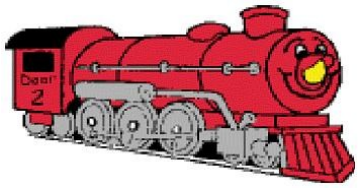
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FREIGHT HOUSE EARLY LEARNING & CARE INC.

IRCOM HUB

Mission Statement

To provide Quality Early Childhood Education and Care; inclusive to all children, in a nurturing, family centred, community based environment where current strategies for child development are practiced.

505 Ross Ave. Main Office

505 Ross Ave. (Preschool Facility)

215 Isabel St. (Infant Facility & IRCOM ECD Hub)

545 Alexander Ave. (School Age Facility)

560 Logan Ave. (Infant & Preschool Facility)

PARENT BROCHURE

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Inclusion Statement

- We embrace Inclusion as the gifts all children bring, while celebrating their diversity to foster the well-being of every child and enrich our community.
- Accept the uniqueness of every child
- Encourage children to share their culture
- Strength based approach to learning - access intervention professionals
- Respect and value families
- Staff participate in professional development opportunities to enhance all levels of development

There can be no keener revelation of a society's soul than the way in which it treats its children.
Nelson Mandela

PHILOSOPHY

Freight House Early Learning & Care Inc. provides each and every child with a nurturing environment.

We are inclusive to all children and families and foster their need for Early Childhood Education.

We believe that children learn through play and encourage choice, respect and a positive feeling about oneself.

We encourage all children to accept and embrace the diversity of our community.

We provide a variety of learning opportunities that build on strengths, ALL levels of development, opportunities for discovery, and current developmental practices.

Welcome

We are pleased that you have entrusted your child's care to us at ***Freight House Early Learning and Care Inc.*** Should you have any suggestions or concerns please feel free to share them with the Executive Director or the staff.

Our child care centres are licensed according to the Community Child Care Standards Act and follows all applicable regulations outlined in Manitoba's regulation 148/83. We have a combined maximum enrolment of 134 children ages 3 months to 12 years.

Inclusion of all children and their families are an integral part of the program. Ongoing communication with a child's parents/guardians promotes individual learning opportunities and consistency with family practices. Opportunities to maximize a child's individual potential is maintained both in the environment and through learning opportunities.

The children are cared for in a mixed age group setting within Provincial Licensing Guidelines. The flexible age groupings allow us to meet the child care needs of the community while still adhering to Provincial Licensing ratios. All children's individual and development will be provided for at all times throughout the day.

The staff are Early Childhood Educators, trained in early childhood development. The Executive Director is responsible for staff, program, and policies.

The centre is a NUT free environment

Supervision Policy – Ross & Isabel (1018 & 1039)

The staff are required to adhere to the following strict supervision policy to leave no child unattended and to monitor their whereabouts at all times.

Staff maintain a ratio no more than 1:4 infant and 1:8 preschool at all times, they visually count the children continually to confirm number of children present matches' attendance and reinforce the number by confirming with other staff in the room.

Staff do not accept children into their care over ratio, parents are required to wait for an additional staff. Mixed group ratios are posted in every room for mixed ratio times of the day.

Staff visually counting the children is an ongoing practice, when they are in the room, when they leave the room and when they return to the room, staff are always aware of the number of children in their group. As children and staff prepare to leave a room/space they scan the room/area, confirm tracker matches number of children, children are visually counted as the last step before proceeding out and closing the door.

Tracker sheets are used for ALL groups leaving the centre, this is a list of children's names that accompany the staff and group with a duplicate copy left on the centre clipped by the entrance.

Groups outside will be limited to 12 children (not ratio). Staff will be positioned to see all possible exits from the park and the gates.

*****Ross & IRCOM– minimum of 2 staff outside at any time – 1 ECE/1 CCA - 3 staff is preferred at all times if staff available.**

*****Isabel Infant– smaller ratio if only one staff is outside in Infant Park.**

Staff will visually count the children prior too walking out the door to ensure that the tracker and the posting is correct. Staff and children leaving the centre, must ensure tracker and group numbers match before proceeding out the door. When leaving an outdoor area to return to the centre ensure all children on the tracker are accounted for before leaving the area and returning in doors. This process is used for outdoor play in our local parks, walks to parks and field trips.

Staff will continually count their children during play. They will continually communicate with their colleagues how many children they have when the group is together or divided with in the play space. As more children enter the outdoor space staff will exchange numbers of children giving a total outdoors and adjusting the tracker if necessary. The total number outside will be displayed by the exterior door. All staff must carry a tracker with the names of the children in their group indicated.

Children who arrive or go home from a separate space, their arrival and departure times are recorded on the tracker and later recorded on attendance.



