Horizons Children's Centre Inc.

Centre Policy Manual

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INTRODUCTION

Welcome to Horizons Children's Centre! Please read this Centre Policy Manual carefully and thoroughly. This booklet is designed to list policies and provide an explanation for, or an understanding of, each policy along with the philosophy and vision of the Horizons Children's Centre Community of Care. Horizons supports the four pillars of anti-bias curriculum and staff are trained in the Circle of Security Relationship model of care which is incorporated in all aspects of our programs. If you have any questions or wish clarification on any matter, please feel free to ask any of our amazing educators.
For more information on the Circle of Security approach, please go to the following links: https://vimeo.com/74938698 or https://www.youtube.com/watch?v=Xcs0Z3yxB3o

We have 3 locations in St. James:

Grace Hospital Location which is licensed for 34 Preschool 2 – 5 years and 9 infants 3 months – 2 years (Drop off area in front of the Dorothy Wood Building)

Hampton Street Location which is licensed for 48 Preschool 2 – 5 years, 16 infants and toddlers 3 m – 2 years (Drop off area on Hampton Street)

Access Winnipeg West location which is licensed for 64 Preschool 2 – 5 years and 16 Infants 3 m – 2 years (Drop off area on Pearl McGonagall Way in front of Day care)

HOURS OF OPERATION

Our Grace Hospital Location supports families and children from 6:30 am to 5:30 pm Monday to Friday

Our Hampton Street Location supports families and children from 7:00 am to 6:00 pm Monday to Friday

Our Access Winnipeg West Location supports families and children from 6:30 am to 6:00 pm Monday to Friday

ADMINISTRATION

Our Centres are non-profit, government-funded and licensed childcare programs with elected representation of a Board of Directors consisting of Parents whose children attend the program and community members. The Centre holds the Annual General Meeting (AGM) once a year, and it is requested that all Parents/Guardians (Members) attend, as you are an important part of our caring community!

It is a high priority of Horizons Children's Centre Inc. to meet the government staffing regulation that a minimum 2/3 of the staff be trained at an Early Childhood Educator Level II or III. Trained staff educated in child development, guidance and curriculum provide a solid foundation to implement quality care. We encourage all families to visit the programs prior to their child starting at any of our centres. This allows you to see our programs and help your child to become familiar with the environment before they start at the centre.

TERRITORY ACKNOWLEDGEMENT

Horizons Children's Centre acknowledges that we provide services in facilities located on Treaty One territory, on the original lands of the Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples and on the homeland of the Metis nation. We acknowledge that our water is sourced from Shoal Lake 40 First Nation.

Horizons Children's Centre respects that the First Nation treaties were made on these territories and acknowledges the harms and mistakes that occurred and still occur on these lands.

We dedicate ourselves to collaboration in partnership with First Nation, Metis and Inuit people in the spirit of reconciliation.

LAND ACKNOWLEDGEMENT

Our Horizons Care Community is comprised of members whose roots come from across the world, including Asia, Europe, the Middle East, Africa, and the Caribbean. We maintain our relationships with our origins through connections with family, maintaining our home languages, preparing traditional foods, practicing faith, celebrating festivals, traveling and staying apprised of what is happening in the world, while sharing stories with one another and with the children in our care.

Members of our Horizons Care Community live, work and play primarily in the City of Winnipeg, visiting and exploring the spaces that surround the City and waterways that include the Assiniboine River and Sturgeon Creek. We acknowledge that we are not the hosts of this land, and many of us are uninvited guests. As such, we work to maintain relationships with the land through recycling, gardening, composting, reducing waste and repurposing and donating what we no longer need.

Horizons honours, values and respects the original hosts of this land by including Indigenous learning in our curriculum, and reading books and listening to music from Indigenous authors and artists, in a culturally safe environment where we strive to continuously learn from one another.

We support unlearning the incomplete history that we may have been previously exposed to by preserving water, caring for plants and trees in our gardens and yards together with the children, introducing Indigenous language, visiting urban nature reserves, and listening when we have the opportunity to learn, in order to develop self-awareness and model respect for the knowledge keepers who share their teachings with us.

Our Horizons Care Community commits to observation and listening, asking questions and taking actions that include reading, podcasts, and professional development opportunities, sharing with one another in the spirit of ongoing reconciliation.

MISSION STATEMENT

We are a community for children, families and educators where relationships of trust and safety are developed through early learning opportunities that spark curiosity and exploration of our environment through play.

EQUITY AND DIVERSITY STATEMENT

Diversity, equity and inclusion are key components of the Horizons Children's Centre mission. Established in 1976, Horizons has welcomed families and staff members from a variety of cultural, racial, ethnic and socioeconomic backgrounds to create a care community in which multiple perspectives are woven together to create our social fabric.

Becoming a non-profit organization in 1980, we respect the diverse family structures and the learning differences of the members of our community in our efforts to present opportunities for each child to learn from those whose life experiences differ from their own.

As a team of professionals, we are dedicated to maintaining diverse programs. This commitment informs our decision-making and organizational processes, including enrollment policies, professional development, curriculum implementation, staff hiring and Board recruitment.

Horizons Children's Centre does not tolerate racism, sexism, gender orientation and identity biases, exclusion, or any other form of oppression. We are committed to providing an emotionally and physically safe space for each of the children in our care, their families, and our staff.

VISION STATEMENT

To grow an accessible and inclusive care community of families, children, and educators, whose needs are interwoven in our social fabric.

CORE VALUES

Our children are valued for:

- Their wonder and curiosity
- How they demonstrate self-awareness, gender identity, and family pride
- How they express comfort and joy with human diversity
- Their ability to recognize and have language to describe fairness
- Their skills to empower and act

We strive to be the secure base for children to support and delight in their exploration while meeting their needs for comfort, protection and the adult being with them to organize their feelings.

We value working in partnership with families to support their commitment to work and home together with their dreams for their children.

We value our educators for their skills, their commitment to building relationships and delight in the children.

We care deeply about providing opportunities to think and learn about the world through play.

PHILOSOPHY

It is our ethical responsibility to support all children and families, and to be responsible for children's well-being. We welcome children with all abilities to our daily programs. We are committed to providing a safe, nurturing and warm environment where secure relationships of trust are built between children, educators, and parents, in which needs are met and a commitment to care is consistently demonstrated. We believe that the way that children learn and think about the world is through play, and so we provide a program that supports children's exploration through the careful observation and planning of our educators both indoors and in the outdoor environment for each individual child in our care.

Our philosophy is based on respect for children as active capable partners in their care and development. We have a strong focus on relationships and building self-confident, capable individuals. Our educators focus on the need that behaviours indicate that the child has, so that they are able to welcome children coming to them for comfort, protection and connection. In such an environment, and with consistent relationships with loving caregivers, we believe that all children will be able to grow and develop to their individual potential.

At Horizons Children's Centre, we strive:

- To respect each child as a capable and competent individual

- To provide a total learning environment where children are free to observe, question, experiment and explore based on individual and group interests through observations.

- To enrich children's awareness and a sense of connection to themselves, others and the world around them. Our programs support non-gender specific components and children are assured that they are safe to play themes that challenge gender stereotypes.

- To focus on the child's best interests through open communication with families.

- To value ongoing growth and development. Our educators engage in reflective practice, professional development and collaboration with other professionals in the field.

We believe in the importance of supporting the four pillars of anti-bias education in our programs:

- IDENTITY – Each child will demonstrate self-awareness and family pride
- DIVERSITY – Each child will express comfort and joy with human diversity, and will be provided with accurate language for human differences.
- JUSTICE AND FAIRNESS – Children will recognize and have language to describe unfairness. Classroom agreements will be established to include "Is my body safe", "Are my feelings safe", and "Are the materials safe".
- ACTIVISM – Each child will demonstrate empowerment and the skills to act.

RESOURCES FOR INFANT EDUCARERS (RIE) PHILOSOPHY – INFANTS

Our infant programs follow the RIE philosophy based on a primary caregiver system in order for children to

develop secure attachments with the caregivers in their environment.
At the Hampton site, there is one room with 16 infants, four core ECEs and two supporting CCAs
At the Grace site, there is one room with 8 infants, two core ECEs and one supporting CCA
At the Access site, there are two rooms, each with 8 infants, two core ECEs and one supporting CCA

PROGRAM GOALS

The goals of our programs are based on the responsibilities identified in our Professional Code of Ethics:

- Early Childhood Educators respond with compassion and kindness.
- Early Childhood Educators use quality pedagogical practices and a play-based curriculum.
- Early Childhood Educators foster children's holistic development.
- Early Childhood Educators build and maintain respectful relationships with families, colleagues and communities.
- Early Childhood Educators engage in the principles of Truth and Reconciliation to strengthen mutual respect and equity.
- Early Childhood Educators work in ways that honor human dignity and diversity.
- Early Childhood Educators pursue the knowledge, skill, self-awareness and self-reflection needed to be professionally competent.
- Early Childhood Educators advocate on behalf of children, families and early childhood education.
- Early Childhood Educators demonstrate integrity in all our interactions and relationships.

OUR CURRICULUM

We plan our curriculum using a pedagogy of reflective practices along with the Emergent Approach. We observe, interact and ask questions during children's play. Through reflection and collaboration, we develop an understanding of where individual children are in their development, abilities and interests.
By observing children and listening to what they say, ideas start to emerge. We follow the child's lead and come up with ideas to plan experiences and activities that will build and expand on the children's interests in all areas of development; physical, emotional, intellectual and social. We incorporate experiences in art, science, social studies, music, free play, dramatic play, building and construction, literacy, large muscle development, mindfulness, sensory play and organized games.
Based on these observations, we organize the environment and materials. We present invitations to play with open ended materials that will engage the children's curiosity and expand their interests. Staff members will add or remove materials as the children progress through their play and as their interests change.
As a team, we organize the daily schedule to provide a balance between active and quiet play so children learn to regulate their behavior. We ensure that we provide adequate time for the children to be engaged in daily, uninterrupted play, which allows children the time to engage with materials and/or other children to develop play with value.

CURRICULUM STATEMENT – PRESCHOOL (Hampton, Grace, and Access sites)

We believe:

Respecting Children's Competencies

- Children are unique, independent, and open-minded individuals who learn and grow through concrete play experiences.
- Our program reflects each child's individuality, diversity, ability and sense of belonging by providing an environment rich with experiences based on their individual interests, and developmental abilities.
- Through observation, research and reflection, our program strives to provide choices, activities and play experiences that are adaptable to each child.

Environments

- Provide a safe, secure environment for children.
- Maintain our equipment, play spaces, and follow health, safety and licensing regulations.
- Present an environment using warm colors and personal touches such as family photos and a space for each child's belongings.
- We role model our expectations and foster a calm loving environment.
- We use gentle and respectful words, actions and body language when interacting and connecting with the children.
- We use positive guidance in all interactions with the children

Children's Relationships

- We believe in the importance of building relationships.
- We build relationships with children by being respectful and getting down to their level
- We get to know children individually through conversations and observation of the cues and miscues that indicate the needs that our educators will support and respond to.
- We ask open ended questions about their family life, pets, likes, dislikes, and we actively listen, which invites the children to trust that what they say is important.
- We encourage empathy, the value of friends, kindness and caring by promoting awareness of each other's accomplishments, struggles and importance.
- We teach respect for self and others by interacting at their level, being attentive to their physical and emotional needs, by allowing and being with to organize their feelings, and having them be part of their care routine throughout the day.

Importance of family and community

- We greet parents/guardians and children warmly on arrival and departure.
- We recognize and respect family's knowledge and expertise. Families are a child's first teachers, passing on their concepts to help the child to grow and thrive.
- We respect each family's language, values, beliefs, child rearing practices, skills and traditions.
- We host a Summer Family BBQ annually, as well as a number of Parent Evenings.
- We encourage parents/guardians to visit our program before their child is enrolled so they

can see how the program flows and how we interact with each child throughout the day.

- Parents/guardians are encouraged and invited to become involved in our programs. Parents/guardians are also invited to share information and items related to their cultural and traditional celebrations and beliefs and practices.
- We also encourage families to share any talents or skills they may have with the children or the centre.

CURRICULUM STATEMENT – INFANT (Hampton & Access Sites – As approved by Early Learning and Child Care)

We believe in providing a safe, secure environment for children. One in which the infants and toddlers can freely explore their environment and learn from the experiences in it. We use gentle words, actions and body language when interacting with the children to both role model the behavior for them, and to foster a calm environment. We use a primary caregiver system which allows the children to have one staff in the room with whom they are most comfortable. We make ourselves approachable to children by getting down to their level as much as possible, by smiling and hugging often, by showing our delight in their accomplishments to foster their self-confidence, and by celebrating their successes and efforts. We help the children to build relationships with each other through various play experiences and interactions with them. We often read books together, have lunches as a group and sing together. When a child is upset in the room, we may say, "Look Jaime is crying. I wonder what's wrong. Let's go help them." When we are dancing with the children, we encourage them to hold each other's hands and dance together and when drawing we may say, "Are you done with the green marker? Jaime wants a turn, so you can have their pink one or choose another color". We then use the pictures we have taken of the children playing together and display them around the room to reinforce their relationships.

