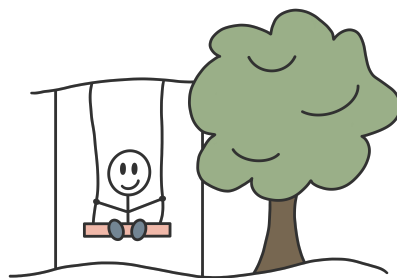


Parent Policy



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

Pembina Valley

CHILD CARE CENTRES INC.

Operating as

Morden Site
5 Rampton Street
Morden, MB R6M 1V8
204-822-6663

Manitou Site
Box 248 -516 Souris Ave
Manitou, MB R0G 1G0
204-242-3484

Hive Site
580-1st Street
Morden, MB R6M 1R5
204-822-3233

Westview
1200 Wardrop Street
Morden, MB R6M 2E1
431-486-0330

Discovery Trails
1079 Parkhill Drive
Morden, MB R6M 0A8
431-486-9250

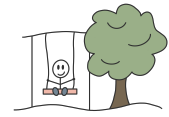


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Brief History

The early years of a child are those of curiosity, exploration, and growth. We strive to support children and their families in their early years of development by providing a safe and nurturing environment for the children in our care. We provide opportunities that enrich children's lives, support their curiosity, and offer guidance to promote growth in all areas of development.

Our Centre is a non-profit organization funded through parent fees and government subsidies. A 5-8 parent Board of Directors consisting of parents and community volunteers govern us. The Board is elected at our Annual Meeting held in March and these members serve a two-year term.

Morden Day Care Centre was incorporated October 1, 1981 and moved to our present location February 1, 1983. Our building was built by Morden Kinsman Club and purchased by the Day Care Centre in April 1990. Pembina Valley School Age Day Care was incorporated on April 1990 and located at the Minnewasta School. The original license was for 20 children and was increased to 40 by July 2000.

On April 1, 2001, Morden Day Care and Pembina Valley School Age Day Care amalgamated to create Morden Community Child Care Centre Inc. We operated on two separate sites until January 2002. In January 2002, our 2400 sq. foot addition was completed, adding space for a school-age room and two offices. We are licensed for 8 infants, 66 pre-school and 38 school age children. On January 1, 2012, Morden Community Child Care Centre Inc. and Manitou Community Day Care Inc. amalgamated establishing Pembina Valley Child Care Centres Inc.

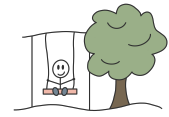
Manitou Community Daycare was incorporated on June 1, 2000, and moved to our present location September 8, 2010. We are a multi-aged program licensed for 8 infants and 42 preschool children. We offer Nursery School, time, and dates to be determined year to year. Within our licensed preschool space, we can accommodate 15 school-age children: before and after school as well as in-service and summer holidays.

Hive Site opened its doors in February 2020. This is our second location in Morden, and the third location licensed under Pembina Valley Child Care Centres Inc. The Hive Site is licensed for 16 infants, 74 preschool children and is named after the contractor company who built it.

Westview is our third location in Morden and fourth location under Pembina Valley Child Care Centres Inc. Westview is licensed for a total of 104 children, 16 infants and 88 preschool children.

In February 2025 we opened our doors to the facility located in École Discovery Trails School, this becoming our fourth centre in Morden and fifth program under Pembina Valley Child Care Centres Inc. Discovery Trails Site is licensed for 16 infants and 58 preschool children.

Pembina Valley Child Care Centres Inc. has a history of being a leader in the field of providing individualized care for children with additional support needs in our province, and we are very proud of this. We also pride ourselves on the excellent staff that work in the Centre with our children.



Confidentiality

Information concerning your family is kept by us in the strictest confidence. Government regulations require that a child's information/registration form be completed and kept on file. We will only release information in your child's file with your written consent. An exception to this is in a suspected case of abuse when we are legally obligated to report all cases. We ask that all families respect the privacy of other families in our centres. Photographing, video recording or video calling where other children are visible is not permitted.

Mission Statement

It is our purpose to provide an atmosphere that encourages social, emotional, physical, and intellectual growth and development of the child. We strive to provide quality care and learning opportunities for children of families within the community including children with additional support needs.

Philosophy

Children learn and grow by exploring a stimulating environment and are provided with warm, caring individuals to offer guidance as well as creative and collaborative programming.

Early childhood should be a time of wonder, warmth, security, exploring, and discovery. All children are creative and receptive; the staff strives to nurture and encourage these qualities in the children who attend our program.

Goals

To provide children with an environment which will support their development in all areas including physical, cognitive, social, and emotional well-being through the following means:

- Providing children with choices and experiences for discovery
- Respecting each child's interest, ability, and skills
- Providing a variety of hands-on experiences that allow children to see, touch, taste, hear and smell things in their environment.
- To provide an environment that will nurture a child's (positive sense of self) self-respect, self-esteem, self-worth, and self-confidence.

To provide a reflective learning environment that enhances each child's level of development through creative arts, music, science experiences, storytelling and as well as:

- Provide an individualized program for each child based on the child's abilities and interests.
- Provide a play-based program that challenges children as well as fosters curiosity, initiative, and independence.
- Maintain a safe, clean, healthy, physical environment necessary for children's growth.

To recognize the family as the most important and effective influence on the development of the whole child by:

- Encouraging and promoting communication between staff and parents about their child's daily activities, behavior, and general development.
- Understand the importance of forming a partnership for the well-being of the child, family, and Centre.



Infant Curriculum Statement

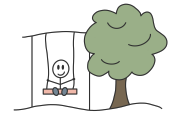
At Pembina Valley Child Care Centres Inc., we form trusting and nurturing relationships with the infants in our care by delighting in them and their milestones throughout their time in our centres. We assist infants in organizing their feelings. We create routines and transitions that support each individual infant. The staff in the Infant and Toddler Programs allow for one-on-one time and moments to delight in the child during diapering and handwashing. Staff role model positive interactions and encouraging infants to greet/ acknowledge each other, parents, and children. They use each child's name to build a sense of self and familiarize themselves with each other. Staff encourage group and solitary play as appropriate. The staff organize and label the feelings and emotions of children. When the caregivers engage in play at the infant's level with the children, they encourage verbalization, by paraphrasing, and repeating the language of children. During play, the caregivers observe what the infants and toddlers play, and plan meaningful experiences based on their interests.

Children's individual schedules are accommodated. The routines are flexible to support the individual needs of each infant, which includes two times for naps if needed. Caregivers' check-in with parents how their nights have been and respond with more active or quiet play as needed. Caregivers also recognize the need for more one-on-one care. Staff observe the children, begin to understand developing personalities in the children and provide materials to support their individual interests.

Staff build relationships with families and provide information to parents/guardians about their infants' well-being, learning and development. The caregivers communicate to the families the benefits of free play and educate them in a play-based curriculum. The staff will both verbally connect with families, as well as send pictures and information of their child's day through our Fastoche program as needed. Information regarding diapering and nap times will be sent through Fastoche, written documentation is available upon request. Documentation displays and photos will include information regarding interests and development and will be posted in the classroom, for families to see. Families are welcomed into the program to observe play within the program if they'd like. They are also invited to the centre to play and participate in curriculum with the children, e.g., an infant's mother was invited to teach the infants to brush their teeth.

Staff organize the space and materials to promote learning and development. The room is divided into separate learning areas, e.g., library and active play are separate areas to encourage uninterrupted focus and meaningful play. Materials and equipment are at the child's level. The children help staff clean up the toys and materials within the room. Caregivers provided developmentally appropriate toys e.g., rattles for younger infants (6 months), blocks for older infants (1-2 years). The staff rotate toys into the room according to the children's interests, e.g., farm animals as the children experiment with farm animal sounds.

