



# PARENT HANDBOOK

Effective: May 11, 2023

UWSA Day Care

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## **1. Welcome to the UWSA Day Care**

Welcome to the University of Winnipeg Students' Association Day Care Centre. We look forward to having your children in our care and having many positive experiences.

This parent handbook is designed to provide you with the necessary Centre policies and information. It is important that the entire package is read and understood. If you need clarification, please ask the Director or Centre Supervisors.

### **Mission Statement**

UWSA Day Care is a not – for – profit organization, committed to providing safe, high quality, multicultural and inclusive child care for University of Winnipeg students, staff, and faculty, and for members of the community on a full time or part time basis, accommodating the needs of parents.

The goal of University of Winnipeg Student Association and Day Care's Management Committee is to ensure happy children, satisfied parents, and high-quality staff in a respectful and healthy environment.

### **Vision**

UWSA Day care is committed to meeting the needs for high quality childcare for University of Winnipeg students, faculty, and staff, and for members of the community at large.

## **UWSA Daycare Land Acknowledgement**

University of Winnipeg Student Associations Daycare is built on the land of the First Nations People. We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit and Metis People in the spirit of truth, reconciliation and collaboration.

Treaty One lands is the home of the Anishinaabe, Cree, Oji-Cree, Dakota, Lakota, Denesuline peoples and the homeland of the Red River Metis.

## **Commitments to Learning and Re- Learning**

The purpose of our land acknowledgement is to recognize the harms and mistakes of the past that have devastated and severed Indigenous communities and to communicate how we are actively participating to relearn the truths of our history.

We are committed to learning and sharing knowledge about the Indian Residential School System, 60's scoop and the continued apprehension of Indigenous children known as the "Millennium Scoop". These policies negatively impacted the culture and identity of Indigenous families and communities and many still do not have access to clean drinking water, nor are able to participate in traditional practices that are central to their identity and well-being.

We aim to support decolonization by committing to creating an organizational culture that centers Indigenous voice, traditions, and ways of knowing and being. We practice this with the continual evaluation of our current policies and customs. Through collaboration with our Elders, Knowledge Keepers, Cultural Advisors, community partners, and our Indigenous families and educators, we strive to provide our children with a rich diverse curriculum in each classroom by offering materials about Indigenous history, teachings, and culture.

We aspire to strengthen both ours and the children's relationship with the land by listening and engaging in conversations and learning opportunities and making their words and work visible.

## **Program Components**

Our program is divided into several components.

- Infant/Toddler: Children 3 months to 2 years of age (1:4 child/staff ratio)
- Infant Room 1: Infants mostly under 1 year of age (1:4 child/staff ratio)
- Infant Room 2: Children 1 to 2 years of age (1:4 child/staff ratio)
- Preschool Room: 4 infants (over 18 months) and 12 younger 2 years old (1:4 child/staff ratio for infants and 1:6 for 2 years old)
- Preschool 1/2/3: Children 2 to 3 years of age (child/staff ratio ranges from 1:6 to 1:8, depending on the number of 2 and 3-year-old children)
- Preschool 4/5/6: Children 3-6 years of age (1:8 child/staff ratio)

Children in the Infant/Toddler programs will progress to the Preschool Program once they turn two. Their next move will be to the Preschool 123 rooms. In the days leading up to this move, your child will have a minimum of three planned visits with the staff in the Preschool 123 rooms. Your child will get to know the other children and staff by joining in for play, snack, lunch, and naps. You can help with this transition by introducing yourself to the Preschool 123 staff, spending some time with your child in the Preschool 123 rooms, and talking about this change with your child. Your child's locker space will move, and staff will update you on these changes.

Your children's Emergent Curriculum Programming will be documented for your information on bulletin boards outside of the respective programs.

