule). The date of the current pay period is posted just outside the office door. The amount is due on the first day of each billing period.

g) Fee Payments And Receipts

The Centre prefers payment by cheque which can be placed in the “Parent Payment Box” located outside the office. All cash payments must be made in the office between 8:30 – 5:00 Monday to Friday or in the Flex room after hours. Receipts will be issued and placed in assigned mailboxes. Please keep the official tax receipt which is issued once a year. The cost for a second copy of the tax receipt is \$5.00 per copy.

a) Holidays And Illnesses

Fees will be charged based on 20 days per billing period. Children being absent due to illness, vacation, or Centre closure days will not affect fees charged. Fees will commence upon enrollment and cease only when appropriate notice is given and the child is withdrawn from the program.

4. Registration

All forms are to be filled out before a child begins at Discovery Children's Centre. A Policy Book and program summary booklet is given to all parents and is required reading. A Deposit Fee is required to confirm a date of entrance into a program at Discovery Children's Centre. Parents will be responsible to keep all information accurate and current. Any changes must be reported immediately to the office in writing so that vital information can be updated in your child's file and reported to your child's room.

All other pertinent documentation (copies of separation agreement, court orders, custodial and noncustodial pick up arrangements) will need to be provided to Discovery upon registration.

5. Withdrawal

There is a mandatory two-week (2) notice for withdrawal. This is to be given to the Director in writing. If parent fails to give written notice they will be billed for 2 weeks past the day the Centre became aware the child was not returning. Subsidized families will be billed for full rate of care less the amount subsidy will pay when this happens.

6. What To Bring To The Centre?

To assist your infant/toddler in having comfortable days while at Discovery Children's Center, please, ensure they have the following items (labeled with their name) present at day care:

- Three (3) changes of clothing
- Soft-soled slippers or shoes
- Suitable outdoor clothing
- A bag of diapers, box of wipes, diaper cream or any other necessary diapering accessories (powder will not be applied due to the hazard of children inhaling/ingesting the dust)
- A blanket to cover your child at nap time (you will be asked to take it home to launder on a weekly basis)
- A soother or comfort toy if required by your child
- Formula/breast milk in prepared bottles. All infant foods are supplied by the parents/guardians (cereal, formula, jarred baby food etc.) Bottles of formula must be pre-mixed and ready to use. Glass bottles are not permitted due to safety issues. Cartons, containers of milk, bottles and leftover baby food may be stored in the infant room refrigerator. There will be a basket with your child's name on it in the fridge for storage of food. Please label each container or item with your child's name.
- Food and beverages for the days meals and snacks
- Tylenol/Tempra in an original container with the child's name clearly marked on it.

We welcome parents who are able to be involved in their child's feedings. For mothers who are able to continue breastfeeding during their work/school day, we will do all we can to co-operate with your nursing schedule.

Please check regularly to ensure your child has adequate food and milk supplies.

7. **Drop-Off and Pick-Up Procedures**

It is the responsibility of parents to accompany their child (children) directly into the Centre. (This includes all School Age children.) Children will not be buzzed in if there is not an adult present. Children are not to have the key fobs on their person at any time.

Discovery staff is only responsible for a child after the following two (2) procedures have occurred:

- A drop-off person has signed in the Child.
- Drop-off person has clearly communicated the arrival of the child to an on-duty staff of their child's Unit.

The child remains in the care and control of the Centre until the following two (2) procedures have occurred:

- Pick-up person has signed out Child.
- Pick-up person has clearly communicated their arrival to an on duty-staff in their child's Unit.

Parents are also responsible for picking up children directly from the Centre. If a child is to be picked up by someone other than a parent (even if that person is on the pick-up list), staff should be informed in advance. If the person picking up a child is not on the pick-up list, written authorization must be received in advance

h) **Things to Remember:**

- An infant/toddler is the responsibility of the parent(s) from the time they are brought into the Centre until the time they are signed in on the attendance sheet and a staff is advised that the child has arrived. A child should not be allowed to go to the cubby area, down the hall, or outside when the parent is not accompanying the child. The Centre is concerned about loss, injury and public reputation (i.e. child outside without adult present). The Centre needs parents to be consistent with Centre limits when a child is in parental company inside the building or outside on the playground.
- Identification (by staff) may be required at any time. Any person picking up a child or children **need to carry I.D. (preferably**

picture). This also includes parents as we sometimes have substitute staff that may request I.D.

- If a registering parent requests the Centre to release their child (via the telephone) to some unlisted person, it will be done, providing the identity can be confirmed by returning that parent's call to a phone number listed in the Centre's files (work or home).
- A child will not be released to any person who, in the opinion of the staff on duty, is drunk or poses some potential threat to the safety of the child.
- If the registering parent has any objections to visits to their child from another person, a written request should be filed with the Director. The staff of Discovery Children's Center Inc. will acknowledge and enforce this request.
- When dropping off or picking up children from the Centre please feel free to use street parking on Hampton or the loading area in the back lane (particularly useful for infant/toddler parents). A Loading zone is available on Silver Ave. between Hampton Street and the back lane, however, the only available entries to the Centre are the middle (of the building) doors facing Hampton Street and the back lane. For safety reasons, we urge all parents to make a concentrated effort to train their children to always enter and exit vehicles from the curbside of a vehicle. We also ask that all parents be extremely cautious and anticipate that young children may dart out from between parked vehicles. Never leave your purse or an unattended child in your car when picking up as the Centre has experienced incidences of stolen vehicles during child pick-up times.

8. Health & Medication

Discovery Centre follows the "Well Beings" guide (published by the Pediatric Society) on issues regarding Physical Health, Safety and Emotional Well-Being of Children in Child Care Centres and Family Day Care Homes.

Children cannot attend day care if they are too ill to participate in the program (including outdoor activities). Parents are requested to notify the Centre if a child will be absent (as well as giving the reason for absence). A child is considered ill and not able to participate in our program if he/she exhibits any of the following symptoms:

- Vomiting,
- Diarrhea,
- Any undiagnosed rash or sore, or
- Severe upper respiratory infection (i.e. cough plus nasal discharge yellow or green in colour.

At the discretion of the Program Supervisors, parents will be called to take a child home if any of the following occurs:

- Vomiting or diarrhea occurs twice in a two-hour period,
- Abnormal temperature and exposure to communicable disease, or
- Excessive listlessness, drowsiness, sleepiness, or lack of interest in surroundings.

If a child becomes ill at Discovery Children's Centre Inc., the parent will be notified and must be prepared to take the child home. If the parent cannot be reached, the alternate care person will be contacted.