The room arrangements provide opportunities for group play, and solitary play. The library/quiet area is to allow for rest time, and a space for comfort and to organize feelings with soft toys, books, and blankets. A climber/ open area allows for large motor and active play. People/ animals/ barns are grouped together to encourage dramatic/ imaginative play. Blocks and cars are grouped together to encourage cognitive development through testing as well as cause and effect



relationships. Staff allow uninterrupted play time of about 45 minutes of free play time. The room is set up to encourage development and learning, divided into separate learning areas i.e., active play is separate from quiet play, library is set up for cognitive development, block area is set up for physical and social development. Staff demonstrate different ways to play with toys to challenge the children's current understanding/ provoke new ideas. Playdough and sensory materials such as water tables, and sand are provided to support their sensory interests and used as a calming activity.

Staff organize time and transitions to support learning and development. The staff support the transitions in the day by discussing what clothing is needed to go outside using very descriptive language. Staff give warning before the transition is to occur, e.g., "when Johnny's diaper is changed, we will start to clean up to go play outside.' Caregivers respect the infants by warning them before they are picked up or physically guided. The caregivers follow the routine of the day, so the children know what to expect but are not bound by time. Caregivers allow children the time to finish what they are doing before moving onto the next routine/ activity when we are able.

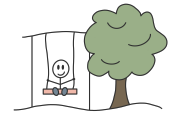
Staff identify the connection between each infant's experience and domains of development with the use of language. While diapering, the staff explain the steps through the diapering routine, to support autonomy and allow children to build a sense of self and learn about themselves. During mealtimes - the children are learning to use spoons/forks, which supports fine motor development. Staff describe the actions of the children, which support their use of language and builds a connection between themselves and their actions. Staff use song singing and dancing to support cognitive, physical, and social development. For example, 'Ring-Around-the-Rosy' - becoming aware of song, actions that follow and repetition, participating in the group.

Staff represent all infants in their care as well as the families and community and intentionally expose them to similarities and differences in terms of diversity. Our snack/ hot lunch menu includes diverse menu items to reflect the families and children in our program. Pembina Valley Child Care Centres Inc. employs staff that reflect the families in our care, as we are able. Staff use inclusive language when having conversations with the children and the families in our care. There are pictures of the families of the children in our care to support their inclusivity. Staff invite families to share play materials and activities that reflect their culture, including play food, dolls of different ethnicities, books, and music.

Pembina Valley Child Care Centres Inc. Infant Curriculum will continue to further develop and change with staff's interest and expertise as well as family and community needs and values.

Preschool Curriculum Statement

Pembina Valley Child Care Centres Inc. provides children with opportunities for play-based exploration, experimentation and learning that reflect all the children's interests and support all areas of development. Research shows that young children learn and develop best during play when children can choose who and what to play with and can play for at least 45 - 60 minutes at a time. Our staff support this play, by allowing ample time for play to begin, and opportunities for play to be extended.



These experiences will develop children's social, emotional, physical, and cognitive skills through planned as well as spontaneous experiences. Staff observe children during free play and provide play experiences based on the interests of the children, which is then discussed at weekly team meetings so that activities and learning environments can be planned, meeting each child's needs.

Our environment enhances children's development by providing an engaging play space and materials that are created and enhanced based on what we see the children are interested in. In our play space we have a variety of learning areas such as daily living area, science/sensory area, music area, and block area. The materials in these areas change with the children's ideas, for example: a large box was placed in the daily living area as a tent based on a past camping experience that the children discussed with staff. As the children's play progressed, the staff added lanterns, and a fire pit based on the comments of the children. They began singing songs around their campfire, and the tent transformed into a cave, after singing 'going on a bear hunt'.

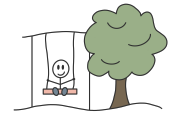
We support connecting with nature and teach them to value our natural world by allowing ample free play outdoors as well as indoors. We also support connection with nature by bringing the outdoors in and bringing indoor activities outdoors. One example of this may be bringing the tree slices, with the bark still on, into the block center. Another example is bringing paint outside, to observe and paint what we see outside, as well as bringing a bug identification book outside when looking for bugs, so children may begin to connect with nature through identification.

Our activities also provide opportunities to make each child feel accepted, understood, supported, and respected. One example of this is how we foster children's creativity by providing open-ended art materials to allow for self-expression of their own ideas and understanding. The creations are then placed on display throughout the room. We give children opportunities to practice positive interactions to develop relationships. The children can practice independence when they choose playmates, activities, and experiences during our times of free play. Staff ask open-ended questions, get down to the child's level, listen and have turns taking conversations. Documentation displays with photos are on display in our programs to spark conversations between families and allow the children and staff to reflect on their ideas and experiences. We also send our families photos and information through our Fastoche program, via email and text, to stay up to date with the daily experiences of your children.

We represent community diversity in our curriculum for children to see similarities and differences. For example, we provide play materials such as picture books showing our staff, children, and families. Also, throughout the year, community members come into our Centre to present their careers/professions.

We have predictable yet flexible routines and schedules to provide consistency, stability, and independence in the child's life. If children are interested in an activity, lunch may be 10 minutes later to allow the children to complete what they are interested in.

Pembina Valley Child Care Centres Inc. strives to maintain a family friendly, positive, and supportive environment for all children and families. Daily communication between parents and staff occurs at



the beginning and end of each child's day to keep parents informed as well as room communication books to record all information from parents to staff.

Pembina Valley Child Care Centres Inc.'s preschool curriculum will continue to further develop and change with staff's interest and expertise as well as family and community needs and values.

Staff

We are staffed with Early Childhood Educators (E.C.E.s) with college and/or university training, as well as Child Care Assistants and support staff. All staff must have valid First Aid and CPR as well as complete the Investigation Authorization (IA) process. For the IA check, a criminal record with vulnerable sector check is completed at the local Police Department or RCMP and a child abuse registry check is sent to the Child Abuse Registry Unit in Winnipeg for confirmation that they are not listed in the registry. The results of these checks are then submitted to Early Learning and Child Care.

All employees are required to participate in professional development throughout the year. This will ensure that they are continually upgrading and remaining current in the study of Early Childhood Education.

As needed, staff will rotate between rooms and centres to balance the needs of the children and meet licensing requirements. In some situations, a primary caregiver may be assigned to a child to promote secure attachments in younger children, however all staff will be expected to provide high quality care for all children.

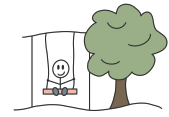
Students and Volunteers

Our Centre provides a work experience setting for high school, university, and college students. This has proven to be a beneficial experience for the children and the students. In such cases, general observations may be made. An orientation process is done prior to their involvement in the Centre. At no time will the student or volunteer be part of the staff: child ratio.

Students and volunteers shall at no time be left alone with the children.

Inclusion Policy

Our goal is to be inclusive in providing developmentally appropriate experiences for all children in a secure, stimulating environment. All children are entitled to full participation and support, both indoors and outdoors, to meet their individual needs, following our daily routine. Children requiring additional support shall make up approximately 10-15% of our enrollment and will be included in all programming. We provide full inclusion for all children who require additional support because of a physical, cognitive, social or emotional need. Individual Program Plans are set up for each child who needs support in collaboration with the family, childcare staff and early intervention specialists. Parents are invited to attend regular IPP meetings, either in person or via Zoom. Parents are encouraged to provide input into their child's IPP continuously throughout their time within our program. We recognize each child is unique and support all children in developing physically, socially, emotionally and intellectually to their fullest potential. Being an inclusive Centre in which all children and families are welcome offers countless learning opportunities and benefits



for everyone. All staff will be involved in ongoing professional development including training on various disabilities, child development research or theory practices. Our building and property are fully wheelchair accessible. The fire alarm system has both visual and audible alerts. Our outdoor surfaces include asphalt, concrete, grass, turf or level pathways to allow for easy mobility.

Behavior Management Policy

Children will always be treated with dignity and respect, allowing choices whenever possible.

11(1) A licensee shall not permit, practice, or inflict any form of physical punishment or verbal or emotional abuse upon, or the denial of any physical necessities to, any child in attendance at the childcare centre. All adults, including staff, parents, volunteers, and students, have a role to play in helping to create positive, healthy, and appropriate environments for children.

