

GARDERIE DE BAMBINS CO-OP INC.

CENTER POLICIES

Revised March 17, 2023

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GOALS & OBJECTIVES

- ★ To create a family-like atmosphere that fosters mutual loving and respect.
- ★ To develop within each child a sense of belonging and cultural pride.
- ★ To provide activities that fosters the intellectual, physical and emotional development of each child.
- ★ To promote and encourage friendship & communication between staff and parents by providing daily verbal communication on each child and promoting daily interaction between staff and parents regarding their child's day to day activities.
- ★ Establish a safe, secure, happy environment for all children, free from anxiety and fear by ensuring that all staff follows appropriate supervision, behavior management techniques and applicable safety regulations.

ENROLLMENT POLICY

- ★ At least one parent must purchase a membership upon registering his/her child/ren at the center at a cost of \$5.00 annually, effective January 1, 2017. If both parents wish to purchase a membership, please notify the Director. This annual fee will appear on your invoice.
- ★ Approved members will have priority over nonmembers.
- ★ Parents' must complete a registration form obtained from the director or members of the staff.
- ★ Full time placements will take priority over part time placements.
- ★ Parents who place their child/ren's name on the waiting list will be contacted as available spaces open up at the center. If at that time parents advise the center that they have chosen alternate care for their child/ren the name of their child/ren will be removed from the waiting list.

WITHDRAWAL

- ★ Parents who wish to withdraw their child/ren from the center must give two weeks notice. Parents are liable for those two weeks whether their child/ren attend or not.
- ★ La Garderie des Bambins Co-op Inc. reserves the right to terminate service if the child's account has not been brought up to date or if the parents do not conform to the rules and policies of the center.

HOURS OF OPERATION

The center is open Monday to Friday from 7:00 am to 5:30 pm.

FEES

Center follows fee guidelines set by Department of Family Services; if fees are subject to change as per their recommendation, the parents will be given at least a two-week notice and the change will occur at the beginning of a billing period. All parents must have parent fees paid two weeks in advance and kept up to date or daycare services will no longer be provided for their family. An interest charge of 2% per month will be added to all overdue accounts.

Infants: Full day- \$10.00
Preschoolers: Full day- \$10.00
School-age: Full day- \$20.80
School-age: 2 periods- \$8.60

An administration fee of \$15.00 will be applied to all N.S.F. cheques plus Credit Union and bank service charges. After a N.S.F. cheque has been written you may be required to pay in cash. This latter action is left at the discretion of the Board of Directors.

Garderie de Bambins Co-op Inc. accepts several methods of payment:

- Payment through Tel-pay (account number-3475691)
- E-transfer (please send to garderiestmalo@gmail.com)

Parents will be charged full fees for their children's regular scheduled days if they fall on recognized holidays. Ex. Louis Riel Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Labour Day, National day of Truth and Reconciliation, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day & New Year's Day. These days may not be cancelled.

Parents of school-age and kindergarten children will be charged full day fee for their child/ren regular schedule day if it falls during the summer holidays, Christmas holidays and spring break.

Parents may ask for a subsidy application form at the office or can apply online at www.gov.mb.ca/childcare. Parents applying for subsidy will be required to pay full fees until confirmation is received from subsidy office regarding their assessment.

It is the responsibility of the parents to have an alternate person to pick-up their Child/ren in case of an unforeseen delay in pickup time or an additional charge of \$1.00 per minute per child will be charged if the parent arrives after closing hours.

The centre closes at 5:30 pm and for this reason it is the parents' responsibility to arrive early enough to dress your child/ren. This is to make sure that the parents and children are out of the building by the set hours of 5:30 pm. The parents will be charged an additional charge of \$1.00 per minute per child not from their arrival time but from the time they left the centre.

The center closes at 1:00 pm December 24 and December 31.

The center will close for 4 days in the summer. The closure will coincide with the 4 days following Terry Fox Day in August of every year. Parents will not be charged for those days.

PARENTS' RESPONSIBILITY

It is the parents' responsibility to have a designated person to pick up their child/ren in case of an unforeseen delay in pick up time and to inform the center of the designated person's name. The designated person must be at least 12 years old and parents should take into consideration that the designated person might have to make important decisions in case of an emergency. An unfamiliar person to the staff will be asked to produce I.D. and the parent will be called for verification before the child/ren is released. Those occurrences will be recorded in the log book.

- ★ To accompany the child/ren inside when arriving and leaving the center & to make sure to bring them to their designated rooms.

