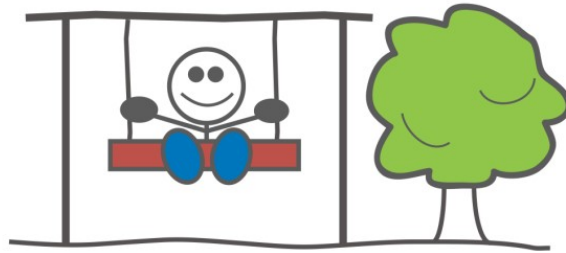


Pembina Valley Child Care Centres Inc.

Operating as

Hive Site

580-1st Street
Morden, Manitoba
R6M 1R5
(204)822-3233



Parent Policy

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

Revised December, 2021

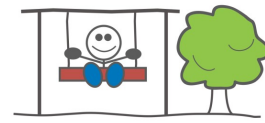
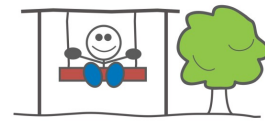


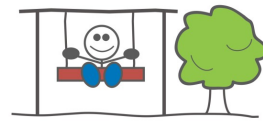
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Parent Policy



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Brief History

Welcome to Pembina Valley Child Care Centres Inc. - Hive Site

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 the Annual Meeting and these members serve a two-year term.

Pembina Valley Child Care Centres Inc. - 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, 24 toddlers, 32 preschools and 18 pre-kindergarten children.

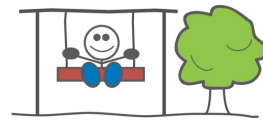
Manitou Community Day Care Inc. and Morden Community Child Care Centre Inc. amalgamated on January 1, 2012 establishing Pembina Valley Child Care Centres Inc. Morden Community Child Care Centre is located on 5 Rampton Street in Morden, Manitoba. The Morden Site was established on April 1, 2001 and operated on two separate sites until January 2002. We are licensed for 8 infants, 66 preschoolers, and 38 school age children. Hive Site was built February 2020, just down the street from the Morden Site. Hive Site is licensed for 16 infants, 74 preschool children and is named after the contractor company who built it.

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 in the excellent staff that works 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.



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:

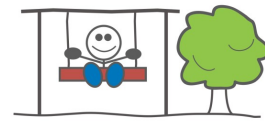
- Providing children with choices and experiences for discovery
- Respecting each child's interest, ability, and skills
- Providing a variety of hands-on experiences that allow children to see, touch, taste, hear and smell things in their environment
- To provide an environment that will nurture a child's (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 interests and abilities
- 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 development.



- Understand the importance of forming a partnership for the well-being of the child, family, and Centre.

Infant Curriculum Statement

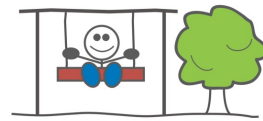
At Pembina Valley Child Care Centres Inc. - Hive Site, we form trusting and nurturing relationships with the infants in our care by delighting in them and their milestones throughout their time in our centres. We assist infants in organizing their feelings.

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 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 the interests.

Children's individual schedules are accommodated. The routines are flexible to support individual needs of each infant, which includes two times for naps if needed. Caregivers' check-in with parents how their nights are and responding with more active or quiet play as needed, caregivers also recognize the need for more one-on-one care. Staff observe the children, to 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 infant's well-being, learning and development. The caregivers communicate to the families the benefits of free play and educate the on 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

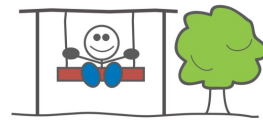


encourage uninterrupted focus and meaningful play. Materials and equipment are at the child's level. The children help staff clean up the toys and materials within the room. Caregivers provided developmentally appropriate toys e.g., rattles for younger infants (6 months), blocks for older infants (1-2 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 opportunity 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 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 also facilitate formal assessments through development checklists and family meetings every June.

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 supports their use of language and build 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 conversation 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.

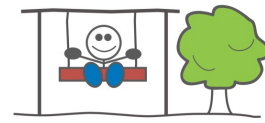
Pembina Valley Child Care Centres Inc. - Hive Site Infant Curriculum will continue to further develop and change with staff's interest and expertise as well as family and community needs and values.