We also inform you about your child's experiences and daily routines through the HiMama (Happiness is Memories and Magic) mobile app. We use HiMama in the Infant/Toddler, Preschool, Preschool 123, and Preschool 4 rooms. If you choose to create an account, our educators will use the mobile app to record activities and updates of your child's day and send them to you via email. You may receive information about toileting, naps, snacks, activities, and candid moments. For information about this app, such as policies on privacy and security, see:

<https://www.himama.com/>

## 2. Philosophy

The UWSA Day Care welcomes children between the ages of 3 months and 6 years (or Grade One, whichever comes first) without discrimination against any aspect of their humanity. We respect that families come from many different backgrounds and reflect a wide variety of cultures, life experiences, lifestyles, and abilities. Our program curriculum celebrates this diversity.

The UWSA Day Care believes in providing a warm, accepting, and stimulating place for children who spend their day away from home. It is our policy to support parents and children as a family unit, and to encourage parents to become involved in the Centre as their time and personal resources permit. We encourage parents to volunteer time in the Centre, both as support and continuity in their child's circle of care.

We believe that children learn through play. A variety of opportunities for play are provided to encourage social, emotional, physical, and intellectual development. It is not our purpose or intention to provide any formal instruction in printing, number work, or reading. However, the development of the concepts underlying these skills will be encouraged, as opportunities for learning will occur naturally throughout the day. We support an Emergent/Child Inspired Curriculum and we are not theme based.

We are committed to hiring our staff based on the principles of inclusion. You will see a diversity of cultural backgrounds and a respect for gender equality reflected in our staff. This means that each staff member is held to the same high expectations and job description.

### **3. Eligibility**

There are 128 spaces in the UWSA Day Care for children 3 months to 6 years of age (or Grade One, whichever comes first). Children of university students, staff, and faculty, as well as children whose parents live or work in the community, are eligible for enrolment. Priority is given in that order.

Preference is given to families requiring full-time care. Families requiring part-time care will be accommodated as we are able. A child attending more than four hours a day, five days a week is considered full-time.

Parents may register their child on the waiting list by completing the online application provided by Manitoba Early Learning and Child Care.

Once the parent is offered a spot in the Day Care, a \$50 registration fee will be charged to secure enrolment.

### **4. What to bring for your child in the Day Care**

#### **First Day List**

- Child care fees
- Registration form or info, if not already at the Centre
- Inside shoes (labeled)
- Lunch
- Extra clothing (labeled). Each child should have a complete change of clothes suitable for the season at the Centre. All clothing should be labeled with your child's name.
- Appropriate outdoor clothing (labeled)



- In addition to these items, children who are not toilet-trained or “in training” should have at least three changes of clothing, as well as a supply of disposable diapers. It is the parent’s responsibility to ensure the Day Care has an adequate supply of diapers to meet the daily needs of your child.

Children adjust to their first days at Day Care differently, and the length of the adjustment period varies as well. Separation anxiety is a common reaction for children. We will do what we can to help your child become comfortable with the new setting. You can help by assuring your child that you will return after school/work. We expect parents will develop a healthy goodbye routine with their children, which will help develop trust and shorten the adjustment period.

**If during the first few days you would like to call to see how your child is doing, we encourage you to do so. This is a good idea for both you and your child.**

## **5. Subsidy and Payment of Fees**

### **Fees**

Basic fees are assessed according to the Province of Manitoba’s Schedule for subsidized day care centers. All parent fees are billed for four (4) weeks in advance. They must be paid on the child’s first day and by the first day of every billing period. The billing period details are posted on the parent bulletin board for your reference. An invoice will be emailed or placed in your mailbox a week before its due date.

The day care reserves the right to implement optional charges for other services, such as activities and snacks. These charges are optional but if you wish to opt out you must provide written notice to the director at least 7 days before the first day of a billing period. Notice for any new supplementary charge(s) will be provided least one billing period in advance.

Parents will pay full fees on all statutory or general holidays, vacation time and professional development days. Since we are closed between Christmas and New Year (December 25 – January 1), parents will be charged for 18 days during that billing period.

We accept cash, cheque, and Debit /Visa/MasterCard within office hours.

### **Subsidy**

Subsidy applications must be submitted to Manitoba Learning and Child Care (MELCC) before the child starts Day Care. Subsidies are approved through MELCC and not through the Day Care.

Our Centre receives copies of all subsidy information you receive. We keep this information on file and strongly recommend you do the same.