- ★ Parents must wash their child/ren hands upon arrival.
- ★ To undress (remove coat etc.) the child upon arrival and dress at departure.
- ★ To update the registration form of their child/ren of any changes. Child information must be current as regulation license # 6(1) states. 'Every licensee shall keep current records of child family information for each child enrolled during the period of enrollment and for at least two years after discharge, which shall include:
 - a) Each child's name, physical home address, and date of birth.
 - b) Name, physical address, and telephone number of each child's parent or guardian, and the physical address and telephone number of the parent's or guardian's work place.
 - c) Name, physical address and telephone number of persons designated by the parent or guardian to be contacted in the event of an emergency if the parent or guardian is not available.
 - d) Names of any person designated by the parent or guardian as a person to whom the child may be released. Relation to child must be stated.
 - e) Records of any medical, physical, developmental or emotional condition relevant to the care of the child.
 - f) Each child's Manitoba Health Service Commission registration number and name of the child's physician.
 - g) Parents or guardians are encouraged to supply the immunization record of each child upon registration.
 - h) Where applicable copies of separation agreement, court orders or other documents setting out custody arrangements for each child must be provided to the center. We are unable to withhold child/ren from a non-custodian parent unless we have the proper documents. Up-dated copies of the child custody order must be submitted as soon as they are received by the custodian parent of guardian.
 - i) Parents or guardians must reply to consents.
- ★ To provide diapers, wipes, baby food, and formula for child/ren who require them.
- ★ If the parent advises the center that the child is toilet trained, the child must be able to make his personal needs known to the employees. If not, parents are required to provide an adequate number of diapers for the day. This should ease any pressures that a child may feel during this period.
- ★ To ensure that the child/ren are dressed appropriately for changing seasons. Parents are encouraged to supply an extra change of clothes in case of accidents.
- ★ To ensure that the child/ren has indoor & outdoor footwear at all times for health and safety reasons.

- ★ To bring a water bottle for their child/ren

PARENT'S RIGHTS

- ★ Parent has the right to visit the center at any time.
- ★ Volunteer their time and help in fundraising activities.
- ★ Express his/her concern and or interest about the care given to his/her child. The protocol to follow is to speak to the staff; if still concerned, to speak to the director and if you feel that your concerns have not been addressed, you then speak with the President of the Board of Directors.

USE OF TECHNOLOGY

Anytime there are special events at the center and parents take pictures or videos and these include other children, staff, & parents these may not be posted:

- on a personal web space
- social networking web sites (Facebook, My Space, etc...)
- public networking or file sharing sites (Photobucket, Flickr, You Tube etc...)
- any other type of Internet websites

The centre does take photos of the children on occasions. These photos are only used internally and may be posted within the centre. The centre will never share these photos on social media.

MEDICATION

- ★ If you wish the staff to administer medication for you, parents must sign the medication sheet. All medication must be kept in their original containers. **All medication (prescription and non-prescription) must be placed in a Ziploc Bag. The reason for this is in case of leakage and the possibility for allergic reactions if it touches another's medication.** Phone calls will not be accepted, if a parent forgets to sign administration of medication sheet. Staff will not administer medication if not signed by the parent.
- ★ Any medication prescribed or over the counter will not be administered in contrary to what the direction read, such as expiry date, dosage, child's name, time and method of administration, and age of the child that the medication can be administered to unless accompanied by a signed physician's approval.

- ★ No medication is permitted to be in child's personal bag. Please remove all unused portions.
- ★ No cough and cold medicines will be administered to children under the age of 6.

TRANSPORTATION

- ★ Parents are responsible for the transportation of their child/ren to and from the center.
- ★ Parents of kindergarten and school age children are responsible for transporting their children to and from school unless transportation has been arranged with the designated school division.
- ★ If the center has the school bus service, the children will be accompanied to the bus stop daily by the staff. After school, the kindergarten children and the school-age children will be met by the staff at the bus stop and guided to the center. The center is no longer responsible for the children once they get on the bus. We resume responsibility when the children return from school on the bus to the center.
- ★ Parents must notify the center if their Kindergarten and/or school-age child/ren will not be on the bus on a given day.
- ★ The staff will assume responsibility of the children once the parents leave the center until the parent returns to the center.

ILLNESS

- ★ Sick (fever, diarrhea, vomiting etc..) children must not be brought to the center for the protection of all children.
- ★ If your child/ren have contacted a communicable disease (ex measles, pink eye, etc.) then the parent must report to the center so that other parents can be informed that their child may have been exposed and can watch their child for symptoms. A medical clearance by a physician will be required before your child returns to the center.
- ★ If your child become sick at the center with the following conditions, parent will be contacted:
 - Fever-over 38.3C (101F)

- Infected eyes or skin
 - Any type of contagious or communicable disease such as flu, measles, mumps, rubella, or chicken pox, etc.
 - Unexplained diarrhea or loose stool combined with nausea, vomiting or abdominal cramps.
 - An acute cold with fever, runny nose and eyes, a croupy cough or congested to the point he/she has heavy breathing.
- ★ Should your child become too sick to remain at the center a parent or in the event that a parent cannot be reached a designated person to whom the child can be released will be informed immediately and they will be expected to make other arrangements for the child. Note: Members of the staff as well as the director may take this action.

POLICY ON PEDICULOSIS (HEAD LICE)

Children will not be permitted to attend Day Care until they are free of nits and lice.