- A child may not endanger themselves.
- A child may not hurt others.
- A child may not destroy others' working environment (shoving, shouting)
- A child may not destroy property.

Children are disciplined in a positive manner at a level that is appropriate to their actions and their development. Staff will discuss and explain the actions and discipline methods when appropriate.

Staff will provide a kind and understanding atmosphere that supports children to develop self-control and re-direction skills. Understanding child development enables us to implement developmentally appropriate guidance and helps us determine the strategies to use. Staff, students, and volunteers are expected to use the following behavior management practices:

- Set clear limits for the children. The limits are consistent, relevant, and fair to the developmental age of the child.
- Expectations are clearly and positively stated. Instructions and requests are phrased in a positive manner, words like 'don't' and 'no' are ineffective and often disregarded by children.
- Children will be offered choices when they need to make decisions.
- A team approach will be used by the staff. The child's needs are discussed, and a procedure will be put in place.
- Different approaches will occur depending on different situations and different children

Example of behavior management practice in use:

- Approach quickly and calmly to stop hurtful or unsafe behavior right away.
- Acknowledge each child's feelings with a simple statement i.e. "You seem angry."
- Gather information from each child involved. "Let's talk about what happened."
- Identify and state the problem to the children. "You both want to sit in the same spot."
- Brainstorm solutions with the children. "What ideas do you have to solve this problem? What can we do?"
- Allow the children to develop a solution, as children are able at the moment.
- Follow up by checking back and offering assistance as needed. "How is your idea working?"
- Example:
 - Infant/Toddler Program: The focus is on redirecting challenging behaviors to positive ones and encouraging the use of language. Feelings are labeled and simple



explanations of why certain behaviors are unacceptable as well as the use of positive reinforcement for desired behavior.

- Preschool & Pre-Kindergarten Program: The focus is on allowing the children to problem solve for themselves. We will use lots of verbalizations, redirection, acting as a mediator to help children solve their problems. We will explain why the behavior is inappropriate, offer choices or ignore behavior when it is appropriate. Staff work to organize the feelings of young children and support them as they experience these feelings by staying present with the children. As needed for safety, we may remove the child from the situation until they are able to interact appropriately and then follow up by discussing the problem with the child before they return to the activity.
- Kindergarten & School Age: The focus is on self-control and self-redirection with the use of positive verbal and non-verbal reminders. We will also use redirection, act as a mediator, use verbal problem-solving skills, peer mediation and offer choices. If aggressive or inappropriate behavior continues, the child will sit away from the group to calm down. After a short period of time, the staff will have a discussion with the child regarding his/her actions and then the child will return to play when they are ready.

Our staff will spend time demonstrating, modeling, and verbalizing positive behaviors. Time is spent observing and recording inappropriate behavior to establish whether a pattern exists, to identify the cause of the behavior, which may in turn suggest a solution.

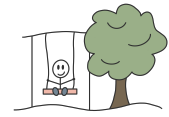
In helping children gain control to work within the behavior policy, staff will generally proceed through the following sequences in working with challenging behaviors. Staff can stop anywhere within the sequence if the child (or children) seem to have solved the problem or have the situation under control.

- 1) Remind the child of the rule and why we have this rule.
- 2) Help the child find a resolution to the problem. Assist children in organizing their feelings and discuss the problem to brainstorm solutions.
- 3) Suggest that the child change their behavior by finding something else to do.
- 4) Assist the child to gain control by helping them find another activity to do.
- 5) Develop a logical consequence for a misbehavior, (i.e., temporarily banning the child from the area, picking up mess, or fixing a broken toy). Help children to rectify the situation by taking a break from an area.
- 6) If the child is beyond this sort of guidance, they should sit in another room with a staff member until the child is ready for discussion.

Aggressive Behavior Policy

As Early Child Care Educators, it is our responsibility to ensure the physical safety and total well-being of all children within our care.

Aggression means, "Any physical, emotional or verbal act which may result in placing him/herself, other children and/or staff members within our Centre in an emotional, physical, harmful, hurtful or unsafe situation."



In dealing with aggressive behavior, the following procedures will be conducted in the following order:

1. The child (ren) will be removed from the group and then redirect the child(ren) to stop the aggressive behavior. If the behavior stops no further steps will be taken.
2. If the aggressive behavior continues throughout any part of the day, the parent/guardian or alternate pick-up person (in that order) will be contacted to immediately pick up the child(ren). Documented reports of the incidents will be given to the child (ren)'s parent. A copy will also be made to keep in the child (ren)'s file.
3. After an incident resulting in a child having been asked to leave the Centre, the Team members involved in the incident will have a meeting with either the Site Manager and/or Director to determine which of the following actions will be taken.
 - a. Develop a behavior management plan which will be shared with the family, or
 - b. Involve a Behavior Specialist, or
 - c. Involve the Board to determine if we need to limit the hours of attendance; suspend or terminate childcare privileges. In the case of termination, the 2-week notice will be waived.

Any aggressive, violent, or intentional aggressive behavior that endangers the child, other children, staff, equipment, or building cannot be tolerated. In extreme cases, the child will be automatically suspended for three days or have their spot permanently revoked without prior warning.

Once again, we state that the number one priority is the welfare, safety, and security of all children and staff within our Centre.

Code of Conduct

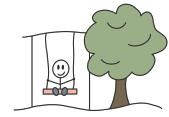
A copy of our Code of Conduct is available at the front entrance as well as in front of the office for your use. All families will receive a copy when first registering their child.

Enhanced Safety Plan

A copy of our Safety Charter is available in each child's room, including the office. Please ask staff for a copy if you are interested.

Mixed Age Group Policy

Pembina Valley Child Care Centres Inc. utilizes a mixed age group regulation as specified below. We will be combining children at the times stated to be able to support family relationships between the children, as well as forming new relationships between younger and older children to support a family-like atmosphere. Measures are taken to ensure a safe and stimulating environment for all children and ratios are maintained for each age group. The opening and closing staff will review the materials in the space every morning before the children arrives and every afternoon before children are brought into the space to ensure that all the materials are safe for the infants to attend the space. Materials appropriate for all age groups will be stored in the opening and closing space and brought out when necessary. All unsafe items for infants, such as scissors and small loose parts, will be placed in a cupboard when mixed age group is being used. Activities offered will be inclusive of all ages, such as - but not limited to- creative activities with markers or gluing, fine motor activities involving Duplo blocks besides toy animals and large muscle play with a low



balance beam. Staff can also use this time to focus on developing social skills and empathy when with the infants.

One emergency evacuation per year will be held during a time when we are in a mixed age group setting. Normal emergency evacuation procedures will apply; however, all non-walking infants will be carried out.

Morden Site

Morden Site will be utilizing the mixed age group regulation from the hours of 6:00 am till 8:45 am and 4:00 pm till 6:00 pm Monday through Friday. The ages of the children involved will be 12 weeks to 10 years. Everyone is in the Pre-Kinder room during these hours, or in our outdoor play space

Evening Care – Morden Site Only

Our regularly scheduled evening care program is 6:00 pm till 11:00 pm Monday through Friday. This is our opportunity to provide a family-like environment for those children enrolled. Equipment from other age-specific rooms will be brought into the Pre-Kinder room to provide a fun and secure atmosphere. If the group is mostly infants and toddlers, then the infant room will be used during this time. Ratios will be maintained for each age group as per regulation.

Manitou Site

Manitou Site will be utilizing the mixed age group regulation from the hours of 6:00 a.m. till 8:45 a.m. and from 4:00 pm till 6:00 pm Monday thru Friday. The ages of the children involved will be 12 weeks to 12 years. Everyone will be in the younger preschooler room during morning mixed age grouping and outside or in the younger preschooler room during afternoon mixed age grouping. At 8:30 am all rooms will be opened in the building and children are taken to their rooms. Multi-age grouping enables siblings as well as friends of different ages within the daycare community to play together. The maximum number of spaces per staff member will be 8. We will calculate the spaces on a prorated basis as per Best Practices Licensing Manual.