A child on medication may return to day care if they are able to participate in the program activities (including outside play). Parents must sign a medication form, which must include the doctor's name, phone number and specific directions as to the time and amounts to be administered.

The Centre will not administer drugs if they are out-of-date or in a container other than the original. Parents are also requested to have the pharmacist make up each prescription in two (2) bottles - one to be left at the Centre and one for home.

a) Fever in Infants:

All parents of infants/toddlers will sign a *Tylenol/Tempra Authorization* form before their child begins in the Infant/Toddler Program at Discovery Children's Centre (see attached form in registration package). If you can not be contacted this form gives staff permission to administer an age-appropriate dose in the event that your child's temperature rises above 38.5 C. It is the parents' responsibility to provide Tylenol or Tempra for their child, at the daycare. This medication must be handed to a staff so that they may safely store it until it is required for use.

Given that it is difficult to assess the condition of infants who are less than 6 months of age, a physician should evaluate a fever, in an infant, as soon as possible ('Well Beings': Canadian Paediatric Society, Second Edition. 1996). You will be expected to make any necessary arrangements to pick up your child (if less than six months) in an expedient manner.

b) Insect Repellent

Please discuss with staff Discovery Children's Centre policy on the use of insect repellents containing DEET which is in keeping with the Day Care Office's guidelines.

c) Inoculations:

If a parent wishes to have information regarding their child receiving inoculations, the Public Health Nurse is available to parents to make arrangements

SUMMARY OF REGULATIONS

For The Control of Some Common Communicable Diseases

DISEASE	ISOLATION OF CASE	GUIDE FOR READMISSION TO SCHOOL
Chicken Pox	If severe then 5 days or blisters have crusted. If mild then no exclusion required.	Child can participate in regular activities and has no fever
Diphtheria	A suspect must be isolated until case is confirmed or disproved. Case isolated until cultures fail to show presence of Diphtheria Bacilli in tow cultures taken no less than 24 hours apart after cessation of antibiotic.	Clearance from Attending Physician or Health Officer after isolation period is completed
Infectious Mononucleosis	Isolation not required.	Clearance from attending Physician or Health Officer
Red Measles (Rubella-Mandatory Immunization)	Isolation for at least 4 days after appearance of rash	4 days after the rash appears or until asymptomatic (whichever is longer).
German Measles (Rubella)	Isolation for 2 – 3 days until rash and symptoms have disappeared.	7 days after onset of rash and symptoms have subsided
Scarlet Fever	Isolation until patient has been under appropriate antibiotic treatment for 2 days	Clearance from Attending Physician/Public Health Nurse when asymptomatic
Whooping Cough (Pertussis)	Isolation for 3 weeks after onset of disease or 1 week after commencing appropriate antibiotic therapy.	Exclude until 5 days after start of antibiotics or 2 weeks if no treatment given. Contacts may need antibiotics or vaccine
Scabies	Until treated appropriately	Exclude until treated. Treatment of contacts may be necessary to control outbreaks
Pediculosis (Head Lice)	Until adequately treated and all nits removed. (See Head Lice Handout for complete details)	After appropriate treatment and removal of all nits
Ringworm	Until under treatment.	Exclude from gyms, swimming pools and activities involving bodily contact until healed.
Impetigo	Exclude from school until under treatment.	On appropriate antibiotic for 1 day (24 hours).
Conjunctivitis	Exclude from school until under treatment (24 hrs) if purulent, until discharge cleared.	On appropriate antibiotic for 24 hrs or if purulent – until discharge has cleared
Mumps	Isolation until swelling has disappeared	Exclude 9 days unless mild case and swelling subsided. Child must be able to participate in program

9. Accidents

It is the policy of the Centre to report, to the parent/ guardian, any head injury other than a minor bump. This is to be done by the Director or Program Supervisor as soon as possible. In case of emergency (i.e. accident), a child will generally be taken to Children's Hospital unless other circumstances prevent this (i.e. field trips - location). If the Centre calls an ambulance, the Centre will cover up to \$300.00 of the parents' portion of costs. Parents' insurance must initiate maximum coverage under their policy, while Discovery Children's Centre will cover any shortage of coverage to a limit of \$300.00.

Other accidents that would result in your child coming home with a mark on them should be explained to the parent through a written Accident Report.

10. Naps

Brain research indicates that rest and nutrition influence brain function. Children need restful sleep at night and they need daily naps. Research shows that the brain uses sleep time to do its housekeeping and to reorganize it.

Each pre-school child has his or her own cot and blanket. The Centre will provide and launder a blanket once a week for your child's nap or bedtime cot.

Many of the older children are not required to sleep. They have a quiet time on their beds and can get up and play after their rest.

Bed Bugs

Due to a sharp increase in bed bug infestations in the Winnipeg area, we have decided that we will no longer be allowing parents (except for those in the Infant/Toddler program) to bring blankets, pillows, or stuffed sleepy time critters, to the centre. We will consider exceptions for children in the Infant/Toddler room if sleepy time critters are deemed necessary. These stuffed toys will stay at the centre and are not transferred between the home and Centre.

All children must come to daycare in clothes they did not sleep in.

If your child is suspected of having bed bug bites the parent/guardian will be contacted immediately to make them aware.

Parents of the child will be asked;

- to bring a set of clean clothes (just come out of the wash/dryer) in a Ziploc bag.
- to change their child into this clean set of clothes when the child arrives at the Centre.
- to place the clothes on the child into the Ziploc bag and place the bag into their child's locker.
- to continue this procedure until the evidence of bed bugs has ended

The centre will not be washing clothing or any other articles belonging to the child

unless live bugs are found.

The child's personal sleep schedule will be respected and followed at the Centre.

Bottles will not be given to the infants in the playpen or on the cots. If a child requires a bottle before nap, their caregiver will hold them while they drink their bottle.

Nap Room-Indirect Guidance Policy

When your infant child naps in the Infant/Toddler nap room –Children who nap in playpens only; a staff will stay in the room until children fall asleep. When all children in the nap room area are asleep, there will not be a staff present in the nap room. With the use of a baby monitor indirect supervision will be used. There will always be a staff present in the Infant/Toddler room while children are sleeping and children will be checked on when they are heard through the use of a monitor or every five (5) minutes.