SUN PROTECTION PLAN

Due to our consciousness of the importance for proper sun protection, sunscreen must be reapplied throughout the day to be an effective sun blocking agent. Therefore, to provide this protection:

1. Parents must apply sunscreen on their children prior to their arrival at the center.
2. Parents supply the sunscreen with an SPF of 15 or higher, sign permission sheet and the ECE will reapply as necessary throughout the day (at least 30 minutes) prior to outdoor play.
3. Outdoor play will occur before 11:00 a.m. and after 4:00 p.m., and playing in the shade will be encouraged.
4. On the days that the UV rays are too high (7 & over) there will be no outdoor play.
5. Parents are encouraged to dress their children with broad-rimmed hats, loose fitting long-sleeved shirts & long pants & even sunglasses.

CANCELLATIONS

- ★ Parents will be allowed to cancel only five days during the calendar year. Holidays are included in these five days.
- ★ Parents will be billed for their cancelled days unless they give two weeks' notice to the director of the center to withdraw their child/ren. If the parents chose to take more than five days the child/ren's space is not guaranteed upon wanting to return to the center.

NAP TIME

- ★ Nap time is offered daily. Children may be required to have a half-hour rest period. Any child who is not able to sleep after half-hour will not be required to stay in bed. If a parent does not want his/her child to sleep, this can be discussed with the director.

LUNCHES

- ★ The families will be responsible for providing two snacks, lunch and beverages for their child/ren. Please provide the utensils needed for their snacks and lunch. We do not have access to micro-wave.

CENTER IS A NUT, FISH & EGG FREE DAYCARE

Please refrain from sending any snacks or items containing nuts (including peanuts and tree nuts). Eggs, in the form of scrambled, hard-boiled or deviled eggs, and any kind of fish should not be sent to the centre for the safety of children with severe allergies.

SCHOOLAGE PROGRAM:

Parents will drop off their child/ren at the daycare center in the morning and the children will take the bus to go to school. At the end of their school day the children will take the bus back to the center. They will be met by a staff at the bus stop. They will go in the

school-age room. Age-appropriate activities and equipment will be available for the children, and outside play area will also be used.

When there is no school either because of in-service days, Easter, Christmas or Summer Holidays the children will spend their entire day at the center. When there is no school because of storm days or school closure, parents, guardians, or designated person will have to contact the center and ask the director or supervisor if space is available for their child/ren.

Parents, guardians, or designated persons will pick up the children at the center at their regular designated time.

Effective, September 1, 2024, the school-age program is for children from kindergarten to grade two. The grade two children are able to attend until the last Friday before they start grade three.

CENTRE CLOSURE POLICY

The following procedures and communication policies will be used in the event of partial or full day closure of the centre due to:

- Weather- related emergencies such as severe winter storms
 - Health-related emergencies such as utility (electric & water) failure or the outbreak of illness
 - Overland flooding
 - Nearby fires
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- ★ If a snowstorm should occur during the night and the staff whose duty is to open the center is snowbound, she will notify the director. The director will contact other staff members and if none can reach the center, the director will notify the president, who with the aid of the Board of Directors will inform the parents that the center will be closed for the day. Parents shall not be charged for that day.
 - ★ If the centre is opened and we should run out of Hydro or Water the decision to close will be pending on the time of year, length of expected utility failure. The final decision will be made by the managing director with the approval of the President of the Board always keeping in mind the health and safety of both children and staff. Parents will be charged for that day.
 - ★ In regards to overland flooding and nearby fires the decision to close will be made by the managing director or alternate with approval of the President of the Board. The recommendations of the Fire Chief will also be followed. If these events

should occur during the night the parents will be notified and not charged for that day. If the event occurs when we are already in operation for the day the parents will be charged.

STAFF SHORTAGE POLICY

Garderie de Bambins Co-op Inc. strives to provide the highest quality care for your children. This requires that there is adequate number of staff present to provide early learning and care for the children. Although the center proactively manages staffing and is dedicated to employing Early Childhood Educators and Child Care Assistants as staff, there may be occasions where Garderie de Bambins Co-op Inc. has insufficient staff to provide care for all the children enrolled in our programs.

When there are insufficient numbers of staff to care for your child(ren), we will have to limit the number of children attending the programs to maintain the child to staff ratio and employment standards Garderie de Bambins Co-op Inc. will use a rotating system that ensures no one family is repeatedly left without care.

In the event the programs are understaffed and must apply limits by reducing the number of available childcare spaces in a day, Educators will attempt to notify parents as soon as possible to allow for as much time as possible to contact alternate child care arrangements. Should staff be unable to do so, parents will not be billed for fees on days which the center cannot provide childcare due to staffing shortage.

SMOKING, DRUGS AND ALCOHOL POLICY

No parents, guardians, and visitors allowed to smoke on the Garderie de Bambins' premises, grounds or entrance at any time.

Parents, guardians and visitors are required to be presentable, including not smelling of alcohol or cannabis and conduct themselves in a manner that is consistent with established ethical standards.