We follow the RIE philosophy in which we recognize the child as an initiator of their learning. We trust them as explorers and arrange our environment to allow them a physically safe, thought provoking and nurturing environment. We arrange our time to have large blocks of uninterrupted play allowing them freedom to explore and interact with each other. During these times we are observing our primary children as they move about to see where their interests lie and what we can do to enhance their development further through the environment and their interactions. For example, if we have noticed the children are interested in vehicles we will add more vehicles of various types, put pictures on the walls of vehicles and add more ramps to the room for them to drive the vehicles on, do activities with cars (ex. Painting with cars, driving them in sand or play dough for sensory development) and go for a walk pointing out the vehicles in the area around us. We believe the children should have active roles in their learning with consistent and clear limits and expectations. Through this we hope the children come out secure and confident in their abilities.

Following a primary caregiver system allows the child to have one staff whom they trust most. This person will, as much as possible, lead the majority of the child's daily routine activities. We make the most of these one-on-one times by talking with the child. We talk about what we are doing, what is coming next, we sing songs, etc.… We "bathe" the children in language for their cognitive development.

We build relationships with families by having regular discussions with parents regarding their child's behavior, abilities, successes and difficulties. We also talk to parents/guardians to gain information about events at home that may affect a child's emotions. We do not ask for details those parents/guardians are unwilling to provide, just basic information that will help us to understand a child' s feelings and behavior so that we can support each child according to their needs. We also create a special observation book for each

child where interesting activities or words are noted, along with pictures of the child participating in activities or engaged in play.

We make the centre warm and inviting to families by posting pictures of children and families on lockers and in displays for the parents/guardians to see, and by greeting parents/guardians and children warmly on arrival and departure. We also host family nights, such as our Summer BBQ, annually. We encourage parents/guardians to call or drop in at any time during our program to visit their child or find out about their day. We also invite parents/guardians to become involved in the program wherever possible. We do this by inviting them to visit the Centre with their child before their start date, by encouraging parents/guardians to bring their skills and talents to the centre, and by inviting them to share information and items that represent their cultural and ethnic celebrations and traditions.

An important way we foster learning during play and activities is by observing the children's interests, and providing play areas, materials and activities based on these interests, called Emergent Curriculum. We incorporate concepts into play experiences the children choose rather than sitting down at a table and completing lessons as school children do. For example, a staff will print out colors on leaves when the children are enjoying playing in them, instead of sitting down at a table and learning colors from a worksheet. We incorporate a variety of activities, including art, cooking, music, science, dance, and yoga, building and construction, reading together, sensory play such as water, sand and play dough, and large muscle activities such as climbing on structures in and out of the Centre, playing on swings and digging and building with sand or soil. We also provide activities based on celebrations of many cultures to promote diversity.

Staff observe the children in their play throughout the day. Most observations are made by staff taking mental note of what materials children are playing with, how they are playing with those materials, and how often this type of play occurs. Some observations are written down as single words or short phrases in notebooks or on a white board mounted on the wall in the playroom. Staff discuss their observations with each other during quiet times of the day, particularly nap time, and also write ideas down using our communication book, planning binder and the white board. During planning, staff write down ideas for activities based on the observations they discuss. Staff choose activities based on the developmental learning of their children and also on the frequency of the observed play. Activities are found through resource books, including play-based child development books, the internet and also from past experience and learning. All staff in the room take turns implementing activities, whether it be setting up a formal activity at the tables, informal invitations to play or play provocations, or enhancing the environment in various classroom learning centres to better accommodate children's interests.

(Insert one – same phrasing for all three sites)

The playroom is divided into various areas of play. There is a nice cozy area with books, soft chairs, an adult rocking chair, stuffed animals and a few manipulative toys to work with. There is a large muscle climber and stairs surrounded by mats. A music shelf as well as a car and block shelf and a science shelf close to the window are available. There is also a kitchen and dress up area with a table and chairs for the children to sit at. We have a separate nap room with large windows allowing us to have a full view of the children during their nap and allowing them the peace they need to get a proper rest for their brain development.

We have a large room between our nap and playroom with a kitchen for prepping snacks and lunches, a diaper area and in the middle a place for the children to eat or participate in messy activities.

(Insert two – same phrasing for all three sites)

Our schedule is routine to keep consistency but also flexible as to their schedules. Meaning we follow the children as to how our day will play out. If children need a rest, they are welcome to nap and if they should sleep through meals or snacks it is put aside for when they wake. We have water available at all times throughout the day in case they should be thirsty. Also, for example, some days we are heading outside right at 9:30am, and others, we are slowing down because they are so involved in their play.

We go outside on a regular basis and find it enjoyable to play at all the local parks and watch all the neighbors' pets through the fences. We also take this time to look at all the vehicles and are lucky enough to have planes fly right over our heads. They have time to sit, stand and walk, through nature using all their senses including taste. And when the weather gets too cold or too hot for us we bring it inside. We will bring in leaves, branches, snow, etc...

We welcome and celebrate the different cultures represented in our program by having a variety of gender-neutral dramatic play materials, dolls of various skin tones and ethnic representations, and plenty of books. Pictures on the walls, floors, etc of themselves and their families are displayed. We are also lucky to have a diverse culture of people working with us. We welcome educators and families to share their lives with us. They have brought food, pictures, artifacts, and even come in to the Centre to perform. We also ask them to share with us some basic words if English is not the spoken language at home.

CURRICULUM STATEMENT – INFANT (Grace Site – As approved by Early Learning and Child Care)

Our program follows the RIE philosophy (Resources for Infant Educarers). This philosophy has a strong belief that:
The child is an initiator of their own learning. We believe in following the child's natural routine and their needs whenever possible. We allow for a flexible schedule within our program as well as with the staff to accommodate each child.
We believe children are unique, independent, and open-minded individuals who learn and grow through concrete play experiences; we trust them as explorers and arrange our environment to allow them a physically safe, thought provoking and nurturing environment. Our program reflects each child's individuality, diversity and sense of belonging by providing an environment rich with experiences based on their individual interests and developmental needs. Each child is unique with different abilities and through observation and research, our program strives to provide choices, activities and play experiences that are adaptable to each child's ability.
We believe in providing a safe, secure environment for children that provides a balance of active opportunities and the importance of quiet enclosed rest time.

We present an environment using warm colors and personal touches such as family photos and a space for their child's belongings.
We believe in providing a safe, secure environment for children. We use gentle and respectful words, actions and body language when interacting with the children. We involve the children in the daily routine by doing things with the children rather than to the children. For example, if we are going to wipe a child's nose we will say "I am going to wipe your nose" instead of just walking over to the child and wiping their nose. We use positive reinforcement when children display positive behaviors and actions. We use redirection with children when they have made inappropriate choices.
We make ourselves approachable to children by getting down to their level as much as possible, by smiling and hugging often, by showing our delight in their accomplishments to foster their self-confidence, and by

using positive reinforcement when they display positive behaviors and actions. We help the children to build relationships with each other through various play experiences and interactions with them. We often read books together, have lunches as a group and sing together. When a child is upset in the room we may say, "Look, Morgan is crying. I wonder what is wrong. Let's go help them." When we are dancing with the children, we encourage them to hold each other's hands and dance together and when drawing we may say, "Are you done with the green marker? Morgan wants a turn, so you can have their pink one or choose another color." We then use the pictures we have taken of the children playing together and display them around the room to reinforce those relationships. We believe in the importance of role modeling our expectations and fostering a calm and loving environment. The children are encouraged to explore the environment and staff is available for support and to expand on their learning by adding or taking away materials in the environment. Through large blocks of uninterrupted play, we allow them the freedom to explore and interact with each other.

We believe in the importance or building relationships, we practice primary caregiving duties to build trust and attachment with the child. Following a primary caregiver system allows the child to have one staff whom they trust most. This person will, as much as possible, lead the majority of the child's daily routine activities. We make the most of these one-on-one times by talking with the child. We talk about what is coming next, we sing songs, etc.…We "bathe" the children in language for their cognitive development.

We get to know children individually through conversations, observation and daily routine caregiving tasks. We encourage empathy, the value of friends, kindness and caring by promoting awareness of each other's accomplishments, struggles and importance. We teach respect for self and others by getting down to their level, being attentive to their physical and emotional needs, by labelling and acknowledging their feelings, and having them by part of their care routine throughout the day. We believe in the importance of family and community.

We greet parents/guardians and children warmly on arrival and departure, we build relationships with families by having regular discussions with parents regarding their child's behavior, abilities, successes and difficulties. We also speak with parents/guardians to gain information about events at home that may affect their child's emotions on a daily basis. We provide a daily report for their child that the parent fills out in the morning about their child's night, morning breakfast and how the child is feeling today. We then fill out the rest of the report that lets the parents know how their child's day was while they were at the centre and a little note about something funny or specific about their day.
We host a Summer Bar B Q, annually. Parents/guardians are encouraged to take time to visit in the program before and after drop off times to connect with the children, parents/guardians and staff. Parents/guardians are also invited to share information, items and stories about their family culture, traditions, practices, and celebrations. observations. We look at what the children are interested in and how they are playing. We present materials that will engage the children's curiosity and expand their interests. Educators will add or remove materials as the children progress through their play and as their interests change. We believe that through observations we can provide experiences that will allow the child to develop in all domains of development.
We provide resources and information such as newsletters, information boards, a daily report of their child's day and graduation books when their child moves on to preschool. We also encourage families to share any talents or skills they may have with the children or the centre.

(See insert one under Hampton and Access Statement)

We change the children into their pajamas for comfort and a feeling of home. Transition time is a time of change when we move from one activity to another for example, from free play to outdoor time. Children are given warnings before transition times occur to help prepare them for the change. Consistency is important so children know what to expect during these times. We use songs, cues and clean up routines to aid in these times. We also transition in small groups to maintain a calm environment. Transition is necessary yet flexible to keep the program flowing. If productive play is in progress, we may hold off on changing to another activity until a later time.
We have an enhanced staff ratio in our infant program which allows for smooth transitions to happen easily and to support the program and staff each day. Lunches are staggered for the children to allow a smaller ratio in the eating area. This allows staff to have optimal time for relationship building.
Our separate nap room helps aid the children in transitioning them into a calmer state and begin to relax their bodies and minds.

(See insert two under Hampton and Access Statement)

We show the connection with what they are learning through documentation, newsletters, information boards, as well as writing on their daily reports.

We expose children to diversity by exploring family life in our centre. We have children bring in pictures of their family and place them around the room at eye level. We support and ensure healthy development by working as a team with families. We engage parents/guardians by encouraging them to bring in materials such as picture, books, family recipes or traditions to be part of their child's learning process that are representative of their personal identity.
We provide play materials and books that consist of a wide range of diversities within the room.

RELATIONSHIP (BEHAVIOUR) MANAGEMENT POLICY

When meeting a child's need which is shown through behavior, or aiding a child in solving a problem, educators stay with the child until they are calm, then provide verbal guidance, speaking to the child in words that the child can understand, taking into account the developmental capabilities of each individual child. Instructions and requests are phrased in a positive manner; words like "don't" and "no" are ineffective and only tell the child what we want them to stop doing, versus what we would like for them to do.
Educators are careful to protect a child's dignity, and strive to recognize the need that each child is expressing through their behaviour, responding to individual needs with love and nurturing while setting reasonable limits.
Behaviour indicates a need, and is the fire alarm for the educator that the child needs connection with them. Shaming and blaming focuses on the behaviour, instead of the child's need. This is like pointing the fire extinguisher at the alarm instead of the fire.
Conflict is a productive part of the learning process. When conflicts arise, we will try the following steps:

1. Approach quickly and calmly to prevent hurtful or unsafe behavior right away.
2. Acknowledge and validate each child's feelings, and label them for the child. i.e. "You seem angry"
3. Ask for information from each child involved through active listening without judgement. "Let's talk about what happened. Chris you tell me first then it will be Sam's turn to talk.
4. Identify and state the problem to the children. "You both want to sit in the same spot at the table."

5. Adapt and brainstorm solutions with the children. “What ideas do you have to solve this problem? What else can you do?”
6. Allow the children to develop a solution and use it. “What idea do you choose?”
7. Follow up by checking back and offering assistance if needed. “How is your idea working?”

Educators work to model and teach children about empathy for others while providing logical reasons for their directions.
This can be done in brief, simple phrases i.e. Hitting hurts. Look at Jessie’s face. They look sad. Feet on the floor. If you fall, you could be hurt. After Pat it will be your turn. I understand that it is hard to wait.

Horizons Relationship Management guidelines take into account the developmental capabilities of all children and makes sure that all children’s needs are met throughout the day on a regular basis.

We do not permit, practice, or inflict any form of physical punishment, verbal or emotional abuse, or denial of physical necessities for any child in attendance. Physical punishment includes striking a child, directly or with an object, shaking, shoving, or spanking. It also includes forcing a child to repeat physical movements, or any action carried out which could result in physical injury to the child.
Verbal or emotional abuse includes any harsh, belittling or degrading response by an adult in the Centre which would humiliate or undermine a child's self-respect. The denial of physical necessities includes withholding normal comforts such as shelter, clothing, food, bedding or toileting.