Preschool Curriculum Statement

Pembina Valley Child Care Centres Inc. ~ Hive Site 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 meeting so that activities and learning environments can be planned to meet 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.'

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 practice positive interactions to develop relationships. The children can practice independence when they choose play mates, activities, and experiences during our times of free play. Staff ask open ended questions, get down to the child's level, listen and have turn 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. As well, throughout the year, community members come into our Centre to present their careers/professions.

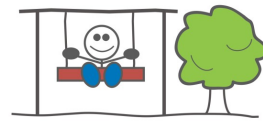
We have predictable yet flexible routines and schedules to provide consistency, stability, and independence in the child's life. If children are interested in an activity, lunch may be 10 minutes later to allow the children to complete what they are interested in.

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. To further build family relationships, we have established yearly parent/child conferences in May. This is an opportunity for us to share the child's growth and development as observed through our documentation.

Pembina Valley Child Care Centres Inc. 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 a 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 may 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 done. An orientation process is done prior to their involvement in the Centre. At no time will the students or volunteers be part of the staff: child ratio.

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

Inclusion Policy

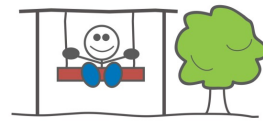
Our goal is to be inclusive in providing developmentally appropriate experiences for all children in a secure, stimulating environment. All children are entitled to full participation and support, both indoors and outdoors, to meet their individual needs. Children requiring additional supports shall 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 supports 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. 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.

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

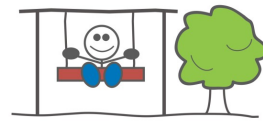
Children are disciplined in a positive manner at a level that is appropriate to their actions and their development. Staff will discuss and explain the actions and discipline methods when appropriate.

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 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 in 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 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.

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.

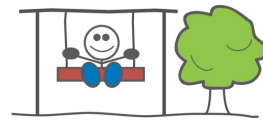
In helping children gain control to work within the behavior policy, staff will generally proceed through the following sequences in working with challenging behaviors. Staff can stop anywhere within the sequence if the child (or children) seem to have solved the problem or have the situation under control.

- 1) Remind 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

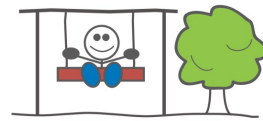
A copy of our Code of Conduct is available in the front entrance as well as in the office for your use. All families will receive a copy when first registering their child.

Enhanced Safety Plan

A copy of our Enhanced Safety Plan 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. will be utilizing the mixed age group regulation from the hours of 6:00 am till 8:00 am and 4:30 pm till 6:00 pm Monday through Friday. We will be combining children at the times stated above 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. 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.

Measures are taken to ensure a safe and stimulating environments for all children and ratios are maintained for each age group. The opening staff will review the materials in the space every morning before the children arrive to ensure that all the materials are safe for the infants to attend the space. As this is a Toddler space, the materials will accommodate the interests of the infants in the space. There will be more challenging materials available in the cupboards in Toddler Room 1, for the older children to be brought to the floor as needed, such as card games, and developmentally appropriate board games. One Evacuation drill and/or Fire drills will occur during the times when the children are in mixed age annually.

Mixed Age Group Ratios

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

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
- 2-3 years (Toddlers) 1:6
- 2.5-3.5 years (Preschool 1) 1:8
- Age 3-4.5 years (Preschool 2) ratio of 1:8
- Age 4 + 5 years (Pre-kinder) ratio of 1:9

Accessibility Policy

Pembina Valley Child Care Centre Inc. is committed to complying with the Accessibility Standard for Customer Service under The Accessibility for Manitobans Act.

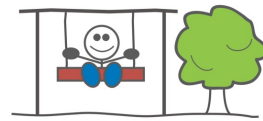
In establishing the following policies, Pembina Valley Child Care Centre Inc. has taken steps to identify existing barriers to try to remove these, or if the barrier could not be removed, to provide alternate ways to access the goods or service, without any additional fees.

*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 Centre 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 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.

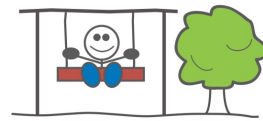
4. Service Animals

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 additional support needs, 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.