Staff Internal Procedures (Bed Bug Policy)

1.11. Bed Bugs

- We will no longer have pajama days and we will ask that all children come to daycare in clothes they did not sleep in.
- Ask parents to refrain from bringing blankets, pillows, stuffed animals. Excluding IT room (they can bring stuffed animals that will have to stay here).
- **To prevent bed bugs from entering the centre all staff will be educated to identify bed bugs and signs of infestation, both in the child care facility and on children's items.**

When there is evidence of bed bugs (bites on the child)

- The parents/guardians will be contacted to let them know we suspect the child has bed bug bites. Educational material and centre procedures will be shared with the parent. (The parent is **NOT** required to pick up their child)
- The centre will need to be searched for any other signs of bedbugs

When there is evidence of bed bugs (bed bugs found)

- If a bug is found on a child. Discreetly move the child to a private area so you can examine the child's clothing and other belonging
- Put any bugs you find in a sealed container for identification
- Contact a Pest Control company or Public Health Inspector for help identifying the bugs (You need to make sure that the bugs found are actually bed bugs)
- Examine all children's belongings (if you do not know who the bugs come from) to try to determine who might have brought the bed bugs into the centre

If bed bugs are confirmed in the centre

- Report your findings to the Public Health Inspector to determine if treatment is required
- Contact a **licensed, professional exterminator** for treatment.
- Inform parents and staff that bed bugs have been confirmed
- Notify your Child Care Coordinator and public health inspector to advise them that the infestation has been confirmed and treatment is being carried out
- Provide educational materials to all families www.manitoba.ca/bedbugs, www.wrha.mb.ca/healthinfo/a-z/files/BedBugs.pdf, www.bedbugsinfo.ca www.winnipeg.ca/cms/bugline/insect_information/bedbugs.stm
- After treatment has been carried out, you must continue to monitor the facility for signs of bedbugs

10. Field Trips

A walk around the neighborhood becomes a field trip to an infant or toddler, as each experience is new to them.

In the event that toddlers nearing two years of age are included in a preschool field trip, staff of Discovery Children's Centre Inc. will give two day's notice. This should give parents sufficient time to consider whether or not they wish their child to participate.

Mode of transportation and details of the excursion will be listed on the notice. There is a possibility that parents may be asked to pay an extra (minimal) fee for field trips or excursions.

11. Birthdays & Other Celebrations!

As children under two often suffer from stranger anxiety, we would ask that parents do not arrange for clowns, magicians etc. for the infant/toddler room.

A special snack such as cupcakes or cookies could be permitted after discussion with staff. Parents of the other children would be advised as to the type of snack being made available and given an opportunity to decide if they wish their child to participate.

12. Anaphylaxis Policy

Discovery Children's Centre has established an Anaphylaxis Policy that describes the roles and responsibilities of all persons attending the centre. Our goal of ensuring the safety of children with a known risk of anaphylaxis, in a community setting, depends on the cooperation of the entire community. To minimize risk of exposure, and to ensure rapid response to an emergency, parent/guardians, children and program personnel/providers must all understand and fulfill their responsibilities. The interrelatedness of these roles is vital, for failure of any group to respond appropriately will negatively impact upon all others.

In general all persons must:

- Be aware of what an allergen is and what allergies are identified within the Centre
- Be aware of the appropriate steps to avoiding an anaphylactic reaction through such things as proper hand washing, safe food handling, label reading, education and training of concerned parties etc.
- Be aware of the steps to deal with an anaphylactic occurrence including availability and use of an EpiPen or auto-injector, emergency contacts and procedures etc.

The Centre will make every effort to provide a safe environment to children at risk to anaphylaxis through proper training and education of staff and children (developmentally appropriate) in order to provide an inclusive and accepting atmosphere.

14. Safety Charter/Code of Conduct

Discovery Children's Centre has a Safety Charter and a Code of Conduct. The Safety Charter is a safety plan dealing with the way we keep children safe and healthy. The Code of Conduct describes what Discovery expects of parents, children and staff.

A copy of both of these documents is available in the office.

Enhanced Safety Plan

Discovery has developed an **Enhanced Safety plan** for a variety of emergencies. The Enhanced Safety Plan is available upon request. The Safety Plan is a document dealing with the way we keep children and staff at Discovery safe and healthy.

If parents (or person(s) who are presently caring for the child) are in the centre while an emergency evacuation or shelter-in-place drill or procedure occur, parents will be expected to follow directions and participate. During these procedures parents will be expected to tell a staff when they are leaving the building with or without their child.

a) Emergency Evacuation Procedure

In the event of an emergency at the Centre the staff will evacuate all children to Stevenson-Britannia School located at 1777 Silver Avenue. Ph. # 832-1359. Parents will be contacted with a request to have their children picked up within an hour. A notice will be posted should we need to relocate to an alternate location.

b) Storm Procedure

During the winter months, should the weather conditions prove severe and dangerous, the Director, in consultation with the Chairperson of the Board, will make a decision to close the Centre in the best interest of the safe transportation of both staff and children. However, the rule of thumb is, should the St. James Assiniboia School Division close their schools, Discovery Children's Centre Inc. will also be closed.

c) Family Loss Procedure

In case of a death in the family parents should notify the Director or the main staff in the child's room. Let us know the name and relationship of the deceased in reference to the child. This will enable us to provide a supportive and comforting environment for the child or children affected.

Code of Conduct

Discovery has developed a Code of Conduct. (Pamphlets are available from the office). The Code of Conduct includes information regarding technology use and Discovery's Touch Policy.

We strive to provide a safe, caring, learning environment for children, staff and families. We believe in equality and respect diversity including gender diversity.

All Board, management, staff, parents and any group associated with our centre are expected to behave in a respectful manner and comply with this Code of Conduct.

CODE OF CONDUCT

Discovery Children's Centre Inc.
(name of facility)

367 Hampton Street, Winnipeg MB, R3J 1P7
(location address of facility)

Date Developed: Feb 26, 2010

Last Revised: May 23, 2012

Last Reviewed: January 2013

Reviewed and Approved by:

Child Care Coordinator Board of Directors

Copies provided to:

- All Directors and Community Program Leaders (those using our space)
- Child Care Coordinator
- Posted in staff communication area room in Centre for easy reference by staff and authorities

CODE OF CONDUCT

At Discovery Children's Centre Inc., we strive to provide a safe, caring, learning environment for children, staff and families. While every employee/volunteer is valued and unique, we come together as an organization in the best interests of children and their families. The safety, rights, and well-being of children we served are at the core of our daily operations. We nurture supportive relationships with children while balancing and encouraging appropriate boundaries. We believe in equality and respect diversity including gender diversity.