Important Information

- Hours of operation 8:00 am - 4:00 pm
- **Parents are required to directly inform a staff member when arriving and leaving the centre.**
- **All entrances to the centre are locked. The staff will monitor your entrance via a camera and you will need to identify yourself via an intercom. Parents will then be buzzed in. We encourage parents not to allow other visitors entry with them but to have them identify themselves separately. This will ensure any one accessing the centre is permitted.**
- Children not picked up by 4:00 pm will be charged a late fee.
- Your child needs to have a change of clothes and indoor shoes at the centre.
- Parents must bring children into the centre; help them get their outdoor clothing off and indoor shoes on.
- Parents must bring in supporting documents regarding custodial arrangements and visitation orders to have on file, this would include court documents and orders.
- Discussions with the Executive Director (or designate) should take place if a situation could arise in which noncustodial parent may request pick up of a child.

The Centre will be closed on the following holidays. You are required to pay full fees on these days:

Louis Riel Day, Good Friday, Easter Monday , Victoria Day ,Canada Day , Civic Holiday, Labour Day, Orang Shirt Day Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day, New Years Day

CONFIDENTILITY

- All children's files are considered private and for staff/Directors use only.
- Any parent has the right to examine their child's file, and must request permission to do so from the centre director.
- All files are the property of Freight House Early Learning & Care Inc.
- Photographs or videotapes of your child remain in the centre for curriculum use.
- ONLY with your permission will your child's photograph or videotapes be used for any purpose outside the centre.

BOARD OF DIRECTORS

The centre is a non-profit, government funded child care centre. Each parent, by becoming involved or by sitting on the centre's Board of Directors, has a say in policy-making, budgeting and administrative decisions. The centre is a member in good standing with the Manitoba Child Care Association.

LATE FINES

We use the Centre clock as our standard time piece.

Year Round

5:30-5:45 $10.00

5:46-6:30 $20.00

Total $30.00 (per child)

You will be charged by the staff person that is closing on that day and are expected to pay that staff member prior to your child returning to the centre.

You are expected to call the centre any time you are going to be later than usual.

Staff are required to call Child and Family Services at 6:00 PM and notify this agency that a child has not been picked up. At 6:30 PM the staff will call Child and Family Services again and request the agency to come and pick up the child.

Children are likely to live up to what you believe of them.

Policies of Freight House Early Learning & Care Inc.

FEES:

1. Prior to enrolment, parents who wish to apply for subsidy must do so. Any lateness in making a subsidy application will result in the parent being responsible for paying the full daily fee for any days that are not covered by subsidy.

2. Our billing periods run every 4 weeks-that makes 13 billing periods per year. You will receive your bill in advance of the new billing period.

3. Your total payment of the new billing period must be received no later than the last working day prior to the commencement of the billing period; for example if the new billing period is June 8 - July 7 (June 8 being a Sunday) your full fee payment would be expected no later than June 6.

   a) Fees paid by cheque will be subject to our N.S.F. policy, if returned. The policy being that the parent will be responsible for paying the N.S.F fee, plus all extra bank charges.

   b) If full fee payment is not received on or before the last working day prior to commencement of the new billing, you will have 5 day care working days to pay in full or you will have automatically forfeited your child care space.

   c) All delinquent accounts will be referred to a collection agency for action.

   d) Any request for exception to any of the above policies must be made in writing to the Board of Directors. The Board of Directors written decision is final.

Receipts are issued for all fee payments. Yearly income tax receipts will be issued on request only.

4. Fees must be paid in case of absenteeism.

5. If the child is absent due to annual parent holidays, you must pay the usual fee to hold your spot.

6. Fees are charged for all holidays recognized by Provincial Child Care Program.

7. Two weeks written notice must be given prior to withdrawing your child from the centre. If notice is not given you will be charged two weeks fees payable immediately. All fees owing must be paid before the child's last day.

8. A child will be considered withdrawn after 5 consecutive days if no notice or reason for absence is received by the day care. Since we need full registration to meet our costs, sufficient notice allows us to fill the vacancy.

9. Freight House Early Learning & Care Inc. defines "Working Days" as being Monday to Friday regardless if the centre is closed any of these days.

Infant Curriculum Statement

Freight House Early Learning & Care Inc. provides every child with a nurturing learning environment. We are inclusive to all children and families and encourage all children to accept and embrace the diversity of our community. Freight House Early Learning & Care's philosophy states that children learn through their involvement in the play environment through the use of all their senses. These experiences aid the child's ability for self-discovery and problem solving while providing a variety of learning opportunities for building strengths in all levels of development, social, emotional, cognitive and physical, in accordance with current emergent curriculum practices.

Our role as Early Childhood Educators is to provide enriched experiences and materials for children to safely explore. Respectful individualized care promotes self confidence in the child, allowing them to interact with their environment. The environment must be full of opportunities for conceptual learning, self-awareness and peer relationships. Our care giving must reflect a secure, calm, respectful realm for the child. Our care and environment must also have direct information and guidance from the parents and family to achieve the balance the child needs to become comfortable and the staff knowledgeable.