### **Request for information**

When required information is not submitted with an application a “request for information” form will be issued. If that information is not received by the due date stated, a final request for information may be issued. If the information is still not received, the subsidy will be suspended.

### **Approval for Child Care Subsidy**

Once processing is complete, a subsidy approval form will be sent to you. Please note the following:

- *Approval period* – This is the length of time you will be subsidized.
- *Allowable Absences* – This is the number of days your child may be absent from the Centre and still receive subsidy. If all allowable absences are used prior to the end of your approval period, parents will be responsible for paying full fees for any further missed days within that approval period.

- *Maximum days approved per 4-week period* – This states the number of days you are subsidized per 4-week billing period.
- *Family Contribution* – This is the amount partially subsidized families must pay for each 4-week billing period. This is in addition to the \$40.00 non-subsidized fee per billing period.
- *Child Identifier* – Each subsidized child is assigned a number which will be used whenever corresponding with the subsidy office.

### **Subsidy Renewal**

A renewal notice will be sent to you from MELCC. **If one is not received, it is the parents' responsibility to ensure reapplication forms are submitted.** Please complete promptly to ensure continued subsidy. If the subsidy is not renewed by the stated due date, parents will be billed for the full cost of care for each day until the new approval period is established.

### **NSF Cheques**

If a cheque is returned due to non-sufficient funds (NSF), a NSF fee charge of \$20 will be applied.

## **6. Termination**

The following circumstances may warrant termination of services to parents:

- Non-payment of fees
- Non-compliance with UWSA Day Care Policies
- Parent's abusive language or behaviour towards any staff member
- Late pick up of your child

Upon non-compliance to any of the above, parents will be notified in writing. A physical attack with the intention of injuring a staff member will result in the immediate dismissal of the offender's child.

## 7. Withdrawal

**Written notice of withdrawal** of a child from the Centre is required **two weeks in advance**. Should this not be given, parents will still be required to pay the fee for the two-week period after the date of notice.

If time away is planned for you and your child, please inform us. If your child misses five consecutive days, and there has been no contact between parent and Day Care, the Director will try to reach you. Should the Director be unable to reach you, your child's space will be considered open and available. Please keep in touch.

## 8. Hours of Operation and Late charges

As the University of Winnipeg Students' Association Day Care, we operate around the University's fall and winter semester daytime class schedule. Hours of operation are from 7:30AM to 5:30PM, Monday to Friday.

A late charge equivalent to the current daily fee will be charged for every fifteen minutes a parent is late. Failure to pay late charges and/or a parent being late on three occasions may result in a notice of withdrawal of Day Care services.

The Day Care will be open every working day of the year with the following exceptions: weekends, statutory holidays, the week running between Christmas Day and New Year's Day, and two (2) planning days / conference throughout the year. There may be a few additional early closures throughout the year. You will be given appropriate notice of these.

## 9. Child's Arrival and Departure

- Parents are responsible for dressing and undressing their child upon arrival and departure times.
- The Day Care assumes responsibility for the child when the child is brought into the playroom and our childcare staff is notified of the arrival. Parents assume responsibility for the child when they arrive in the playroom and pick up their child.
- Parents must accompany their child into the playroom, assist with hand washing, and notify childcare staff of their arrival and departure. Children are not to be left unattended in the rooms, hallways, or the locker room.
- Parents are responsible for checking their child's diaper to ensure it is clean and dry before leaving the center.
- Please phone if your child will be absent or if you are going to be later than usual. If we find ourselves waiting, it may affect a planned outing or activity for the other children.
- Parents may be required to take the child to meet the others at the Greenspace playground.
- Please check your child's locker daily for neatness; taking home artwork and any soiled clothes that may need laundering.
- Please check your parent mail slot daily for messages. Also please check bulletin boards and white boards for important information.