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

- Board, Management and staff members
- Children
- Parents/guardians of children enrolled
- Parents/guardians/children/staff of any group operating programs within our space.
- This includes, but is not limited to:
 - Therapists, professionals / para-professionals
 - Volunteers
 - Practicum students
 - Contractors/maintenance service providers

- Community Programs personnel and parents
- Licensing coordinators and inspectors
- Courier drivers
- Horizon's Children's Centre parents and staff.

Guiding Principles for Appropriate Behaviour

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. We are also committed to establishing, respecting, and maintaining age appropriate boundaries with all children. It is our responsibility to report any and all allegations or suspicions of sexual misconduct, and to take all such allegations seriously.

Be Respectful

We are respectful of ourselves, other people, and pets. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and materials. We take care to treat all children with respect and dignity.

Be Safe

We work to responsibly balance risk with the developmental benefits and the well being of children. We work to prevent situations that have a high risk of serious harm. We work and play in a manner that encourages challenge, risk-taking, exploration and participation. Our philosophy might be described as creating an environment that is "as safe as necessary not as safe as possible".

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.

In order to achieve the above, it is imperative that each and every individual who is associated with our Centre abides by this Code of Conduct and conducts him/herself in a respectful manner. This includes, Board of Directors, managers, all other employees, children, parents, guardians, caregivers, and family members of children enrolled in our Centre.

We will actively strive to create and maintain an environment that supports the health, safety and well-being of everyone associated with our Centre 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

Developmental Capabilities of Children

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.

Unacceptable Behaviours

Employee/volunteer misconduct will not be tolerated, especially as it relates to the well-being of the children in our organization's care. Misconduct refers to inappropriate behavior in our organization and includes, but is not limited to, any/all of the following:

- All forms of bullying (physical, verbal, emotional, social or cyber-bullying including comments, actions or visual displays that are intentional, hurtful and repetitive. This includes 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, or that a reasonable person would know is unwelcome. This includes 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 Centre's policy on the use of technology.
- Communication with a child (will refer to a child (enrolled or not) with whom the staff is acquainted with through their employment at Discovery Centre.) that goes beyond the employee/volunteer's employment responsibilities with the child and/or does not occur within the context of their duties and responsibilities (such as those listed below). If such communication is desired, prior written authorization by two members of the administrative staff (ED & DPO or designate) and the parent will be required.
 - Writing personal letters or text messages to a child
 - Engage in Facebook, Twitter, etc. communication with children, parent, or fellow staff of Discovery Centre
 - Making personal phone calls to a child
 - Giving or sending personalized gifts to a child
 - Having personal Internet exchanges with a child (email, instant messaging, chatting, social networking, etc.)
- Offering unauthorized rides to an individual child.
- Spending time with a child outside of designated work times except if parent initiated, and without prior written authorization by two member of the administrative staff (ED & DPO or designate) and the parent.
- Favouring a child.

- Telling sexual jokes to a child.
- Showing a child sexually explicit or sexist material, signs, cartoons, calendars, literature, photographs, or displaying such material in plain view.
- Engaging in any activities that endanger a child or make a child feel uncomfortable.
- Engaging in any activity that goes against (or appears to go against) our organization's mandate, policies, or code of conduct, regardless of whether or not they are serving our organization at that moment.
- Making any sort of remark, comment, or joke to/regarding a child that is in any way suggestive, explicit, or sexual.
- Engaging in any sort of physical contact with a child that may make the child feel uncomfortable, or that violates reasonable boundaries.
- Conducting their own investigation into allegations or suspicions of sexual misconduct - it is an employee/volunteer's duty to report, not to investigate.
- Placing a child in danger from anyone, either within or outside of our organization.
- Offering any child "special" treatment that falls outside of our organization's mandate, or that may (or may appear to) place a child at risk of exploitation.

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.
- Following established procedures when reporting any allegations of misconduct or potential policy violations.

Employees/volunteers of Discovery should consider whether:

- The activities they are engaging in with a child are known to, or approved by, supervisors and/or parents. Child interactions should not be kept secret; rather, they should be transparent.
- Activities would raise concerns in the mind of a reasonable observer as to their appropriateness.
- Our organization may be detrimentally affected by an employee/volunteer's activities.
- The activity may be reasonably regarded as posing a risk to the personal integrity or security of a child.
- The activity may contribute to a child's discomfort.
- The activity may appear inappropriate to our organization, the child's family, or the public.
- The final outcome of any behavior may embarrass, shame, or humiliate the child involved, and work to avoid that outcome

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.
- Setting 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

Individuals found breaching the Code of Conduct or for displaying any form of inappropriate behaviour as outlined in this Code will be subject to an investigation, and disciplinary action, if necessary. The disciplinary action and resulting consequences will depend on the severity, the nature, the circumstances, and the frequency surrounding the inappropriate behaviour. The Centre 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 primarily 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 Centre, 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
- Accessing outside resources (i.e. Child and Family Services, Mediation Services, therapists etc.)
- 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

Appropriate Use of Technology

This policy is meant to ensure that people's privacy and the confidentiality of information about the Centre, children, parents/guardians/caregivers and staff is upheld. Everyone involved with the Centre must adhere to this policy. Failure to do so can result in consequences and disciplinary action.

Staff may use the internet when appropriate to access information needed to conduct Centre business and are responsible for using the Internet in a manner that is ethical and lawful. E-mail is to be used for business purposes only unless permission is granted by the Executive Director. Staff, children and all others using the Centre's computers and electronic devices must respect and protect the privacy of others and must respect and protect the integrity of all electronic resources. All intellectual property (ideas, creations and copyrights) of others must be respected and protected. All communication must be in a respectful manner and the use, or discovery of the use of any threatening or inappropriate material, must be reported.

Inappropriate use includes, but is not limited to:

- Intentionally accessing, transmitting, copying or creating material that violates the confidentiality of children, parents/guardians/caregivers, staff, or the Centre itself
- Intentionally accessing, transmitting copying or creating material that violates the Centre's Code of Conduct which includes messages that are pornographic, threatening, rude, harassing, bullying, or discriminating
- Intentionally accessing, transmitting, copying or creating material that is illegal, such as obscenity, stolen material or illegal copies of copyrighted works
- Using the Centre's technological resources for personal use without permission, or for personal gain.

In order to maintain their full attention to their surroundings and supervisory duties, staff may not use cell phones, iPods, or other personal electronic devices when they are caring for and supervising children. Anyone who may need to contact a staff person during the staff person's regularly scheduled working hours must contact the Centre's direct line.