Infants and toddlers are ever growing and developing; therefore their needs change as well. Because of their dependency and individualism, as caregivers we must be aware of their own schedules. Respectful care giving includes obtaining information from parents initially and daily feedback to meet these changing needs. At Freight House Early Learning & Care Inc. we encourage our new families to visit as often as they can before their child is to begin at the centre. This is a valuable learning time for staff to become familiar each family's values, diversity, the child and their schedule. Parents and children in turn become familiar with the staff, our centre, routines and environment. In addition to the visits, we have a prepared questionnaire for parents to fill out, detailing sleep, eating, and daily routines and any requirements. We encourage parents to verbally share any daily concerns or information. The staff then record any daily needs the child may have.

Labeling what is occurring reinforces communication. Singing, sound mimicking, repetition, labeling and responding to the child's expressions is a part of the process of language development. Listening and responding to the child's expressions of emotions, being tired, hungry, sad or frustrated respects their communication, as well allowing time for the child to figure things out strengthens this respect.

Throughout the child's day we encourage children to accept the abilities and diversity of each other. Staff guide children to interact with children with varying abilities and needs, creating respectful relationships. We enhance this with pictures of the families, children and staff within the child's room. We respect language preferences, cultural requests and food and nap requests. The children are exposed to sign language, different languages spoken, cultural diverse dolls, books, music, daily living items, food and pictures.

Children need space to safely explore. Respectful care giving includes planning an environment that includes quiet, individual areas, soft cozy areas, areas for socialization and peer observation as well as includes space to crawl, stand, take steps and to run. Within the environment, there must be many learning tools. This can include a variety of age appropriate toys, familiar everyday items such as loose parts, to touch and explore and challenging items that test out conceptual and sensory learning along with problem solving.

Areas in the room will include book areas, puppets and soft items, play food and dishes, cupboards, dress up clothes that are familiar and /or seasonal, small or fine motor manipulatives, blocks, large and small, hard and soft. Instruments as well as items for producing sound making; banging sounds with metal or plastic bowls, loud and soft sounds, items to create shakers and rhythm, with lots of singing and finger plays by the staff. Movement enticing articles are also provided, such as scarves, bubbles, fabric etc, along with a variety of recorded sounds and ethnic music.

You already possess everything necessary to become great.

Included in all areas would be loose parts. Loose parts are unique additions to every area and include everyday items and items from nature. Containers, containers with lids, small containers that fit in to others, containers that stack, containers that can be filled up and dumped out, add to the small motor and block area. Concepts that are being practiced can include, empty and full, on and off, in and out, small and big, size discrimination, what fits and what doesn't. Boxes can incorporated and be small and large to fit items in or to fit themselves into. Body awareness and ability can be explored with in and out and behind, under and on, challenging yet safe to explore. Textures such as fabric, scrunches, mesh, card board, enhance sensory exploration. Natural items such as wood pieces, tree stumps, drift wood, tree bark, flat rocks create items to stack as well touch and smell. Sensory exploration is a main part of early years. Every item should be able to be explored through touch, smell, or mouthing. With that in mind, science items such as sand, soil and water play are offered with close supervision. Chalk, paint, crayons, play dough are also introduced in small groups.

In addition, staff provide purposeful activities to promote learning and discovery, based on critical observation of the children at play, perceived interests or staff initiated ideas. Staff are trained in Early Childhood Development and look for repetition in the children's play. Ideas are tried out to see interest and ability. Activities are introduced as self-discovery in the environment or Early Childhood Educator guided for closer supervision. Staff reflect on the child's responses to activities and provide additions in the environment or gain ideas for future linked activities. Documentation of ongoing and emerging interests can be collected in various forms. Verbal discussion of the children's reoccurring play, can lead to immediate (in the moment) additions to the play. Staff also write observations of the child's reactions and actions along with what was added to the play, for future idea formation and to share with other staff members to plan for related activities.

Pictures can capture children trying out and exploring, which in turn can lead to more idea formation for the staff to try. Pictures also can show learning unfolding and show links between experiences. Written explanations of what was being introduced, how and why it was presented and the resulting outcome, provide parents and staff insight into developmental challenges the children are pursuing.

Freight House Early Learning & Care Inc. values the importance of outside exploratory time. We strive to provide daily ventures out to nearby parks and green spaces, depending on weather and temperature conditions. We may also go for short, purposeful walks, wagon or stroller rides to neighborhood destinations, or to look, listen, label or sing about what we are seeing as we walk. Just as it is important to have natural items in the centre, it is important for children to experience all the outdoors has to offer. Snow, puddles, grass, trees, flowers, insects, etc. to see, touch, and hear. Sitting, crawling, walking in the grass or snow, touching, handling, smelling, listening, and seeing are important goals. Our outside time will be mainly mornings and we include all safety measures. We take along water to drink and items to enhance out outdoor experiences. Blankets, scarves, ribbons, bubbles, shovels, vehicles, containers, art supplies, water to play etc. In the winter and colder months, time out side is limited but still a vital part of our program.