PLAN FOR ADDRESSING REPEATED ACTIONS THAT HARM BY CHILDREN

Aggression and Biting
Aggression and biting are common behaviors among children in group care, they are not viewed as bad behavior rather, an unwelcome response or unmet need, often related to the child’s development and ability to communicate their emotions. When they occur, educators have a responsibility to both children involved.

Our primary goal is to support each child and each family as we move through this developmental period.
Some specific causes of behaviors that harm are:

- teething
- sensory exploration with mouth, hands, vision
- environmental triggers
- expression of negative feelings
- self-assertion
- stimulus-response too much or too little stimulation
- seeking responses from adults or peers
- fatigue

With this philosophy in mind, we practice many preventative strategies in the program. They include but are not limited to:

- providing an age-appropriate room arrangement and curriculum
- multiples of the same toy
- close supervision and observation within the limitations of a 1:4 (infants), 1:6 (toddlers) or 1:8 (preschool) ratio
- regular “being with” and “organize my feelings” moments of connection throughout the day to

encourage and show empathy and label emotions.

When we approach a child exhibiting behaviors that harm, we determine whether the behavior is a new or recurring behavior

If the behavior is infrequent:

- We respond to the child – "Ouch! Hitting hurts!"
- Label the emotions of each child at that moment
- One staff comforts the injured child, one staff attends to the needs of the child who harmed and redirects the child to another activity, staying with the child to organize their feelings.

Parent/Guardian communication

- Each parent/guardian receives an incident record
- Each parent/guardian is notified in a private and confidential manner
- Identities of the children are not provided to either set of parents/guardians by educators.

Plan of Action for Frequent behavior that harms

- If the child is moving through a frequent aggressive stage in development, we repeat the above steps in the intervention plan
- The educators will work with the parents of the child demonstrating behaviors that harm to devise an intervention plan

Quality of Care for all children

- Our Centre is committed to providing quality childcare for all children in our program. If a behavior situation arises that compromises the quality of care for children within the program, steps will be taken to deal with the situation in a child-sensitive manner. The centre requires the cooperation and support from parents/guardians when working with children who have displayed a need for special care. If cooperation from the parent is not forthcoming the Executive Director will meet with the parent to discuss finding alternate childcare arrangements. After the Child Care Professional has demonstrated through documented observational data that there are significant social/emotional difficulties demonstrated, the following steps will be taken in consultation with the parents:

    - Child Care Coordinator/Child Development Specialist will be notified and asked to assess the situation.
    - After the assessment is completed, a meeting will be set for parents/guardians and all interested parties to review the findings and develop an action plan.
    - If after a set period of time the behavioral situation still proves to be detrimental to the overall quality of care of the children in the centre the Executive Director will provide recommendations to the parent/guardian for locating alternate child care for the child.

CHILDREN WITH ADDITIONAL SUPPORT-PHILOSOPHY STATEMENT

Horizons Children's Centre welcomes children with all abilities from the community into our daily program. We believe that every child in our care has the right to experience our Centre's group program to the best of their ability.

We are aware that particular children may need additional support through the presence of an additional educator in the classroom to enhance the ratio.

INCLUSION POLICY

We accept and welcome children of all needs and abilities. Indoor and outdoor areas are arranged so all children can move freely and make choices based on their abilities, interests and needs. Opportunities are provided for all children to participate in social free play and routines throughout the day. We respect and value input from parents/guardians and encourage them to be part of the decision-making process for their child. We work with parents/guardians and early intervention professionals who have valuable knowledge and expertise to share with each other. We are committed to learning more about various disabilities and full inclusion as part of our annual training plan.

CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN THE PROGRAM

Opportunities are provided for all children to participate in social free play and routines throughout the day. We believe that each child deserves an environment and experiences that promote growth in all areas of their development.
Indoor and outdoor areas are arranged so all children can move freely to make choices based on their abilities, interests and needs and make changes to our daily program to meet the needs of each child.

The role of the additional educator is to become a part of a team with an enhanced teacher/child ratio so that the educator team may be free to meet the special support needs of individual children. One of the educators will be asked to act as a resource and communication source between the parents, therapists, and the other staff ensuring that each is aware of the child's needs and goals. We encourage parents/guardians to communicate openly and honestly with our staff prior to enrollment regarding their child so that we are able to share information necessary to meet their needs fully within our program. We welcome parents'/guardians' involvement in the child's Individual Program Plan which would include other Professionals working with the Child. We are committed to learning more about various disabilities and full inclusion as part of our annual training plan. All staff receives professional development in current areas of child development, research, theory and practice.

Children with life threatening conditions or who are immobilized or unable to care for their basic needs usually require a high level of involvement by child care staff in order to function in a group setting. Health and safety considerations may require for such children to have staff that are quickly available to meet their needs. Other children may require that intense involvement for a brief period of time while they adjust to the day care setting but then are able to have their needs met within the regular peer group experience. Still other children need assistance to focus on skill development but can learn well in a larger group. Horizons Children's Centre strives to meet the unique needs of each child to the best of our ability with staffing available. As such, we are able to support children's exceptionalities within the hours funded by the Inclusion Support Program, a part of the Province of Manitoba Education and Early Learning, in efforts to ensure that the quality of our curriculum, programming, and care received by all children enrolled in our program is upheld.

For the most part, the program emphasizes learning through developmental steps, learning through experiences that place skill development in a normal context, learning with an opportunity for peer modeling, as well as peer interaction, and developing age-appropriate independence. We provide developmentally appropriate group experiences for all children and encourage the socialization of every child with peers. These goals can be best reached when a caregiver is able to focus on guiding the child to participate with other

children in activities that will enhance development, acting as a model and play partner alongside the child. Children are most likely to remember what they have learned and to use this information when the learning has taken place in a regular play-based child-oriented context.

In order to maintain an inclusive environment, new skills are incorporated during small group activities, so that the child is able to see the context of the learning environment and to observe the different ways other children master the skills, with the help and support of a qualified caregiver. Only in rare instances, when the room is too distracting or over whelming for the child, is the child removed for individual learning experiences. Such activities would be conducted in consultation with parents and the professionals who work with the child (e.g. Speech Therapist, Physiotherapist, Occupational Therapist, Child Development Counselor, and Behavioral Specialist).
We are able to work in partnership with parents/guardians and outside professionals most effectively when additional staffing is available to enhance the ratio in the classroom. In this way, staff to child ratios in addition to the quality of care provided for all children is maintained as we collaborate to create success for the child within our program. Horizons will gladly provide care and additional staffing to support each child's unique needs provided we are able to obtain funding through the Province of Manitoba Inclusion Support Program. Should such funding not receive approval, we will work with families to determine if their child's developmental needs can be accommodated within the regular ratio of staff to children without reducing the quality of the care and programming that is delivered to all of the children enrolled in our programs as a whole. Should it be determined that we are unable to achieve this goal, we will assist the families to find alternate programs that may be better suited to their family's needs.

Unstructured learning opportunities abound in most Early Childhood settings. They provide opportunities for play that involves imagination and the use of play materials in a variety of ways. All educators in this instance are watching "teachable moments", not creating them.

The aim of our Centre is to value each child in our care for their unique qualities not their special differences.

ACCESSIBLE INFORMATION AND COMMUNICATION POLICY

Horizons Children's Centre is committed to providing information in accessible formats for people of varying abilities. When a request for information in an accessible format is received, we consult with the person making the request to identify a support format that removes any barriers in communication, and provide the agreed upon format in a timely manner.
Examples of support formats might be reading documents aloud over the phone or in person, ensuring that all written communication is available in electronic formats, providing written materials in larger text, ensuring that contrasting text is used (black text on white background), and reducing the use of italics and bolded text. Items on our website are easy to navigate and read, with images labelled by text, for individuals making use of screen readers.
We receive and respond to feedback, including complaints, about accessible information and communication in person, by phone, email, or messages on our social media pages.
Horizons ensures that training is provided to persons who communicate directly to the public or another organization in Manitoba on behalf of the organization, who maintain our website, and who develop and implement organization policies and practices respecting accessible communication.

COMMUNICATION

We believe in the importance of open and daily communication with our parents/guardians. Staff commit to observing children throughout their time with us, and share stories and document experiences through learning stories, documentation boards and Parent App posts that are regularly shared with parents/guardians. A monthly newsletter is distributed to families to keep them apprised of planned and upcoming events and experiences in the child care program.

All parents/guardians may call the Centre during the day to hear how their child is progressing. Parents/guardians are encouraged and welcome to spend time in the Centre with their child at the end of the day. A visit during the day may be dysregulating to the child if the parent/guardian must leave again.

As concerns arise, we will discuss them with you verbally at the end of the day or call you as warranted. Please relay any pertinent information to the Centre so we can provide consistent care. We respect and value input from parents/guardians and encourage you to be part of the decision-making process for your child (or children). Parents/guardians are encouraged to approach educators responsible for their child or children to express their feelings and concerns about their child (or children) or any aspect of Centre activities, including programming, weekly plans, snack menus etc.

Please follow the steps below for Comments or Concerns:

1. Parents/guardians are welcome and encouraged to discuss any concerns regarding the program with the Program Coordinator of the centre.
2. If parents/guardians are not satisfied with the results of airing their concern in the above situation, they may approach the Centre Manager in person.
3. If the parent/guardian is still not satisfied with the results, they may contact the Executive Director in writing to help resolve the situation.
4. Sometimes, situations or problems arise that are unable to be resolved together. Therefore, the option of confidentially presenting your concerns in writing to the Board of Directors for an attempt at resolution is available to you.

Under no circumstances will any verbal abuse or inappropriate outburst towards the Executive Director, Centre Manager, educators, parents or children be tolerated. This type of behavior would be grounds for immediate withdrawal from the Centre.
Each site has a central bulletin board which contains information on licensing requirements, menus, activities and parent information.

SEPARATION ANXIETY

Most children experience an adjustment period when starting childcare. Separation anxiety is natural, and can be supported through consistent drop off and pick up rituals as the child moves from the care of their parent to that of the educator. We ask that you make known to the child that you are leaving (sneaking out may cause lack of trust the next day), and will be back. Try to avoid long farewells, as this can cause the child to fear that they will not have a secure base in the educators when their parent/guardian leaves. The educators will remain with your child to provide comfort and help transition them into the Centre's activities. It is natural for children to observe for the first while before participating fully in the activities until trust and connection begin to build with the educators in the classroom.

DIAPERS, TOILET TRAINING, SOOTHERS AND BOTTLES

Soothers and bottles will not be used in the Preschool classrooms for children 2 years and over, as it is too difficult to establish a termination period for these articles. However, children are allowed a blanket and a cuddly toy for nap time that will stay at the Centre until the child no longer naps.

Diapers and wet wipes will be supplied by the parents. If your child wears cloth diapers we require you to bring enough supplies to last the whole day of care. A wet bag is also required to place dirty diapers in. We do not allow cloth diapers that require pins. A quick overview of your reusable diapers will be expected during drop off for our staff since cloth diapers vary. If your child runs out of diapers throughout the day, we will place them in a spare disposable diaper and call you to come pick your child up or to bring more diapers.
As children begin to show an interest in the toilet i.e., Knows when wet, feels comfortable sitting on the toilet, the process of toilet training should be initiated. Staff will discuss this with parents to ensure everyone is on board and there is continuity between home and daycare. Once the toilet training process has started, it is extremely important that staff and parents be consistent.
In circumstances where children require more frequent toileting, they will be taken to the bathroom every 30-45 minutes. This is because they may lack the speech to let us know, or become so involved in their play that they forget to use the toilet.
If your child is in the process of toilet training, please keep four complete changes of labeled clothing at the Centre. Take home soiled clothing daily.
Please note that regression of toilet training may occur initially until your child becomes familiar with the Early Childhood Educators, the environment, and their peers.

NAP/REST TIME

Children who require a nap are provided with cots (cribs in infant room) and the opportunity to rest each day. Music or white noise is played to aid in creating a relaxing atmosphere. Children are welcome to bring a blanket and a cuddly toy to the Centre to be used specifically for nap time, however we ask that it be one that can be left at the Centre as required by our bed bug policy. If a child does not have one, we will provide one. If a child under 2 requires a small stuffed toy, thicker blanket or soother to fall asleep, it can be used but for safety reasons will need to be removed from the crib/cot once the child is asleep (infant room only). Soothers will not be provided in the preschool program due to choking concerns for older children who have more developed teeth. Children who are unable to sleep or who do not developmentally require a sleep are invited to leave their cots after 1/ 2 hour and will be provided with the opportunity to participate in quiet activities in the room or in another non napping room.
In our infant rooms, each child will have their own crib. Parents/guardians are asked to provide blankets and sleep pals which will remain at the centre and be laundered once per week.
Your child will sleep in a separate nap room adjacent to our playroom. It has a monitor system, a visual monitor and windows to see into the room. Children are aided to sleep, either in the rocking chair in the main room or nap room, or in their crib or cot within the nap room. A staff member stays with the children in the nap room until they are asleep. We aim to have a staff member in the nap room whenever possible while children are sleeping, however due to ratio requirements, a staff member may not always be present in the nap room while children are sleeping. Once children are asleep, they will be physically checked on every 10 minutes using a timer and monitored via the monitoring system, visual monitor and through the windows at times when a staff member is unable to be directly in the nap room.
Nap times are flexible according to the individual child's schedule and needs. Children need adequate rest. As

children get older, we may work towards a more structured day with a regular naptime to prepare them for preschool. We work in partnership with parents/guardians to determine the appropriate time for a child to make this change.