EMERGENCY PROCEDURES

- ★ Fire, Tornado & Lockdown Drills are held monthly.
- ★ In case of an emergency, the staff will contact all parents concerned to pick up their children.

- ★ In the event of confinement of children at the center for an extended period of time, such as blizzards, and the children must remain at the center overnight:
 - i) Staff will look after their well being.
 - ii) Free play & organized play will be offered.
 - iii) Supper and one snack for evening will be served.
 - iv) School age children will be offered time and assistance to do any school assignments they may have.
 - v) Each child will sleep in his/her own bed or crib.
 - vi) Doors to the center will be locked at 11:00 pm and will be unlocked at 7:00 am. No child will be allowed to be picked up during this time. This is for the safety and well being of the children.
 - vii) Staff shall remain awake at all times.
 - viii) There shall be a cost to the parents for this provision following the same care fees as established by our center.

BEHAVIOR MANAGEMENT

The children will be stimulated through many favorable experiences to help them reach their potential in all areas of development.

Methods of behavior management are dependent on the child's stage of development. Ex. Ability to learn, understand, communicate and remember.

- 1) Positive Behavior methods are:

Rules and Guidelines: will be clearly stated for different activities so that children will know what to expect. Children will be given choices.

Redirection: When a problem occurs, staff tries to redirect the child to another activity center.

Positive reinforcement: Staff states what they expect of the child by using positive words. Ex: saying 'walk' instead of 'don't run'

Problem Solving: Staff will let children try to solve their own problems while she takes a step back and overlooks on the situation.

Expressing feelings: Getting the children to verbalize their feelings when trying to solve a problem.

If problems should arise these steps will be taken:

- 1) Child's behavior will be documented.
- 2) Consultation with parents will follow to develop a plan to solve the problems.
- 3) Consultation with outside resources
- 4) If problem persists and endangers the well being of staff or children at the center the parent will be asked to withdraw their child/ren from the center.

Staff will not

- 1) Permit, practice or inflict any form of physical punishment, this includes;
 - Striking a child.
 - Shaking a child.
 - Shoving or spanking a child.
 - Biting a child.
 - Forcing a child to repeat physical movements.
 - Force feeding a child.

- 2) Permit, practice or inflict any verbal or emotional abuse;
 - Any harsh belittling.
 - Degrading response by an adult.
 - No humiliation or undermining a child's self respect.

- 3) Deny any physical necessities – normal comforts of;
 - Shelter.
 - Clothing.
 - Sleep and bedding.
 - Toileting.

BEHAVIOURS THAT WILL NOT BE TOLERATED

Aggressive Behavior from Adults

- Parents and caregivers are required to conduct themselves in a polite and courteous manner towards all day care staff, other parents and children.
- Staff and parents are not permitted to talk about day care issues after day care hours. If parents have concerns, please talk to the director. If staff find themselves in a confrontational situation, they are advised to tell the parent that they must take care of the group and walk away and tell the person in charge to deal with the situation.
- Parents do not have the right to scold or discipline or make threats to any child in the center.

Aggressive Behaviors from the Child

- A child who behaves with intent to hurt himself, other children or staff.
- Kicking, biting, scratching, poking, tackling, pushing, shoving, or any other action that would cause harm.
- Excessive screaming, swearing, belittling.

- Throwing chairs, breaking toys or furniture, kicking doors, walls, windows.
- Running away from the centre (police will be called).
- Any touching of private areas of any child or staff.
- Any verbal sexual references will not be tolerated.

If a child is in distress and is disruptive for the group, the child will be removed from the group until they can regain their composure. This will also let the child know that their behavior is not acceptable.

Crisis or Breakdowns

All crisis and breakdowns must be dealt without using restraint. The child will be isolated from the other children.

If a child has special needs and shows these behaviors, he/she will be removed from the group until such time as the behavior is under control. If the behavior cannot be controlled, we will ask the parents/guardian to find alternate care.

All warning reports must be written in private. Children must not be threatened with a warning. These warnings will be signed by the person in charge and given to the parent on the same day. All warnings will be cancelled after one month.

1st aggression

A warning report of the incident will be sent to the parent stating clearly that this is the first warning. This report will be given to the parent when the child is picked up.

2nd aggression

A meeting will be scheduled with the parent and child to discuss what can be done (this meeting can take place with the director or person in charge)

3rd aggression

Parents will be asked to make other arrangements for child care.

INCLUSION POLICY

Inclusion means children with all abilities have equal access to and participate meaningfully in child care program.

These are the principles of inclusion the centre has:

1. ACCESS:

- We accept and welcome children of all abilities.
- We make changes to our daily program to meet the needs of each child.
- We support the full inclusion of children who require additional support because of a physical, cognitive, social or emotional need.
- Indoor and outdoor areas are arranged so all children can move freely and make choices based on their abilities, interests and needs.
- We observe the children so we understand and meet their needs.

