

Happy Feet



EARLY LEARNING CENTRE INC.

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MISSION STATEMENT

Happy Feet Early Learning Center Inc. is a child-centered daycare striving to provide the highest quality child care by enhancing the emotional, social, intellectual and physical development of all children in its care and by encouraging parent's involvement.

Contents

Acknowledgement.....	4
Introduction.....	4
Hours of Care	5
Children Eligible to Enroll.....	5
Our Philosophy.....	5
PARENT POLICIES AND PROCEDURES.....	6
1. Emergency Evacuation Procedures.....	6
2. Confinement to the Centre Beyond Normal Operating Hours.....	6
3. Communicable Disease.....	6
4. Emergency Health Procedures.....	6
5. Headlice Policy	7
6. Anaphylaxis Policy.....	7
7. Medication	7
10. Daily Program	7
11. Daily Outdoor Play	8
12. Behaviour Management Policy.....	8
13. Inclusion Policy.....	9
14. Food	10
15. Clothing.....	10
16. Parents Role.....	10
17. Lost and Found.....	11
18. Transportation Policy.....	11
19. Guardianship	11
20. Fees	11
21. Statutory and General Holidays.....	12
22. Attendance.....	13
23. Registration	13
24. Confidentiality.....	13
25. Complaints or Concerns.....	13
26. Swipe Card Entry.....	13
27. Lockdown/Lock and Secure – Parkhill Elementary.....	14
28. Preschool Curriculum Statement	14
29. Infant Curriculum Statement.....	16
30. Code of Conduct	18

Acknowledgement

We acknowledge that Happy Feet ELC is on Treaty 1 land - the traditional territory of the Ojibwe and the homeland of the Metis nation.

Introduction

Welcome to Happy Feet Early Learning Center Inc. Our facility was established in 1981 to provide care for preschool aged children aged two to six years. Our original location was in a converted house (located on the property next door to our current location) – formerly named Kinsmen Day Nursery.

Over the years, as Steinbach and area grew, we saw an increased need for childcare. We began the project of building a brand-new centre in 2010. In September 2012 our dream was realized, and we opened 'Happy Feet Early Learning Center Inc.' at our Reimer location. With our much larger building, we were able to increase the number of spaces to 64 preschool children (2 to 6 years), 12 infant (12 weeks to 2 years) and 15 (unfunded) school age spaces (6 years to 12 years). As the community kept growing so did the need for more childcare spaces. In September of 2025 we opened our second location at Parkhill School where we have 48 preschool spaces, 10 toddler spaces and 16 infant spaces.

While your children are at our centre, he/she will be given opportunities to experience a variety of activities. Each morning and afternoon we provide activities that encourage your child(ren) to develop emotionally, socially, intellectually, and physically. There is a lot of time throughout the day for each child to choose his/her own activities. Children can move about their room and interact with their peers and caregivers as they would like. Each classroom has at least one scheduled outdoor time each day. During this time, rooms will use the playground space at the centre (sandbox, treehouse, various slides, tunnel and climbing wall) or visit areas throughout the neighbourhood.

Each classroom has a room leader who is an Early Childhood Educator, or ECE, who has a formal education in child development, and a Child Care Assistant, or CCA, who has completed a 40-hour course in child development. All our staff, which includes our substitutes, have training in first aid and child CPR which needs to be re-certified every 3 years. Any staff who are employed with the centre for a year or more are required to take a 40-hour course in child development. All staff of Happy Feet Early Learning Centre have knowledge of the child abuse protocols and are required to review this manual yearly. They are also required to take the Commit to Kids child abuse awareness training. Every member of staff of HFELC needs to have a clear criminal record check and child abuse check upon being hired and every 3 years after.

Families are required to provide two snacks and one lunch each day. Each room will have their own microwave and mini fridge so they will be able to warm up lunch/snack items. Please refrain from sending items requiring a warmup time that is more than two minutes or a large amount of preparation time. Happy Feet, also, offers a hot lunch program on Fridays for a fee. Happy Feet ELC is a Nut Free Facility, please refrain from sending items that contain or are labelled "may contain" nuts or peanuts. If an item containing or may contain nuts is accidentally sent, it will be sent home. Each classroom has a nap/rest time daily. Children that do not sleep will engage in quiet activities during nap time. All children are required to rest for at least thirty minutes daily.

Newsletters are sent out monthly and contain information about each classroom as well as upcoming events and/or centre news. Communication with your child's room staff regarding; updates, absences, late arrivals/departures should be done through text via our Fastoche system (204)410-7366.

If you would like to speak to someone directly, we can be reached by phone at (431)205-3227 or email happyfeetparkhill@outlook.com

On your child's first day, please remember to label and send:

1. Blanket (for rest time)
2. Indoor and outdoor footwear
3. Change of clothes
4. Appropriate outdoor clothing
5. 1 lunch and 2 snacks
6. Water bottle (optional)

Hours of Care

Monday to Friday – 6:45am to 6:00pm.

Children Eligible to Enroll

Infant – 12 weeks to 2 years

Preschool – 2 years to 6 years

Our Philosophy

Each child is a unique individual and should be treated as such. He/she works at his/her own level, and it is our responsibility to provide stimulating materials and experiences for that child. Children develop differently and therefore do not absorb the same information from the same experience.

Happy Feet Early Learning Center works towards developing the child's positive self- image. A child must feel good about him/herself to fulfill his/her potential.

Happy Feet Early Learning Center encourages decision making, independence and freedom of expression on the part of the child as well as mutual trust and respect.

Play is a child's work. All children learn through activity; they learn by doing.

Happy Feet Early Learning Center focuses on the total development of the child; physical, motor, social, emotional and intellectual growth as well as language development.

Our focus is on learning through play. Your child may not bring home physical creations daily, but his/her pre-kindergarten skills will be developed through a combination of pre-planned and spontaneous activities which encourage development.