Specific to Infants (Hampton/Grace/Access):
The primary care giver will know the child's schedule and a journal or message via our communication app between the parents/guardians and centre communicates any differences each day. The caregiver will watch for cues that a child is tired and then assist them in going down for a nap depending on the child's individual needs.
Infants are changed into pajamas and can have a thin (receiving) blanket with them in the crib/cot. If they require a small stuffed toy, thicker blanket or soother to fall asleep, it can be used but for safety reasons will need to be removed from the crib/cot once the infant is asleep. (Bottles are never allowed in the crib). Infants are put into cribs lying on their back.

Nap Room Supervision: (Grace and Access)
There is a separate nap room attached to the play area through a doorway. There are windows with space to view into the nap room. Each infant has their own blanket and crib. (Infants from 18-24 months may use a cot for nap time.)

Direct supervision is implemented once 4 children are asleep in the nap room. (ie. Staff will remain in the nap room). If all 8 children are asleep, 2 staff will remain in the nap room to provide direct physical supervision. As the children have individual schedules, if there are 5-7 children sleeping and 1-3 children awake, one caregiver will remain in the nap room. The other caregiver with the awake children in the adjacent playroom will set a timer and check the nap room every 10 minutes. An audio monitor (built in) is used along with a separate audio/visual monitor located in the eating area.

Nap Room Supervision: (Hampton)
There is a separate nap room attached to the kitchen area through a doorway. There are windows with space to view the nap room. Each infant has their own crib and blanket if needed. (Infants 18-24 months sleep on cots.)
The centre will practice direct supervision during nap according to regulation 8(2) where a 1:4 ratio is maintained at all times.
Once 4 children are napping, a staff will remain in the room. As the children have individual schedules, if there are 5 or more children sleeping and children awake, a second caregiver will remain in the room whenever possible. If unable, the caregivers with the awake children will set a timer and check the nap room every 10 minutes. An audio monitor with receivers in the kitchen and playroom is used along with a doorbell if a staff should need assistance in the room. (ie. Before the 10-minute check, or if a child wakes up while they are putting another child to sleep).

All sites (Infants):
If all staff present are counted in ratio, there is indirect supervision as outlined in the April 5, 2013 document from ELCC and Margaret Ferniuk.

- Direct and visual checks on the napping infant/s a minimum of once every 10 minutes (and document checks)
- Positioning staff in the near vicinity of the nap room so that staff are able to immediately respond to the infant as needed.

- If there is a window from the play room to the nap room, leaving the window uncovered to allow visibility into the nap room.
- If there is no window from the play room to the nap room, leaving the door open when staff are not in the nap room.
- Providing sufficient light in the nap room to see napping infants' skin color and breathing
- Using a monitor within hearing distance so that staff can quickly respond to infants.

OUTDOOR PLAY AND WEATHER POLICY

Weather permitting the children play outside two times a day, every day. Outdoor playtime encourages a healthy active lifestyle and is a requirement of ELCC regulations.

Winter:

Infant and Preschool: Outdoor time takes place unless temperatures fall below -25 degrees (either temperature alone or temperature and wind-chill combined) or other forms of inclement weather exist.

Summer:

Infant: At any time where the temperature is above 30+ degrees (either in temperature alone or temperature and humidity/humidex combined), all outdoor activity should cease.

Preschool: At any time where the temperature is between 30-34 degrees (either in temperature alone or temperature and humidity/humidex combined), outside exposure should be limited to 30 minutes at the most and the children should be encouraged to be in the shade as much as possible. If the temperature is 35 degrees or above, (either in temperature alone or temperature and humidity/ humidex combined), all outdoor activity should cease.

Infant and Preschool: When the air quality index is between 1-3 there will be no limits to outdoor play observed based on air quality alone. Once the air quality index reaches between 4-9, outdoor play will still take place, however children and staff will be closely monitored to ensure that they are showing no difficulty in breathing or other signs of health impact such as coughing or lethargy. Outdoor play will cease once the air quality index reaches 10 or higher.

• Educators ensure children have access to drinking water before, during and after playing outdoors

• Educators ensure children wear sun hats to protect them from UV rays. Educators follow Environment Canada's sun protection actions as outlined below.

http://ec.gc.ca/meteo-weather/default.asp?lang=En&n=6C5D4990-1#heat_and_humidity

In our program we go outside two times a day weather permitting, please make sure your child is dressed for the weather each day:

Spring and Fall: Rain coat, splash pants, rubber boots, extra socks, muddy buddy

Winter: Winter coat, snow pants, neck warmer, 2 pairs of mittens, toque, winter boots

Summer: Sun hat, T-shirt, shorts, bathing suit, towel, footwear that covers the toe and heal.

FIELD TRIPS

Part of the outdoor program involves walks around the community, or visits of interest to the children to a variety of safe, child-centered venues such as farms, zoos or museums.

Whenever the children leave the Centre, notice of the location of the outing, the date, time of departure and return, the method of transportation, and number of educators attending in addition to what led the educators to plan the outing together with what learning opportunities for the children will be provided in advance to the parent/guardian on a field trip form to be signed and returned to the office prior to the outing date in order to ensure appropriate staffing is in place for the outing as well as at the centre.
On all outings away from the centre, we will maintain a ratio of 1:4 for infants, 1:6 for toddlers and 1:8 for preschool children. The staff will ensure that they take a first aid bag complete with emergency contact numbers for all children and staff members.

SUNSCREEN AND INSECT REPELLENT

Families are required to supply their own non-aerosol sun screen and bug spray. We will label all bottles and only apply the sun screen you have brought for your child/ren. See "Supplies" for requirements.

TOYS

We have plenty of toys at the Centre. We request that all children's toys remain at home. This is to ensure that they do not get lost or broken. Children sometimes find it difficult to share their personal belongings outside of their home.

SUPER HERO/ WEAPON PLAY

We encourage appropriate social relationships and play and focus on superheroes work, the role of community workers, and cultural diversity. How can people help other people? What is "good" about a superhero, a police officer or soldier, or a hunter? This engages children in thinking more deeply about what they are playing and why.

STAFF QUALIFICATIONS

We make every effort to hire Early Childhood Educators with experience and training. The Provincial Department of Education and Early Childhood Learning requires us to have a minimum of 2/3 of our staff with post-secondary education in Early Childhood Education. Parents also have the right to know staff qualifications. Our Infant Program is staffed with at least 2 qualified Early Childhood Educators (ECE) II's or III's and at least 1 qualified Child Care Assistant (CCA) per room/group of 8 children. Our Preschool Program is staffed with at least 1 qualified Early Childhood Educator (ECE) II's or III's and at least 1 qualified Child Care Assistant (CCA) per room
We also occasionally have substitutes coming in to relieve for holidays and illness. We try as best we can to maintain a consistent substitute so that the children feel secure and comfortable in their presence.

CHILD CARE RATIOS

We always maintain at least the minimum government regulation for staff: child ratios as follows:
1:4 infant, 1:6 toddlers, and 1:8 preschool

MIXED AGE GROUPS (GRACE SITE)

At Horizons Children's Centre Grace Hospital site, there are times at the start of the day (6:30-7:30am) and the end of the day (4:30-5:30pm) where infant and preschool children are cared for in a combined environment. In the morning, the infant room is used to combine the groups with two caregivers. This allows siblings to eat together, provides opportunity for socialization and the development of empathy. There is a maximum of 10 children of which no more than 4 can be infants due to the size of the room.
After 4:30pm, the preschool area is used to combine children where they are engaged in age-appropriate activities to ensure the well-being of each child. When infant children are present in the preschool program, special consideration is used for the activities presented and choking hazards are removed to a closed shelf. The infants will use the preschool environment for increased gross motor movement and development as there are larger spaces to encourage big body play.
When infants are combined with preschool children, they are still in an infant ratio of 1:4. The ratio is calculated on a prorated basis where there could be a maximum of 14 preschool children and 1 infant with two staff. A chart is posted to assist staff in calculating this ratio.

CARING FOR CHILDREN AFTER HOURS

No employee will be allowed to provide private childcare to families within the center while employed at Horizons Children's Center.

REGISTRATION POLICIES

Please note that children cannot be left at the Centre before the Centre opens. If staff are at the Centre earlier, it is for preparation. We are not responsible for the care of children before the site scheduled opening time. (See Hours of Operation)

The Centre is closed on the following days:

New Year's Day Louis Riel Day Good Friday Victoria Day Canada Day
Terry Fox Day Labor Day Thanksgiving Day Remembrance Day
Christmas Day National Day for Truth and Reconciliation

There will be a closure on a day in lieu of, primarily the next business day, for the following days, should they fall on a weekend:
Christmas Day New Years Day Remembrance Day National Day for Truth and Reconciliation.

- We will remain open on Easter Monday, and will close on an alternate date in the year. Alternate closure will vary each year. Families will receive sufficient notice of the alternate closure date to make alternate child care arrangements.

- We will close at 5pm annually on the day of our Family Bar B Q at all three sites.

- Horizons will close at 2:00 pm on Christmas Eve * Horizons will close at 4:00 pm on New Year's Eve

Horizons Children's Centre closes for 3 days (beginning in 2026), for 4 days (beginning in 2027) and for 5 days (beginning in 2028) per year for Professional Development. The actual days taken will be determined in consultation with the Board of Directors, and parents will be given sufficient notice to enable them to make alternate child care arrangements when the Centre chooses to close.

WITHDRAWAL

Written notice of withdrawal is required 2 weeks in advance and is to be given in print format to the Centre Manager or Executive Director.
If insufficient notice is given, you may be required to pay the fees for the 2-week period beginning at the date of notice. This is dependent on whether the spot can be filled promptly.

In the best interests of each child, Horizons Children's Centre reserves the right to request a parent to make alternative child care arrangements if it becomes apparent that a child is not adjusting to the Day Care environment. No request will be made without consultation between the parents, staff, management, and the Child Care Coordinator. Sufficient notice for withdrawal will be given and Horizons Children's Centre will make efforts to assist the parent to find alternate care when possible.

PLACEMENT INTO THE PRESCHOOL PROGRAM IS NOT AUTOMATIC.

It is important that you are aware that placement into the preschool program will depend on the availability of space.
Due to the capacity of the preschool, we cannot guarantee that children enrolled in our infant programs will automatically have a space in the preschool program. We therefore strongly recommend that parents/guardians immediately place their child on preschool waiting lists in the area of their choice. Information on preschool programs within the city can be obtained through the following government website: https://childcaresearch.gov.mb.ca/ . You can also call Child Day Care directly at 204-945-0776.

Children accepted into our Infant Programs automatically have their names placed on the preschool waiting list at the location they are enrolled at. We will make every effort to accommodate your child in the preschool program once they turn two. If no space is available at your child's site, we will endeavor to offer a space at another site as an alternative. There is no guarantee that a preschool space will be available for your child once they turn two.
The Centre Manager (or Program Coordinator in the absence of the Centre Manager) will connect with you prior to your child's second birthday to discuss whether a spot will be available in the preschool program when your child turns two.
Horizons Children's Centre can, at the discretion of the Executive Director and based on movement within the program, offer care to children for their Kindergarten year, provided it does not mean that there will not be space for an infant to move in to the preschool program, and that parents are able to transport their child to and from school, with the exception of those children attending our Hampton site, going to Stevenson Britannia School, and enrolled in the lunch program. This will be determined on a year-to-year basis, with requests for care for the kindergarten year submitted no later than May 31 each year via email to each

centre's general email address. Hampton – hampton@horizonscc.ca, Grace – grace@horizonscc.ca, and Access – access@horizonscc.ca . Families will be notified by June 15th annually, if we are able to offer care to a child for their Kindergarten year.
Priority for spaces available for children to attend for their Kindergarten year will be considered as follows:

1) The child has a younger sibling enrolled in the program.
2) Order in which requests are received.

It is important to note, that as of the last day of school in a child's Kindergarten year, they are considered a School Age Child, and Horizons will not be able to offer care through the summer months.

FEES

There is a $50.00 non-refundable registration fee per child enrolling in our programs. If you leave the program, the fee will have to be paid again if you wish to re-register. This is a non-refundable administration fee.

Snack fee of $2.00 per child ($40.00 per billing cycle) will be charged if you wish for program staff to provide your child with daily morning and afternoon snacks. Should you choose to opt out, parents are responsible for packing a morning and afternoon snack (ie. fruit/vegetable and grain) in a separate container labelled in their lunch.

All fees are prepaid for the upcoming period by the due dates listed on the billing schedule regardless of how your personal pay periods arise.
Payments of your account "in full" must be made by these due dates via one of the PARENT PAY options available through the PARENT app 1 week before the beginning of the period.