Waiting List

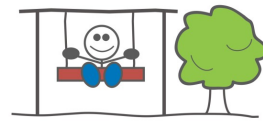
All children and families will be welcomed into our Centre. We support the principle of serving children and families whose characteristics reflect the surrounding community, including a naturally occurring proportion of children with additional support need (10-15% of the general population).

PVCCC has their own waitlist, for each of our Sites. Families can register themselves on the Hive Site waitlist through our website, <https://hive.fastoche.ca/waitlist.php>. The waiting list will be maintained according to full time over part time care, date of registration and residents of the RM of Stanley.

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, and staff member's children and siblings of children currently enrolled in the program 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.

Enrollment

- Appointment to be set up with the Site Manager prior to enrollment date.



- Registration form to be filled out by parent.
- Non-refundable registration fee must be paid at time of enrollment.
- Scheduled days and fees will be set.
- Parents will tour the Centre, be introduced to the staff, and review the daily program and Parent Policies at this time.

When enrolling your child, you agree to abide by all Centre Policies. Any related questions or concerns should be discussed with the Site Manager or Director. All policies are Board decisions. At the discretion of the Director/ Site Manager children are moved between programs based on developmental readiness, individual needs of the child, and to accommodate the enrolment needs of the community.

School Age Enrollment

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.

Withdrawal

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

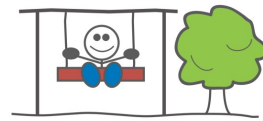
Hours

- Monday thru Friday from 6:00 am to 6:00 pm.
- 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.
- The Centre will be **closed** on SAGE (according to Western School Division school calendar) for professional development. Parents **will not** be charged for this day.

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 will be 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.



Family Holidays

If your child is registered five full days per week, you are entitled to 2 weeks, or 10 days of holidays without charge per year after being in attendance for one full calendar year. Our calendar year for our family holiday policy runs from September 1st to August 31st. Part time enrolments will receive prorated holiday time as per their regular attendance. These days do not have to be taken consecutively; however, we are requesting four weeks' notice so that the Centre can try to fill your space.

- When using your holidays, your child is not able to attend our program unless you have verified with our Centre that the space has not been filled and you will be billed accordingly.
- **Any additional holidays are welcome but regular daycare rates will be charged. Unused holiday time may not be carried forward into subsequent years.**
- Regular fees will be charged for any absences - including statutory/civic holidays or illnesses.

Summer:

- Families requesting to withdraw their children over the summer need to let the office know by the end of September prior to summer, 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 to find 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.
 - 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.
- Families allotted this time off will **NOT** be eligible for any family holidays throughout the year.
- If the Centre is unable to fill your space, you will be allowed to use the family holiday time over summer and be charged full fees for all the remaining days.

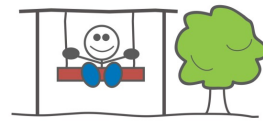
For clarification, these days are considered statutory holidays:

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

Fees

Infants (3 months-2 yrs.)	- Full days (less than 10 hours)	\$30.00
	Half days (4 hours or less)	\$15.00
	More than 10 Hours	\$45.00
Pre-School (2-5 yrs.)	- Full days (less than 10 hours)	\$20.80
	Half days (4 hours or less)	\$10.40
	More than 10 hours	\$31.20

NOTE: Full day rates of \$20.80 apply to all school closure days including statutory holidays

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 by the end of February for the previous tax year.

Sunscreen Fees

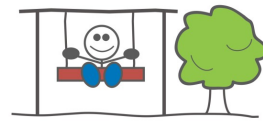
In May, families will choose to be charged for \$7.50 per child or \$15.00 per family for sunscreen or to provide their own sunscreen as well as bug spray.

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 in order to benefit from subsidy.



Subsidy approval: Upon enrollment 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 calculated on a 4-week rotation. Fees must be paid by the first Friday after the billing period ends. See Appendix I - Billing Period Schedule. All fees should be sent to the Director or placed in the locked box beside the office door. All money will be receipted. The receipt will be placed in your child's locker or emailed as per your request.

Registration Fee

A NON- REFUNDABLE registration fee of \$100.00 per child and \$50.00 for each sibling is required upon enrollment. Subsidized families will be required to pay a \$50.00 non - refundable registration fee payable on the same day a space has been confirmed and accepted.