PARENT POLICIES AND PROCEDURES

1. Emergency Evacuation Procedures

- 1.1. Happy Feet ELC will comply with all Hanover School Division requirements for participation in emergency evacuation or security procedures and drills. When the fire bell rings, the designated staff from the room takes the daily attendance record and First Aid bag which contains the children's emergency records and is responsible for taking roll call outside.
- 1.2. All staff will accompany the children outside. Any child with disabilities will be escorted outdoors by the Inclusion Worker assigned to the child.
- 1.3. During a fire drill the children and staff will go out the emergency exit doors to the muster point where attendance will be taken. The designated staff person will check the room to see if anyone is left in the building. Close the doors and leave the building.
- 1.4. In the event of an actual emergency, the children will be evacuated to the Steinbach Church of God at 460 McKenzie Avenue. Parents will be called to pick up their children at this location.

2. Confinement to the Centre Beyond Normal Operating Hours

- 2.1. In the event the children are confined to the centre for a period beyond normal operating hours they will be provided with a snack using the food and water at the centre and will be provided with a cot for sleeping for the night if necessary.
- 2.2. Any children with specific medical needs will be taken care of by a designated staff. The staff will remain at the centre until all children have been safely picked up by their parents or other designated individuals.

3. Communicable Disease

- 3.1. If your child has a communicable disease, you must follow the Public Health rules regarding incubation and/or isolation.
- 3.2. According to Government regulations: Section 14(13) When a licensee is aware that a child attending a licensee's daycare centre has contracted a communicable disease the licensee shall:
 - 5.2.1. Promptly notify the parent, guardian or physician of the child; and
 - 5.2.2. Notify the health authority according to the guidelines provided by the health authority.
- 3.3. Section 14(14) A licensee shall not permit a child suffering from a communicable disease or acute illness to attend the licensee's daycare centre during any period prescribed by the health authority for non-attendance.
- 3.4. Children with communicable disease such as; diphtheria, hepatitis, infectious mononucleosis, red measles (rubeola), German measles (rubella), ring worm, mumps, scarlet fever, whooping cough, pediculosis (lice), impetigo, conjunctivitis (pink eye), will not be accepted into the centre.

4. Emergency Health Procedures

- 4.1. In the event of a life-threatening emergency or bodily injury staff may administer first aid, transport child to the nearest medical facility if needed, and contact the parents. Happy Feet Early Center will not incur ambulance cost if one is deemed necessary.
- 4.2. All major accidents, which involve medical attention by a licensed professional require us to notify our Child Care Coordinator.
- 4.3. When a minor accident occurs, the staff involved will fill out an accident report or incident report depending on the situation. Parents/Guardians are asked to e-sign the document and it will be kept in the child's file. All illnesses must be reported to centre so appropriate action can be taken.

5. Headlice Policy

- 5.1. Happy Feet Early Learning Center has a 'No-Nit' policy. The centre will do random checks for lice. If lice are found, the parent/guardian will be called to pick up their child. The child may return after 1 lice treatment. When returning to the centre, the child will be checked before entering the classroom. If a nit (dead or alive) is found upon returning the child will be sent home. Once lice are found, daily lice checks will be done on all children in the centre. This procedure will be followed until all children have been lice free for a minimum of 2 weeks.

6. Anaphylaxis Policy

- 6.1. As required by the Minister of Education, Training and Youth, Family Services & Housing and Health, our facility has developed a childcare policy for life threatening allergies.
- 6.2. Anaphylaxis is a severe drop in blood pressure. The policy was developed to ensure the safety of all children attending the facility.
- 6.3. At the time of registration, all families will be asked to complete a medical questionnaire for their child. Once completed, the questionnaire will be assessed to determine the need to implement the Anaphylaxis Policy.

7. Medication

- 7.1. If a child requires prescription medication and is well enough to attend the centre, the medication will be given.
- 7.2. According to government regulations section 14(12) 'Every licensee who agrees to administer patent or prescribed medicine to a child in attendance at the licensee's daycare centre shall:
 - 7.2.1. Obtain prior written permission from the parent or guardian;
 - 7.2.2. Keep written records of each dose, including the type of medication, time of administration, amount of dose and signature of the staff person who administered it;
 - 7.2.3. Accept only medication brought to the daycare centre by the parent or guardian, and which is supplied in the original container in the case of patent medicine, or in a container supplied for the purpose by a pharmacist in the case of prescribed medication;
 - 7.2.4. Designate one staff person on duty with the responsibility of administering the medicine;
 - 7.2.5. Ensure that the medication is labeled with the child's name, expiry date, dosage, time and method of administration and stored in a location which is inaccessible to children.
- 7.3. **PLEASE LABEL ALL MEDICATION WITH THE NAME OF CHILD. WE WILL NOT ADMINISTER ANY FORMS OF COLD MEDICINES OR PAIN RELIEVERS (FOR THE REDUCTION OF FEVER).**

10. Daily Program

- 10.1. We offer a free play program throughout the day where children have some choice over the type of activities they would like to do. These choices include; crafts, water play, building, dramatic play and more. Outside time, lunch and rest time are mandatory.
- 10.2. All children are required to have a minimum of 30-minutes of rest time on a cot (but they do not need to sleep). Preschool children will be provided with a mat/cot and infants (under 18 months) will be provided a playpen. Each family must provide a blanket (labelled). The lights will be turned off and soft music will be played to encourage a relaxing atmosphere. Check with your child's room to find out the specific napping schedule for that room.
- 10.3. During the summer months and during nicer weather, we often take the children on nature walks, mini field trips to the park, store, library or splash park. Permission forms will be made available in classrooms to make parents/guardians aware of any planned outings. Larger field trips, requiring bus transportation are dependent on fundraising as they are quite costly.

A fee may be required to cover a portion of the cost. In the event of a major field trip, that requires group transportation, we will give at least 24-hours' notice and a permission form must be signed by a parent/guardian.

- 10.4. Each room does plan special activities independently of other rooms depending on children's interests at the time. Please make note of each room's postings to keep informed.
- 10.5. If you would like to bring something special for your child's birthday or other special days, please talk to the staff in your child's room to make arrangements.