If, for safety purposes, it is necessary for staff to take a personal cell phone during the course of outings with children, it must be used only for emergency contact with the Centre or the children's parents/guardian/caregivers.

When taking pictures of children it is required that two adults be present at all times.

When using a personal digital camera, staff must use a memory card belonging to the centre, return the memory card to management staff and delete data from the camera's internal memory before taking the camera home from the centre. When using a personal film camera, staff must give the roll(s) of film to management staff before taking the camera home from the centre. When using another type of personal device such as a cell phone, the data must be downloaded to the Centre's computer and deleted from the personal device. These transfers of data to the Centre's computers need to be made within two working days from which they were taken. Personal devices shall not be taken home until the data has been downloaded and deleted from the personal device. Staff may at no time share, copy or disclose the photos or videos to others. All exception to this will require written authorization by two members of the administrative staff (ED & DPO or designate) and with parental permission.

Information about staff, children, parents/guardians/caregivers and the Centre (including photos or videos) must not be posted on a staff person's personal web space, any social networking site (e.g. blogs, Facebook, Myspace, Twitter), any public networking or file sharing site (e.g. Photobucket, Flickr, YouTube) or any other type of public internet website, unless authorized in writing by two management staff. In the case of producing DVD's that will be distributed outside the centre, written authorization by two management staff will also need to be in place prior to duplicating of the centre version of these DVD's.

Staff must not accept children (which refers to a child (enrolled or not) with whom the staff is acquainted with through their employment at Discovery Centre) as "friends" or "buddies" when using social networking sites such as Facebook or MSN unless authorized by two management staff. It is also not allowed (and illegal) to have any children under the age of thirteen as a "friend" on Facebook.

Authorized employees of the facility 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 to the police if it is criminal in nature.

Touch Policy

Here at Discovery Centre, we believe in the importance of positive touch (from both male and female caregivers) for the healthy development of young children. Touch reduces stress, aids healthy brain and emotional development, and demonstrates love for the children in our care. Appropriate touch in early education settings can be defined as non-intrusive and causing no feelings of discomfort or confusion for the child. Such contacts should also not cause feelings of discomfort or confusion for caregivers, and take into consideration a child's right to make choices about their participation.

Each child should be allowed to determine what kinds of touches he or she finds acceptable. With support from families and appropriate guidance and instruction, teachers can help develop children's understanding of appropriate touch. Training on teaching children about appropriate touch is offered to our teachers at the time of employment and periodically thereafter.

Discovery regards physical contact and closeness with children as natural and essential. Touching shows that the caregivers are at ease with a child who wants to sit on their knee hold their hand or share a hug. In play you may see children getting piggy-backs or being lifted up to reach a ball from a tree. You may see a teacher with his/her arm around a child while reading a book. You will see children sometimes get a congratulatory hug when they have a personal achievement. Non-mobile babies especially are carried around and given lots of physical interaction and touch when they are not having floor play/exercise time.

15. Harassment Prevention Policy B0703

Discovery is promoting a safe free environment for our staff.

Harassment means any objectionable conduct, comment or display by a person that:

- Is directed at a worker in a workplace;
- Is made on the basis of race, creed, religion, color, sex, sexual orientation, gender determined characteristics, political activity, marital status, family status, source of income, disability, physical size or weight, age, nationality, ancestry or place or origin; and
- Creates a risk to the health of the worker

At Discovery Children's centre;

1. Every worker is entitled to work free of harassment
2. The employer must ensure, so far as is reasonably practicable that no worker is subjected to harassment in the workplace
3. The employer will take corrective action respecting any person under the employer's direction who subjects a worker to harassment.
4. The employer will not disclose the name of a complainant or an alleged harasser or the circumstances related to the complaint to any person except where disclosure is.
5. A worker has the right to file a complaint with the Manitoba Human Rights Commission.
6. The employer's harassment prevention policy is not intended to discourage or prevent the complainant from exercising any other legal rights to pursuant to any other law.

Should there be a complaint; an investigation will be carried out by the Executive Director and Director of Programs. Disciplinary actions will follow. (See **Parent Policies-Suspension Policy**) (See and the Personnel Policies-Disciplinary Action)

16. **Privacy Policy** **BACKGROUND**

We want to make sure that we comply with the new legal obligations imposed by the federal government's *Personal Information Protection and Electronic Documents Act ("PIPEDA")* regarding the collection, use and disclosure of personal information in commercial activities.

That is why we have developed this Privacy Policy. We want you to know what principles and guidelines we have adopted for the collection, use, disclosure and retention of personal information. In this regard, we have adopted as the foundation of our Privacy Policy the 10 Principles that are set out in the National Standard of Canada entitled "*Model Code for the Protection of Personal Information*" and that form part of PIPEDA by being attached as Schedule 1 to PIPEDA. Our objective is to promote responsible and transparent personal information management practices.

Against this background, the following principles guide us in the collection, use, disclosure and retention of personal information. Since we regularly review all of our policies and procedures, and since privacy law can be expected to evolve in Canada as the Office of the Privacy Commissioner and the courts provide guidance as to the application of PIPEDA to specific fact situations, as PIPEDA may itself be amended and as provincial privacy laws are enacted, we may change our Privacy Policy at any time or from time to time.

SCOPE AND APPLICATION

The scope and application of our Privacy Policy is as follows:

1. The 10 Principles that form the basis of our Privacy Policy are interrelated, and we will strive to adhere to them as a whole.
2. Our Privacy Policy applies to personal information about the children in our care, their parents/legal guardians, their siblings, and other individuals who are also involved in their care and upbringing (collectively, "***the children in our care and their families***"), about our independent contractors (ie. people who regularly work for us, but who are not paid as employees), directors, therapists, volunteers, work experience students and educational or regulatory observers, and about other people in the general community with whom we interact (collectively, "***our other constituents***"), that we collect, use or disclose in the course of commercial activities.
3. Our Privacy Policy applies to the management of personal information in any form, whether written, oral or electronic.
4. Our Privacy Policy does not impose any limits on our collection, use or disclosure of any of the following information:
 - (a) an individual's name, address and telephone number that appears in a telephone directory that is available to the public, where the individual can refuse to have his/her personal information appear in such a directory;
 - (b) an employee's name, title, business address or telephone number; or
 - (c) other information about an individual that is publicly available or that is specified in any regulation that is passed by the federal government in relation to PIPEDA.

At the same time, we are still required to comply with our obligations under The Community Child Day Care Standards Act (Manitoba) and the Child Day Care Regulations.