2. PARTICIPATION:

- We provide opportunities for all children to participate in social free play and routines throughout the day.
- We provide developmentally appropriate group experiences for all children and encourage the socialization of every child with peers.
- We believe that each child deserves an environment and experiences that promote growth in all areas of his or her development.
- We use program approaches that best meet the needs of each child and his or her family.

3. SUPPORT:

- We respect and value input from parents and encourage them to be part of the decision-making process for their child.
- We will support the families and get them access to early intervention professionals.
- We will communicate with parents on a daily basis, by sharing information about their child's day.
- We will document the progression of their child.
- We work with parents and early intervention professional who have valuable knowledge and expertise to share with each other.
- We acquire knowledge about various disabilities, attend workshops, and get the necessary training to facilitate inclusion.
- The staff will receive professional development in current areas of child development, research, theory and practice.

CHILD SUPERVISION POLICY

Childcare workers have a duty of care to provide adequate supervision of children at all times.

Supervision is one of the key requirements in the prevention of accidents and injury throughout the centre. Childcare staff members require the skills to be able to assess potential risks during supervision and be able to implement changes to supervision to avoid accident and injury. New and relief staff are informed of potential supervisory risks appropriate to the individual child in a confidential way.

Approved child/staff ratios must be adhered to and extra staff provided for children with additional needs.

Staff will:

- Ensure a staff member is close enough to intervene in the event of an issue occurring.
- Ensure that children are not left alone in the playground or in the room.
- Have clear sight lines to all children in the group at all times. They will place themselves in a position to supervise as much of the whole group as possible.
- Ensure that where multiple areas are available to children at the same time (indoor/outdoor activities) that such areas are appropriately supervised.
- Communicate effectively to other staff when they are moving from one area.
- Ensure children are only released to authorized people.
- Ensure younger children's safety is not compromised in mixed age groups.
- Ensure that all children upon arrival or departure are marked in or out on the daily attendance sheet, indicating time of arrival and departure.
- When beginning a shift staff must confirm verbally with the supervising staff on duty, the number of children in attendance and check against the attendance scribbler. This same procedure is done when leaving or returning from breaks, lunches, etc.
- Do regular head counts of children in their care throughout the day. Head counts are to be checked against the attendance scribbler.
- Be aware of the location of each child at all times.
- Ensure that supervision is active and interactive with children. It is not suitable for staff to stand and watch, or talk to other staff and parents. Staff will discuss with each other the best positions of supervision, to avoid clustering in one spot.
- Ensure staff ratios are correct at all times to assist supervision.
- Encourage children who wish to use the bathroom, to inform a staff member who will accompany them.
- Question any strangers to the centre in a friendly way, while observing the person's action. Any concerns should be reported immediately to the Director.

- Ensure that front door and playground gates are closed after entry and exit.

Parents will:

- Personally deliver children to a staff member and ensure a staff member is informed when departing.
- Inform staff if a person other than authorized will be bringing or picking the child.
- Ensure that information on the registration cards is up to date.
- Ensure that the front door and playground gates are closed after entry or exit.

Management will:

- Ensure that all areas are visible, accessible and free of potential hazards.
- Ensure procedures are reviewed and adhered to.
- Ensure new staff and relief staff members are fully informed of and understand supervision procedures

CODE OF CONDUCT

At the Garderie de Bambins Co-op Inc., we strive to provide a safe, caring, learning environment for children, staff and families. We believe in the equality and respect diversity.

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

- management, board of directors and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre, (daycare coordinator, therapists, any maintenance people, etc..)

Guiding Principles for Appropriate Behaviour/ Goals and Objectives

Be Respectful

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

Be Safe

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

Be Cooperative

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

Be Supportive of Learning

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

Developmental Capabilities of Children

The children will be stimulated through many favourable experiences to help them reach their potential in all areas of development. We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities (ability to learn, understand, communicate and remember) of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

Unacceptable Behaviours

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

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

Appropriate Use of Technology

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

Proactive Strategies

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

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

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

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour

Consequences for Inappropriate Behaviour

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

- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected

- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

Depending on the severity and frequency of the behavior, we will consider further steps such as:

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

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

- suspending or dismissing a staff member
- suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour
- in the case of a visitor not allowing the person to return to the centre
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person

Garderie de Bambins Co-op Inc. HARASSMENT PREVENTION POLICY

Note: Anywhere in this document the term Directors will mean the Management Director or Program Director. When the term employer is used, it means Board of Directors.

Company Commitment:

At Garderie de Bambins Co-op Inc., we are committed to providing a safe and respectful work environment for all staff and customers. No one may be harassed and no one has the right to harass anyone else, at work or in any situation related to employment with the organization.

This policy is a step toward ensuring that our workplace is a respectful and safe place for all of us, free from harassment.

What is Harassment?