11. Daily Outdoor Play

- 11.1. Government regulations stipulate that when daycare is provided for 4 continuous hours per day, there shall be outdoor play daily except where:
 - 11.1.1. Section (10)4 prohibited by a child's parent/guardian, or physician for medical reasons;
(asthma and other breathing disorders etc.,) Note: any child too sick to participate in the program fully shall not attend.
 - 11.1.2. Windchill conditions of more than 1,600 watts per square metre, temperatures below -25 degrees Celsius (including windchill factor) or other forms of inclement weather. Please be sure to send appropriate clothing for outdoor play and label all articles of clothing to make it easier to locate missing items.
 - 11.1.2.1. Winter months: snowsuits, mitts, hats and winter boots.
 - 11.1.2.2. Spring: splash pants, rubber boots and a change of clothing.
 - 11.1.2.3. Summer: hats, runners and sunscreen (can be provided for a small fee).

12. Behaviour Management Policy

- 12.1. All staff will follow the preventative measures before implementing our Behaviour Management Policies.
- 12.2. Staff will monitor children's activities for potentially conflicting situations.
- 12.3. Staff to engage children in age-appropriate activities to avoid frustration.
- 12.4. Staff to ensure that children have space available to them for solitary play if the child so desires.
- 12.5. Staff to monitor children's groupings to avoid possible conflicting personalities.
- 12.6. To provide close supervision at all times to enable them to disperse difficult situations.
- 12.7. Our methods of providing a positive behaviour management strategy are as follows:
 - 12.7.1. Staff will always speak in a moderate tone of voice.
 - 12.7.2. Staff will inform children of transition times and encourage children's awareness of changing activities.
 - 12.7.3. Staff interaction with the children will be consistent.
 - 12.7.4. Staff will be fair to all children (no favourites).
 - 12.7.5. Staff will be firm in disciplining – children get confused with a joking discipline.
 - 12.7.6. Staff will encourage child's participation in rule setting when possible.
 - 12.7.7. Staff will make all disciplinary action private between the adult and the child involved.
 - 12.7.8. Staff will reinforce positive behaviours.
 - 12.7.9. Staff will investigate the cause of problem behaviour:
 - 12.7.9.1. Inappropriate activity/book, etc.
 - 12.7.9.2. Time too long for child's attention span
 - 12.7.9.3. Not enough child input into activity
 - 12.7.9.4. Too structured, too easy
 - 12.7.9.5. Wrong grouping, etc.

- 12.7.9.6. Lack of opportunity for child to choose own activity
- 12.7.9.7. Health or physical factors (e.g., fatigue, hunger, etc.)
- 12.7.9.8. Outside factors (e.g., bad day at school, changes at home, etc.)

12.8. Our Behaviour Management Procedure:

- 12.8.1. Early Childhood Educator (ECE) goes directly to source of the problem.
- 12.8.2. ECE tells the children what behaviour she has seen
- 12.8.3. ECE asks the child/ren what is happening, listens to each child's version of the events.
- 12.8.4. ECE explains that the behaviour is not acceptable and why.
- 12.8.5. ECE helps child/ren identify acceptable alternate behaviour.
- 12.8.6. ECE makes Director(s) aware of recurring situations.
- 12.8.7. Director(s) will consult with parent(s) to develop a plan to prevent recurrences or to identify possible causes and solutions.
- 12.8.8. In the event of a problem that endangers the safety of a child, the Board of Directors, as well as the Child Care Coordinator will be consulted.

12.9. Regulations Set by the Government of Manitoba

- 12.9.1. Regulation 11(A) A licensee shall not permit, practice, or inflict any form of physical punishment or verbal or emotional abuse upon, or denial of any physical necessities to any child in attendance at the daycare centre.
- 12.9.2. Physical punishment includes striking a child, either directly or with an object, shaking, shoving or spanking. It also includes forcing a child to repeat physical movements, force feeding, or any other action carried out which results in physical injury to the child.
- 12.9.3. Verbal or emotional abuse includes any harsh, belittling or degrading response by an adult in the centre which would humiliate or undermine a child's self-respect.
- 12.9.4. The denial of physical necessities includes normal comforts such as shelter, clothing, food, bedding or toileting.
- 12.9.5. No child shall be isolated in a separate room as a disciplinary procedure.
- 12.9.6. Any child presenting evidence of neglect, abuse or any health-related problem must, by law be referred to the appropriate service agency.

13. Inclusion Policy

13.1. At Happy Feet Early Learning Center Inc., we strive to have a progressive Inclusion Policy. The following indicates the key concepts we capture at our centre.

- 13.1.1 We accept and welcome children of all abilities.
- 13.1.2 We make changes to our daily program to meet the needs of each child.
- 13.1.3 We provide developmentally appropriate experiences for all children and encourage the socialization of every child with their peers.
- 13.1.4 We believe that each child deserves an environment and experiences that promote growth in all areas of his or her development.
- 13.1.5 We respect and value input from parents and encourage them to be part of the decision-making process for their child.
- 13.1.6 We support families by consulting with early intervention professionals.
- 13.1.7 We are committed to learning more about various disabilities and full inclusion as part of our annual training plan.

14. Food

- 14.1. NO GUM OR CANDY is allowed in the centre except on special occasions when distributed by the staff. If a child brings in gum or candy it will be taken from the child and returned to the parent when the child is picked up.
- 14.2. Snacks and lunches are provided by the family. Please label items accordingly if you would like, otherwise snacks and lunches will be given in a manner that caregivers feel is acceptable to each child.
- 14.3. Happy Feet ELC is a NUT FREE FACILITY. Please refrain from sending food items that contain or are labeled 'may contain' on the packaging. This includes Tim Horton's products as they can't guarantee it can be nut-free. Children will not be able to eat these items while in the centre and they will be sent home.

15. Clothing

- 15.1. Please make sure that your child(ren) has appropriate clothing for play.
- 15.2. Please label all items that your child(ren) brings to the centre.
- 15.3. Your child(ren) should always have extra clothing at the centre as they may get messy and need to change.
- 15.4. Ensure that if your child(ren) is in diapers/pull-ups and uses wipes that they always have a running supply. Caregivers will send reminders by both written notes placed in your child(ren)'s locker and electronically in their daily journal when your supply is running low. If you have not ensured they have an appropriate supply for the day, he/she will not be admitted into the program until their supply has been replenished.
- 15.5. In winter, we go outside daily (weather permitting). Ensure your child(ren) has warm winter clothing including snow pants (winter), hat with a brim (summer). Sunscreen will be supplied by the centre for a minimal charge.