Freight House Early Learning & Care Inc. has adopted the Best Practices Model as our program guide (a manual developed by the Province of Manitoba, a copy is available to view). We use the Infant Toddler Environment Rating Scale as our guiding tool for environment, health, safety and positive interactions (ITERS is a document used by the Province of Manitoba to evaluate and rate staff interactions, the environment, health procedures and safety procedures, a copy of this document is also available to view). Staff also engage in ongoing professional development to ensure that we remain focused and skilled in the delivery of all learning experiences. All staff are annually certified in Infant CPR and First Aid. Staff also mentor future ECE's through joint collaboration with Red River College ECE program.

As we grow as unique persons, we learn to respect the uniqueness of others.

-Robert S



It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

-Albert Einstein



Preschool Curriculum Statement

Freight House Early Learning & Care Inc. is an early childhood education program which provides every child with a caring, nurturing and responsive learning environment. We design and maintain an environment that fosters creativity, playfulness, respect, opportunities, enthusiasm and a sense of belonging, wonder and calm. We encourage all children to accept and embrace the diversity of one another and our community. We build upon the uniqueness of every child in offering opportunity for growth and development. We provide a variety of learning opportunities that build on strengths, all levels of development, opportunities for discovery, and current developmental practices. We open our doors to our families to join in the learning process and to foster community.

We embrace inclusion and celebrate the diversity of one another as a means to fostering the well-being of every child. We accept that every child is unique and shares with others their uniqueness through expression and play. As part of our annual training plan we are committed to learning more about all aspects of every child's development to foster inclusive programming.

We believe that children learn through play and encourage choice, respect and a positive feeling about oneself. Play enables children to make sense of their world. It allows children to explore, use thinking skills, problem solve, and language expression. For example children play with blocks, paint a picture, and play make believe to invent, create, duplicate, explore, try new ideas, and problem solve. We support learning by listening, observing, encouraging and additional experiences. We build on their play through language that identifies and encourages concept development. The environment hosts a variety of equipment that supports learning at all developmental levels, some examples are: puzzles with variety of textures, size and number of puzzle pieces and difficulty, creative supplies such as scissors, crayons or pencils that allow for different grasps, gym equipment that allows for a variety of climbing and balancing skills. Staff are gentle, kind, caring, nurturing and respectful so that their environment will foster the development of a positive sense of self and belonging. Experiences in social, emotional, spiritual, physical and cognitive learning are available for all children throughout each day. We foster opportunities so every child has fun and shares the excitement of learning and discovery with staff and peers. We strategize and plan as a team to ensure that each child's development is being fostered in all areas. We support and guide the children in their play through conversation and positive guidance. We use conversation as a tool to support relationships and understanding for one another.

We follow the principles of emergent curriculum to meet the learning needs of each child. Through observation and reflection staff offer a strength based approach to achieving developmental gains both through spontaneous and planned experiences. Staff recognize skill and engage children to advance their knowledge through further experiences. The staff maintain and add to the environment a variety of equipment and materials. Equipment is available to enhance physical, cognitive, emotional and social skills. Staff also reflect on the practices of Reggio Amelia to guide their environment and learning strategies. The *Reggio Emilia* Approach is an educational philosophy focused on preschool and primary education. It focuses on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children. Language development and communication is an all-encompassing occurrence throughout the child's day. The staff follow the objectives of the Abecedarian Language Intervention Project that supports language acquisition through enriched care giving, conversational reading time and sequential learning games. Staff mentor the relationship between the spoken word and the object or emotion. Primary care giving is an essential part of the Abecedarian approach, each child has a staff that interacts daily to ensure development goals are being met.

We share with the families each child`s development and experiences through open dialogue, photos, memos, documentation and a child`s creative expressions. Ongoing training and professional development is encouraged for all staff to remain current and strong in their teaching principles.

We respect the child's need for play. Our schedule is flexible allowing children to make choices that fit their needs and not the needs of others. Routines are kept to a minimum and are made fun and educational. Children are encouraged in a fun and positive way to engage in all developmental areas.

Freight House Early Learning & Care Inc. is a community based program. We consistently support the needs of our families and the community through respect, flexibility, inclusion and cultural acceptance. Families are valued and respected as enrichment to our environment. We look for opportunities to share individual cultural differences through music, food, sharing information and allowing families to share in our everyday experiences.