- Your child will not be released to anyone who is not listed on your registration form as an Authorized Pick-Up Person
- If your child is to be picked up by someone other than those named by the registering parent, please give staff the person's full name ahead of time. If the person is unfamiliar to the staff, he or she will be asked for identification. Please notify the person who is coming that they will be asked for identification because your child will not be released if the person does not have identification. Your child will not be released to anyone below fourteen (14) years of age.
- The staff on duty who perceives a parent to be under the influence of a substance i.e. alcohol or drugs, cannot deny a parent access to their child. If in the opinion of the staff the parent is a potential threat to the safety of the child, we will suggest the parent call another person to accompany them home. If the parent refuses, and is driving a vehicle, the staff must call 911, give the license number of the vehicle and inform the police of the situation. The members of the Day Care staff are required to call Child and Family Services to inform them of the situation.
- A copy of the custody paper or restraining order must be on file at the Day Care before we can deny a parent access to their child.
- We have a loading zone outside the front entrance of the Day Care on Furby Place. Cars must parallel park facing the direction of traffic. This is city property and parking authorities will ticket cars facing the wrong direction. The parking lot adjacent to the Day Care is paid parking and is available to you if you would like to park for longer periods of time. Vehicles parking in this lot without paying may be ticketed by the University. Please take care not to park in the accessible space that is located next to the Day Care in this lot without a permit. This is not a short-term parking spot and is subject to ticketing if one is in violation.

## 10. Communication/Confidentiality

- Confidentiality: will be maintained by all staff and must be maintained by all parents as well. At no time will we discuss children enrolled in our program with persons other than their parents or guardians. Your child's registration information will only be accessed by Child Care Centre staff and MELCC, with the following exceptions:
  - An emergency or injury to the child where medical information will be released to the proper authorities and medical staff attending the child.
  - In the case of suspected abused to the appropriate child welfare departments.
  - Police or First Responders in the event of an emergency.
- Change in Information: In order to keep your child's file accurate and up to date, you are responsible for informing us of changes to your child's record, including family information.
- Parent Mailboxes: Each family will be assigned a mailbox. Please ensure you check your mailbox for receipts, invoices, and correspondence.
- White Board and Bulletin Board: Information is written on the White Board and posted on a Parent Bulletin Board daily to keep you updated on important issues, upcoming events, communicable diseases, etc.
- Students from RRC, ACC, University of Winnipeg, Manitoba Institute of Trades and Technology, St. Boniface University, and University of Winnipeg Collegiate may attend the Centre as part of their studies under the direct supervision of our staff. They may be required by their instructors to record observations of a child for educational purposes only. In some cases, identifying information such as gender and age may be shared with instructors and classmates as part of the process of training. For this purpose, prior consent is not required.

- Some local researchers (e.g. academics from the University of Winnipeg) may ask if they can include children at the UWSA Day Care in their research studies. Any observations or testing conducted at the UWSA Day Care for the purposes of research will require the consent of the child's parents or guardians. Additionally, the Ethics Board of that institution (e.g. the University of Winnipeg Human Research Ethics Board) will vet all research projects before any data collection occurs.

## **11. Nutrition/Food**

- The Centre will provide a morning and afternoon snack. These will consist of foods from 3 of the 4 food groups (i.e. fruit / vegetable, meat / protein, bread product, milk / milk product). Weekly menus are posted for your information. Also, 2% milk for preschool children and 3% for infants will be offered during lunchtime.
- Parents are required to provide lunch for their child. To promote a healthy diet as a life skill, the Centre encourages parents to send nutritious lunches. These should include a bread product, a fruit or vegetable and a protein (e.g. meat, fish, yogurt, and cheese). We trust you will make good food choices for your child and recommend whole foods, e.g., rice, veggies, pasta, yogurt, fruit, etc. We discourage sending food low in nutritional value or high in sugar such as chips, candy, pop, juice, and pastries.
- Children bring their lunches from home in labeled lunch kits. All containers and contents should also be clearly labeled. You can use the refrigerators in the child's room to store lunches.
- In an emergency situation, the Day Care will provide a lunch for a child who has come without one. There will be a \$5.00 charge.



- UWSA Day Care is a nut safe childcare Centre. The Centre does not provide nut products in snacks, nor do we serve peanut butter. For the safety of all of our children, we ask that parents do not send nut products or products that “may contain traces of nuts” in the child’s lunch. This includes, but is not limited to, peanuts, almonds and cashews. For children with nut allergies, the presence of these foods can be a life or death situation.