5. The application of our Privacy Policy is subject to the requirements and provisions of PIPEDA, the regulations enacted thereunder and any other applicable legislation, regulation, court order or other lawful authority.

GOVERNING PRINCIPLES

Principle 1 – Accountability

We are responsible for personal information in our possession or under our control.

1.1 Responsibility for compliance with the provisions of our Privacy Policy rests with our Privacy Officer, who can be reached by using the contact information at the end of this Privacy Policy. Other individuals within our organization may be delegated to act on behalf of our Privacy Officer or to take responsibility for the day-to-day collection and processing of personal information.

1.2 We will implement procedures to go with our Privacy Policy, including:

- (a) implementing procedures to protect personal information and to oversee our compliance with our Privacy Policy;
- (b) developing information materials to explain our policies and procedures;
- (c) training our employees, independent contractors, directors, therapists, volunteers, work experience students and educational or regulatory observers about our policies and procedures; and
- (d) establishing procedures to receive and respond to inquiries or complaints.

Principle 2 - Identifying Purposes for Collection of Personal Information

We will identify the purposes for which personal information is collected at or before the time the information is collected.

2.1 We collect personal information only for the following purposes:

- (a) to identify the children in our care and their families, as well as our other constituents;
- (b) to establish and maintain responsible relationships with the children in our care and their families, as well as with our other constituents;
- (c) to understand, develop and/or enhance the needs, desires, concerns and opinions of the children in our care and their families, as well as our other constituents;
- (d) to provide the services expected of a licensed child care facility to the children in our care and their families, all with a view to advancing the goals of our Mission Statement;
- (e) to manage and develop our business and operations; and
- (f) to meet legal and regulatory requirements.

2.2 When personal information that has been collected is to be used or disclosed for a purpose not previously identified, the new purpose will be identified prior to use. Unless the new purpose is permitted or required by law, consent will be required before the personal information will be used or disclosed for the new purpose.

Principle 3 - Obtaining Consent for Collection, Use or Disclosure of Personal Information

The knowledge and consent of an individual who is an adult or of the parent/legal guardian of a child in our care are required for the collection, use or disclosure of personal information, except where inappropriate.

3.1 In obtaining consent, we will use reasonable efforts to ensure that an individual is advised of the identified purposes for which personal information is being collected and will be used or disclosed. Purposes will be stated in a manner that can be reasonably understood by that individual.

3.2 Generally, we will seek consent to use and disclose personal information at the same time as we collect the information. However, we may seek consent to use and disclose personal information after it has been collected, but before it is used or disclosed for a new purpose.

3.3 In determining the appropriate form of consent, we will take into account the sensitivity of the personal information and the reasonable expectations of the individual (or his/her parents/legal guardians) to whom the personal information relates.

3.4 Consent can be provided in writing, orally or electronically. Consent can be express or it may be implied in appropriate circumstances. Express consent happens whenever there is no doubt that an adult individual has expressly told us, in writing, orally or electronically, that we can collect, use or disclose his/her personal information or that of his/her child(ren). Implied consent happens whenever we can reasonably assume, from an adult individual's action or inaction, that we have his/her consent to collect, use or disclose his/her personal information or that of his/her child(ren). We will try to obtain express consent whenever it would be reasonable for an individual to assume that we would do so.

3.5 An individual who is an adult or the parent/legal guardian of a child in our care may withdraw consent at any time, subject to legal or contractual restrictions and reasonable notice. Individuals may contact us for more information regarding the implications of withdrawing consent.

3.6 In certain circumstances, personal information can be collected, used or disclosed without the knowledge and consent of the individual (or his/her parents/legal guardians). For example:

- (a) if it is clearly in the interests of the individual and consent cannot be obtained in a timely way, such as when the individual is seriously ill or mentally incapacitated;
- (b) if seeking the consent of the individual might defeat the purpose for collecting the information, such as in the investigation of a breach of an agreement or a contravention of a federal or provincial law, or that of a foreign jurisdiction;
- (c) if there is an emergency where the life, health or security of an individual is threatened; or
- (d) if disclosure is to a lawyer representing us, to comply with a subpoena, warrant or other court order, or is otherwise required or authorized by law.

Principle 4 - Limiting Collection of Personal Information

We will limit the collection of personal information to that which is necessary for the purposes that we have identified. We will collect personal information by fair and lawful means.

4.1 Generally, we will collect personal information from the individual (or his/her parents/legal guardians) to whom it relates.

4.2 We may also collect personal information from other sources including employers or personal references, or other third parties who represent that they have the right to disclose the information.

Principle 5 - Limiting Use, Disclosure, and Retention of Personal Information

We will not use or disclose personal information for purposes other than those for which it was collected, except with the consent of the appropriate individual who is an adult or the parent/legal guardian of a child in our care, or as required by law. We will retain personal information only as long as necessary for the fulfillment of the purposes for which it was collected.

5.1 With the exception of those circumstances where disclosure is required or permitted by law, we will make sure that any disclosure of personal information is made on a "need to know" and, where applicable, on a confidential basis, and in accordance with the provisions of The Community Child Day Care Standards Act (Manitoba) and the Child Day Care Regulations. We will use contractual or other means to protect the information and to make sure that the information is used only for the purpose(s) for which it was disclosed.

5.2 Subject to the foregoing, we may disclose an individual's personal information to:

- (a) our employees, independent contractors, directors, therapists, volunteers, work experience students and educational or regulatory observers; or
- (b) a third party who requires personal information in order to:
 - (i) provide (or assist us in providing) for the physical, emotional, social and/or intellectual well being and/or safety of the children in our care; or
 - (ii) assist us in our general administration and/or operations (which includes record keeping, debt collection and fund-raising activities); or
 - (iii) assist us in providing products and/or services to the children in our care and their families, or to our other constituents; or
- (c) a public authority or agent of a public authority if, in our reasonable judgment, it appears that there is imminent danger to life or property which could be avoided or minimized by the disclosure of the information; or
- (d) a third party who requires such information and who is part of our organizational group; or
- (e) a third party with whom we are negotiating for the purpose of them taking over some or all of our services and/or other activities; or

- (f) representatives of other licensed child care facilities if an individual has not promptly satisfied his/her debts to us; or
- (g) a third party where that individual (if he/she is an adult, otherwise his/her parent/legal guardian) has consented to such disclosure; or
- (h) a third party where such disclosure is required or permitted by law.

5.3 We will keep personal information only as long as it remains necessary or relevant for the identified purposes or as required by law. Depending on the circumstances, where personal information has been used to make a decision about an individual, we will retain, for a period of time that is reasonably sufficient to allow for access by that individual (or his/her parents/legal guardians), either the actual information or the rationale for making the decision.