16. Parents Role

- 16.1. **Lockers** – It is your responsibility to keep your child's locker tidy. Check it each day for wet or dirty clothing. Please take your child's art work home daily (they have worked hard on these items and are very proud of the results).
- 16.2. **Shoes** – Each child must wear indoor shoes (with grip) at the daycare because of emergency procedures and fire drills.
- 16.3. **Diapering** – Any child in diapers must leave a supply of diapers and wipes at the centre. Please replenish this supply regularly (see section 15.4). Powders and lotions cannot be applied unless we have a signed medication form. All powders and lotions should be labelled with the child's name and left at the centre.
 - 16.3.1. Use of cloth diapers is permitted providing the parent(s) assume all responsibility for leaving an approved container for storage of soiled diapers. Soiled diapers must be removed from the centre daily.
- 16.4. **Fundraising** – Parents are encouraged to participate in regular fundraising, sit on a fundraising committee or Board of Directors.
- 16.5. **Annual General Meeting** – It is a requirement that parents attend the Annual General Meeting which takes place in September from 5pm to 6pm. During this meeting, we will discuss financial statements of the previous audit and elect our Board of Directors.
- 16.6. **Observations** – Each child will have a yearly observation done in June by his/her caregiver. Caregivers will complete the observations and they will be reviewed by administrative staff

before being distributed to parents/guardians. At this time, it is the responsibility of parent/guardians to approach staff if a meeting is required to discuss your child's progress.

- 16.7. **Communication** – Parents are encouraged to communicate with their child's caregiver about daily concerns/questions regarding their child. Daily journals are sent home via our Fastoche system.
- 16.8. **Special Activities** – The centre offers special events throughout the year which will be communicated to families. In addition to centre events, individual rooms plan several special events and activities based on the needs and curriculum of the classroom. These special events will be in the monthly newsletter and posted on the parent board outside of each classroom.
- 16.9. **Graduation** for Kindergarten children is held in June of each year. Invitations are sent out by each room in advance. All families are encouraged to attend.

17. Lost and Found

- 17.1. A lost and found box is located at the entrance. Please take the time to look through the box for any items you may be missing. The box will be emptied regularly and all items donated to the MCC.

18. Transportation Policy

- 18.1. It is the parent's responsibility to bring their child into the facility and to their respective room(s). A staff member must be notified that your child(ren) has arrived. The staff will sign in your child(ren). It is only upon acknowledging the arrival of your child(ren) and the child(ren) being signed in that the centre assumes responsibility for your child(ren). Once a child has been released to the parent and signed out, the centre no longer assumes responsibility for your child(ren). Please call ahead if an alternate person will be picking your child(ren) up. Alternate pick up will be asked for identification.
- 18.2. The transportation of children from their homes to the centre is the responsibility of parents/guardians. Children attending PARKHILL ELEMENTARY SCHOOL will be walked to their classrooms and picked up after school by Happy Feet ELC staff. The centre will not transport children to any other school.

19. Guardianship

- 19.1. The legal guardian must fill out the registration papers and sign the appropriate documents. Children in the care of CFS, the foster parent may fill in the information regarding the child(ren) as long as the social worker has given permission.
- 19.2. Divorced or separated families; the parent or guardian must inform the centre of the custody and access arrangements as applicable. A copy of legal documentations pertaining to access and arrangements must also be made available. Without such documents the centre cannot restrict access to legal parent/guardians.

20. Fees

20.1

1.	Infants (12weeks to 2 years) 0-4 hours	\$5.00 /day
2.	Infants (12 weeks to 2 years) 4-10 hours	\$10.00 /day
3.	Preschool (2years to Grade 1) 0-4 hours	\$5.00 /day
4.	Preschool (2 years to Grade 1) 4-10 hours	\$10.00 /day

5.	School Age (Grade 1 to 12 years) 1 period	\$6.15 /day
6.	School Age (Grade 1 to 12 years) 2 periods	\$8.60 /day
7.	School Age Inservice 0-4 hours	\$5.00 /day
8.	School Age Inservice 4-10 hours	\$10.00 /day

- 20.2. A deposit of \$100.00 will be required upon registration at our facility in order to reserve your space. This deposit will be used as payment toward the first invoice. \$100.00 deposit is non refundable. Please note: If deposit is not received, the space will be made available to our waiting list.
- 20.3. Fees are billed every 4 weeks (in accordance with our subsidy reporting periods). All payments are required a minimum of 2 weeks in advance of use of space. Full payment on first due date (provided with invoice) is preferred, although we will accept payments on EACH due date #1 and #2 (every 2 weeks). If payment (or payment arrangements) has not been received on due dates, withdrawal notices will be distributed and enforced.
- 20.4. Any outstanding accounts are subject to collections. A charge of \$20.00 will be added to invoices for N.S.F cheques. Canadian money orders or E-Transfer payments will be the only acceptable form of payment after 3 N.S.F charges. E-transfer payment should be sent to happyfeetlc@shaw.ca.
- 20.5. For severe sickness or surgery, parents will be billed for the initial 2 days following a conversation with the Director(s). The consecutive 3 days that the child is absent will be at no charge. The space will be held only if the space is paid for or an appeal is made to the Board of Directors (in writing). Formal notice is required in the event of illness. Happy Feet Early Learning Center will not accept children too sick to fully participate in the program.
- 20.6. Parents will be invoiced for all Holidays even though your child/ren will not be here. This includes all Statutory Holidays, General Holidays and Family Vacations throughout the year. This is to ensure your space as we cannot fill it in your absence. Every day that your child is scheduled to attend will be invoiced.
- 20.7. Change in attendance: Changes in attendance (adding or subtracting regular attendance days) must be submitted (in writing) before invoice date. A schedule of invoice dates and periods can be found on the office door.
- 20.8. Full fees will be charged and collected until Subsidy is confirmed with Early Learning and Child Care. Applications for subsidy can be made online at gov.mb.ca/education/childcare