Mixed Age Policy

Freight House Early Learning & Care Inc./LSM preschool site enrols children 9 months (4) to 6 years (20) of age. The center operates from 8:00 am to 5:30 pm. Monday through Friday. This facility was established and continues to operate to care of the families of the evacuated community of Lake St. Martin. The centre is community based and therefore for cares for siblings and families together. School age children are cared for at a separate site.

Preschool and infants may be in a mixed age group throughout the day. The children are combined together with a ratio no greater than 8 (eg. 1 infant is 2 ratio = 1 infant no more than 6 preschool, 2 infant no more than 4 preschool etc.). An ECE provides primary care to each group with the assistance of a CCA. The infants and preschool have individual spaces available where they are cared for the majority of the day. Siblings may frequently be a part of each other's group to support relationships, and ratios for this mixture of ages will always be accounted for.

The individual needs of the children under the age of 2 years as well as preschool aged children will be met through out the day by all staff. All children have primary care givers that support all their individual developmental and environmental needs.

Primary care givers reflect and document their children's individual needs for all staff and parents. Primary caregivers support snack and meal times of their primary children as well as most diaper changing. At group times that primary staff may not be the designate allowances are always made if the child needs their primaries support, eg one staff does nap and if a child is upset and can not be comforted their primary is called to support).

Equipment for the infant/toddler's are available at all times. Safety of small pieces always is considered and monitored by all staff. Infants have suitable eating chairs with trays or high chairs as well as a crib if required.

Monthly fire/safety drills are conducted to practice effective evacuations. Evacuation cribs are on site for all infants under the age of 18 months. Four children will be placed in to an evacuation crib and rolled out to a safe area. Children 18 months and up are escorted by hand in a respectful calm procedure to ensure children feel cared for and safe. All children from each site have a designated meeting area following an evacuation where children are accounted for before returning inside or proceeding to the place of shelter.

Transportation Policy

Parents are responsible to drop off and pick up their child directly to staff:

<u>Drop Off</u> - Your child is considered in our care once your child is in the room and staff have acknowledged your child marking them in on the attendance.

<u>Pick Up</u> - Your child is no longer considered in our care once the parent has entered the room and staff have acknowledged your child's departure marking them off on the attendance.

Do not leave your child unattended in the locker area or hall.

Children will go on community walks and in groups to local parks. Staff/child ratios will be enhanced for all groups outside the centre. All children leaving the program will wear a pinnie for easy identification and counting of ratio.

For field trips:

- Field trip groups will have enhanced ratios to ensure a safe and positive experience.
- The center will rent a chartered bus or at times take public transit for any field trips outside our community.
- Parental consent will be required for any child to attend.

The greatest gifts you can give your children are the roots of responsibility and the wings of independence.

ESCORT

Parents are responsible for dropping off and picking up their child. However, if you cannot be at the centre before closing, you must make arrangements to have someone else pick up your child. Staff are only authorized to allow the child to leave with someone they have been notified about or are alternates on your pick up list. Give staff the alternate's name and a brief description. Staff will ask any stranger for their name and I.D. Please keep Centre staff well informed of anyone (new person) picking up your child or they will not be released. Under no circumstances will a child be sent home unescorted in a taxi. All children must be escorted to the main playroom in the morning; otherwise we cannot be responsible for them. Children cannot be picked up by anyone under the age of 16.



CLOTHING & LOCKERS

Upon enrolment each child will be given a locker. When you arrive in the morning help your child hang up his or her outdoor clothing. We suggest you provide a bag that can be hung from the hook in which you can put extra clothing. It is important that names be written on all clothing, as no responsibility will be taken for misplaced clothing.

The children must be provided with a complete change of clothing which can be kept at the centre in their bag at all times.

As per licensing requirements, the centre must provide daily opportunities for outdoor play and learning opportunities. Exceptions are made in the event the temperatures including wind chill reach -25 degrees.

Summer send a sun hat

Winter send your child in warm clothes: a hat, ski-pants and jacket, or snow-suit, mitts and warm boots.

In the spring and fall send the children with waterproof boots and splash pants. **On wet days please remove boots before you walk onto the Centre floor.**

Health and Medication

Upon enrolment all families are required to fill out a health questionnaire which will aid the centre in receiving additional support in caring for their child if required. If your child has any health concerns such as; asthma, allergies, heart murmur, seizures just to name a few the parent will be required to fill out an application to URIS who intern will put a health care plan in place for your child and train the staff accordingly.

The centre has an Anaphylaxis Policy which outlines procedures for staff, parents and children for a child with life threatening allergies.

Illness is one of the greatest hardships for parents of young children in group care. Plan ahead for times when your child might become ill. Have an alternate caregiver for your child.

The public health authorities have illness and contagious guidelines, which we are required to follow.

If your child were to have any of the listed medical conditions below you will be asked to prove they have seen a Physician, return the required note and follow the prescribed medications.