If a product of this nature is sent in a child’s lunch, the child will not be permitted to eat it, and a note will be sent to the parent. Parents must be diligent in checking all food products prior to sending them to the Centre. Please send prepackaged food in the original containers so staff can check ingredients.

From time to time, The Centre will send out notices regarding other severe allergies that may be present. At that time the parent will be advised of procedures to follow.

## **12. Allergies/Dietary Restrictions**

All allergies and dietary restrictions should be disclosed at the time of the child’s registration and should be listed in the child’s file. Please keep both the Executive Director and staff informed in the event of any changes.

All parents of children with asthma and/or anaphylactic allergies must complete URIS forms prior to their children being cared for at the Centre.

Epi-pens/Asthma inhalers: If the child has an Epi-pen and/or asthma inhaler, one must remain at the Centre while the child is in attendance. The child will not be allowed to stay at the Centre if there is no Epi-pen and/or inhaler. The staff will notify the parents of its expiration date so that the parents may acquire a new epi-pen/inhaler. The new Epi-pen and/or inhaler must be at the Center a week before the expiration day.

Once the Epi-pen is used, both an ambulance and the parents will be called immediately, and the child will be transported to the hospital. Parents are responsible for covering the ambulance fees.

### **13. Nap and Quiet Time**

- Parents are asked to keep staff informed as to whether or not their child is to nap. Parents and staff mutually agree upon the length of nap.
- All napping children have their own cot and sheets.
- Children who are not sleeping after 30 minutes will be permitted to get off their cot.

### **14. Clothing**

- Please send your child suitably dressed for having fun. Children should not have to worry about getting their clothes dirty.
- Please keep an extra set of clothing in your child's locker at all times (pants, shirt, underwear, and socks). All clothing should be labeled.
- Weather permitting, the children play outside every day. Please ensure that they have appropriate clothing. Winter weather requires hats, mittens, scarf, snow pants, jacket, and boots. Summer weather requires hats, shorts, bathing suits, and towels.
- Children need to wear shoes in the Day Care at all times.
- Please take soiled clothing home for laundering at the end of each day.

## 15. Sick Policies

### **UWSA Day Care Illness and Medication Policy**

Those of us who care for your children during the day are very concerned about their health and safety. The source of information contained in this policy handbook is from The Canadian Pediatric Society.

#### **Illness**

Please review this section very carefully. Because children get sick without warning, parents are advised to have a back-up childcare plan in place. Additionally, in advance of beginning care at UWSA Day Care, you are encouraged to discuss your child's health with your health care provider. Please ensure your child's vaccination history is up-to-date.

For everyone's well-being, ill children cannot be admitted to the Centre. We have the right to refuse to take a sick child into care and to determine when a child is too ill to remain in care. Prompt treatment of any illness will facilitate the child's early return to health and to the Centre, and will minimize the possibility of cross infection for other children.

In order to ensure the overall health and safety of all children, we ask that you not bring your child to the Centre if he/she has:

- An elevated temperature of over 102 F/39C or greater OR unresolved fever of greater than 99.5F/37.5c over the past 72 hours.
- Vomited within a 24-hour period.
- Diarrhea (an increase in number and looseness of stools) lasting 12 hours or more.
- Eyes/ears that have any kind of discharge.
- Visible rashes that have not been diagnosed by a physician.
- Any known or suspected communicable disease being followed by Public Health including COVID-19 (please see "Resources" section for further information).

Children attending UWSA Day Care must be excluded from the Centre for the first 24 hours after starting a course of antibiotics.

Your child must be able to participate in all daily activities at Day Care including outdoor play before returning to the Centre.

Please advise the Centre if your child has a contagious condition that has been diagnosed by a physician. Please also advise the Centre if your child is diagnosed with or tests positive for COVID-19 so that contact tracing and notifications can occur when possible. You will be informed of any contagious condition your child may have been exposed to at the Centre if the Director is aware of it. Parents are asked to use responsible judgment and consider preventative testing and/or isolation of children who are exposed to COVID-19 through close contacts, especially when there is a case within their immediate household, and even if the child is asymptomatic.