21. Statutory and General Holidays

- 21.1. The centre will be closed for all statutory and general holidays listed below (or alternate dates as allowed by Early Learning and Child Care. Children normally scheduled on that day of the week will be invoiced for the holiday. Although the centre is closed for the day, salaries and other expenses must continue to be paid, therefore parent fees are required.
- 21.1.1. New Year's Day
 - 21.1.2. Louis Riel Day
 - 21.1.3. Good Friday
 - 21.1.4. Easter Monday
 - 21.1.5. Victoria Day
 - 21.1.6. Canada Day
 - 21.1.7. Civic Holiday
 - 21.1.8. Labour Day
 - 21.1.9. Truth and Reconciliation Day

- 21.1.10. Thanksgiving Day
 - 21.1.11. Remembrance Day
 - 21.1.12. Christmas Day
 - 21.1.13. Boxing Day
- 21.2. There will be early closures on Christmas Eve and New Year's Eve.
- 21.3. We will also close for Staff Professional Development Days in accordance with Early Learning and Child Care. All closure dates will be made available in a 'Year at a Glance' calendar made available each September.

22. Attendance

- 22.1. The daycare closes at 6:00pm. If your child has not been picked up at this time, late fees will be charged. Late fees are as follows:
- 22.1.1. A flat fee of \$10.00 for first 15 min or less /child.
 - 22.1.2. Each additional 15 minutes (or part thereof) will be charged \$10.00/child
 - 22.1.3. If contact has not been made by a parent/guardian or alternate emergency contact after 30 minutes (6:30), Child and Family Services will be called to pick up the child.
- 22.2. If a parent works irregular hours or rotating shifts and the child/ren attend sporadically, the parent must pay for a full-time space in order to guarantee a spot at our centre. Otherwise, we will accommodate part time space, if possible, by sharing a space with another family.
- 22.3. Cab or alternate ride home will be deemed necessary in instances where a parent exhibits impairment upon arrival to pick up their child/ren.

23. Registration

- 23.1. A registration form must be completed in full at the time the child is initially registered at the centre. Information on forms must be updated as changes occur. Priority will be given to children enrolled 5 days/week. We accept children on a part-time basis with the understanding that those days may not always be available (as the space is shared) and families could be asked to change days at any time or take a full-time space.
- 23.2. Two (2) weeks written notice must be given for withdrawal of child/ren from the program. 2 weeks will be invoiced after her the last day of attendance if no notice is given.

24. Confidentiality

- 24.1. Information regarding a child or his/her family is strictly confidential.
- 24.2. Child Files located in the office can be made available at parent/guardian's request.

25. Complaints or Concerns

- 25.1. Please direct complaints/concerns to the Director(s) or Assistant Director if a suitable resolution cannot be reached with room staff. Positive comments are also very encouraging and always welcome. If you have brought up an issue with the Director(s) and are not satisfied with the response you may submit a written concern to the Board of Directors.

26. Swipe Card Entry

- 26.1. To maintain a safe environment that allows staff to focus on the care of children we offer a keyless entry system to all families. Each family must purchase at least 1 key fob (\$20 each). Upon withdrawal from the centre and return of the fob you will be reimbursed. In the event of a lost fob, an additional fee of \$20.00 will be required. Please see office staff to get your fob.

26.2. Missing Child Policy

- 26.2.1. All staff of Happy Feet Early Center will ensure the children in our care are accounted for throughout the day. All staff will be active in maintaining this through regular counting and confirmation.
- 26.2.2. All staff will count children and confirm with the Status Board on Fastoche at the following times.
 - 26.2.2.1 When entering a room at the start of a shift or to relieve a staff for a break.
 - 26.2.2.2 Before AND after break time.
 - 26.2.2.3 Before AND after outside time.
- 26.2.3. If leaving the centre for an outing all staff involved in the outing will count the children (and confirm the number is correct).
 - 26.2.3.1. Before transition to leaving the centre.
 - 26.2.3.2. During transition to destination
 - 26.2.3.3. When arriving at destination
 - 26.2.3.4. Frequently while at destination
 - 26.2.3.5. Before leaving destination
 - 26.2.3.6. Upon arrival back at the centre
- 26.2.4. In the event it is discovered during this process that a child is not accounted for, Happy Feet Early Learning Center will:
- 26.2.5. Alert the office administration
- 26.2.6. Staff member and Director(s) (or designate) will search for the child in last know area.
- 26.2.7. Assistant Director (or designate) will relieve room staff.
- 26.2.8. If it is determined that the child cannot be located in a timely manner, the Director(s) (or designate) will:
 - 26.2.8.1. Contact RCMP
 - 26.2.8.2. Alert parents
 - 26.2.8.3. Contact Child Care Co-Ordinator
 - 26.2.8.4. Complete incident report.

27. Lockdown/Lock and Secure – Parkhill Elementary

- 27.1. In the event Parkhill Elementary School has a Lock and Secure or Lockdown policy in effect during the end of the day dismissal time (3:45pm), Happy Feet Early Learning Center Inc. will not pick up children from the school. Instead, Happy Feet Early Learning Center will contact the parent /guardians of the children scheduled to be picked up from Parkhill Elementary by their parent/guardian. Children can be dropped off at the Centre by parent/guardians for the regular after school program.