Pink Eye with yellow or white discharge

Impetigo

Ringworm/Scabies

A contagious disease such as Measles, or Mumps

A rash (unless it has been diagnosed as non-contagious by a doctor)

Strep Throat

Head Lice

Repeated Diarrhea and or vomiting accompanied by other symptoms (more than three bouts in 24 hours)

Children with a fever, runny nose or cough will be monitored and parents will be informed of their child's condition. Any child who becomes so ill, irritable or listless to participate in activities will be offered a resting spot. If a child is ill, parents will be contacted and asked that they pick up the child as soon as possible. Under some circumstances the staff may give the parent a form to be filled out by a doctor. This form has to be filled out before the child can return to the centre. Doctor's forms are to confirm the illness the child has and necessary to ensure the centre is aware of all contagious illnesses that may be present. All parents will be notified of any contagious illnesses present at the centre.

Children should not attend the centre if they are ill and cannot participate in the daily activities. Parents are asked to advise the centre immediately of the kind of illness.

All serious illnesses are reported, as per Child Care Regulations.

Only prescription medication will be administered. Medication must be sent to the centre in the original container given by the pharmacist and must have a current date and the child's name on the prescription label. Parents must fill out a medication form before any medication can be administered. Staff will administer medication according to the prescription label.

The Centre and staff will not accept any responsibility for medication that is not administered.

Emergency Closure Plan

Manitoba winter storms can be wicked and unexpected. In the event of an overnight storm, assume the centre is open. The rationale for this is that no subsidies or grants are paid by the Province on any child's behalf when centres are closed for days other than statutory holidays.

1. Staff are expected to try and make it in to work in the safest way possible. The Board of Directors does not want any staff members to put themselves in a dangerous position to get to work. Assume that the centre parking lots won't be cleared and the best way to get to work will be by bus. If the buses are not running, you will be advised of this either by listening to the radio or calling Transit. No exceptions will be made for staff living outside the city limits.

2. Parents should call the centre before bringing their children in. This is to make sure the centre is open and accepting children.

3. The first staff person in will handle the phones and let parents know that the centre cannot take any children until two staff members are in. This is for safety reasons; should anything happen to one child then one staff can be with the emergency and one with the remaining children. In the event that one staff arrives from each centre only one centre will open and the closed centre will be posted CLOSED on the door. The children will then proceed to the other centre. Once sufficient staff have arrived both centres will open again.

4. Parents maybe be asked to be understanding in giving priority of care based on ratios of children to staff as listed below.

5. No children are to be accepted into care until two staff members are in. Ratio of these days is 2:8, 3:16, 4:24, etc., thus allowing for one staff to be available to deal with phones and emergencies.

6. No children will be accepted into care past noon or over ratio to the number of staff in.

7. Staff are expected to notify the centre of their status so parents can be kept well informed.

8. The answering machine is to be left on every night and weekends.

9. Parents will be asked by staff members on that day to pick up their children by 4:00 P.M. If it appears that the storm is intensifying during the day this time can be changed. It will be the decision of the Director or designate on duty to determine any change to closing time. If the time is changed, staff will notify all parents.

10. Staff will make sure that all parents who leave their children at the centre on stormy days leave a telephone number where they can be reached or the phone number of an alternate who can be responsible for child pick-up that day.

11. Staff are advised to be tolerant of stragglers on stormy days. Parents will be advised to keep the centre posted as to when they anticipate being able to pick up their child by calling the centre and leaving a message as to what time they are leaving work or school.

12. If at any time the centre has no water, heat or electricity, the centre will contact Manitoba Public Health Authority for guidance which can result in the closing of the facility until service can be restored.

Vision for Outdoor Nature-Based Play

We Value the importance of guiding and supporting Nature Play Experiences in the Natural World

We Value ourselves as a part of nature; fostering a child's sense of belonging

We Encourage children's sense of wonder in a nature environment

We Experience nature through the senses giving children a rich understanding of the world and themselves

We Support risk taking and exploration

We Actively engage and Enjoy nature with children that resonates a positive connection -

We Inspire wonder and discovery

We Provide adequate daily time outdoors to explore nature-based spaces that enrich their daily lives and support all areas of development

We Provide opportunities for a balance of physical play and quiet play that enhances contemplation of nature

We Understand our role as observers and co-researchers to support the children's learning through curriculum

We Embrace the Community and its offerings through respectful connections

We Bring nature indoors

We Value Repurposing nature and equipment to save the environment



Positive Guidance Techniques

The Early Childhood Educators at Freight House Early Learning & Care Inc. practice **"Positive Guidance Techniques."** This is accomplished through consistency, positive language, modeling, and by having realistic expectations which take into account a child's individual developmental capacity. Parents will be kept informed about concerns with behavior so both the family and the centre can work together to provide a positive solutions and outcome.