There are two main types of harassment. One type includes inappropriate conduct in any form about a person's:

- * age, race
- * creed, religion
- * sex, sexual orientation
- * marital status, family status, economic status
- * political belief, association or activity
- * disability, size, weight, physical appearance
- * nationality, ancestry or place of origin

A second main type relates to what is sometimes referred to as "bullying" behaviour that may involve:

- * repeated humiliation or intimidation that adversely affects a worker's psychological or physical well-being
- * a single instance so serious that it has a lasting, harmful effect on a worker

Harassment may be written, verbal, physical, a gesture or display, or any combination of these. It may happen once, but often happens repeatedly.

What is not Harassment?

Reasonable, actions by directors to help manage, guide or direct workers or the workplace are not harassment. Appropriate employee performance reviews, counseling or discipline by a director is not harassment.

Employee Rights and Responsibilities:

Employees are entitled to work free of harassment at Garderie de Bambins Co-op Inc.

Employees have the responsibility to treat each other with respect. We ask that any employees who experiences harassment or sees another person harassed reports to the appropriate person at La Garderie de Bambins Co-op Inc.

Employees are responsible to cooperate in the investigation of a harassment complaint. Anyone who investigates or gives evidence in a complaint investigation is asked to keep details confidential until the investigation is complete.

All employees have the right to file a complaint with the Manitoba Human Rights Commission.

Employer Responsibilities:

The directors at Garderie de Bambins Co-op Inc. must ensure, as much as possible, that no employee is harassed in the workplace.

The directors will take corrective action with anyone under the direction who harasses another person.

The directors will not disclose the name of a complainant or an alleged harasser or the circumstances of the complaint to anyone except where disclosure is:

- * necessary to investigation
- * a part of taking corrective action
- * required by law

The harassment prevention policy at Garderie de Bambins Co-op Inc. does not discourage or prevent anyone from exercising their legal rights.

At Garderie de Bambins Co-op Inc., its directors are responsible for keeping a safe work environment, free of harassment. If you are a director and you become aware of harassment you must do everything in your power to stop it, whether or not a complaint is made.

Courts presume that employers and directors are responsible for being aware of harassment in their organization and may penalize them accordingly. Directors who

ignore harassment leave themselves and their employer open to legal consequences, and will be disciplined at Garderie de Bambins Co-op Inc.

Procedures Applying to Complaints of Harassment:

If you are harassed, the first thing to do is tell the person harassing you to stop, if you feel comfortable doing that. You can do this in person or in writing, if you feel unable to deal with him or her directly, you can speak to your directors.

There may be informal ways to handle your complaint. Your directors may speak to the harasser. Your directors may also arrange for mediation, in which a neutral third party helps the people involved reach an acceptable solution. If the informal route does not succeed or not appropriate, Garderie de Bambins Co-op Inc. supports employees in filing a formal complaint.

The directors will inform the person who filed the complaint and the harasser of any remedies or disciplinary training.

Corrective Action for Harassers:

Employees who harass another person will be subject to corrective action by the employer. In most cases, the harasser will also be required to attend behavior training workshops.

If the investigation does not find evidence to support the complaint, no record will be kept in the file of the alleged harasser. When the investigation finds harassment occurred, the incident and the corrective action will be recorded in the harasser's personnel file.

Confidentiality:

The centre and its directors will not identify a complaint, an alleged harasser or any circumstances about a complaint, to anyone, except:

- * when it is necessary in investigating the complaint
- * if it is part of disciplinary action
- * where required by law

Retaliation:

Anyone who retaliates in any way against a person who has complained of harassment, given evidence in a harassment investigation or been found guilty of harassment, will be considered to have committed harassment and will be subject to corrective actions described previously.

Education:

Garderie de Bambins Co-op Inc. commits to making sure all of its employees and directors learn about harassment and the company's harassment policy at the orientation meeting upon hiring, staff meetings and posters.

Monitoring:

The employer will monitor this policy and make adjustments whenever necessary. If you have any concerns with this policy, please bring them to the attention of the directors.

Note:

In keeping with the requirements of the Human Rights Code, it is practical for employers to include remedies for harassed workers in the workplace policy. The policy includes the following remedies:

Remedies for the Harassed Worker:

Employees who have been harassed may be entitled to one or more of the following remedies, depending on the severity of the harassment and its effects:

- * An oral or written apology from the harasser and Garderie de Bambins Co-op Inc.
- * Compensation for any lost wages
- * A job or promotion that was denied because of the harassment
- * Compensation for any lost of employment benefits, such as sick leave
- * Compensation for hurt feelings
- * A commitment they will not be transferred, or have a transfer reversed, unless they choose to move

No record of the complaint, investigation or decision will go in the employee's personnel file if the complaint was made in good faith. Any unfavorable work review or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.

INFANT CURRICULUM STATEMENT

Our program provides a safe, secure “home away from home” where the children can learn, play and grow. We design a nurturing, creative world for infants to help their minds and bodies develop. Our primary concern in the infant age group is to make our little ones feel secure, important, loved and happy in a group situation. We believe this is achieved by a shared, cooperative play space program under the direct supervision of qualified caregivers.