Hive Site

Hive Site will be utilizing the mixed age group regulation from the hours of 6:00 am till 8:45 am and 4:00 pm till 6:00 pm Monday through Friday. The ages of the children involved will be 12 weeks to 5 years. All the children in attendance will be in Toddler Room 1 or in our outdoor play space during these hours.

Westview Site

Westview Site will be utilizing the mixed age group regulation from the hours of 6:00 am till 8:30 am and 4:00 pm till 6:00 pm Monday through Friday. The ages of the children involved will be 12 weeks to 5 years. All the children in attendance will be in Preschool A or in our outdoor play space during these hours.

Discovery Trails

Discovery Trails Site will be utilizing the mixed age group regulation from the hours of 6:00 am till 8:30 am and 4:00 pm till 6:00 pm Monday through Friday. The ages of the children involved will be



12 weeks to 5 years. All the children in attendance will be in Preschool A or in our outdoor play space during these hours.

Mixed Age Group Ratios

- 12 weeks to 2 years ratio of 1:4
- 2 years to 6 years ratio of 1:8
- 6 years to 12 years ratio of 1:15

Mixed age group example:

7 preschool (counts as 7) 2 infants (counts as 4)	9 actual children (counts as 11)	2 staff needed
5 preschool (counts as 5) 1 infant (counts as 2)	6 actual children (counts as 7)	1 staff needed

Child to Staff Ratios

We always maintain the Government regulations for staff and child ratio:

- Age 12 weeks to 2 years (infant) ratio of 1:4
- Age 2-3 years (Toddlers) 1:6
- Age 2.5-3.5 years (Preschool) ratio of 1:8
- Age 4 + 5 years (Pre-kinder) ratio of 1:9
- Age 5 years (Kinder) ratio of 1:10
- Age 5-12 (Kinders & School Age) ratio of 1:12
- Age 6-12 (School age) ratio of 1:15
- Nursery School ratio of 1:10

Accessibility Policy

Pembina Valley Child Care Centres Inc. is committed to complying with the Accessibility Standard for Customer Service under The Accessibility for Manitobans Act. In establishing the following policies, Pembina Valley Child Care Centres Inc. has taken steps to identify existing barriers to try to remove these, or if the barrier could not be removed, to provide alternate ways to access the goods or service, without any additional fees.

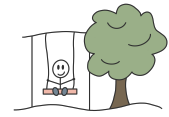
*Our "customers" are the children we serve, as well as their caregivers and, during special events, their community supporters.

This policy does not affect program criteria.

1. Communication

Pembina Valley Child Care Centre Inc. will communicate with our clients in a way that considers the nature of any communication barrier.

- If an individual has trouble communicating with staff, staff will ask how they can help; for instance, by finding a quiet space or using pen and paper.
- Printed information will use easy to read fonts and color contrast (black on white)



- Registration forms will be available in alternate formats, for instance 14 fonts versus 10, in print as well as electronically. Registration forms will be received on-line and by mail or in person.
- Clear signage will direct customers to the day care.

2. Assistive devices

Pembina Valley Child Care Centres Inc. welcomes the use of assistive devices used by the children in our care or their caregivers. Care will be taken to create space for devices, such as walkers, and to not touch or remove these without the permission of their owners. Staff will receive related training regarding any assistive devices available on site (i.e., how to enlarge print on the computer used by the daycare).

3. Support Persons

Pembina Valley Child Care Centre Inc. welcomes support persons to assist a child in becoming familiar with the Centre. The nature and duration of the support must be discussed in advance with the Director to determine the role of staff and goals for independence, if applicable. Staff will receive related training.

4. Service Animals

Pembina Valley Child Care Centre Inc. is committed to meeting the requirements of The Human Rights Code (Manitoba) by allowing service animals, trained to meet the needs of persons with disabilities, to accompany our children and their caregivers wherever the public is allowed. The service animal must be controlled at all times. The Centre will ask registrants to identify both the need for service animals and any allergies to animals at time of registration to meet potentially conflicting requirements of the children. Staff will receive related training.

5. Maintain Barrier-Free Access

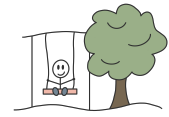
Pembina Valley Child Care Centre Inc. will maintain barrier free access to our services by ensuring that aspects of our facility that can facilitate access are maintained as intended. This includes ensuring the entrance is free of snow and ice, ensuring the ramp is not blocked in any way, and removing clutter from hallways.

6. Notice of Temporary Disruption

In the event of a planned or unexpected disruption of services or facilities affecting customers disabled by barriers, Pembina Valley Child Care Centre Inc. will promptly post notices at the entrance and on the website. This includes notice when the space is affected by the unexpected use of odorous chemicals elsewhere in the building.

7. Feedback Process:

Pembina Valley Child Care Centre Inc. will include a feedback process that welcomes suggestions on how to better serve our clients, including how to enhance accessibility.



8. Training

Pembina Valley Child Care Centre Inc. will ensure that all staff are trained on how to provide accessible customer service in our Centres. Topics will include an overview of The Accessibility for Manitobans Act and related impact of The Human Rights Code (Manitoba), as well as how to interact with persons with disabilities.

Wait List

All children and families will be welcomed into our Centre. We support the principle of serving children and families whose characteristics reflect the surrounding community, including a naturally occurring proportion of children with additional support need (10-15% of the general population). PVCCC internally maintains their own waitlists. Our organization has two separate waitlists, one for the sites located in Morden and one waitlist for our site in Manitou. The waitlist will be maintained according to full time over part time care and date of registration.

Morden Waitlist: <https://mordencd.childcare.link>

Manitou Waitlist: <https://mcdc.childcare.link>

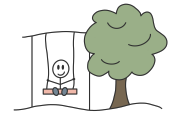
Some exceptions are Child and Family Services may pre-empt spaces and insert a child or children whom they deem a priority to those on the Centre's list, a staff member's children and siblings of children currently enrolled in the program, and children who are enrolled in one of our current centres and needing to switch to a different location receive priority placing. At certain times, children with additional support needs may be moved up the waiting list and admitted early to maintain the principle of natural proportions.

Westview Site: 15 childcare spaces will be allocated to City of Morden employees or designates of the City of Morden based on the maximum operating capacity of 104 spaces.

Enrollment

- Appointment to be set up with the Site Manager prior to enrollment date.
- Registration link will be sent to families via email and is to be filled out by the parents before the orientation.
- A non-refundable registration fee must be paid at time of enrollment.
- Scheduled days and hours will be set.
- Parents will tour the Centre, be introduced to the staff, and review the daily program and Parent Policies at this time.

By enrolling your child, you agree to follow all Centre policies. If you have questions or concerns, please speak with the Site Manager or Director. These policies are set by the Board. Not following them could mean losing your child's spot in childcare. The Director or Site Manager may move children between programs depending on their developmental readiness, individual needs, and the community's enrollment requirements.



School Age Enrollment

Morden Site will only be accepting Grade 1 children effective July 1, 2024. Enrollment and fees will be based on before and after school care, all early closings, no school days, and holidays. The spaces will be determined based on the earliest enrollment date, with priority given to staff children.

Families can still request summers off, as per the Centre's indicated dates.

Manitou Site offers care for School Age Children from 6 - 12 years of age. Enrollment and fees will be based on before and after school care, no school days, and holidays. The spaces will be determined based on the earliest enrollment date, with priority given to staff children.

Families can still request summer off, as per the holiday policy and the Centre's indicated dates.

The Hive Site does not offer any spaces for School Age Children. However, children going into kindergarten may be offered a space in our primary Centre (Pembina Valley Child Care Centres Inc. - Morden Site) based on enrollment dates. Families will be notified 3 months prior to the start of the school year (June) regarding available school age spaces.

Westview will not offer any spaces for School Age Children. However, children going into kindergarten may be offered a space in our primary Centre (Pembina Valley Child Care Centres Inc. - Morden Site) based on enrollment dates. Families will be notified 3 months prior to the start of the school year (June) regarding available school age spaces.