28. Preschool Curriculum Statement

Here at Happy Feet Early Learning Centre Inc., we strive for a curriculum that feels like home and family. We always say, “we are one big happy family”. We include families in as many areas as we can. We host a graduation ceremony in June for the children going into kindergarten, parents are sent out invitations and encouraged to attend. We have a kids Christmas party where Santa comes to hand out books to all of the children, followed by a free “traditional” Christmas Lunch that parents are welcome to attend. We want all the children to feel a sense of belonging and acceptance. To achieve this goal, our environment includes candid photographs of the children engaged in various activities. This encourages positive interactions between other children and communication with parents. All children’s artwork is displayed throughout the centre which

encourages open-ended communication with parents at drop off and pick up times. Caregivers always take the time to welcome and greet families at the start and end of the day. They talk to the parents about special things that happened during the day or a task that their child accomplished that they were proud of and sometimes just letting the parent know that their child had a difficult day. Everything is done in a positive and respectful manner so that all of us can learn from the experience. The children are anxious to share information about their day or weekend with the caregivers, so we ask questions like “who had a sleep over”? or “who went shopping”? to encourage communication. We also use a digital communication system which has a journal to record the children’s sleeping, eating and any information about the child’s day. It gets emailed or texted to the parents at pick up time when the child gets signed out. The goal is to help every child fulfil their unique potential by connecting and empowering the community around them. Culture and diversity in our centre is supported in many ways. Families who use the centre represent our very diverse community. Families converse with one another in a variety of languages and we have staff who speak other languages so they converse with the children in their language when the opportunity arises. We strive to have a progressive Inclusive policy. Since every child deserves an environment and experiences that promote growth in all areas of development, we respect and value input from parents and encourage them to be part of the decision-making process. We make every effort to make each family and their lives a part of our space. One way we do this is by encouraging families to bring in pictures of their family and the staff display them on the Family Tree in their classroom. Our curriculum strongly encourages co-operation and independence through turn taking and choices. Children are encouraged to dress themselves for outdoor play and use the bathroom independently. Turn taking is encouraged for activities, games, etc. The day is filled with planned and spontaneous moments. We have 6 classrooms in the centre: 2 Infant rooms, 1 toddler room and 3 preschool rooms. All the staff prepare activities and play experiences specifically for what interests that group of children. They get to know their groups likes and dislikes by listening to them and watching them play. This helps them decide what to plan; for example, if one of the younger groups is interested in bugs then the staff for that group may plan experiences for the week that involve this interest. Spontaneous experiences are great also. If children are constantly playing in the water area, then the staff may give them watering cans to water the plants or pour water into the sand area. The staff gear their activities towards the youngest children of the group with the flexibility of adapting it for those older children. Since the children learn best through play, a large part of the day is spent engaging in “free play” which means that they can choose which areas to play in. Children can choose where and who to play with. The staff in each room will take turns organizing a specific area for development to add variety and develop specific skills. For example, one week staff will put out measuring and counting activities in the science area, then add colour mixing activities the next week. Each individual child will learn something from this, regardless of their age or developmental level. Since a big part of a child’s development includes some degree of risk taking, this is encouraged in a controlled environment. The children all share the playground in the back so at times there will be 2-3 mixed age groups outdoors. The infants have their own play area. The playground is located at the back of the centre, which all rooms have access to through their own room. The play space is still a work in progress with grass and some equipment. The idea for the playground is to have a large climber with slides, a pergola, slides and a tunnel to crawl through, a tree house with a slide, a sand area, and a rubber bike path. The entire outdoor play area will eventually be artificial turf to keep it looking fresh and inviting. We arrange the rooms into different centres for play that enhances the children’s development. For example, every room has some quiet activities such as books and puzzles that help them learn reading and writing and memorization skills. In another area there may be a hairdressing shop with spray bottles, combs, curling irons, etc. where they can role play, learn turn taking and sharing skills. We have a daily

schedule set up to incorporate all the areas that are important in the development of preschoolers; eating, outside play, rest time and of course play time. Transitioning from one activity to the next may be difficult for some children, so warnings or cues are given that the activity will change. For example, the children know that after snack is activity time, then outside time, and after morning outside time is close to lunch time. We change the schedule from time to time to incorporate community experiences such as taking smaller groups of children to the library for reading time in the afternoon instead of the usual rest time or in the summer we go to a park and have a picnic lunch or go to the splash park. Sometimes we invite guests into the centre to speak to the classrooms. Play is role modeled by caregivers and their interaction with the children during play, whether it be reading stories, facilitating a science experiment or playing ball outside. We have yearly observations for each child to know their strengths and areas for improvement and a copy is provided to the families. Parents can set up a time to meet with their child's caregiver to discuss their child's observation. We have monthly staff meetings to enhance our program and we have two professional development days per year where we can attend a workshop or conference that relates to our work with children and families. Staff here at Happy Feet Early Learning Centre take an interest in your child!!!

29. Infant Curriculum Statement

In the Infant Program at Happy Feet Early Learning Center, each child is our curriculum. All curriculum happens in an informal learning environment during caregiving routines, exploration and play, and transition times.

Diaper changes are a special time when each child has one on one time with their caregiver. All caregivers participate in diaper changes during designated times (as well as those that are unscheduled). Staff and child use this time to engage in conversation. As the staff is changing the diaper, they will explain what is happening (children are put at ease when they know what is happening and what to expect), this is also a time when meaningful conversations may occur, and communication skills are developed. Every diaper change is recorded and can be a tool for caregivers and/or parents/guardians to see daily to assess potential health concerns.

During meals and snacks caregivers and children sit together at an appropriately sized table with child size chairs. Children choose their own seats and can come and go on their own. The children who require a highchair sit in the same area, so they can be part of this social time. We strive to maintain a pleasant social environment with a lot of meaningful conversation as well as conversation directed at children's wants and needs. Again, this is an excellent opportunity to develop communication skills by encouraging children to communicate when they are finished eating, if they want more, etc. Social skills are also developed during this time as children are sitting near each other in a group environment. Social skills include; having to wait briefly while staff help another child, curiosity about others food items, conversation amongst themselves, and copying behaviours. Children who have no interest in feeding themselves often wait to try when they see others being independent. Staff encourage this independence and provide them with the appropriate tools and time to master this skill. Most children eat lunch at the same time as this portion of the day is consistent with most family's schedules for this age group. Children who are not eating are able to join children at the table or continue their own exploration of the room. Snack is provided by the centre twice a day, when it would be needed by the majority of children. Generally, all the children choose to eat at this time as they see others doing so. Children that require additional or varying eating schedules are accommodated as needed. During naptime, each child has their own playpen to sleep in with their own things (from home). Staff spend time with each child to create an environment as close to home as possible. We rub backs, bottle feed while sitting with children or holding them. Most children do sleep at the same time, as they are very

close to the same developmental levels and have similar sleeping patterns. Those infants that require additional or differing sleeping times are also accommodated as needed. Children who are awake while others are sleeping continue free play time in a designated portion of the room, while the infant(s) who are sleeping have a calm area in the room where lights are dimmed, and calming music is played. This sleeping space is always visible to all staff, but at a comfortable distance from those that are awake.