We form deep, affectionate bonds with each infant in our care. Caregivers engage in many one-to-one, face-to-face interactions with infants. They are comforted throughout the day by sitting with them in the book area, allowing touching, sitting child on their knees, holding etc. We model the type of interactions with others that we want children to develop. We talk in a pleasant, soothing voice, and use simple language and frequent eye contact. Infants are held and carried to provide them with a variety of experiences and we respond to their physical gestures. We talk to them before, during and after moving the infant around. We are especially attentive to infants during routines such as diaper changing, and feeding. We explain what will happen, what is happening, and what will happen next.

Each child’s individual schedule is anchored around a primary caregiver who strives to understand the child’s individual temperament and assist with smooth transitions between segments. Following the same routine day after day gives infants a sense of what to expect next, the security they need to make choices and take risks which will open the door to exciting learning opportunities.

We consistently respond to the children’s needs for food and comfort thus enabling the infants to develop a trust in the caregivers who care for them. During snack and lunch, children sit among their peers, some in highchairs, others on small chairs at a table, sharing the experience of eating. We allow for each child to have ample space to promote self-help skills, such as feeding themselves. If the children are thirsty, we provide water between snacks in a cup. We make sure the nap room is calm, providing soothing music, a warm soft blanket and a relaxed atmosphere. We rock the infants and/or rub their back to help them relax in their cribs and cots for the older infants. The infants have their own cribs or cots, bedding, diapers, and wipes. Infant’s names are used to label every personal item, such as diapers, wipes, bottles, lockers, etc.

Infants are primarily making sense of their world through sensory exploration and physical activity. Infants are sensitive to their surroundings. We provide a rich sensory environment and spaces that provide for safe exploration and active whole-body learning. The room is cheerful, cozy, family like atmosphere and decorated at children’s eye level with photos of children, and other familiar objects displayed. The indoor and outdoor environment is safe, clean, attractive and spacious so that infants can move freely from one area to the other. We set up the play environment based on what the children are ready for and interested in doing. Our physical space provides the infants with a variety of interesting objects, textures and physical challenges. e.g. climbing structures, stepping stones, a tunnel, etc. We provide a well- designed space for infants inviting active learning and hands on experiences. Space is arranged so children can enjoy moments of quiet play by themselves, so they have space to roll over, and so they crawl toward interesting objects.

We observe the children’s activity by being near them (for safety), watching, commenting, listening and talking to them. The caregivers’ planning time occurs during children’s naptime.

We focus on our observations and documentation of the children's developing abilities and interests when planning activities.

From the planning we offer additional ideas for play, and encouraging the child's engagement in the activity, e.g. playing with a ball, we roll the ball, throw the ball, encourage the child's effort by saying "way to go", etc. The caregivers are supportive of the children as they acquire skills. We watch to see what the child is trying to do and provide the necessary support to help the child accomplish the task, allowing children to do what they are capable of doing and assisting with tasks that are frustrating. We frequently engage in songs and games such as Peek-a-boo, Ring around the Rosie etc. with infants who are interested and responsive to the play. The caregivers play with the children reciprocally, modeling for them how to play. They also have active play, with a variety of music where they use body movements and low climbing structures to climb. Children are praised for their accomplishments and helped to feel increasingly competent and in control of themselves. We support children's play so that they stay interested in an object of activity for a longer period of time and their play becomes more complex, moving from simple awareness and exploration of objects to more complex play like pretending. We are attentive and offer emotional and physical support to children as the children play by engaging in a give-and-take communication with the children, imitating children's action, supporting children's play with others and assisting in problem solving. We provide enough material to enable children to make a choice and/or offer an alternate toy. We provide several of the same popular toys for children that are age appropriate for them to play alone or near another child. Toys are accessible to the children all the time. The toys are put on low shelving. We spend most time actively involved with children during free play, and spontaneous activities and consistently expanding children's involvement.

Group activities happen during play time, the children have the choice of participating or to continue playing. They can come and go from the activity as often as they want. The caregivers sit down on the floor or small chairs with those that show an interest in the activity. Some activities that we do with the infants are singing songs, showing photo pictures, the surprise can, etc. We follow the children's cues, e.g. deciding how long the activity lasts, based on children's interest levels.

Outside time is an important part of our infant program. We spend time outside year round, weather permitting. We support children's exploration and interests, providing open-ended materials and a variety of experiences. Young infants that don't walk will spend time crawling, sitting on the blanket with toys while in close proximity of their caregivers. The older infants will use the open area of the play space for a wide range of physical movements, simple games and problem solving as they pursue their interests, such as playing with tree stumps, tires, sand, water, running games, etc.

Building strong relationships with each child's family is especially important during these early years. We view the parents as the child's primary source of affection and care. We support parents and work with them to help them feel confident as parents. Infants and their parents are greeted warmly and with enthusiasm each morning by the caregivers. We hold the infant upon arrival and gradually help the child become a part of a small group. We ask questions to the parents about their child, e.g. have they eaten this morning. The caregivers also communicate with the parents face-to-face, newsletter, and emails. We involve the parents by encouraging them to spend time in the infant room as much as possible. Examples of parent involvement activities are sharing a special talent such as playing a musical instrument, reading a story, etc.