Manitoba Regulation 27(1):

A licensee "shall not permit, practise or inflict any form of physical punishment or verbal or emotional abuse upon, or the denial of physical necessities to, any child in attendance at the Child Care Centre."

The staff will use the following methods of directing and redirecting behavior

1. Redirecting, suggesting an alternative activity or space.
2. Using positive statements – eg. Sit on the chair please instead of get down
3. Choices and logical consequences – possibly lose opportunities if unable to follow guidelines.
4. Reasoning
5. Providing positive feedback
6. An age appropriate removal to another area may be used as **a last resort** to ensure the safety of the child and others.
7. Consideration for a child's individual learning capacity and developmental level is always practiced.

All situations will be treated with the utmost respect for the child, helping them to learn through experiences. The child will not be judged but rather guided and encouraged to learn and understand from each situation. It is important that *everyone* at the centre *feel safe*, and the parents feel comfortable knowing their children are safe in the centre.

INCIDENTS

Our Centre strives to provide a safe, clean environment for children to play in. The staff are alert to potential hazards and takes steps to ensure the utmost safety. However, knowing the nature of children, and that accidents do happen, we have established the following policy:

- All staff are trained in Emergency First Aid and Infant/Child CPR.
- Children will be transported to Children's Hospital in the event of an emergency.
- Parents must pay for the total cost of the Ambulance.
- Parents will be notified immediately if a child is taken to hospital. Parents will be requested to meet the staff and child at the hospital.
- Parents are advised to expect the usual amount of bumps, scrapes, bruises, and other minor accidents as a result of children coming into contact with each other and their surroundings.
- All incidents that reach staff's attention will be recorded for parent notification. Parents will be notified when they come to pick up their child.
- Parents are advised that not all incidents reach staff attention. Many times children will fall or bump into something and receive a bruise or a scrape, then get up and keep playing and not tell anyone what happened.

Children need the freedom and time to play. Play is not a luxury. Play is a necessity.

Use of Email, Electronic Devices and the Internet Policy

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

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

Inappropriate use includes, but is not limited to:

- Intentionally accessing, transmitting, copying or creating material that violates the confidentiality of children, parents/guardians/caregivers, staff, or the Centre itself
- Intentionally accessing, transmitting copying or creating material that violates the Centre's Code of Conduct which includes messages that are pornographic, threatening, rude, harassing, bullying, or discriminating
- Intentionally accessing, transmitting, copying or creating material that is illegal, such as obscenity, stolen material or illegal copies of copyrighted works

Using the Centre's technological resources for personal use without permission or for personal gain.

Staff may not use cell phones and other personal electronic devices when they are caring for and supervising children. Anyone who may need to contact a staff person during the staff person's regularly scheduled working hours must contact the centre's direct line.

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

At NO time can a cell phone or other electronic device be used to photograph or videotape children.

Information about staff, children, parents/guardians/caregivers and the centre (including photos or videos) must not be posted on a staff person's personal web space, any social networking site (e.g. blogs, Facebook, Myspace, Twitter), any public networking or file sharing site (e.g. Photo bucket, Flickr, YouTube) or any other type of internet website.

Staff must not accept children as "friends" or "buddies" when using social networking sites such as Facebook or MSN.

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

POSITION STATEMENT ON HOLIDAYS & CELEBRATIONS

Freight House Early Learning & Care believes in the importance of respecting every family's values, culture and religion.

Our community is ever changing and therefore displays a vibrant diversity of cultures.

We value every occasion that a child shares his or her excitement and joy, of a celebration they have experienced with their family at home or in the community.

We encourage children to share their experiences so that we can celebrate together.

We ask questions to help children reflect and offer creative ways for them to express these experiences so that children and staff can share in their excitement (drawing, dance, etc.).

For example we do not celebrate Halloween by having a Halloween Party but the days following Halloween children share their costumes and stories of what they did. If they did anything at all. We follow their lead by putting out costumes so they can continue to role play and if they need buckets to carry we find them too. We share what they enjoyed and what they did not. If they enjoyed the lights and sounds we try and duplicate the experience based on what they wanted to understand. This way of seeing the experience through the eyes of the child helps us to better understand each other and care about what others experience.

We feel this is respecting all children and puts no pressure on families and children to conform to one way of thinking or doing.

Therefore we do not host parties and presume to celebrate holidays based on one belief. Rather we share in everyone's experiences, exploring our diverse culture.

Code of Conduct

Freight House Early Learning & Care Inc. strives to provide a safe, caring learning environment for staff, children and families.

Our Mission Statement is: To provide Quality Early Childhood Education and Care; inclusive to all children, in a nurturing, family centred, community based environment where current strategies for child development are practiced.