Discovery Trails will not offer any spaces for School Age Children at this time. However, children going into kindergarten may be offered a space in our primary Centre (Pembina Valley Child Care Centres Inc. - Morden Site) based on enrollment dates. Families will be notified 3 months prior to the start of the school year (June) regarding available school age spaces.

Nursery School Enrollment (Manitou)

Pembina Valley Child Care Centres Inc will prioritize external families for this program before offering spaces to internal children, to better serve the community and for financial reasons.

Casual Care Policy

Pembina Valley Child Care Centres Inc. will contact the families at the top of our waitlist to offer on-call/casual care for a maximum of 2 children per room. When filling permanent spots, PVCCC will go from the top of the waitlist regardless of whether you have accepted an on-call/casual care position or not. This will be done to ensure that we accommodate as many families as possible and guarantee fairness in enrollment base on where you are on our waitlist.

Part Time Care Policy

At Pembina Valley Child Care Centres Inc, we work towards accommodating the needs of the families in our communities. Due to the demand of fulltime care in our communities, we prioritize enrollment based on their needs for fulltime care.



We are able to offer part time care to families, as long as they are able to share a fulltime space with an alternate family. We will strive to match the attendance of families to fill fulltime spaces to the best of our abilities.

We require families to be flexible in sharing the space. Should changes be requested, we will attempt to work toward an agreement that is suitable for everyone. This may include changing days in the future. Should the alternate family sharing the fulltime space withdraw care from our facility, agreements unable to be made to share space, or the alternate child moves up into an older program, you will have two weeks to be able to decide to continue with fulltime care or withdraw care. Priority is given to families with longest enrollment date.

Withdrawal

- The Centre requires **two weeks'** written notice for all withdrawals.
- If notice is not given the parents will be charged accordingly.

Hours of Operation

- PVCCC will be **closed** three days for staff professional development. Parents **will** be charged for this day. Families will be notified 2 months prior to the exact dates.
- When Christmas Eve (December 24th) and New Year's Eve (December 31st) fall on a weekday, the Centre will operate on reduced hours, opening at 6:00 am and closing at 3:00 pm.

Morden Site

- Monday through Friday from 6:00 am to 11:00 pm.

Manitou Site, Hive Site, Westview, and Discovery Trails

- Monday through Friday from 6:00 am to 6:00 pm.

Staff ratios are planned according to the hours of attendance of each child. Please call the Centre if your child will be away, late, or if someone other than yourself is picking up your child(ren).

Staff must be advised in writing, when possible, if someone other than the parent is picking up the child. These people must be listed with the Director/Site Manager at the time of registration.

Summer:

- Families requesting to withdraw their children over the summer need to let the office know by the end of September or upon enrollment.
- The Centre will actively seek to find replacement families from our online waitlist to fill these spaces.
- Families are **not** allowed to advertise (i.e., Facebook, social media, family, or friends etc.) to recruit to fill their own childcare space; the Centre is solely responsible for finding replacement families due to our existing waitlist.
- Families who choose to withdraw their children in the summer will be done on the last regular day of school in June (not including early dismissal) and will not be able to return until the first Monday after the transition week in September.

Parent Policy



- The order in which families are chosen will be dependent on the waitlist in your child's room and then upon your program enrollment date.

For clarification, these days are considered statutory holidays:

NEW YEAR'S DAY	LABOUR DAY
LOUIS RIEL DAY	THANKSGIVING DAY
GOOD FRIDAY	REMEMBRANCE DAY *
VICTORIA DAY	CHRISTMAS DAY
CANADA DAY	BOXING DAY
CIVIC HOLIDAY IN AUGUST	TRUTH AND RECONCILIATION DAY *

If a Stat holiday falls on a weekend, Pembina Valley Child Care Centres Inc will be closed on the next consecutive business day as per Employment Standards.

Fees

<i>Infants</i> (3 months-2 yrs.)	Full days (less than 10 hours)	\$10.00
	Half days (4 hours or less)	\$5.00
	More than 10 Hours	\$15.00
<i>Pre-School</i> (2-5 yrs.)	Full days (less than 10 hours)	\$10.00
	Half days (4 hours or less)	\$5.00
	More than 10 hours	\$15.00
<i>School Age</i> (6-12 yrs)	Full days (less than 10 hours)	\$10.00
	Half days (less than 4 hours)	\$5.00
	1 slot	\$6.15
	2 slots	\$8.60
	10 hours or more	\$15.00

NOTE: Full day rates of \$10.00 apply to all school closure days including statutory holidays

Nursery School (Manitou) Per Session \$5.00

- ❖ Regular fees will be charged for any absences - including statutory/civic holidays or illnesses.

Billing periods are based on provincial schedules, so billing represents 20 days including holidays but excluding weekends. This means that there are 13 billing periods (260 days) in a year, not 12. This also means that one month you will receive two bills.

Income Tax Receipts will be issued electronically by the end of February for the previous tax year.

Please notify the office if you have not received your tax receipt by the end of February.

Sunscreen Fees

In May, families will be charged \$15.00 per child for sunscreen or families may provide their own sunscreen as well as bug spray if their child has allergies.



Subsidy

Families who are unable to meet the full cost of care may apply for financial assistance through Manitoba Early Learning and Child Care. Application can be accessed through the internet at www.gov.mb.ca/childcare and following the links to the subsidy application. If a subsidized child misses more than the allowable absent days, the parent is responsible for payment of those days. (Refer to subsidy form)

It is the parents' sole responsibility to provide all necessary documents and meet all government requests and deadlines to benefit from subsidy.

Subsidy approval: Upon enrolment at the Centre, if subsidy has not yet been approved, the parent will be charged full fees. When subsidy is approved, credit will apply. Parents on full or partial subsidy may pay parent portion plus to a maximum of \$2.00 per day per child.

Terms of Payment

Fees are billed every 4 weeks and paid by preauthorized debit with an authorization form required at registration. Cash or cheque is accepted only in special cases. Receipts will be issued for all payments.

NSF Fees

A fee of \$17.50 applies to any returned PAD payment. To keep your child's spot, please ensure full payment is made within two business days. Failure to provide payment will result in loss of your child's space.

Registration Fee

A non-refundable registration fee is required upon enrollment: \$100 per child and \$50 for each sibling. Subsidized and nursery school families pay a \$50 non-refundable fee, due when a space is confirmed.

Late Pick Up Fee

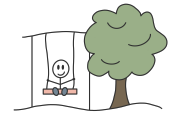
Parents/Guardians or those picking up your child(ren) are expected to arrive in enough time to dress your child, gather their belongings and leave the Centre by 6:00 pm.

In the event that your child is not picked up on time a \$10.00 late fee will be charged from 6:00-6:15 pm plus \$20.00 for any time between 6:15 - 7:00 pm.

Please note that if no family member can be reached by 7:00 pm, Child and Family Services will be contacted.

Fundraising

Throughout the year, Pembina Valley Child Care Centres Inc. will hold fundraising events to raise funds for building and outdoor maintenance as well as for new equipment. All money raised through these events are used to further develop the children's programming and play space.



We encourage our families and staff to participate in all fundraising events as it is a benefit to the children, families, staff, and childcare environment creating a positive and inclusive environment.

Infant Plan

At Pembina Valley Child Care Centres, in our infant room the caregivers are present to provide the children with learning opportunities through play that encourage physical, social, emotional, and cognitive skills within a safe and nurturing environment. Caregivers will support children individually with their own personal needs, as well as the needs of the whole group. Personal care needs such as bottle feeding and naps will be given based on each infant's individual requirements and group schedules can be adjusted to accommodate these needs. For example, if an infant requires a nap during regularly scheduled outdoor play time, this schedule can either be adjusted to accommodate this nap or a group of children can stay inside with the napping child and brought out at a different time with the napping child. Caregivers look forward to communication with Parents/Guardians/Families at drop off and pick up times to accommodate the individual need and schedule for your child to the best of their ability.