Late Fees

The Child Care Centre's budget is in accordance with funding. We reserve the right to cancel a child's day care spot and may take legal action if fees are not paid in accordance with the policy as follows:

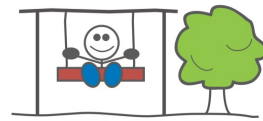
Payments received after the due date will be considered a late payment and the following charges will apply:

- Week 1 - no charge
- Week 2 - no charge
- Week 3 - (Monday 8:30 am) \$5.00 late payment charge
- Week 4 - (Monday 8:30 am) \$5.00 late payment charge
- Week 5 - (Monday 8:30 am) Childcare services will be withdrawn, and a \$10.00 late payment charge will be added weekly after this date until account balance = \$0.

Under special circumstances you may make alternate arrangements for payment with the Director.

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.

NSF Cheque

NSF cheques will result in an administrative fee of \$10.00 and the bank charges to the Centre (currently \$7.50) for a total of \$17.50.

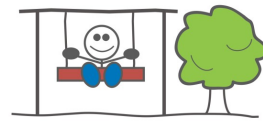
Fundraising

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 Rooms 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. Caregivers look forward to verbal communication with families at drop off and pick up times to accommodate the individual needs and schedule for your child to the best of their ability. Caregivers will also communicate the diapering routines and naptimes of the infants through our Fastoche program, written documentation is available upon request for families. The infant room will have no less than one trained ECE II/III caregiver and no more than two Childcare 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 by being with the children and participating respectfully and patiently through the daily routines of the children, such as mealtime, bathroom time, rest time, and free play. Caregivers 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 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.

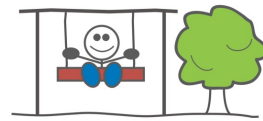
The infants will play in a separate playground, on the north side of the building. Outdoor activities are also a part of a daily routine such as playing in the playground and going for walks in the stroller. Painting, water activities, and a sand box are all activities that will be provided to promote learning in social, cognitive, and physical domains.

Transitions occur numerous times a day as children get ready for 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, this builds a strong relationship between primary caregivers and the children. 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. The children will nap in cribs. Once awake the child will either join the other 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. There is one evacuation crib per infant program.

There will be times when the infants will be in a mixed age group with toddlers and other preschooler age children. For example, at the beginning of the day (6:00am) all children will meet in Toddler Room 1 until the Infant Room caregiver arrives to open the infant room. The same will happen at the end of the day when the last infant caregiver leaves the remaining children will go to Toddler Room 1 until their parents arrive to pick them up. During these times the required ratio will still be in place to look after the children. The preschool age caregiver(s) in the room will be aware of infants when they enter the room and will help ensure their safety by setting away any unsafe toys/ materials.

Disposable diapers and wipes must be provided for children who are not toilet trained. We recommend disposable diapers be used; however, we will consider parent requests to supply



cloth diapers on the conditions outlined in "Well Beings". Our change area includes a stainless-steel change surface.

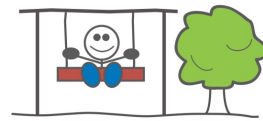
Formula must be ready to serve in bottles. Each bottle must have a nipple. Formula cannot be reheated. (Ex. If a child drinks two ounces from an eight-ounce bottle, the rest cannot be reheated.) Small amounts or a four-ounce bottle will work best. Food should be sent in small microwave safe containers. The children will sit in developmentally appropriate size chairs, at a developmentally sized table. We provide chairs in a variety of sizes, 5", 7", 9" to accommodate the infants in our care.

Toilet Training

- Staff will assist with toilet learning when parents feel child is ready. Collaboration between families and staff will help determine readiness.
- Children will be encouraged and praised for 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 facility. 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 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 if they are riding a 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, iPods, etc. Unfortunately, many toys are not able to withstand the use of so many children and may become lost or broken. The Centre will not be held responsible for any lost or broken toys.

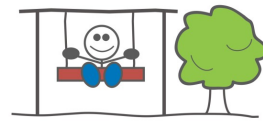
Please note: Everyone is responsible for returning centre toys and materials, or anything that has been used to its proper place. **Please allow your child a few minutes of clean up at the end of the day, before leaving the centre.** Staff will assist when necessary.