We follow these Guiding Principles:

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

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

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

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

- Therapists, professionals/para-professionals
- Practicum students
- Contractors/maintenance service providers
- School personnel
- Licensing coordinators and inspectors
- Courier / Delivery drivers

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

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

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

The following behaviours are unacceptable and will not be tolerated:

- All forms of bullying (physical, verbal, emotional, social or cyber-bullying including comments, actions or visual displays that are intentional, hurtful and repetitive. (examples of inappropriate conduct is *hitting, pushing, name-calling, mocking, excluding someone, spreading rumours or gossip either in person or by using social networking internet sites)*
- Harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome *(*examples of inappropriate conduct is *name-calling, offensive jokes, yelling, etc.)*
- All forms of abuse (sexual, physical, or psychological) including verbally, in writing or otherwise
- Discrimination against any person or group because of their race, colour, ancestry, nationality, place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital or family status, source of income, political belief, social disadvantage and physical or mental disability
- Actions that put another person at risk of harm including violent physical acts (with or without a weapon) and threatening someone
- The inappropriate use of technology, including e-mail, the internet and other technology, in keeping with the facility's policy on the use of technology.

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

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

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

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

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

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

Full Days open from 8:00 am to 4:00 pm
Half Days AM - 8:00 to 12:00
Half Days PM - 12:15 to 4:00

Daily Schedule 2-6 Years

8:00
nursery opens, free play

9:00
bathrooming routine begins for younger children

9:15 -10:00
free-play/snack (Primary groups)

10:00
Primary Group Time (small group activity time)

Activities are offered; ECE guided or self-discovery, this can include outside or gym time

11:00
bathrooming routine begins for younger children

11:15 –11:45
Lunch

12:15—12:45
Lunch

12:45—1:00
free-play/group activity (naptime Monday & Friday)
bathrooming routine begins for younger children

1:00 -2:30
Primary Group Time (small group activity time)

Activities are offered; ECE guided or self-discovery, this can include outside or gym time

2:30 -3:30
free-play/snack (Primary groups)
bathrooming routine begins for younger children

4:00
CENTRE CLOSES

Infant/Toddler Daily Schedule

8:00

Center Opens – Free play

8:30 - 9:00

Snack Begins (Flexible with arrival times)

Diapering/Toilet Training (depending readiness of the child)

Nap room is available throughout the day, determined by the needs

of individual children

10:00 - 11:00

Primary Group Time (small group activity time)

Activities are offered; ECE guided or self-discovery, this can include

outside or gym time

11:00

Diapering/Toilet Training

11:15

Lunch Begins in small groups

11:30

Nap room is available determined by the needs of individual

children and is available throughout the day

11:30 - 3:30

The nursery area opens as children awake from nap.

1:30 - 2:00

Snack Begins (Snack is available as the children awake from nap)

3:00 – 4:00

Primary Group Time (small group activity time)

Activities are offered; ECE guided or self-discovery, this can include outside or gym time

CENTRE CLOSES

The children free play in the environment throughout the day - while moving in and out of other scheduled events. Meals and naptimes are determined by the needs of the children and can occur at any time. All routines are flexible to meet the needs of every child and their family.

Free play - Our environment is a teaching tool and offers a variety of opportunities for learning. The children are encouraged and challenged by the staff while playing to participate in a variety of opportunities that will develop skills in all developmental areas. The staff document the children's interests and then offer a curriculum that enhances current developmental levels while building on new skills through repetition and new concepts.

Out Door Play - Occurs throughout the day. The outdoors offers many opportunities for learning and activities, therefore are offered both indoors and outdoors.

Lunch Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Vegetable/Rice Soup Milk Fruit	Rice & Sauce Vegetables Milk Fruit	Spaghetti & Sauce Vegetables Fruit Water	Lentil Stew Milk Fruit	Curry Rice Vegetables Milk Fruit
Week 2	Noodle Soup Bread Milk Fruit	Vegetarian Chili Milk Fruit	Macaroni & Sauce Vegetables Fruit Water	Rice & Sauce Vegetables Milk Fruit	Lentil Stew Milk Fruit
Week 3	Noodle Soup Bread Milk Fruit	Chickpea Stew Milk Fruit	Rice & Sauce Vegetables Milk Fruit	Pasta & Sauce Vegetables Fruit Water	Curry Rice Vegetables Milk Fruit

Snack Menu

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Cereal Milk Fruit	Pineapple Roti Water	Loaf Fruit Water	Cereal Fruit Milk	Apple Sauce Roti Water
PM	Loaf Fruit Milk	Cucumber/Carrot Roti Water	Cookies Fruit Water	Cucumber /Carrots Roti Water	Cookies Fruit Water

Child's play is deep learning: a self-directed state of deep connectedness and personal engagement. It is also an enthusiastic and absorbing state of relaxed attention. Play is a creative learning exchange between mind, body, and circumstance into one integrated and healthy whole. Awash with symbols and mental imagery, children at play are learning in a way that can be wildly creative, insightful, and visionary....