It is the Director and the Board of Directors responsibility to make sure that this policy is being adhered to and overdue accounts will be brought to the attention of the board prior to the next billing period.

Income tax receipts will be provided for child care fees paid in the previous tax year each January. Receipts will be received by email, however if you prefer that a printed copy be provided to you, please let the Executive Director know prior to the end of December each year.
Any requests for duplicate/reissue of receipts received after January 31st will only be fulfilled following the payment of a $10 duplicate receipt fee.

FEE STRUCTURE

(This is set by the Province of Manitoba)

Infant $10.00 per day
Extended Day –An infant who is in our care for over 10 hours on any given day will be charged $15.00

Preschool $10.00 per day
Extended Day-A preschool child who is in our care for over 10 hours per day will be charged $15.00

- **Horizons does not offer regular extended day care for children at any of our locations**.

Full time Care- Parent/guardian commits to and pays for 5 days per week on an ongoing basis regardless of attendance.
Two weeks' notice is required from the family before changing the schedule

Part Time Care – Parent/guardian commits to 2 or 3 days every week and pays for these days regardless of attendance.
Two weeks' notice is required from the family before changing the schedule. These days are guaranteed Additional days booked will be charged accordingly. (Limited availability)

Permanent reduction of full-time care- Should a family who currently holds a full-time position at the centre wish to go down to part time, the following procedure must and will take place;

a) Written request to reduce to part time care must be received by the Executive Director.
b) The Executive Director together with the Centre Manager will make every effort to obtain another family requiring part time care 30 days prior to part time care required.
c) The Executive Director and Centre Manager will facilitate a meeting or dialogue between the two families to discuss amicably the terms of the part time agreement. Both families must be comfortable with the agreement.
d) A care contract will be drawn up by the Executive Director and all three parties must sign it.

If the Centre Manager is unable to obtain a 2nd family requiring part time care or an agreement cannot be reached, the family must either continue to pay for the full-time spot or give it up.

Temporary reduction of care from full time care- If a family wants to reduce to part time care temporarily (ex. Maternity leave,) every effort will be made by the Executive Director and Centre Manager to accommodate the family; however, there is no guarantee the family will be able to get the full-time spot back. Should a family wish to give up their full-time spot entirely for a period of time, they would have to put themselves back on a wait list or continue to pay for the full time spot they currently hold.

PAYMENT OPTIONS

Invoices will be issued per child through the PARENT App.
Payment options for all invoices can be made by one of the following payment methods only:

- **Electronic Funds Transfer.** Parents/Guardians are responsible for entering their banking information under Parent Pay in the PARENT App. This serves as your PAD agreement with Stripe, our payment collection service. An EFT administration fee of $1.50 per transaction will be billed to your invoice on behalf of Horizons, and an additional $0.50 service fee and $0.60 transaction fee will be charged by Stripe.
- **Credit Card.** Parents/Guardians are responsible for entering their card information under Parent Pay in the PARENT App. A processing fee of 2.19% will be added on your statement, along with a $0.50 service charge by Stripe for this service.
- **Google or Apple Pay.** Parents/Guardians are responsible for entering their banking information under Parent Pay in the PARENT App. A processing fee of 2.19% will be added on your statement, along with a $0.50 service charge by Stripe for this service.

- In the rare event that one of the options listed above be inaccessible for your family, payment by cash or cheque would be accepted.

LATE PAYMENT FEE

If your account has not been paid in full or appropriate arrangements to pay your account have not been made by the due date, you will be charged a $10.00 late fee. If you have not cleared up your account prior to the next bill being issued, your account will be brought to the attention of the Board of Directors. As a result, care may be suspended or even terminated.

NSF FEE

A fee of $20.00 will be charged for NSF payments. After 2 NSF payments you will be required to pay by certified cheque or money order.

OUTSTANDING/PAST DUE ACCOUNTS

Failure to make a payment on a parent/guardian account will result in the parent/guardian being notified by email that their account is overdue. The parent/guardian will be provided with a payment plan option by the Executive Director, and given a date by which to respond. Should the parent/guardian not respond, or abide by the proposed or an alternately agreed upon payment plan which will bring their account to good standing within two consecutive billing cycles, care for their child(ren) will be suspended until such time as payment in full for all outstanding balances is received. If payment in full is not received before the third consecutive billing cycle, care will be terminated. Repeat instances of outstanding account balances will be brought to the attention of the Board of Directors, and may result in termination of care. If an account remains outstanding after care has been terminated, the parent/guardian will be notified by email, with the Board of Directors cc'd, and a date by which payment must be made either by money order, certified cheque or e-transfer will be provided. If the payment is not made by that date, then the account will be handed over to our collection agency, Commercial Credit Adjusters. A service fee of 33% of the outstanding amount will be applied to cover the fees that are collected by Commercial Credit Adjusters. If payment is not made to the collection agency, then the amount owing will go against your credit profile/rating.

BILLING SCHEDULE

This billing schedule is set up by The Provincial Department of Education and Early Childhood Learning. Each billing period is 20 days of childcare. Payment collection through PARENT PAY may take 2-3 days to process from the due date of each invoice. A copy of the annual billing schedule for your child's site can be requested from your Centre Manager, and is available in each monthly newsletter.

LATE PICK-UP FEE

We close at 6:00pm (5:30pm for the Grace Hospital location). For each 15 minute or portion of after closing, where you are still in the building, you will be charged $20.00. This amount is not prorated and the full $20.00 applies once it is 6pm, (5:30pm for the Grace Hospital location) and the child has not been picked up. If your child has not been picked up by closing time and a staff member has not been notified, then the staff are authorized to call All Nations Coordinated Response (ANCR) after hours care. ANCR will then be responsible for your child.

SUBSIDY

Parents/guardians applying for subsidy should do so prior to enrolment. Subsidy is provided to parents/guardians according to their income and need. Applications are available from the Manitoba Department of Education and Early Childhood Learning Office at 114 Garry Street. You can also apply on line at: https://www.manitoba.ca/education/childcare/families/childcare_subsidies.html .

A Subsidy Eligibility Estimator (SEE), found on the above website, will help a family estimate the family contribution and the amount of the child care subsidy they may be eligible for in a 4-week period.

It is the parent/guardian's responsibility to ensure that their subsidy is approved and renewed when required. Full fees will be charged to any account that does not have active funding, or whose subsidy approval has expired, until such time as a renewed approval is received.
The subsidy office allows 15% of the child's total attendance for sick days and holidays. Children absent for more than 15% of their total period of subsidy approval will be responsible for the full childcare fees associated with those absences. The number of allowable absences will be listed on your subsidy approval for your reference. Should it be determined that the child has exceeded the indicated number of allowable absence days, full fees will be charged.
Fully subsidized parents/guardians are responsible for paying a fee of $2.00 per full day ($40.00/period).

CHARITABLE DONATION

There are often repairs/improvements or special equipment that we need for our programs to ensure that we are following provincially outlined regulations and providing the highest quality of care for your children as possible. As a non-profit organization, we often do not have extra funds in our budget for these expenses. A much-appreciated option for parents will be to voluntarily provide a $10.00 donation per child per billing period. This charitable donation will be attached to invoices. The best part is that every family will receive a tax receipt for these donations for the taxation year. In this difficult economic climate, every little bit helps.

FUNDRAISING EVENTS

These events raise money for larger projects such as developing our outdoor play spaces, or leasehold improvements and renovations. In conjunction with these fundraisers each location may also apply for grants to various foundations to help us reach our goals.

Possible fundraising events include a Grey Cup pool ticket fundraiser, online 50/50 raffles, sale of various products and family photo sessions.

HOT LUNCH PROGRAM

Twice per week, we will put on a special fundraising lunch where parents can choose to purchase the lunch at a cost of $6.50 for their child. The menu will change with each lunch and each location and will always be posted in advance for families. The hot lunch program is optional and those families who choose not to have their child participate should pack lunch as usual. Please see the monthly newsletter for menu selections. Some families choose to sign up for all hot lunches, versus signing up as the menu is announced. The Hot Lunch Program is intended as a fundraiser, and supplies are purchased based on the number of children who

are signed up. If a family has signed up for all hot lunches, and has not notified the centre by the Friday prior to the next hot lunch that their child will not participate, the fee will still be charged on the next invoice. Consideration will be taken, should your child be absent due to Horizons staff contacting you to pick up due to illness.

PARENT INVOLVEMENT

The success of this program is built on a foundation of understanding and communication. Parents are welcomed to drop in at any time (Staff may ask you to postpone visits while your child is adjusting to the program). We welcome your suggestions, ideas, stories and sharing information on your family traditions, practices, and culture. Feel free to come to observe, play with, feed or nurse your child. We ask only that you let us know when you are coming.

Keep yourself informed about the Centre and specifically look for notices in the Parent App, signs in your child's pouch/locker or at the entrances of each site. Be responsible by keeping yourself updated on the information that is provided to you. We will have Parent Evenings around topics of interest to families each year. These are great opportunities to share ideas, problems, information, refreshments and/or look at pictures or videos of your child at the Centre depending on the topic!

Take your turn as a member of our Parent Board. The Board of Directors is collectively accountable to the members, community, funders and other stakeholders. They are accountable for the Centre's performance in relation to its mission and strategic objectives, and for the effective stewardship of financial and human resources.

Periodically parents may be requested to do an assessment of the Centre and its' program. These assessments help us to evaluate our program from our client's perspective and initiate changes if required. Please don't hesitate to come forward with any skills or information that you may have that will enrich the children's community in the Centre. Feel free to inform staff/Director of any concerns you may have.

RECORDS

Registration forms for each child must contain up-to-date information. Please personally inform staff immediately of any changes, such as telephone numbers, people allowed to pick up your child, etc. Up-to-date information is essential in case of an emergency. Parents can also update their contact information directly through the PARENT app portal.
Families approved for Provincial Subsidy for child care fees, must also notify the subsidy office of any changes regarding employment termination, school withdrawal, increased/decreased income, or new employment.

GUARDIANSHIP

To ensure the safety of your child, the Centre requires a copy of any legal orders stating who has legal custody of the child when custody issues occur. In cases of separation and divorce, staff cannot refuse access to the child by the other parent if a legal document is not on file at the Centre. Parents must discuss the legal custody arrangements with the Executive Director and Centre Manager, as well as the measures that need to be taken if a parent arrives on a day that is not their designated day to pick up.

CHILD'S ARRIVAL

Please try, as much as your schedule will allow, making arrivals and departures as unhurried and pleasant as possible. It will make moving from your care to the care of our educators easier for you and for your child.

Please remove yours and your child's footwear before entering the room. Your child's outdoor footwear will go in their locker. Help your child into their indoor footwear. This is a great moment of connection and care for you and your child.

Hand sanitizing procedures are consistently followed in the Centre to promote a healthy environment and decrease the spread of germs and viruses. Your involvement in this procedure is an important model for your child.

- Upon entering the room, please head straight to the sink to wash your child's hands before they touch any of the toys etc. You may find it easier to leave your bags on the floor just inside the door so your hands are free to assist your child.
- Wash your own hands with soap at the same time as your child's.
- Dispose of any paper towels in the blue recycle bin.

Please pack your child's lunch in a small lunch bag. Please **label** all items of food and all containers. This will help to ensure that your child's belongings will not be misplaced.
Children will have their own individual locker.

We would love to have a short conversation each morning on how your child slept and all other pertinent information that will help us to provide a secure base for your child each day. We appreciate that mornings can be rushed, but this will help us to meet your child's needs in the best and most informed way possible. Please ensure your child is in a clean diaper when they arrive so that they will begin their day being fresh, clean and comfortable. Please follow the diaper procedure posted at the diapering station if this means you must change your child's diaper upon arrival. This is a Health Regulation. If you would like assistance with the procedure, a staff would be happy to assist you.

SUPPLIES

What we provide:

- Milk for your child while at daycare.
- Bed sheets for cribs and cots
- Communication posts and messages, which tell you about your child's day (Infant programs)
- Bibs, spoons, bowls and regular drinking cups while at the centre.

What we ask for you to provide:

- Blanket
- Spare clothing (3 changes for infants, 2 for toddlers and 1-2 for preschool children. Includes shirt, pants or shorts, socks and underclothing)
- Diapers, cloth or disposable (If cloth, extra plastic pants and a wet bag for soiled diapers)
- Diaper cream and disposable wet wipes
- Sippy cups and/or bottles and liners (Infant program Only)
- Formula, boxed cereal and snack food if needed.

- Lunches (We will warm up if required)
- Sunscreen (30 SPF or higher and **non-Aerosol**) and insect repellant (less than 5% DEET and **Non-Aerosol**)
- Indoor and Outdoor shoes

PLEASE ENSURE THAT ALL OF YOUR CHILD'S ITEMS ARE CLEARLY LABELLED.

CLOTHING

Your child will be encouraged to "explore" and "experiment" with different mediums – paint, water, markers, sand etc. Please remember this when choosing what to dress them in, as we will not restrict a child from participating in any form of "messy" play. Smocks are always available; however, each child should always have at least two complete changes of clothing. If your child is in the toilet training process, please keep four changes at the Centre for their comfort throughout the day.