As children and their families arrive at the centre they are greeted by friendly caregivers. At this time, parents/guardians share information from the morning or previous evening that may impact their child's day. Staff will ask questions such as, "how was your morning", or "did he/she sleep well last night", as a way of opening the lines of communication. Staff will write information in a communication book to ensure information gets passed on to all caregivers. Separation can vary for each family and we support families in their choice of what is needed for them. Sometimes, this means a quick goodbye and the child is passed directly to a Staff or families may join the child in their environment and leave when the child is engaged in play. During departures, caregivers relay information about each child's day. This is done both verbally, through conversation and written, using the "Fastoche Journal" system staff record information about each child's eating, sleeping, interactions and any information and/or milestones that may have occurred during the day. Transition times occur regularly throughout the day. Anytime children move from one activity to another is a transition. Important developmental skills are learned during these transition times and our Staff ensure that each child is able to transition in a way that is developmentally appropriate for them. During transition times children experience some waiting. As waiting may be new for children at this age level, wait times are kept as short as possible. While snack and/or lunch is being prepared by 1 caregiver, children are able to continue playing and exploring. When snack is prepared, children are asked if they would like to eat, and wash hands and move to table as they are ready to do so. Turn taking is introduced during hand washing (children that do not have the ability for any wait time wash hands first and those that are able wait longer). Independence is fostered during these times by allowing children to walk to the sink on their own, dry their own hands and choose their own place to sit. We go outdoors in two smaller groups of 4 children so children can move outdoors soon after they are dressed. Children transition themselves by using non-verbal clues to move from one activity to another; when they see caregiver sanitizing table, they go to wash hands, when they see caregiver get outdoor clothing, they get their own outdoor clothing from cubbies.

Culture and diversity in the infant room is supported in many ways. Families using the centre represent our very diverse community. Families converse with one another in a variety of languages and we use as many familiar words as we can when interacting with the children. The infants love music and singing songs, we are able to bring both familiar and unfamiliar music and songs and introduce them to the children. Pictures, books, toys and materials are throughout the room that depict a wide range of cultures, ages and abilities. We make every effort to make each family and their lives a part of our space. Free dinners are offered seasonally for families to join their children at the centre, we post pictures of the children and their families in the room and encourage families to spend as much time in our room with their child as possible. As most of the children are at varying developmental abilities, each child is given the opportunity and encouraged to move at their own pace. Toys of varying developmental levels are always accessible to children. Most toys have multiple functions and can be used by all the children in different ways stacking, sorting, matching, building, exploring texture etc. When children's abilities reach a new developmental level or children are no longer interested, toys are rotated, and new ones are brought out to meet their current needs. Riding toys, low furniture for climbing and a tunnel for

crawling through are accessible daily to promote gross motor development. Activities that are appropriate for each child's developmental ability are provided and made available to children regularly. These activities include, but are not limited to; crayons for colouring, water play and texture activities. Children do not have to participate in these activities but are encouraged to investigate them. Communication is ongoing throughout the day. Staff use words to label what children are doing, what the caregivers are doing, and we are always engaged in conversation with the children. Each child has a unique personality and may have very different emotional development and/or emotional expectations. To support each child's unique thoughts and feelings we label what their emotions look like to us "you look mad, are you mad". We also rely strongly on our facial expressions to convey emotions, "I am very happy" (with a very big smile). Instead of telling the children what they should feel, we ask questions "Are you hurt? Would you like a hug?" and let them decide what they need. There are many spaces in the room for children to be alone if they wish.

Cognitive development is fostered by allowing children to explore things in their own way. For most infants this means using both their hands and mouths. A child is given as much time to explore by these means as needed before items are sanitized. We also role model what items can be used for and allow them to experiment.

Although we do have a very general daily schedule, the infants are given the opportunity to move throughout the room at their own pace; engaging in activities as they want. The room is arranged in a way that allows the children to move from space to space on their own. There is space for both group play and/or solitary play.

30. Code of Conduct

30.1. At Happy Feet Early Center, we strive to provide a safe, caring, learning environment for children, staff and families. We believe in equality and respect diversity.