We provide a safe, supportive environment for the infants. We get to know each individual child. We encourage families to share values, beliefs and cultural background. We respect the cultural diversity of families including their home language. We have families that speak English and French. We display the children's art work so the children and parents can see them. We recognize different holidays and celebrate days/events such as Festival du Voyageur. We invite guests to showcase their own culture. We post photos/images of people of different cultures. By incorporating diversity and inclusion in our program, it helps the children develop a sense of belonging.

PRESCHOOL CURRICULUM STATEMENT

Children learn best through play. They consistently learn all the time from the environment, experiences, interactions and relationships from people around them. Our program provides a balance of opportunities to support all children in all areas of the children's development, such as social, emotional, physical and cognitive.

We nurture a relationship with children by making them feel included. Children receive individual support and feedback throughout the day, for example, during play opportunities we engage in a one-to-one play with children in order to extend growth and development. We interact with children by asking open-end questions, sitting at their level, listening to what they say, etc. We ask questions about the play, we help the children carry through with play activities, and we get involved in the child/ren's play.

We involve parents by listening to them and value the knowledge parents bring forward about their child/ren's learning and development. When greeting the parents, we invite them to share what they do at home with their child/ren. We work with parents to take learning opportunities home, and bring learning to our own program. The children are encouraged to bring a toy from home during show and tell and share the toy with the children and other things such as a costume, hat, etc. during fun week. The children are encouraged to bring any art they did during the day home. We share with the parents what they did during the day when they pick up their child/ren. We involve the parents by inviting them to the centre to share the kind of work they do, such as when a dad came as a firefighter during fire safety week. He even brought the fire truck and the children got a turn to hold the hose and spray water. We communicate with parents face-to-face, emails, phone conversations, newsletter, parent bulletin, and notes. Much of this communication provides information to parents about their child/ren's learning and development.

We encourage appropriate social and play skills providing opportunities for the children to play in a group setting when we play a game, during circle time, science activity, in the water table, during free play inside and outside, etc. We promote deeper relationships between the children when providing opportunities for the children to interact with each other, communicate, and express their feelings and needs.

We foster language development when we provide the children with opportunities for conversations at free play time. We encourage children to make choices from a variety of learning areas. Children are problem-solving and exploring through everyday happenings and routines

when sharing the same toy. We pay attention to individual children and their abilities to manage different emotions and challenges.

The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

The indoor and outdoor environment is safe, clean, attractive and spacious so that children can move freely from one area to another. We organize the play space based on the developmental needs, interests and abilities of children, and accommodating their individual differences. We facilitate a variety of small groups, large groups and individual activities. We make play and learning meaningful through relevant child hands-on activities such as, block building, arts, music, science manipulative, water play, quiet activities, active activities, dramatic play, etc.

We provide age-appropriate materials and equipment of sufficient quantity, variety and durability. The materials are readily accessible to children and arranged on low open shelves to promote independence. Materials are rotated and adapted to maintain children's interest. We base the materials and rotation on what we see the children playing with and what they are interested in. We observe the children and we rotate the toys according to what the children play with and we also base the rotation of toys according to their interests.

Individual spaces for children to hang clothing and store their personal belongings are provided so the children have a sense of belonging.

Transitions are made according to the needs of both children and adults. We plan for effective transitions that are an integral part of the day. We evaluate the daily schedule on a monthly basis. Decisions are based on the interest level and participation of the children. If the child/ren is busy playing, we extend the play longer. The schedule is flexible and accommodates changes that are based on curriculum. Our schedule is posted; it is consistent and flexible depending on the children's needs.

We provide both planned and spontaneous activities. We recognize that each child has their own strengths and interests and using that knowledge, we support their learning and development. We monitor, evaluate and report the children's development and learning by observing and listening to them at play. We gather what the children know, understand and are able to do by watching and documenting the needs and interests of the children. We evaluate the activities at our monthly staff meeting, and the staffs also evaluate their own activity. We post the children's art display so parents can see what the children are learning throughout the day.

We then plan experiences and activities that are based on the child's individual interests and needs. For example, if some children are in the art area, pasting things on paper, we may provide different, and more materials for them to paste; items that they may have never seen before or items that encourage their fine motor skills.

We provide spontaneous play so children can set their own goals, are more creative, and don't feel pressured. For example, in the art area, the children can explore and learn to be creative.

We reflect and represent the children, and their families. We display the children's art work so the children and parents can see them. We reflect on our community by going for a walk at the store, school, post office, senior complex, etc.

I _____ have read and fully understand the center policies of Garderie de Bambins Coop Inc. as outlined.

I agree to abide by these policies at all times.

Date

Signature of Parent

Date

Signature of Parent