Pembina Valley Child Care Centres Inc. is not responsible for the children's 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 will consist of two of the four food groups (dairy, protein, bread and cereal, & fruit or vegetables)
- The Centre will provide milk at every lunch.
- 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 \$3.00 per infant, \$3.50 per preschool child, \$3.75 per school age child. As well, if a lunch has been forgotten, one will be provided to your child for a \$3.00 charge.

Transportation Policy

Children enrolled at the Hive site may be transported via walking or stroller as needed for outings.

Arrivals & Pick ups

*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.

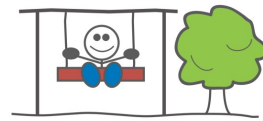
Photos and Observations

Photograph, 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 support 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.

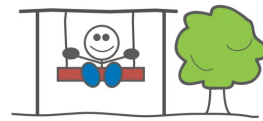
Procedure for reporting:

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

Staff should feel free to report directly to Agency if they have followed 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.

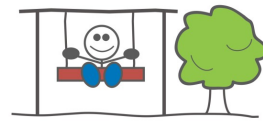
It is the responsibility of the family to notify the centre of any illness pertaining to children attending the centre. This ensures the health and safety of the whole facility, so appropriate steps may be taken.

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 they have 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, and discretion will be used by the Director or Site Manager regarding their ability to participate in the program.

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



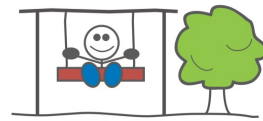
- **Infectious hepatitis:** The child should be isolated during the first two weeks of illness, or one week after the start of jaundice.
- **Diarrhea:** The child should remain at home until the stool is normal or until otherwise directed by a physician.
- **Chicken Pox:** Child may attend if feeling 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, DO NOT 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.

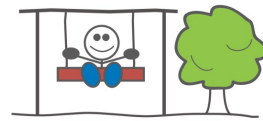
NOTE: Child specific avoidance strategies will be detailed in each Individual Health Care Plan.

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.**
- Parent must sign a medication sheet with name of medication, when it is to be administered, and the dosage.
- Parent 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.

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 a staff. 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.

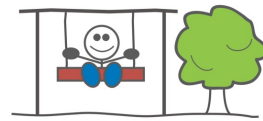
The Centre must have current medical numbers for each child before their start date to comply with Government Licensing.

Accident Report

When injuries occur, staff will complete an accident report 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, Directors
- Space for a Parent/Guardian signature after reading the injury report
- Accident reports may be sent home via text for families to review before arriving at the centre

Parent's/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. Serious injuries will be reported online to MELCC.



Flexibility Policy

We always have the right number of staff on duty and try to maintain group sizes consistently, however, to allow children more choices in where they play, ratios may be off for short periods of time throughout the day.

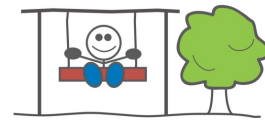
The situations generally requiring flexibility would be transitions or group situations.

Transitions: inside to outside and vice versa. Children may move to next area when they are ready to go and are not required to sit and wait for the next group to be ready. During these time ratios may be 1:10 for approximately 10 minutes.

These times would also include a naptime group size of up to 20. Staff ratios remain 1:8 as staff is on duty in this or the next room and are readily available if needed. Nap rooms have direct outside access.

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 in 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 Centre 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.

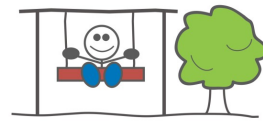
The following are a list of Board Directors Positions:

- 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	Angela Hildebrand	204-822-6663
Vice-Chair	Candace Brunn	204-822-6663
Treasurer	Jill Edwards	204-822-6663
Secretary	Carly Thompson	204-822-6663
Member at Large	Lauren Bakker	204-242-3484
Member at Large	Jennifer Heide	204-822-6663
Executive Director	Shuana Richards	204-822-6663
Assistant Director	Michele Hutchinson	204-242-3484
Site Manager - Hive	Sidney Cobb	204-822-3233
Site Manager - Morden	Jodi Betteridge	204-822-6663



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 made 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.