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

30.2.1. Management and staff members

30.2.2. Children

30.2.3. Parents/guardians of children enrolled

30.2.4. All others involved with our centre.

30.3. Guiding Principles for Appropriate Behaviour

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

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

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

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

30.4. Developmental Principals for Appropriate Behaviour

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

30.5. Appropriate Use of Technology

- 30.5.1. All children, parents, staff and others involved in our centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.
- 30.6. Unacceptable Behaviours
 - 30.6.1. The following behaviours by children, staff, parents and others involved in our centre are unacceptable:
 - 30.6.1.1. All forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive.
 - 30.6.1.2. Harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome.
 - 30.6.1.3. All forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise.
 - 30.6.1.4. Discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability.
 - 30.6.1.5. Actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.
- 30.7. Proactive Strategies
 - 30.7.1. We actively strive to create an environment that supports the health, safety and well-being of the children by:
 - 30.7.1.1. Having realistic developmentally appropriate expectations for behaviour.
 - 30.7.1.2. Setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviours.
 - 30.7.1.3. Planning a program based on children's interests and developmental needs.
 - 30.7.1.4. Establishing consistent yet flexible schedules and routines that help children gain trust, security and self-control.
 - 30.7.2. We create a positive environment for children, parents, staff and others involved in our centre by:
 - 30.7.2.1. Developing positive relationships, including making time to talk and listen.
 - 30.7.2.2. Establishing clear, consistent, simple limits;
 - 30.7.2.2.1. Stating limits in a positive way and periodically reminding people.
 - 30.7.2.2.2. Providing explanations for limits.
 - 30.7.2.2.3. Working together to solve problems.
 - 30.7.2.2.4. Modelling and encouraging appropriate behaviour.
- 30.8. Consequences of Inappropriate Behaviour
 - 30.8.1. We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in our centre by:
 - 30.8.1.1. Reminding people of expectations and limits.
 - 30.8.1.2. Using a respectful approach to explain why a behaviour is inappropriate and what is expected.
 - 30.8.1.3. Talking only about the behaviour, not labelling the person.
 - 30.8.1.4. Responding sympathetically and acknowledging feelings.
 - 30.8.1.5. Establishing natural, logical consequences.
 - 30.8.2. Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- 30.8.2.1. Using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate behaviour.
- 30.8.2.2. Having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future.
- 30.8.2.3. Developing a written contract with an adult or older child that outlines specific explanations with consequences.
- 30.8.2.4. Giving a written warning that outlines specific concerns and consequences if the behaviour continues.
- 30.8.2.5. Accessing outside resources for help, such as:
 - 30.8.2.5.1. A behaviour specialist or other professionals to help staff understand and reduce a child's inappropriate behaviour.
 - 30.8.2.5.2. Child and Family Services to access parenting supports.
 - 30.8.2.5.3. Mediation services to resolve conflicts between adults.
 - 30.8.2.5.4. The Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the behaviour involves discrimination and harassment.
 - 30.8.2.5.5. The police to assist with threatening behaviour.
- 30.8.3. In extreme cases, we will take additional steps such as:
 - 30.8.3.1. Suspending or dismissing a staff member
 - 30.8.3.2. Suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour.
 - 30.8.3.3. In the case of a visitor not allowing the person to return to the centre.
 - 30.8.3.4. Contacting the police and/or Child and Family Services (CFS) if the behaviour is illegal such as abuse assault or threatening another person.

Family Resources

1. Eastman Child and Family Services
323 Main Street Steinbach Manitoba
R5G 1Z2
Phone #204-346-734

The Department envisions a fully accessible province where diversity is respected, where people with a range of abilities feel valued as full citizens and where people who are vulnerable or at-risk live with dignity and security. The Department strives for a province where all Manitoba women are equal and enjoy full participation in all aspects of social, economic and political life, free from exploitation and violence.

Their philosophy is working to help keep children, families, and communities safe and secure, while supporting citizen development and well-being. Family Services works towards achieving gender equality by advancing the social, economic, legal and health status of all women in Manitoba.

2. The Steinbach Family Resource Centre
101 North Front Drive
Steinbach Mb.
R5G 1X3
Phone # 204-346-0413
Fax #204-346-0417
email: family@steinbachfrc.ca

The Steinbach Family Resource centre connects families to education, resources and support. They are dedicated to serving growing families and families with children across Southeast Manitoba.

Their philosophy is: We provide a place where any family can come to find help and support. We believe that community does not just happen; it is intentional. Every family counts!

3. Southern Health Sante -Sud Child Health Clinics St. Pierre

www.southernhealth.ca

Phone #204-433-7611

Their vision: Healthier people, Healthier communities, their philosophy is described as Partnering with our communities, we provide safe, accessible and sustainable people-centred health care.

4. Children's Disability Services:

242-323 Main Street

Steinbach, MB

R5G 1Z2

Phone: 204-346-6390

Fax: 204-346-6394

Regional Finance Email: EastmanCds@gov.mb.ca

Their vision is to maximize the overall developmental potential of children by transferring skills and knowledge to parents/caregivers and by building on families' strengths.

Their philosophy is to support families who are raising a child (or children) with developmental or physical disabilities, to meet the additional needs they may have.

5. Eastman Immigrant Services:

D4-284 Reimer Ave

Steinbach, Mb

R5G 0R5

Their goal is to connect with and support newcomers and *immigrants* in the *Eastman* region as they establish their new life in Canada.

Their philosophy is described as informing, supporting, and empowering both newcomers, and the receiving communities. As such, we emphasize a collaborative approach where we work with community. Just as the old saying goes "It takes a village to raise a child", we Believe it takes a community to integrate newcomers.

<https://www.southernhealth.ca/en/finding-care/care-by-topic/parents-parents-to-be/families-first/>

6. Regional Manager - Public Health-Healthy Living
Phone #204-428-2784

Their vision is to offer resources for home visiting supports, supporting positive parenting to families with children from pregnancy to age five.

Their philosophy focuses on building strong family relationships and connecting families with resources to best meet their needs.

Also: Healthy Baby Program-Southern Health Sante-Sud

<https://www.southernhealth.ca/en/finding-care/care-by-topic/parents-parents-to-be/healthy-baby/>

7. Hanover Parent and Child Community Programs:

Student Services

60 Fourth Street

R5G 0V1

Phone # 204-326-9829

Fax #204-326-6477

Hanover parent Child Community Centres are open to all parents and their children in each school community. The programs are facilitated by an Early Childhood Educator and provide parents with an opportunity to play and learn with their children and talk with others about the joys of parenting.

8. Jake Epp Library:

255 Elmdale Street

Steinbach Manitoba

R5G 0C9

Phone # 204-326-6841

<https://jakeepliblibrary.com>

The Jake Epp Library offers many services for families to use, plus numerous programs for everyone.

9. Steinbach Community Outreach Drop-In Centre:

345 Loewen Blvd.

Steinbach Mb.

R5G 0L1

Phone #: 204-380-2692

Their mission is to assist people experiencing poverty and lack housing by filling in the gaps left by other organizations. They seek to accomplish this by meeting their essential needs,

such as food, shelter, clothing and relationships while treating people with dignity and respect for who they are; and to support their journey towards holistic wellness.

10. Eastman Crisis Centre Inc:

Agape House

Phone #: 1-877-977-0007 or 204-346-0028

Their focus is to advocate for healthy relationships and a future free from abuse.

11. ROC Eastman

<https://www.roceastman.ca>

Phone #: 204-371-2887

Text: 204-371-2887

Email: info@roceastman.ca

Recreation Opportunities for Children (ROC) is a recreation-focused registered Canadian Charity that assists with the challenges of activity registration, transportation, equipment and supplies, as well as providing a unique and personal learning program to each and every child and their family.

12. Steinbach MCC Thrift Shop

409 Main Street

Steinbach Mb

R5G 1Z6

Phone #: 204-326-6642