The infant room will have no less than one trained ECE II/III caregiver and no more than two Child Care Assistant (CCA's) caregivers permanently in each infant room. Each group of four children will have a primary caregiver. Primary caregivers help build strong relationships and provide a flexible schedule for each child in the infant room. There will also be times when all children and caregivers are able to interact with each other indoors as well as outdoors for opportunities to build friendships within the whole group.

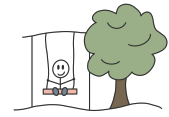
Caregivers arrange the infant room in specific ways to support growth in children in all areas of development. Toys, equipment, materials, and furnishings are child sized and easily accessible for children to promote autonomy and independence. Different areas for play within the program are the library area, dramatic play area, area for sensory bins, climber, daily living centre. Each area has materials and toys to support different areas of play. These learning environments as well as planned activities are set up for the children daily to expand on their knowledge, interests, and abilities they already have. The toys and equipment are rotated and intentionally selected to stimulate children's interests and curiosity.

Outdoor activities are also a part of a daily routine such as playing in the playground and going for walks in the stroller. Some examples of outdoor activities offered to promote social, cognitive, and physical learning are painting, water activities, sand box, various sizes of balls, ride-in cars, and swings. All our outdoor infant play yards are fully fenced in and consist of various fixed and un-fixed play equipment. Our Morden, Manitou and Hive Sites all have a combination of artificial turf and rubber surfacing. Our Westview location has grass and asphalt surfacing, and our Discovery Trails location has turf.

At the Morden Site the infants share an outdoor play yard with the toddlers. This space is accessed by going through the infant nap space, into the toddler yard, and out the door that leads directly to the outdoor play yard.

At Manitou, the infants access their outdoor play yard by going through the preschool room to a door that leads directly into their yard.

At the Hive, both infant rooms have a door that directly leads to their shared yard.



At Westview, the infants access their play yard from the vestibule that connects Infant A and B rooms. Infant C can access the yard by going through Infant B, which is attached to Infant C with a Dutch Door. Infant C may also access the preschool outdoor play yard through the door in their room that leads directly into the preschool yard.

At Discovery Trails, the infants will go down the main hallway to the exit leading to the preschool play yard, and then through the preschool yard to the gate leading into the infant yard.

Staff will take the Infants for outings occasionally. Outings will include walks to green spaces or walks around the neighborhood. There are stroller available staff may use for these outings. Infants who cannot walk will be buckled into the stroller; children who can walk will be encouraged to walk but allowed a ride in the stroller as they need. Strollers will only be used to transport children from point A to point B.

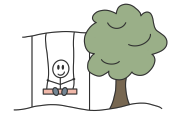
Transitions occur numerous times a day as children get ready for a nap, go outdoors, or wait to wash their hands for lunch. A minimum of two warnings is given to the children before a transition to help children end their play. Caregivers see transitions as a time to promote learning and development through experiences such as songs, stories, or finger plays.

During nap time caregivers will help the children fall asleep by rubbing, patting, or rocking a child to sleep. Each infant room has 6 cribs and 2 sleep mats. The oldest 2 infants, that are at least 18 months of age, will use the sleep mats. A caregiver will be directly supervising all infants in the nap area when children are asleep and once they are awake, bring them back into the play space. Once awake, the child will either join the other awake infant group in play or play with quiet toys in the nap area with their primary caregiver until the rest of the children are awake. This allows for each individual child's sleep needs to be met but allowing a quite space to sleep when tired, and a play space for when they are done sleeping.

Each infant room is equipped with a change table that has pull-out stairs. Staff will support a child climbing the stairs independently if the child is physically capable of doing so. Staff will lift the child onto the table if they are not able to. There is one infant sized toilet in the diapering area, for any infants who are toilet training, to use.

Our infant rooms have 2 low clover style tables and 8 low wooden chairs for the infants to sit at during meals. Some of these chairs have a buckle for children who need extra support while sitting during meals. Children will be encouraged to feed themselves; help will only be offered if needed.

Infants will participate in monthly fire and evacuation drills. Each room is equipped with an evacuation crib. All non-walking children will be placed in the evacuation crib during an evacuation. One staff will be responsible for pushing the evacuation crib. Remaining staff in the room will guide the children that are able to walk out of the room using direct and verbal guidance. Any non-ratio staff (i.e. kitchen, cleaning and float staff) will go to an infant room to help with the evacuation, by holding hands of children who can walk, or carrying them if necessary. Staff will be familiar with the floor plan and emergency exits of all rooms, that are posted in each room and will use the safest option for exiting during the evacuation. All exits have proper lighted exit signs.



Toilet Training

- Staff will assist with toilet learning when parents feel the child is ready. Collaboration between families and staff will help determine readiness.
- Children will be encouraged and praised for their effort. This process should be relaxed and stress-free for the child. Potty chairs, loose clothing, and training pants are helpful.
- Readiness and patience are essential.

What Your Child Will Need

- Comfortable play clothes. Do not wear good clothes. Please note that children are constantly working with materials that are messy. This is how children learn.
- Appropriate seasonal clothing is a must. This includes mitts, hats, neck warmers, sunhats, splash pants, and boots. Outdoor play is a very significant part of your child's day. It meets their developmental needs and is a legislated part of our day. We are required to take the children outside everyday unless increment weather (temperature below -25 degree Celsius, wind chill of 1600 watts). Staff will use their discretion. Cold air does not generate colds or flu. If your child is too sick to play outside, your child is likely too sick to be at the Centre.
- A full change of clothing for each child should be kept in his/her backpack.
- Staff cannot be responsible for all lost or misplaced articles of clothing. Please label all items brought to the facility, so it may be returned to the correct family. A lost box is located within the program if you are searching for clothing that has gone missing.
- A small blanket or an alternate comfort item, as all full time infant & preschool children have a nap or rest in the afternoon. All blankets need to go home on Friday to be washed.
- A pair of slippers or runners so the child is never barefoot in case of an emergency.
- Disposable diapers are required for children who are not fully trained. We will consider parent requests to supply cloth diapers on the conditions outlined in "Well Beings".

Helmet Policy

Even though we are considered private property, it is mandatory for children to wear helmets on our property while using any pedaled bicycle. If you would like your child to wear a helmet, please send a labelled helmet with their name on it. This will ensure a proper fit and limit the transfer of head lice.

Toy Policy

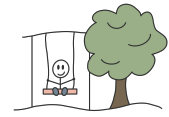
Please do not permit your child to bring toys from home unless requested by the staff for special occasions. This includes electronic toys such as iPads, DS', iPods, etc. Unfortunately, many toys are not able to withstand the use of so many children and may become lost or broken.

Please note: Everyone is responsible for returning centre toys and materials, or anything that has been used to its proper place. **Please allow your child a few minutes of cleaning up at the end of the day.** Staff will assist when necessary.

Pembina Valley Child Care Centres Inc. is not responsible for toys or articles brought from home.

Lunches and Snacks

PLEASE NOTE THAT WE ARE A NUT-SAFE FACILITY!



- The Centre provides two snacks each day that must consist of two of the four food groups (dairy, protein, bread and cereal, & fruit or vegetables)
- A microwave is available to warm up lunches. Please send food in a microwave safe container if you wish to have your child's lunch heated.
- We recommend that families supply a cold pack as we do not have enough fridge space for all the lunches.
- Lunchtime should be one of the most enjoyable experiences for your child. It is a time for conversation, relaxation, and companionship.
- To avoid conflict at lunch, our staff will promote eating healthy foods first. If your child still wants their treat **first**, they will be allowed to have it. To eliminate the possibility of your child not eating all their lunch, please send a **small treat**. This will satisfy your child's need for their snack, but they will still be able to eat the rest of their lunch. Staff will still use discretion as to what foods are safe to serve children.
- We encourage parents to send a nutritious lunch with a variety of foods from the Canada Food Guide. A steady diet of canned foods such as Mini Ravioli, Alpha Getti, etc. does not provide appropriate nutrition for children. Connect with staff for a list of lunch & snack ideas.
- Parents can send a box of cereal or a loaf of bread to eat breakfast at the Centre. The Centre will provide milk and spreads for the toast.
- Occasionally, an optional lunch will be provided for the children at a cost of \$3.50 per infant, \$4.00 per preschool child, \$4.50 per school age child. Also, if a lunch has been forgotten, one will be provided for your child for the listed charge.