According to Licensing Regulations children wearing dresses are required to wear shorts, leggings or tights underneath in order to help contain any matter that may leak from a diaper or pull up.

Children should have indoor and outdoor shoes in all seasons for their safety and comfort as well as to maintain the cleanliness of our indoor environment. Closed toe shoes with ankle support are strongly encouraged for safety during outdoor play.

It is very import for you as the parent/guardian, to make sure that your child is settled and secure in the care of an educator before leaving the Centre. This means ensuring that the child's coat, lunch box, etc. are put into their locker, and making sure that their shoes are on. It is also import for the parent/guardian to take charge of dressing their child to go home. Please help to keep your child's locker area neat by checking for wet or soiled clothes to take home each day.
At Horizons Children's Center, our first and foremost concern is for the safety, health and welfare of your children. Due to the risks associated with amber necklaces and jewelry in general we are asking for your cooperation in refraining from placing any type of jewelry on your child while at the Centre which could pose a safety risk to them or other children attending the program. Please do not send your infant with hair accessories, as they are a potential choking hazard.

Check our lost and found for lost articles of clothing and ask caregivers for assistance if items are not there. We try our best to keep track of items however; we are not responsible for lost or stolen articles. Please return clothing that you have borrowed or items that do not belong to your child.
Horizons Children's Centre is not responsible for lost or stolen personal items.

ATTENDANCE

Please *inform the centre before 9:00 am whenever possible if your child will be absen*t due to illness or other reasons. This is very important so we will know if we are able to leave for a field trip or in order to notify other parents of communicable diseases and viruses as soon as possible.
If you know your child will be away for vacation, please give advance notice so that staff hours can be scheduled accordingly.
Children are legally required to be accompanied by an individual older than 12 years of age for drop off and pick up at our programs.

The hours of care for our regular program attendance are between 9 to 10 hours daily. We do not offer an extended day program. It is strongly encouraged that parents/guardians limit the hours of care to what is required for the average work day. Ie. 30 minutes travel time to work after drop off and from work before pick up, or one parent/guardian dropping off and the other picking up whenever possible. This will ensure that we are able to adequately staff for the number of children in attendance at the beginning and the end of the day. Staffing shifts may need to be adjusted if too many children are using over 9 hours of care, to ensure that ratios are met at the end of the day. This will mean that fewer staff can be scheduled in the morning. Should there not be enough staff to meet ratio in the morning at drop off, you may be asked to remain with your child until the next staff person arrives.

ABSENCE

It is the responsibility of the parent/guardian(s) to notify the Centre of any absence or change in the child's enrollment status. A child will be considered withdrawn after 1 week if no notice or reason for absence is received by the Centre; during this time the Centre will make 2 attempts to contact the parent/guardian(s) and/or secondary contact person as listed in the enrollment package.

SIGN IN

Staff assumes responsibility for the children when the parents/guardians have placed the children in the custody of the staff, notified them of the child's arrival, and have left. The staff no longer assumes responsibility for the children when parents/guardians arrive at the day care at pick up time. Parent/guardians must verbally inform staff when bringing children to or removing them from the Centre. Staff will indicate time of arrival and departure of the children on the attendance sheets located with the child's group. This record has to be accurate as it is an indicator of the number of children in attendance at the Centre for emergency purposes and daily attendance purposes.

CHILDS DEPARTURE

Please follow the hand washing procedure every time you enter the room.

- Wash your hands when you enter the room (before you begin any end of day activities). We realize that your child will be excited to see you so we will assist your child if necessary until you have been able to do so.
- If you are bringing other people into the room, (including siblings) please ask them to wash their hands too.

We encourage you to stop and chat with us and to make sure all your questions are answered and concerns are aired. Please keep in mind that our first priority is the children and we may have to arrange an alternate time for more in-depth discussion.

Your child will not be released to any persons other than those named, by the registering parent/guardian, on the form provided. Parents/guardians need to inform staff prior to the individual(s) arrival. If you have forgotten to inform us, we will give you a call to confirm. Please be aware that if we are unable to contact you your child will not be released to this person. The exception to this is in the event of an emergency or if no one has picked up your child by closing time. In these situations, we will contact your child's emergency contact person if we cannot get a hold of a parent/guardian.

A person who is unfamiliar to the staff will be asked to produce photo I.D. If you require someone who is not

currently listed on your information sheets to pick up your child, we will require a written request from a parent or guardian.
Your child will not be released to any person, who, in the opinion of the staff on duty, is under the influence of drugs or alcohol and/or is considered a potential threat to the safety of the child.

NUTRITION

Horizons Children's Centre believes that access to nutritious food together will a positive relationship with food, is important for healthy growth of the body, mind, and spirit of an individual. We strive to promote happy, and positive eating routines with children.

We follow Canada's food guide when planning our snack menu and we encourage parents/guardians to do the same in the lunches you provide, if you are able, keeping in mind that you as the parent/guardian, determine what to feed your child. Your child is responsible for how much and whether to eat the foods that you provide. This is the division of responsibility that we believe is the best way to feed a child, no matter their age. We believe that it is normal for children to be picky, or messy eaters, to be unsure about trying certain foods or to dislike certain foods. Sometimes they will eat a lot, and other times they will not eat much. As the adult, we provide structure, support, and opportunities to learn about food which lets your child grow in their own way. We trust that children will do their eating jobs, that they will eat, they will eat the amounts that they need, they will learn to eat the food that is provided, and that they will grow up to have the body that is right for them.

We provide two snacks, and children enjoy lunch from home. We believe that this structure allows children to develop trust that they have regular opportunities to satisfy hunger. We teach by example, and model good eating habits, allowing children to eat or not eat what is offered. We help them to succeed by offering a food at each meal that they are comfortable with, such as milk, bread or crackers. This gives them confidence that there will be something to satisfy their hunger as they are learning to enjoy new foods.

BREAKFAST, SNACKS AND LUNCHES

The Centre will provide nutritious snacks, water, and milk for your child. A weekly rotating snack menu will be posted and available on request. If your child is not yet eating the foods on the snack menu, we welcome you, as the parent to provide snack items that will supplement their diet. Parents/guardians will be responsible for supplying breakfast as needed before 8am.

Parents/guardians provide lunch, infant cereal, and formula. We will provide milk. We encourage families to select fresh fruits and vegetables, and discourage juices that are high in sugar content. We will offer your child all items provided in their lunch, and will not insist on a particular order that they must be eaten in. If there are items that you prefer that your child focus on, we encourage you to provide those items only. Uneaten food will be discarded or sent home at the end of each day at the discretion of the staff.

When packaging lunches, we encourage families to provide a serving from three of the four food groups whenever possible.

We believe that a child will be a competent eater when they feel good about eating, when they enjoy meals, when they are able to pick and choose the food that they eat with modeling from adults, and when they are

allowed to eat as much or as little as their bodies tell them that they need. This allows the child to grow consistently and develop the body that nature intended for them.

Please label all food containers. Two labeling options we can suggest are Laundry/permanent markers or purchased labels.

Concerns can be directed to your Center Manager.

Infants:

Our centre believes that parents/guardians and caregivers are responsible for what is presented to eat and the manner in which it is presented, and that children are responsible for how much and even whether they eat. This philosophy is based on respect for children and a desire to give them control over what they eat so they can respond to their own body needs and learn to eat for the right reasons. Children's growth and development play a key role in determining their readiness for food as well as their interests in food and socializing. By accommodating children's development, caregivers ensure that individual nutritional needs are met and that the eating environment is designed to promote positive eating habits.

Breast Milk/Bottle Feeding

- You may want to continue to nurse after your infant is enrolled in the centre. Please know that you are encouraged and welcome to do so, and just as your child adjusts to drop off transitions, they will in turn become familiar with this routine as well.
- Another option is to provide bottles with expressed milk or formula for your child. Caregivers will be privileged to share this time with your little one. Please note that the centre provides whole milk for your child to enjoy while they are in our care. If your child is no longer drinking formula or breast milk, we would be happy to fill the bottles that you send in for your child's consumption while in our care.

Semi Solid/ Solid Food

To ensure that eating food is a positive experience, introduction should be slow, respecting the infant's needs nutritionally and emotionally. Watch for the following signs of infant readiness to semi/solid food:

- Sitting up in highchair with a sense of stability
- Can move their head to indicate interest, refusal, hunger or fullness
- Child shows interest in utensils, can grasp a spoon
- Has shown interest in foods that others are eating
- Can co-ordinate their hand movements to pick up small objects.

Parents/guaridans know their children best. Parents/guardians should introduce each food at home several times before it is offered at the centre.

CHILDREN'S BIRTHDAYS/CHILDS LAST DAY

Children's birthdays will be celebrated at the Centre by singing Happy Birthday at a special time. Due to our allergies and anaphylaxis policy (following section) we ask that parents/guardians refrain from bringing any

baked goods into the Centre. Healthy snacks such as fruit or veggie trays are welcome. Please see the Centre Manager for guidelines for a non-edible celebration.

ALLERGIES AND ANAPHYLAXIS

Horizons Children's Centre strives to maintain a PEANUT-AWARE ENVIRONMENT,

1. It is our policy that we do not serve known peanut products to children in our care.
2. We attempt, but cannot guarantee, that products with food labels that read: "MAY HAVE TRACES OF PEANUTS OR OTHER NUTS" from coming into the centre.
3. Children attending the program may have life threatening allergies which could cause an anaphylactic reaction. With this in mind, Horizons asks that parents/guardians refrain from bringing in baked goods for special occasions.
4. It is important to notify staff immediately if your child has any food allergies or sensitivities.
5. It is also important to notify staff immediately if your child requires an epi-pen due to a life-threatening allergy. Parents/guardians will receive a URIS application to complete. This form is required by The Department of Education and Early Childhood Learning for the development of the Individual Health Care Plan/Emergency Response Plan if an allergic/anaphylactic reaction occurs. This plan is reviewed on an annual basis.
6. A child who requires an epi-pen must have it at the centre at all times in order for them to remain in our care.
7. Let us know if there are any foods your child has not been introduced to yet. We ask that these foods be introduced at home for the first time.
8. Parents/guardians need to assume the responsibility of keeping these foods at home.

It is the daycare's responsibility to provide a safe environment for both children and staff. The age of the children cared for at the centre plays a large role in this policy as the concept of allergies is not fully understood by young children. Most children will not understand the consequences of sharing with an individual with allergies. As this is a setting where the children are able to attend different rooms and the employees roam based on the needs of the centre this policy is needed to keep both children and staff safe. The daycare will enforce a ban on specific allergens that affect children who attend the centre and employees when deemed medically necessary.

If an allergen is identified, the individual shall provide medical documentation (when requested by the director or the board) regarding the severity of their reaction, the parents/guardians and staff will be notified that the item in question will no longer be allowed in the centre.

As we work together to keep all Horizons Children's Centre children safe and sound, we all play a role in preventing any dangerous and/or frightening situation at the centre. As you would expect, the specific children and their families take responsibility to avoid exposure. However staff, other children and their families also help to make the child care environment safer. Your assistance is needed, and appreciated.

9. Parents/guardians must also inform the staff if their child is diagnosed with asthma or has a medical condition that requires specific care and training such as intermittent catheterization, or a feeding tube. A URIS plan would need to be completed and the staff trained in the child's specific care plan requirements. URIS plans and training will be updated annually.

SKIN SENSITIVITIES

If your child has skin sensitivities, please inform staff and bring in any creams or ointments that your child may require. Remember that any creams filled by a pharmacy must be accompanied by a prescription. Please list anything in the environment that may affect your child. Please note, our program uses antibacterial soaps for reducing transfer of germs.

MEDICATION AND ILLNESS POLICY

Prescription Medication-Parents/guardians must fill out one of our medication forms in order for the Centre to administer prescribed medicine. Medication is required to be in the original dispensing bottle with the prescription label. Staff will not administer prescription drugs if they are out of date or without the prescription.
Non-prescription medication (e.g., cough syrup) may only be given when accompanied by a physician's letter stating the child's name, expiry date, time and method of administration.
For safety reasons, please give the medication directly to a staff member. Do not leave medication anywhere except in the hands of the staff.
In the infant programs, Tylenol may be administered provided parents/guardians have given written consent, and the child develops a temperature of 38*C or higher. Should the child's temperature be between 37.5 and 37.9*C, the parent/guardian will be notified to be on stand-by. If the parent/guardian instructs the staff to administer Tylenol, the child will need to be picked up, as symptoms are now masked by the administration of medication.

In the event that parents/guardians feel that their child requires over the counter medications such as Tylenol, Advil, Motrin, or cough syrup, which they administer at home, the child should remain at home until they are able to cope within our program without medications to mask symptoms. These will wear off during their day with us, and it is likely that you will be asked to pick up your child anyway, as they are not feeling well enough to be at daycare.

Parents/guardians are required to notify the Centre if their child is sick. If the parents/guardians neglect to contact the centre after 5 consecutive sick days, the director will contact the parents/guardians and subsequently the child's space could be considered open and available.