Room Schedules

Infant Rooms

6:00	-Centre Opens
7:00	-Infant Room Opens
7:00 - 9:30	-Free Play
9:00	-Snack
9:30	-Diapering (sooner for earlier children) Nap for infants that nap in the morning
9:45 - 10:00	-Art or Science Activity
10:00 - 11:00	-Outdoor Play (weather permitting) -Free Play & Gross Motor Activities
11:40	-Prepare for lunch (warm up lunches, wash hands, put on bibs, etc)
11:45 - 12:30	-Lunch (change diapers as child finishes lunch)
12:30 - 3:00	-Nap Time. Children have Free Play when they wake up. Cuddle Time and Read Stories. Change diapers as children wake up.
2:45	-Prepare for snack (wash hands, put on bibs)
3:00 - 3:30	-Snack
3:30 - 5:45	-Free Play, Sing Songs, Stories & Games Outdoor Play (weather permitting)
5:00	-Diapering
6:00	-Centre Closes

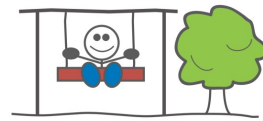
*Circle (sing songs, read stories, magnet board stories) will be done throughout the day.

*Diapering/Bathroom breaks will also be done as needed.

Toddler Rooms

6:00	-Centre opens
6:00 - 8:00	-Serve Breakfast to Children as needed
6:00 - 9:30	-Free Play

Parent Policy



9:00 - 9:30	-Come & Go Snack/Diapering
9:30 - 9:45	-Art/Science/Cognitive Activity
9:45 - 10:00	-Diapering
10:00 - 11:40	-Free Play Inside or Outside (weather permitting)
11:40 - 12:00	-Circle Time/Wash Hands for Lunch
12:00 - 12:45	-Lunch
12:30 - 12:45	-Bathroom - wash hands and face & diapering
12:45 - 3:00	-Nap Time. As children wake up diapers are changed. Quiet Table Activities
2:30 - 3:30	-Wash Hands, Come & Go Snack
3:30 - 5:30	-Free Play/Outdoor Play (weather permitting)
4:00 - 4:30	-Bathroom/Diapering
5:30 - 6:00	-Clean Up & Story Time
6:00	-Centre closes

*This schedule is very flexible. The time spent on an activity may be longer or shorter depending on the children's interest and involvement.

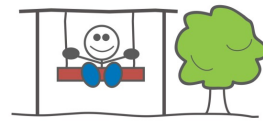
*Diapering/Bathroom breaks will also be done as needed.

Preschool Rooms

6:00	-Centre Opens
7:30 - 10:00	-Room opens/Free Play
9:00 - 9:30	-Come & Go Snack
9:00 - 10:00	-Craft Time/Free Play
10:00 - 10:30	-Circle/Song Time
10:30 - 12:00	-Outdoor Play (weather permitting)
12:00 - 1:00	-Lunch Time
1:00 - 3:00	-Nap/Quiet Time
3:00 - 3:30	-Come & Go Snack
3:30 - 6:00	-Free Play/Crafts/Songs/ Outdoor Play (weather permitting)
6:00	-Centre closes

Pre-Kindergarten Room

6:00	-Centre Opens
8:00	-Pre-Kindergarten Room Opens
8:00 - 10:00	-Free Play
9:00 - 9:30	-Come & Go Snack
10:00 - 12:00	-Circle & Activity/ Outdoor Play (weather permitting)
12:00 - 12:45	-Lunch
12:45 - 3:00	-Relax & Transition Time ~ Books & Puzzles -Free Play
2:45 - 3:30	-Come & Go Snack



3:30 - 4:30 -Outside (weather permitting)
4:30 - 6:00 -Inside ~ Free Play

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

- September 20 - October 15, 2021
- October 18 - November 12, 2021
- November 15 - December 10, 2021
- December 13 - January 7, 2022
- January 10 - February 4, 2022
- February 7 - March 4, 2022
- March 7 - April 1, 2022
- April 4 - April 29, 2022
- May 2 - May 27, 2022
- May 30 - June 24, 2022
- June 27 - July 22, 2022
- July 25 - August 19, 2022
- August 22 - September 16, 2022
- September 19 - October 14, 2022
- October 17 - November 11, 2022
- November 14 - December 9, 2022
- December 12, 2022 - January 6, 2023
- January 9 - February 3, 2023