Absent Children

Families are required to notify the centre of all absences. There are many ways for families to notify the centre. Families may text our Fastoche Program, call the centre, or email the centre. For school age children - if your child does not come to the Centre on a day they are regularly scheduled, and we have not had notice from the parent, the following procedures will be taken:

- 1.) Try to contact the parent.
- 2.) Contact the school or teacher.
- 3.) Contact emergency person listed on registration form.
- 4.) Contact Police

Drop off & Pick up - Transportation Policy

*Parents/Guardians **must accompany their child into the appropriate room and ensure that Pembina Valley Child Care Centres Inc. staff are aware of the child's arrival.*** This is to ensure the child arrives safely and for the staff to see that the child has arrived. When picking up the child, parents are required to come into the Centre to pick up their child and to ensure that our staff are aware of the children's departure. Staff will be clocking your child(ren) in and out using our Fastoche program on each room's iPad.

- Pembina Valley Child Care Centres Inc. will assume responsibility of a child from the time the child is signed in until the time they are signed out.
- Children cease to be the responsibility of the Centre once the parent arrives, and they are signed out.
- Parents or someone authorized by the parent (must be over 12) are responsible for bringing the children to and from the Centre.



- Please make sure that you bring your child directly to their room where **staff can see** that s/he has arrived.
- Children cannot be left unattended under any circumstances.

School Transportation – Morden Site

Pembina Valley Child Care Centres Inc. and Western School Division have a contract to provide bus services for our kindergarten and school-age children. Western School Division will do all pick-ups and drops off at 5 Rampton Street (Morden Site): pick up at 8:30am, drop off at 12:10pm, pick up at 12:40pm and drop off at 4:00pm.

- If you require this service, you will be charged \$50.00/child regardless of if you use it throughout the billing period or not.
- If you sign up for the school year, you cannot opt out of being charged in the middle of the year unless you leave our program. You are signing up for the entire school year.
- If your child(ren) has behaviour issues on the bus and Western School Division decides to pull the service for your child, you will continue to be charged for the remainder of the year. This is to ensure costs do not increase for other families.
- If you arrive in the morning after the bus has already picked the children up at the centre, it is your responsibility to drive your child to school that day.
- If they miss the bus during the school day, you will be responsible for getting your child(ren) to the centre.

School Transportation – Manitou Site

- A staff will walk the children to and from school.
- The Centre must have a school schedule.
- The Centre's responsibility ends when children are dropped off at the school and begins again when staff pick them up and continues until parents arrive at the Centre.

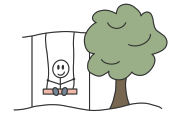
School Transportation – Westview Site, Hive and Discovery Trails Sites

Transportation will not be provided for the children who are enrolled at our Westview, Hive and Discovery Trails Sites.

Regarding school age release – if you wish your child to be released at a fixed time by parental phone call, a release letter must be signed by the parent and kept on file. Reasonable precautions will be taken to determine the identity of the caller. The child must be going from the Centre into another supervised situation.

Photos and Observations

Photography, videos, and observations are permitted to take place at the Centre unless the parent requests otherwise. Parents can indicate their wishes regarding this matter on the registration form. All our programs maintain a Facebook page to stay connected with families as well as the community. Please see our Facebook consent form in our registration form.



Changes in the Family

It is the responsibility of the parent to notify the Centre of any changes in address, phone number (home/work), emergency contacts and their phone numbers as well as changes to your family situation (i.e., marital status, separation, divorce, new baby, death, serious illness, etc). Children can react very strongly to change even if they appear outwardly calm and indifferent. We can respond more effectively to your child's needs if we know what is happening within his/her home environment.

It is the responsibility of the parent to notify Pembina Valley Child Care Centres Inc. of any changes in the following:

- **Child's Immediate Family/Guardian**
 - Physical Address
 - Phone number (home/work/cell)
 - Change in job/reason for care.
- **Emergency Contacts/Pick-Up Persons**
 - Relationship to child
 - Physical Address (required for emergency contacts)
 - Phone number (required for emergency and pick up contacts)

Legal Orders/Guardianship

We require copies of any legal forms (e.g., custody orders, restraining orders) if parents do not reside together.

Please note: Unless we have this information on file, we are unable to refuse a non-custodial parent access to his/her child (ren).

Child Abuse Policy

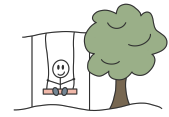
In Manitoba, it is everyone's legal obligation to protect children. This responsibility involves identifying and reporting a child who is or might need protection. It is our responsibility to be familiar with and recognize all types and indicators of abuse.

Procedure for reporting:

- 1) Document and date any concerns.
 - a. Physical - bruises etc.
 - b. Unusual behaviors
 - c. Communications from child
- 2) Notify the Director immediately.
- 3) Director will report to Agency.

Staff should feel free to report directly to the Agency if they have followed the above procedure and they feel the follow-up has not been adequate.

If an employee observes another employee using inappropriate behavior management techniques, involved in play, or using language deemed inappropriate, it should be documented and brought to the attention of the Director or Site Manager. If in doubt, report on the side of caution.



Report to Child and Family Services or Police.

Pembina Valley Child Care Centres Inc. has the responsibility to protect the welfare and safety of the children in our care. Therefore, we will contact the local police or RCMP should we feel that the individual picking up a child is under the influence of alcohol or drugs.

The Centre is mandated to follow the Child Protection and Child Abuse Guidelines (2003) established by Manitoba Family Services and Housing. The document is available from the Centre upon request. We encourage all parents to make themselves familiar with the contents.

Health Guidelines

Unexpected illness is a great hardship for parents of children in Child Care. We recommend that you plan ahead and have back-up care in case of emergencies.

It is the responsibility of the family to notify the centre of any illness pertaining to children attending the centre. This ensures the health and safety of the whole facility, so appropriate steps may be taken.

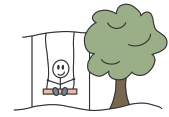
We follow recommendations set out by Public Health, as well as Well Beings: A Guide to Health in Child Care. A child will not be allowed to attend the Centre if she/he has a doctor diagnosed communicable illness or condition.

A child who is sick should not attend the Centre for the child's own comfort and **for the protection of the other children**. If a child becomes ill, parents may be asked to pick up the child. If parents cannot be reached, one of the emergency contacts may be notified. Examples could be several bouts of vomit, diarrhea, a combination of symptoms, or **inability to participate in the program such as outdoor play or group activities**. According to Well Beings "The degree of a fever doesn't necessarily tell you how serious a child's illness is. How the child is acting is usually a much better indicator" pg. 171. Parents will be advised if their child has a fever. If a child has a temperature of 38 degrees Celsius or higher, parents will be asked to pick up the child. The child should remain at home until they are fever free **without** medication for 24 hours.

Parents are advised to seek medical attention regarding the health of their child.

The following are some guidelines regarding some specific conditions.

- **Scarlet Fever, strep throat:** The child should remain at home until completely recovered or until the child has been adequately treated with a suitable antibiotic to render him non-infectious.
- **Rubella (German measles):** The child should remain at home until all spots disappear.
- **Infectious hepatitis:** The child should be isolated during the first two weeks of illness, or one week after the start of jaundice.
- **Diarrhea:** The child should remain at home until the stool is normal or until otherwise directed by a physician.
- **Chicken Pox:** Child may attend if feeling well enough.
- **Mumps:** Child should remain at home until swelling subsides.