If your child is sick, it is in everyone's best interest that they rest at home. This will support both your child's own comfort as well as the wellbeing of others. If your child is too ill to participate in the full day's activities, including outdoor play, or has any aliments as listed below please keep your child home or make alternate care arrangements. If your child is not attending the center, we would appreciate a call prior to 9:00 when our program gets into full swing. This courtesy allows us to plan our day appropriately.

If your child becomes ill during the day, you will be required to arrange to have your child picked up and taken home. Please ensure you have contact people who can pick up your child if you cannot. If your child is sick, it is in everyone's best interest that they rest at home. This will support both your child's own comfort as well as the wellbeing of others. Centre polices regarding sick children are strictly enforced.

In assessing a child's illness, our team of educators will be considering factors which may include nasal discharge that is cloudy, yellow or green in color, which can be an indicator of infection, how effectively and

frequently a child is able to wipe their nose and practice good hand hygiene, as well as the potential present for the spread of germs/illness to other children and staff members.
In making these determinations, our team will follow the guidance of Manitoba Health's publication *infection Control Guidelines for Daycare Facilities*
(https://www.gov.mb.ca/fs/childcare/resources/pubs/infection_control.pdf).
Our caregiving team will endeavor to make decisions for the health and safety of the children in our care with the best interests of individual children and the program overall in mind.

If your child has a communicable disease, you are required to inform the centre of the diagnosis and you must follow the Public Health regulations regarding incubation and/or isolation and physician's certificates may be required upon re-entry.

Please try to make doctors' appointments for needles, tests, etc. for the end of the day so your child does not have to return to day care.

If your child has had medical procedures done such as tests, tubes in the ears, or other invasive procedures etc. they may need extra time away from the centre to recuperate. It is difficult for a child's needs to be met when they are not feeling well from any of these procedures.

Please be sure to discuss any concerns you may have about your child's illness or our sick policy with the Program Supervisor or the Director.

We may request written clarification from your doctor to explain your child's illness in order for us to protect the health and safety of all the children in our program.

Horizons Children's Centre Inc. follows the guidelines set forth by the Canadian Pediatric Society's Well Beings: A Guide to Health in Child Care for all exclusions and reporting.

Skin rash - rash must be diagnosed and proper treatment started.

Diarrhea – after the first incident of diarrhea, the parent/guardian will be notified to their child's condition. After the second incident in one day, the child must be taken home. Exclusion from the program is required until the diarrhea has ceased and the child has had a close to normal bowel movement. (The child should be **free of diarrhea for 24 hours** before returning to day care.) This will help prevent spreading it through the centre. If an incident of diarrhea has occurred at home, the centre must be notified and should the child have one more incident of diarrhea, they will be sent home. This does not affect children who are on medication such as Amoxicillin which has a side effect. The staff may request a swab taken by the physician, for example if there appears to be blood present.
Exclusion and reporting- A child with diarrhea should be excluded from the facility if:

- Diarrhea stool cannot be contained in a diaper or a toilet-trained child cannot control bowel movements,
- There's blood or mucus in the stool (unless bacterial infection has been ruled out by a doctor)
- The child is also vomiting (unless infection has been ruled out), or
- Local public health authorities require it (e.g. if it is a symptomatic, confirmed *Giardia, E.coli, Shegela* or *Salmonella* infection)
- For certain gastrointestinal infections, the child should be excluded until 2 (for *Shingle* or *E.coli*, 0157 or 3 (for *Salmonella* typhus) stool tests, taken at least 24 hours apart, are negative. Consult public health

Vomiting – After the first incident, parents/guardians will be notified. The child must be taken home after the second incident in one day, and have had **no vomiting for 24 hours** before returning to day care.

Elevated Temperature – if a child's temperature is between 37.5 and 37.9 degrees, the parents/guardians will be notified to let you know that the child has an elevated temperature. If there are no other symptoms and the child is coping well the child can remain at the centre. If the child's temperature reaches 38.0 degrees under the arm, the parent/guardian will be contacted and the child must be picked up from day care. The child should be **fever free for 24 hours** without medication before returning to the centre.

Colds – the child may attend the centre but if their temperature becomes elevated or if the child is not coping with their day the parents/guardians will be contacted and the child must be taken home.

Ear infection – the child may attend the centre after **24 hours on medication**. If the child is not coping with their day or has a fever the parents/guardians will be notified and the child must be taken home.

Infections being treated with antibiotics – child may attend the centre **after 24 hours on medication** or until the infectious period has ended, according to the public health guidelines. E.g. Staphylococcal infection (impetigo) & upper respiratory infections. In case of strep throat the child may attend after 48 hours on antibiotics.
Conjunctivitis – (pink eye or other eye infection) – the child may be excluded from the centre until **medication has been given for 24 hours** and all discharge has stopped.

Teething – although teething is passed off as minor ailment, children can have very troublesome symptoms. Children who are not coping or require one-to-one care will need to be cared for at home.

Inability to cope – a child's ability to cope will be taken into account with any signs of illness or "atypical" behavior. If the child is unable to participate in all daily activities or is in need of one-to-one care, the child will be required to leave the centre. For example, the Outdoor Play Licensing Requirement through the Child Day Care licensing regulations states that outdoor play must be provided for all children for at least one hour in the morning and one hour in the afternoon each day. In order to comply with this legislation, children should be kept at home until they are well enough to participate in outdoor play. The staff, in consultation with the Director, will make the decision to send the child home, based on their observations and their knowledge of the child's normal behavior.

Communicable disease - Any child having, or suspected of having a communicable disease (e.g. measles, impetigo) must be removed from the centre immediately, and must not attend the Day Care during the period prescribed by the health authority. A physician's note must accompany the child on their first day back.

HEALTH AND SAFETY POLICY

Horizons Children's Centre is dedicated to providing the utmost in health and safety within our environment as well as in the care that we provide to the children.

Parents/guardians are required to notify the Centre if their child is sick. For the purposes of tracking periods of absence that could pertain to contagious illness, including COVID 19, if a parent does not notify the centre after 5 consecutive absent days, the Centre Manager will contact them to determine the cause for the

absence. If we are unable to reach the family, and have not been contacted, the child's space could be considered open and available.

If your child is experiencing symptoms of illness including, but not limited to fever, chills, cough, sore throat, shortness of breath or breathing difficulties, loss of taste or smell, vomiting, diarrhea, runny nose, muscle aches, fatigue, headache, skin rash of unknown cause, nausea or loss of appetite, it is in everyone's best interest that they rest at home until their symptoms improve noticeably, or resolve. This will support both your child's own comfort as well as the well-being of others. If your child is too ill to participate in the full day's activities, including outdoor play, or has any ailments as listed above and outlined below, please keep your child home or make alternate care arrangements.

If your child will be absent for any reason, please make every effort to notify the centre before 9:00am so that staff can plan effectively for the day.

If your child becomes ill during the day, you will be required to arrange to have your child picked up and taken home. Please ensure that you have contact people who can pick up your child if you are unable to. A child who is not feeling well, should be at home, where they can rest and recuperate.

Please discuss any concerns that you may have about your child's illness or our illness policy with the Centre Manager or Program Coordinator.

When the cause of a child's illness is not readily determinable, we may request that you have them seen by a medical professional who can provide information to explain your child's illness. This will allow for us to protect the health and safety of all the children in our programs.

Horizons Children's Centre will continue to take the following measures to ensure all employees and families are taking measures to protect themselves, co-workers, children and parents:

- We will limit access for visitors and outside service providers into our sites without prior approval.
- Indoor mask use will continue to be strongly recommended for all staff and parents/guardians entering our programs who are experiencing symptoms of illness.
- At the Hampton site, parents are asked not to enter beyond the doorway of each classroom. Children wash their hands immediately upon entering and exiting the classroom each day.
- At the Grace site, parents/guardians and children are asked to wash their hands immediately upon entering and exiting the play area.
- At the Access site, parents/guardians are asked not to enter beyond the entrance to the classroom. Children will be directed to wash their hands immediately upon entering and exiting the classroom by program staff.

Staff members are asked to self-screen each day for signs and symptoms of illness, to ensure that they are well enough to report to work.
If your child has any other form of communicable disease, you are required to inform the centre of the diagnosis and you must follow the Public Health regulations regarding incubation and/or isolation.

Horizons Children's Centre Inc. follows the guidelines set forth by the Canadian Pediatric Society's Well Beings: A Guide to Health in Child Care for all exclusions and reporting. Knowledge of the child's normal behavior is also factored in to these decisions.

LICE POLICY

Head lice are tiny insects that live on the scalp, where they lay their eggs. Head lice do not spread disease and prefer clean hair.
Lice have 3 life stages – the egg (nit), the nymph and the adult.

Nits are whitish-grey, tan or yellow ovals, approximately the size of a grain of sand. They stick to the hair close to the scalp and can look like dandruff. Nits hatch in 7 to 10 days.
Nymphs are baby lice. They look like adult lice but smaller.
Adult lice are approximately the size of a sesame seed and are hard to see. Adult lice can live for up to 30 days on a person's head, but they die within 3 days away from the scalp.

Head lice spread easily, especially where people are in close contact. They are very common among school-aged children or children attending child care. They spread through direct hair-to-hair contact or indirectly by sharing things like hats, combs, hairbrushes and headphones. They don't fly or hop, but do crawl very quickly and can only live on people not pets, such as cats or dogs.

Horizons Children's Centre Inc. has a "no nit" policy which means any child who has lice will need to be picked up from the centre by a parent or individual designated by the parent immediately.
We recommend treatment to commence immediately to help reduce the spread of lice and to speed your child's ability to return to the centre. Parents/guardians should carefully follow the latest treatment suggestions from the Public Health Nurse to maximize the reduction of the lice. A handout will be given to parents when lice is found on a child. Please follow the manufacture's recommendations carefully.

When the treated child returns to the Centre, the staff will check for nits as soon as possible. If nits are found, parents will be informed to pick up their child and the children can return to the centre once they are nit free.

Staff will check all the children in the program where the lice was discovered and in any other program that has any direct connection (i.e. Siblings)

Parents/guardians will be made aware of the presence of a case of head lice in their child's room. Until the last case is under control, parents/guardians should be checking their child's head at least every second day. Ask the staff for help if you are not sure what to look for.

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

BED BUG/INSECT POLICY

Bed bugs are oval shaped insects without wings that bite at night. They prefer to feed on human blood but also bite mammals and birds. Signs of bed bugs are bites or rashes on humans especially found around the face, neck, upper torso, arms, hands; physical signs such as blood spots on furniture, bedding, carpet or walls; and the bugs themselves.

Any parent/legal guardian or staff who notices signs of bed bugs, or similar insects that could impact/infest the centre such as cockroaches, in their home or on themselves or their child; or has been in contact (through other sources) with bed bugs or similar infesting insects, will notify the Executive Director or her designate

If signs of bed bugs or other infesting insects are confirmed at the Centre, the Executive Director or her designate shall promptly notify the Chairperson and families will be notified

In the event that the staff suspects that a child has insect bites (consistent with those of bed bugs), the parents or legal guardians will be contacted to pick up their child immediately.
Parents or legal guardians will be required to provide a doctor's note that clearly identifies whether or not the bites resemble those of bed bug bites.

If a diagnosis of suspected bed bug bites is confirmed by a doctor the following steps must be taken before the child can return to the centre:

- Confirmation, in the form of a written and signed report by a certified Pest Control Company, that the premises in which the child resides or co-resides has been inspected and found to show no signs of bed bug infestation; and or received a treatment to prevent or eliminate a bed bug infestation
- An expectation that all other necessary measures are taken to ensure the removal and elimination of a bed bug infestation. This includes all Public Health recommendations. Families will be provided with a list of recommended actions to take.
- The centre will perform a daily visual full body inspection of the child (in a respectful and discreet manner) to monitor for signs of new bites which would indicate the bed bug infestation has not yet been remediated.
- If this is the case the child would be asked to leave until a second confirmation by a certified Pest Control Company can be provided.

If the above measures are not taken, the Board of Directors reserves the right to discontinue care.
Due to the above policy, all blankets and stuffed animals from home, will remain at the centre and be laundered weekly. Blankets and stuffed animals will go home when the child withdraws from the centre.

GENERAL SAFETY

Smoking and hot beverages are not allowed in the Centre.
When leaving the room please make sure that a staff person is still in the room and aware that you are leaving.
Always keep one hand on your child when they are on the change table. Please remember to wash your hands according to the hand sanitization policy after changing a diaper. Disinfect the diaper change area after diaper changes. The staff will be happy to orient you to our diapering and toileting procedures.
Please be aware that infants and toddlers will put anything in their mouths. Dangerous articles should never be left within their reach. This includes purses and bags, so please do not leave them on the floor.

ACCIDENTS

We provide a safe environment for the children. However, we are aware of the nature of children and the reality that accidents do happen.
Staff are trained in First Aid, and Infant, Child, Adult CPR
It is common for the children to get bumps, scrapes and other minor injuries during the course of the day. Sometimes they continue playing without realizing they're injured. Please realize that staff may be unaware of these minor injuries if children do not react. Parents/guardians will be notified of minor injuries that reach the staff's attention when they pick their children up and it will be documented. Incidents between children will be documented for all children involved.