5.4 We will maintain reasonable and systematic controls, schedules and practices for information and records retention and destruction which apply to personal information that is no longer necessary or relevant for the identified purposes or required by law to be retained. Such information will be destroyed, erased or made anonymous.

5.5 Donors and sponsors may be named unless a particular donor/sponsor wishes to remain anonymous.

Principle 6 - Accuracy of Personal Information

Personal information will be as accurate, complete, and up-to-date as is necessary for the purposes for which it is to be used.

6.1 Personal information used by us will be sufficiently accurate, complete, and up-to-date to minimize the possibility that inappropriate information may be used to make a decision about an individual.

6.2 We will update personal information about an individual as necessary to fulfill the identified purposes or upon notification by that individual (if he/she is an adult, otherwise his/her parent/legal guardian).

Principle 7 - Security Safeguards

We will protect personal information through the use of security safeguards appropriate to the sensitivity of the information.

7.1 We will use appropriate security measures to protect personal information against such risks as loss or theft, unauthorized access, disclosure, copying, use, modification or destruction, regardless of the format in which it is held.

7.2 We will protect personal information disclosed to third parties by contractual or other means stipulating the purposes for which it is to be used and the necessity to provide a comparable level of protection.

Principle 8 - Openness Concerning Policies and Procedures

We will make readily available to the parents/legal guardians of the children in our care, as well as to other individuals whose personal information we collect, use or disclose in the course of commercial activities, specific information about our policies and procedures relating to our management of personal information.

Principle 9 - Access to Personal Information

We will inform an individual (if he/she is an adult, otherwise his/her parent/legal guardian) of the existence, use and disclosure of his/her personal information (or that of his/her child) upon request, and will give the individual access to that information. An individual (if he/she is an adult, otherwise his/her parent/legal guardian) will be able to challenge the accuracy and completeness of the information and request to have it amended as appropriate.

9.1 Upon request, we will provide the parents/legal guardians of a child in our care, or any other individual whose personal information we collect, use or disclose in the course of commercial activities, with a reasonable opportunity to review the personal information in the individual's file (or that of his/her child). Personal information will be provided in an understandable form within a reasonable time and at minimal or no cost to the individual.

9.2 In certain situations we may not be able to provide access to all of the personal information we hold about an individual (or his/her child). In such a case, we will provide the reasons for denying access upon request. For example:

- (a) if doing so would likely reveal personal information about another individual or could reasonably be expected to threaten the life or security of another individual;
- (b) if doing so would reveal any of our confidential information;
- (c) if the information is protected by solicitor-client privilege;
- (d) if the information was generated in the course of a formal dispute resolution process;
or
- (e) if the information was collected in relation to the investigation of a breach of an agreement or a contravention of a federal or provincial law, or that of a foreign jurisdiction.

9.3 Upon request, we will provide an account of the use and disclosure of personal information and, where reasonably possible, will state the source of the information. In providing an account of disclosure, we will provide a list of organizations to which we may

have disclosed personal information about the individual (or his/her child) when it is not possible to provide a list of organizations to which we definitely disclosed such personal information.

9.4 In order to safeguard personal information, an individual (if he/she is an adult, otherwise his/her parent/legal guardian) may be required to provide sufficient identification information to permit us to account for the existence, use and disclosure of personal information and to authorize access to a particular file. Any such information will be used only for this purpose.

9.5 We will promptly correct or complete any personal information found to be inaccurate or incomplete. Any unresolved differences as to accuracy or completeness will be noted in the individual's file (or that of his/her child). Where appropriate, we will transmit to third parties having access to the personal information in question any amended information or the existence of any unresolved differences.

9.6 An individual (if he/she is an adult, otherwise his/her parent/legal guardian) can obtain information or seek access to his/her personal information (or that of his/her child) by contacting our Privacy Officer during our office hours.

Principle 10 - Challenging Compliance

An individual (if he/she is an adult, otherwise his/her parent/legal guardian) will be able to address a challenge concerning compliance with the above principles to our Privacy Officer.

10.1 We will maintain procedures for addressing and responding to all inquiries or complaints from any parent/legal guardian of any child in our care, or any other individual whose personal information we collect, use or disclose in the course of commercial activities, about our handling of personal information.

10.2 We will inform the parents/legal guardians of any child in our care, as well as other individuals whose personal information we collect, use or disclose in the course of commercial activities, about the existence of these procedures as well as the availability of complaint procedures.

10.3 Our Privacy Officer may seek external advice where appropriate before providing a final response to individual complaints.

10.4 We will investigate all complaints concerning compliance with our Privacy Policy. If a complaint is found to be justified, we will take appropriate measures to resolve the complaint including, if necessary, amending our policies and procedures. An individual will be informed of the outcome of the investigation regarding his/her complaint.

ADDITIONAL INFORMATION

For more information regarding our Privacy Policy, please contact our Privacy Officer by:

1. telephone: 204-889-2689
2. mail: 367 Hampton Street
Winnipeg, MB R3J 2A8
3. e-mail: dcc@discoverycc.com

For a copy of PIPEDA or to contact the Privacy Commissioner of Canada, please visit the Office of the Privacy Commissioner of Canada's web site at: www.privcom.gc.ca

17. Child Abuse Reporting Procedure

Each staff at Discovery Centre, as a professional in the Early Childhood field has several obligations thrust upon them. These "legal requirements" outline for the staff what must happen on those rare occasions when a child is suspected of being a victim of abuse or neglect.

If a staff member suspects abuse and neglect, not if they can prove or know it for a fact, they must report this information to the child protection authorities, as well as to the parent(s) or legal guardian of the child. The child protection agency will then determine whether an investigation is warranted or not.

In certain circumstances, our obligation will be to report to the child protection agency, first. The parent(s) or legal guardian will be notified on a timely basis. At Discovery Children's Centre, we strive to work with families, in partnership, to provide them with the best possible support we can, however, if the disclosure centers on the parent or guardian as the source of the abuse, we are legally unable to call the parents/guardian first.

Since children are vulnerable and unable to protect themselves, we as adults and especially those professionals in the educational and medical fields along with parents are asked to guard the safety of our young children and to ensure others are not harming them. If any of the above is unclear or makes you feel uncomfortable, please discuss your reactions with the Director.

18. Curriculum Statement

Discovery recognizes that play is essential for optimal development and learning in every young child and for that reason we offer a play-based, developmentally appropriate and responsive curriculum. Play fosters all aspects of a child's development. In honoring child's play, we honor the whole child.