- **Impetigo, pediculosis, ringworm, and scabies:** Child should remain at home until treated to the satisfaction of a physician.
- **Pink Eye:** Child should remain at home for 24 hours after medication starts, continued exclusion if eyes remain pussy and infected.
- **Whooping Cough:** Child should not attend until at least 5 days of erythromycin therapy have been completed or cough is no longer present. All cases should be reported to public health as well as the Centre since it is highly contagious. Children in contact with cases may also need to be treated.
- **Influenza:** Isolation not required unless ordered by Medical Officer of Health.
- **Head Lice:** When head lice are reported, DON'T PANIC!! Children may attend daycare as soon as they are treated and lice free. Infected children must be retreated according to treatment package or within seven days. You may be requested to go to Public Health if additional treatments are required to determine if it is a resistant strain of head lice.

Any medical questions may be directed to the Public Health Nurse in the Southern Health Unit in Morden at (204)331-8841. Please notify the Director if your child contracts a contagious illness.

Anaphylaxis Policy

OBJECTIVES:

- Provide a safe environment for children with anaphylaxis.
- Promote guidelines for staff to respond.
- Promote understanding to staff/volunteers/students/parents.
- To be consistent with other community programs that involve children (Nursery School, Elementary School).

When the Centre is notified that a child has been diagnosed with a life-threatening allergy and may require the immediate injection of adrenaline by auto-injector, the policy & procedure of our Board is as follows:

- Parents/guardians will complete a URIS (Unified Referral & Intake System) application form. This application is submitted by the Facility Director and must be completed annually.
- Parents/guardians are required to sign an "Authorization for Release of Personal Health Information Form."
- Parents/guardians must complete the "Authorization for Administration of Adrenaline Auto-Injector "
- A Health Care Plan Emergency Response Plan will be developed in conjunction with parent/guardian and appropriate URIS nurse, immediately and reviewed annually or as needed.
- When an adrenaline by auto-injector is used, an ambulance is to be called immediately and the child will be transported to the hospital.



- Parents are responsible for bringing their child's auto-injector every day to the Centre and ensure it is up to date. *Children who arrive at the Centre without their auto-injector will not be allowed to remain at the Centre until it is obtained. *
- The auto-injector will be in the child's area and on their waist (if indicated on their Individual Health Care Plan)
- It is recommended that the child wear a medical identification bracelet.

NOTE: Child specific avoidance strategies will be detailed in each Individual Health Care Plan.

For more information on the anaphylaxis policy please contact the Director.

Medication

If medication needs to be administered at the Centre, the following applies:

- **Medication must not be expired.**
- **Medication must have an accurate prescription with the child's name and additional details as applicable.**
- **Medication must come in the original bottle or container.**
- Guardian must sign a medication sheet with the name of medication, when it is to be administered, and the dosage.
- Guardian must tell staff what medication is for.
- To protect your child and the staff, **NO MEDICATION** will be administered without this information.

We keep Tylenol on hand at the Centre to be used when absolutely needed. On the registration form, you can check yes or no regarding us dispensing Tylenol to your child if they become ill, if you wish. If consent is given at registration, staff will inform families upon administering.

Emergency Medical Treatment

Should a child require emergency care (defined as life threatening, unconscious, broken bones, allergic reaction) an ambulance would be called. The child will be accompanied to the hospital by either Executive Director or Site Manager. The office will notify the parent. The Centre will do everything possible to contact the families to advise them in advance. If we are unable to reach the families, we will contact an emergency person on the child's contact list. At **no** time will Pembina Valley Child Care Centres Inc. be responsible for any emergency services beyond basic First Aid.

The Centre must have current medical numbers for each child before their start date to comply with Government Licensing.

Accident Report

When injuries occur, staff will complete an accident report on Fastoche containing the following information:

- Date
- Approx. time of injury
- Child's first name & last name
- Description of what occurred.



- What first aid was administered including detailed description
- Who observed the injury.
- Who other than the reporting staff observed the injury.
- Signature of the reporting staff member, Director/Assistant Director/Site Manager
- Space for a Parent/Guardian signature after reading the accident report.
- Accident reports may be sent home via text for families to review before arriving at the centre.

Parents/Guardians must read and sign the report. Accident reports will be stored in Fastoche under the child's profile. Parents/Guardians will be given a copy of the injury report if requested. Serious injuries will be reported online to MELCC.

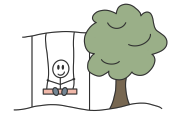
Parent Information/Suggestions

- **Take the time to talk to the staff.** Keep staff up to date with your child's needs/ interests and your own concerns. Please let us know what is working, and what your child is enjoying within the program.
- We encourage families to visit their child's room before enrollment.
- Spend a few minutes with your child at the Centre. Parents are welcome at any time of the day.
- Attend a Board meeting or the Annual General meeting to contribute to the operation of the Centre.
- Become a Board member.
- Everyone has unique skills. If you would like to donate your abilities, let us know. There are always special projects or items to be repaired or painted, etc.
- Keep your eyes open for materials we can use for art activities (i.e., egg cartons, yarn, wood, cards, etc.)
- Throughout the year, we hold a few fundraising events to raise funds for new equipment, field trips, etc. All money raised through these events is used to further develop the children's programming.
- Newsletters, menus, notices, field trip information and other items of interest are emailed, posted on each room's bulletin boards as well as on our website:
www.pembinavalleychildcarecentres.com
- Open communication is what keeps the Centre your Centre. The Director's and Site Manager's door is always open.

Board Members & Administration

Pembina Valley Child Care Centres Inc. is a Non-Profit Child Care Centre governed by a Board of Directors. The Board of Directors oversees Pembina Valley Child Care Centres Inc.'s policies, financial decisions, and program governance. The Board of Directors meets monthly (1 meeting per month less summer months) unless additional meetings are necessary. The Board of Directors consists of Parent and Community Volunteers. Individuals interested may inquire about joining the Board of Directors. However, Pembina Valley Child Care Centres may only have a maximum of 8 Board members at one time as per Pembina Valley Child Care Centres Inc.'s By-Laws.

The following are a list of Board Directors Positions:



- Chairperson
- Vice Chairperson
- Treasurer
- Secretary
- Member/s at Large

The Board Members care for the following during monthly meetings:

- Planning & Program Governance
- Policy Management
- Financial Management and Fundraising
- Public Relations

Chair	Jessica Lautenschlager	204-822-6663
Vice-Chair	Kristin Hiebert	204-822-6663
Treasurer	Samantha Hink	204-822-6663
Secretary	Jenelle Neufeld	431-486-9250
Member at Large	Ashley Zylstra	431-486-0330
Member at Large	Michelle Cook	204-822-3233
Member at Large	Carly McLeod	204-242-3484
Member at Large	Rebekah Miller	431-486-9250
Member at Large	Chloe Knautz	204-822-3233
Executive Director	Shuana Richards	204-822-6663
Site Manager - Morden	Kaina Sukhetskij	204-822-6663
Site Manager - Manitou	Hailley Mitchell	204-242-3484
Site Manager - Hive	Kaylyn Penner	204-822-3233
Site Manager - Westview	Nancy Davison	431-483-0330
Site Manager - Discovery Trails	Kristi Rampton	431-486-9250

Annual General Meeting

The Annual General Meeting will be held each year no later than March 31st to review the year's business and elect/re-elect a Board of Directors. Parents/Guardians and family members are required to be provided with a minimum of **14 days'** notice of an AGM. During an AGM, elections are held for the different positions of the Board of Directors. The Directors shall be elected and shall hold office until their successors have been duly elected or appointed. The election may be by a show of hands unless a ballot is demanded.

10 members must be in attendance. The regulations, as set by Early Learning and Child Care, state these meetings **must** be held or the facility **can close**. Help us make our meetings successful and ensure our Centre remains open for all families.

Appendix I - Billing Periods (payment due one week after each billing period)

- January 5 - January 30, 2026
- February 2 - February 27, 2026
- March 2 - March 27, 2026
- March 30 - April 24, 2026



- April 27- May 22, 2026
- May 25 - June 19, 2026
- June 22 - July 17, 2026
- July 20 - August 14, 2026
- August 17 - September 11, 2026
- September 14 - October 9, 2026
- October 12 - November 6, 2026
- November 9 - December 4, 2026
- December 7 - January 1, 2027