If a child becomes ill at the Centre and the childcare staff considers a child too ill to be exposed to other children, that child will be removed from the group and kept as comfortable as possible while the parent(s) are notified. The parents are expected to make arrangements to pick up their child within the hour. In the event we are unable to reach you, we will call the emergency contact to pick up your child.

Should your child develop a temperature of 102F/39C or higher during the day, the staff will contact you immediately to arrange pick up.

The program at UWSA Day Care includes indoor and outdoor play, weather permitting. Your child should return to the Centre well enough to participate in outdoor activities. Children are not permitted to stay inside, as our staffing does not allow for this.

### **Public Health Orders & University Health Policies**

The Daycare will follow all public health orders and public health guidance, whether related to COVID-19 or other infectious diseases. As part of the University of Winnipeg community, the Daycare will also follow any campus-wide public health directives such as mandatory mask wearing or vaccinations. If there is believed to be increased spread of a serious communicable disease within the Daycare, such as child-to-child transmission, rooms may be preventatively closed at the Director's discretion.

### **Medication**

There are strict procedures in place concerning the administration of medication to children at UWSA Day Care.

In the event that your child requires medication, we ask that you comply with the following:

- A Medication Authorization Form giving parental consent must be filled out and handed in to the Centre for each prescribed medication (including puffers and Epi-pens). The form must be filled out with specific instructions as to time and dosage. The Centre cannot administer medication under instructions such as "if you feel it is necessary/as needed". Exceptions can include medications to ease Asthma and/or allergic reactions to be administered as necessary once the parent or guardian has clearly outlined the conditions and indicators/symptoms that require administering the medication on the Medical Authorization Form.
- All the medication prescribed by a physician must be in the original container with a pharmaceutical label identifying your child's name and how the medication is to be administered (i.e., dosage and frequency).
- Documentation is required from a physician for medications that are non-prescription.

- Medications must be given directly to staff by the parent on each and every day that the child requires the medication.
- Medications will be stored in a locked container in the refrigerator or designated cupboard as required.
- Epi-pens and puffers will be kept at close hand by the staff as required by your child's condition.
- It is the parents' responsibility to take the medication home for the evening. Medications cannot be sent with the child or left in their lunch boxes or lockers.
- Please do not leave any over-the-counter medication (Tylenol, decongestant, vitamins) in your child's personal bag or in their locker. These will not be administered and may be harmful to others.
- The Centre will NOT keep Tylenol, etc. on the premises to administer to your child in case a fever develops unless a note from the physician is provided stating that it is medically necessary. A Medication Authorization Form must be filled out in these cases.

## **Resources**

### **Over-the-phone health advice:**

Health Links: 204-788-8200

### **Reputable online health resources:**

<http://wrha.mb.ca/>

<http://www.gov.mb.ca/health/>

<http://www.caringforkids.cps.ca>

**Finding a primary care provider:**

Family Doctor Finder: 204-786-7111

**Walk-In Clinics close to University of Winnipeg**

Four Rivers Medical Clinic (Broadway): 647 Broadway

St. James Street Medical Clinic: 1600 Portage Ave

Memorial Medical Clinic: 595 Broadway

Millennium Medical Clinic: 109-500 Portage Ave

**Manitoba Health Guidelines for Management of Communicable Diseases**

[http://www.gov.mb.ca/health/publichealth/atoz\\_diseases.html](http://www.gov.mb.ca/health/publichealth/atoz_diseases.html)

*[Adopted 12-May-2023](#)*

## **16. Bedbug Free Policy BBFP**

### **What are bed bugs?**

Bed bugs are brown, flat, oval-shaped insects without wings. They are about the size of an apple seed and they feed on blood. Though bed bugs prefer human blood, they also bite other mammals and birds. After feeding, bed bugs swell up and turn dark red. Being nocturnal insects, they normally bite people at night while they are sleeping. Bed bugs do not normally stay on people. After feeding, they usually return to their hiding places (e.g. on or around mattresses, box springs, and couches).

### **What do bed bug bites look like?**

Bed bug bites look like red bumps or rashes on the skin. They are usually found around the face, neck, upper body, arms, and hands. Bed bug bites do not normally have a red spot in the center. The bites may appear as unexplained bite marks, as people often do not remember being bitten.