Discovery is an inclusive Centre, children of all abilities have equal access to participate in learning experiences provided through the interactions and relationships, the environment and the experiences we provide (more information included in DCC Inclusion Policy).

Discovery recognizes and respects diversity. Diversity strengthens a child's self-esteem, confidence and emotional development. Opportunities are provided to help children learn that individuals are different and they also have some similarities. We do this by having a variety of materials available to the children such as books, photos, and dress up clothes, dolls, and toy people that represent various cultures, race, age, abilities and gender. We also plan activities and serve foods that reflect the cultural diversity of families in our program and community. To enhance our relationship and knowledge of the community, children go on fieldtrips in the neighbourhood such as Winnipeg Harvest, the neighbor grocery store and take a bus to the Legislative Building.

Interactions and Relationships

The staff at Discovery interact with children and their families in a warm, sensitive, responsive manner so we can develop relationships with one another. Discovery's staff understands the importance of building relationships with individual children. This is done by finding common interests, spending time with each child and observing their learning styles.

Discovery regards physical contact and closeness with children as natural and essential. Touching shows that the caregivers are at ease with a child who wants to sit on their knee, hold their hand, or share a hug. (More information is included in DCC Touch Policy) It is important for children to feel safe and secure so that they can develop a sense of trust.

Staff show enjoyment being with children and are enthusiastic about children's efforts. They are positive role models by using positive language. Staff see all children as capable, competent, motivated learners. Staff are developing into pedagogical leaders so they take on more of a role of a researcher rather than a teacher. They decide whether to lead or follow children's interests, when to provoke a new interest, when to work side by side with a child, to give verbal encouragement or when to stand aside and observe or wait to make the most of children's learning opportunities. We see children as delightful little scientists, explorers, acrobats, and scholars who use all of their senses, their whole bodies and their behaviours as tools for investigating the world.

Staff learn from and support children's learning by observing (not interrupting unnecessarily), by giving encouragement when they provide materials to expand children's play and by giving ideas and choices. Staff may take photos of children doing interesting things. Staff listen and may record quotes from children. These forms of observations are shared with the staff and families and they may be used for a future learning story, book or a part of a DVD. Staff use this information to learn from the children. Staff will also use this information to determine the interactions, play space and materials and experiences to provide. While staff play with and observe children they ask open-ended questions and make comments to stimulate children's reasoning. For example, "Why do you think that is happening? Is there another way to do that?"

Staff at Discovery form positive and trusting relationships with families. We do this through conversations and sharing. Open communication with parents is important; this is done through a bi-monthly newsletter, parent boards, and invitations into the classroom (for example, volunteering opportunities, potlucks). Families are welcomed into our programs and can expect a short orientation as well as a program overview when their child begins. Children will have easy access to family pictures to ensure feelings of security. This is another way of keeping families connected while they are separated. We describe how we support children's learning through our documentation- notes, photos and children's artwork are displayed to show parents and visitors purposeful planning, implementation and responsive developmentally appropriate learning experiences. Children's Journals are shared daily and developmental reports are completed twice a year or as needed for each child.

Discovery's curriculum provides opportunities for group play and other social interactions. This helps children learn to self-regulate and respect the comments, thoughts and opinions of others. Children are encouraged to talk to each other to solve problems and will show creative thinking when staff don't solve all problems for them. We also refer children to other children for learning opportunities helping the children to become the expert in this form of peer role modeling. For example a child has just explained to a group of children how he helped his mother bake cookies last night. This child now can help his friends learn to bake cookies.

Environment

Discovery provides a welcoming atmosphere where children are motivated to learn. The children are provided with a variety of play areas for their learning and development such as: dramatic play area - where children learn to negotiate roles and imagine; fine motor space - where children develop dexterity and hand control; large muscle room - where children practice balance and coordination; block and construction zone - where children can develop numeracy and decision making skills; science area - where children learn to predict and solve problems; water and sand space - where children can regulate emotions and get along with others; a music area - where children develop language and literacy; art zone - where children develop self-esteem and creativity. We encourage children to become independent explorers by making materials and play areas accessible in our play space.

Staff will place labels on shelves and toy bins as well as children's names on personal items such as lockers which assist children in their independence and literacy skills. Exposing children to books and sight words will also help them learn pre-reading skills such as recognizing their own name.

Learning centres are set up using the information staff find in their observations. They change the materials when children seem ready for a new experience. For example we listen to what children are talking about such as a child who has just returned from a hospital visit, we can now talk about what we would need to set up a hospital in the dramatic play area.

Planned and Spontaneous Experiences

A carefully planned schedule is an important part of Discovery's curriculum. Long uninterrupted periods of free play time are available throughout the day so that children can explore toys and relationships in more depth. The daily schedule is reviewed periodically to minimize transitions. A

picture schedule is posted for children to follow. When children see and follow a schedule, they learn about pre-math skills like order and sequencing.

Both planned and spontaneous play experiences are provided to children to make the most of learning opportunities. During these experiences whether they are indoors or outdoors, and at any given time throughout the day, staff use observations or documentation of the children's play to identify and expand the curiosity of each child and create a learning opportunity. From that experience, staff plan related activities to expand play and enhance further development. Spontaneous experiences happen in the moment and planned experiences take more time to prepare.

Planned experiences are thought out and planned beforehand. For example, staff may provide a tent and camping equipment for play opportunities because a child shared his excitement about his family camping experience. We gain more information to help us plan experiences by sharing journals at circle time.

Spontaneous experiences are unexpected events that capture children's interest. They provide a teachable moment to enhance children's learning and development. An example may be seeing an injured animal while the children are walking around the community which might lead to the group immediately talking about it. If the children continue to talk about this event, we may use this spontaneous moment to plan other interactions, the environment, or experiences.

Digital photography is used to enhance several areas of Discovery's interactions, environment and experiences. Photos are also used to capture children's achievements and thus give children the opportunity to build self-esteem.

At Discovery, each child feels accepted, understood, supported and respected by the staff. The children enjoy positive relationships with one another and generally find the experiences provided interesting, engaging and satisfying.

SUMMARY

The policies in this booklet are the existing policies of Discovery Children's Centre Inc. They are in place to meet and satisfy the needs of the children, the parents and the staff.

Policies help to promote and sustain the efficient running of the Centre. Changes in policy occur from time to time. Policy changes are discussed and decided on at the monthly Board of Directors meetings, which are open to all parent members. New policies will come into effect after parents have been notified of changes.