EMERGENCY EVACUATION PROCEDURES

An emergency evacuation procedure is in place, in case of fires, gas leaks, or other emergencies.
Once a month a fire drill is conducted, following the procedures outlined in the Licensing Regulations.

Parents/guardians are expected to participate in evacuation or shelter-in-place procedures if a drill or procedure occurs while they are in the centre. This enables the children and families to familiarize themselves with the procedures should they ever become necessary.
If the children and staff must leave the building due to an emergency the Centre Manager or Alternate will post the name, location and contact number of the designated place of shelter on the outside door. The Director or Alternate will also prepare a written statement to relay to parents by telephone, e-mail or text to let them know the children are safe, where to pick them up and whether they need to come early.

A staff will be assigned to contact parents/guardians with the prepared statement using the Centre's cell phone and office phone in the designated place of shelter.
Designated Place of Shelter for the Access location is the Grace Hospital Auditorium at 408 Booth Drive, or Bruce Middle School, if the entire campus must be evacuated.
Designated Place of Shelter for the Grace location is Bruce Middle School
Designated Place of Shelter for the Hampton location is Stevenson School
Horizons Children's Centre has a Safety Plan for a variety of emergency situations. A copy of the charter is in the office for parents to review as needed.

SEVERE WEATHER POLICY

During winter months, if weather conditions prove to be severe and dangerous a decision will be made by the Director and chairperson to close the centre in the best interests of the safe transportation of the staff, parents and children. Regular parent fees will continue to be charged for closure dates determined to be necessary for the health and safety of the children and our team of educators.

The rule of thumb is if the St. James School division closes their schools, Horizons Children's Centre sites will also close. Please check CJOB and the PARENT App in the morning to confirm this closure.
During the summer months, if severe weather exists, the staff at Horizons Access will move to the hallways of the child care centre and remain seated in the hallway until the severe weather passes. Parents/guardians will be informed if there has been a threat to the Centre.
If the children and staff must leave the building due to an emergency, the Director or Alternate, will post the name, location and contact number of the designated place of shelter on the outside door. The Director or Alternate will also contact parents by telephone, e-mail or text to let them know the children are safe, and let them know where to pick them up and whether they need to come early.
A staff will be assigned to contact parents/guardians with the prepared statement using the Centre's cell phone and office phone in the designated place of shelter.
Designated Place of Shelter is the Grace Hospital Auditorium at 408 Booth Drive.
Horizons Children's Centre has a Enhanced Safety plan for a variety of emergency situations.
A copy of the plan is available on the parent information board for parents to review as needed.

TRANSPORTATION TO AND FROM DAY CARE CENTRE

Parents and Guardians are responsible for transporting their children between the children's homes and the daycare Centre. Staff members are not responsible for the child until they enter the infant or preschool room and the parent or guardian has informed the staff that they are leaving. The staff will sign the child in and assume responsibility for their care.

At arrival and departure times, parents are responsible for the care and behavior of their children in hallways, foyer, other people's offices, staff room etc.

At departure time, parents/authorized pick-up people must ensure that staff are aware of their arrival, and communicate that they are leaving so that the staff can sign out the child. At this point the parent or pick up person are now responsible for the child's care and supervision.

When children begin Kindergarten, they may still attend Horizons Children's Centre, provided doing so does not displace a child moving from the infant program to the preschool program, however arranging transportation to and from the school is the responsibility of the parent/guardian.

Hampton Site Only:

Staff will accompany a group of no more than 8 children ages 3-6 years, from the preschool classroom to the pick-up location of the school bus on Hampton Street, ensuring that a ratio of 1:8 is maintained both in the classroom by having the Program Coordinator or Centre Manager join the staff in the classroom as needed, and throughout the transition to and from the bus. The staff will ensure that a first aid bag with emergency contacts is carried at all times with them throughout the transition to and from the bus. The children will be in the care of Horizon's Children's Centre Staff until the child boards the school bus, at which time they are in the custody of the bus driver who assumes responsibility for them, and the staff will sign the children out. A staff member will meet the children at the drop off location of the school bus on Hampton Street and will assume responsibility of the child from the bus driver when they have gotten off of the bus, accompanying them into the preschool classroom in the Centre, and signing them in on the attendance sheet.

Horizons Children's Centre staff will walk groups of kindergarten children to nearby Stevenson-Britannica School located at 1777 Silver Avenue, provided there are enough students year to year to ensure that ratio of 1:8 can be maintained at the centre. It is important for parents/guardians to discuss whether or not this option is available prior to the start of your child's Kindergarten year, with the Centre Manager.

Staff will be responsible for a group of 8 children ages 4-6 years from the preschool classroom, exiting the property and walking up Hampton Street to the crosswalk at Silver Avenue, to the front entrance of Stevenson Britannica School. The staff will engage the crosswalk signal before crossing, and ensure that all traffic has stopped before entering the crosswalk in either direction. Staff will bring a first aid bag with emergency contacts with them for the walk, and carry a list of children on the walk with them. There will always be one staff at the front of the line and one at the back to ensure the safety of the children, and ratio of 1:8 will be maintained throughout the transition. A head count will be done before leaving the centre, once the group exits the building, when we arrive at the school, and as the children enter the building, as well as a face-to-face recognition completed at each of these intervals to ensure the safety of the children throughout the transitions to and from school. Staff will remain with the children outside of the front door until such time as the kindergarten teacher meets them to take the children inside. At this point, the children are in the care of the kindergarten teacher, and HCC staff are no longer responsible.

Staff will create a list of children for pick up prior to leaving the centre, and will ensure that they have the first aid kit and emergency contacts bag with them. Staff will meet the kindergarten teacher at the front entrance of Stevenson-Britannica School at the end of the school day, and will assume responsibility for the children at the entrance where a head count and visual recognition of all children will be done. Staff will walk the children back to the crosswalk at Silver Avenue and Hampton Street, engaging the cross-walk signal and

ensuring that all vehicles have stopped. They will cross Silver Avenue on the crosswalk, walking back up Hampton Street to the daycare property where a head count, and facial recognition will be completed once more. The group will transition to the preschool room where the staff will complete a final head count and facial recognition before signing the children in. Throughout the transition from the school, one staff will walk at the front of the line, and one at the back to ensure that children are safe, and ratio of 1:8 within the group of children ages 4-6 years will be maintained.
The Kindergarten Program at Stevenson-Britannica School is full day. There will be no pick up or drop off for lunch program. When the option for Horizons Children's Centre staff to walk your Kindergarten child to and from school is available, it will be required that you also register your child for the lunch program at Stevenson-Britannica School.
Should this option be available for your child, it is important to note that you will still be charged the daily rate for a full-time preschool space.

CONTROL OF VISITOR ACCESS

All doors to the Centre are locked throughout the day. Key cards or codes are issued to staff and parents/guardians with a $10 deposit that is returned when the key card is returned. Should you lose your card, the $10 deposit will be taken to cover the cost of the replacement. A second deposit will be required if you request a replacement card.
When arriving at the centre, all staff, parents and visitors must use the designated entrance. If you do not have a key card, please ring the bell and identify yourself. A staff will verify the identity of the visitor and allow entrance if applicable. If staff do not recognize the person, they will physically go to the door and ask to see ID.
We ask that parents/guardians do not allow entrance to others when entering or exiting the building.

VIDEO MONITORING

At the Hampton location, we have video clips recording **for security purposes only, and outside of centre operating hours only.** Camera footage will be shared with Winnipeg Police Services only, for the purpose of securing the building outside of hours of operation.

At the Access location, the Access Winnipeg West building has security cameras used **solely for securing the property, on the outdoor play yard**. Horizons Children's Centre does not control this system, and families are here by made aware that they are recording for the purpose of securing the building only, and **will not** be accessible for any other purpose. We have confirmed that only authorized facility personnel will have access to any video recordings, which will be shared with Winnipeg Police Services only, for the purpose of securing the building. Horizons Children's Centre is not responsible for the retrieval of any video footage, and **will not** request access to video footage to ensure the confidentiality of the children enrolled in our care.

Any unauthorized use of AI or video recording or monitoring devises by any individual entering any Horizons Children's Centre spaces or premises is strictly prohibited, and a violation of our confidentiality and privacy policies.

E-MAIL, ELECTRONIC DEVICES AND INTERNET POLICY

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

- Respect and protect the privacy of others
- Respect and protect the integrity of all electronic resources
- Respect and protect the intellectual property (the ideas, creations and copyrights) of others
- Communicate in a respectful manner
- Report threatening or inappropriate material

Inappropriate use includes:
Intentionally accessing, transmitting, copying, or creating material that:

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

Supervision and Monitoring

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

Information about children, parents/guardians, staff and the Centre (including photos or videos) is not to be posted on:

- A staff member's personal web space
- Social networking web sites (for example, blogs, Snapchat, Facebook, Instagram, X etc.)
- Public networking or file sharing sites (like Instagram, Flickr, YouTube, Drop Box etc.)
- Any other type of Internet website
- Staff do not accept families as "friends" when using social networking sites such as Facebook

INTOXICATION AND DRUG IMPAIRMENT

This policy is in place to keep our community of children, staff, parents and guardians safe.
If any individual arrives at the Centre apparently under the influence of cannabis, alcohol or drugs, staff will make every effort to dissuade the individual from removing his/her child from the Centre. In order to best protect the child, staff may offer to call someone on the "Permission to Pick up Child" form to escort the child home, or may offer to call a taxi.
IF THIS SITUATION OCCURS, THE CHILD WILL IMMEDIATELY BE WITHDRAWN FROM THE CENTRE.
All Nations Coordinated Response may also be notified. While we have the best interests of your child at heart, we cannot put the other children and staff at risk, nor can we place the Centre in a position of liability. We therefore ask your cooperation in preventing this situation from occurring.

CODE OF CONDUCT
We at Horizons feel that a children's centre should promote the development of healthy, happy, respectful and responsible individuals. We don't just mean children either! As early childhood educators and parents, it is our responsibility to set an example. We have expectations of the children which we cannot expect them to fulfill if we ourselves are not modeling the same behavior. With that in mind, the following Code of Conduct sets out the behavior you can expect from us, and what we expect of you.

CODE OF CONDUCT

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

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

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

Guiding Principles for Appropriate Behaviour

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

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

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

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

Developmental Capabilities of Children

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

Appropriate Use of Technology

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

Unacceptable Behaviours

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

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

Proactive Strategies

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

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

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

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

Consequences for Inappropriate Behaviour

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

- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

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

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

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

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

CONFIDENTIALITY POLICY

We value the confidentiality of our staff and families. No information, verbal or written, regarding a staff, a child or his/her family shall be released to anybody other than the legal guardians of the child.
In the case of an emergency or injury to a child, information may be released to the proper authorities, medical staff attending a child or in the case of abuse, the appropriate child welfare department.
Access to a child's information record is given only to the legal guardians of the child and the regular staff of the Centre as it pertains to offering care.

Information may be released about a child to others in accordance with written parental permission.
From time to time, an Early Childhood Education student will be with us for training purposes. They will be expected to respect and follow the confidentiality policy at all times and are required to sign documents indicating their agreement.
In the event of research situations, you will be informed in advance as to the nature of the investigation, the extent of your child's involvement, and in addition, you will be requested to give written consent for your child to participate in the specific study.
Parents shall not encourage, engage or participate in staffing complaints with staff. Staffing concerns are addressed in the staff policy and all concerns are to be forwarded to supervisors. Following the policy of confidentiality, and to maintain a respectful workplace, dialogue between parents and staff should be regarding the care of their own children and Centre programs.

Please sign and return the attached Compliance and Confidentiality Agreement to your Centre Manager.

CONFIDENTIALITY AND COMPLIANCE AGREEMENTS

All information pertaining to the Horizons Children's Centre Inc. (referred to herein as the Centre), the staff, the children, their families, as well as their involvement with the Centre is confidential. Maintaining confidentiality is of the highest priority to the Centre.

Parents shall not encourage, engage or participate in staffing complaints with staff. Staffing concerns are addressed in the staff policy and all concerns are to be forwarded to supervisors. Following the policy of confidentiality, and to maintain a respectful workplace, dialogue between parents and staff should be regarding the care of their own children and Centre programs.

Violation of this confidentiality agreement will be considered inappropriate behavior as outlined in the Code of Conduct. Any violation of these policies, the Code of Conduct, defamation of the Centre, the staff, or its programs will require an immediate review by the Executive Director.

Parents are welcome to phone or drop in to the Centre at any time. During visits, staff and parents must maintain the confidentiality of children and their families within the centre.

All staff are expected to respond fully and sensitively to any concerns expressed by parents, and also to initiate work-related conversations with parents at drop-off or pick-up time.

I understand the policies regarding parent confidentiality and agree to abide by all policies in the Centre Policy Manual.

_____
CHILDS NAME

_____ _____
PARENTS NAME PARENTS NAME

_____ _____
PARENTS SIGNATURE PARENTS SIGNATURE

_____ _____
DATE CENTRE MANAGERS SIGNATURE