### **Where are bed bugs found?**

Bed bugs are usually found in areas where people sleep, or sit, for long periods of time. Bed bugs prefer an environment where they can hide during the day and feed on a sleeping person at night. Although they prefer dimly lit or dark rooms, bed bugs may come into lighted areas to feed. Bed bugs prefer fabric, wood, and paper surfaces. They are often found in the folds or seams of mattresses and box springs, in or behind headboards and bed frames, behind baseboards, under area rugs, along edges of carpeting and under, or in folds of chairs and couches.

### **What is the purpose of this policy?**

The purpose of the Bed Bug Free Policy is to help add to a comprehensive program of prevention, identification and communication for treatment of bed bugs within UWSA Day Care.



### **Why is it important?**

To ensure the health and safety of our children and staff at UWSA Day Care a “Bed Bug Free Policy” has been implemented to help educate and to identify bed bugs and signs of infestation.

### **How do I know if bed bugs are present?**

Signs that there might be bed bugs in the childcare center or home include:

- Unexplained bite marks or welts on children, or others, at the facility.
- Spots (dried blood or bed bug fecal matter) on bedding, mattresses or box springs
- Cast-off bed bug skins
- Actual live or dead bugs
- A musty or sweet odor, which usually occurs with a very large bed bug infestation.

Having bed bugs does not mean that the home or childcare facility is poorly kept. Bed bugs can travel on clothing, blankets, lunchboxes, stuffed toys, or other items that are moved from one place to another. Items that most often carry bed bugs are mattresses, box springs, couches, and upholstered chairs. However, bed bugs can also be found on a variety of other items, including electronics, books, and picture frames.

If bed bugs are not properly treated at the source, there is a risk of carrying the insects into childcare facilities, other homes, or public places. Early detection and treatment are the best ways to contain the spread of bed bugs.

Having an effective response plan works.

### **Responsibility of Parents/Guardians**

- To immediately inform the childcare center if they or their child has been exposed to or has bed bugs in their home.

- To be properly informed of the methods of treatment of bed bugs and to carry out said treatments with available products as instructed.
- To ensure that they are properly treating bed bugs including follow-up treatment and daily inspection prior to drop off at the Centre of children and their belongings.

### **Responsibility of staff**

If bed bugs are suspected in the facility, staff will perform the following:

- Check blankets, backpacks, and clothing daily
- Encourage families to not send blankets or stuffed animals
- Keep individual children's belongings separate
- Put clean cloth items in a dryer, or wash dirty cloth items in hot water and then run them through the dryer
- Vacuum daily
- Carefully inspect all second-hand or donated items

### **Responsibility of Management**

Management will work with parents in providing access and direction to information regarding bed bugs if requested. Management cannot give professional advice about the treatment of bed bugs but will provide general information. Management should be seen as a resource for parents who may have questions about this issue.

UWSA Day Care staff and Management Committee will work with parents/guardians and Public Health Nurse or professionals to address the presence of bed bugs at the Centre.

### **Responsibility of the Management Committee**

The goal of UWSA Day Care Management Committee is to support an environment of mutual assurance where a child can enter the Centre and feel there is support and understanding for their health and well-being by everyone involved. The Management Committee will work with

UWSA Day Care Management and staff to assist parents who may have questions concerning this issue.

### **Communication**

In the event of bed bugs, UWSA Day Care will enforce the Bed Bug Free Policy. If bed bugs are suspected or bed bugs bites are discovered on a child while at the Centre, the parents will be contacted and provided with educational materials. Affected children will not be excluded from the program.

A letter or email will be sent to all parents that signs of bed bugs have been identified.

Educational materials will be sent home with parents alongside notification.

If a child is suspected of having bed bug bites:

- UWSA Day Care will immediately contact the child's parents/guardians to let them know we suspect the child has bed bug bites, and will provide the family with educational materials.
- UWSA Day Care will ask the child's parents/guardian to seek medical advice and a verification of the suspected bed bug bites from their family physician.
- UWSA Day Care will search childcare facility for any other signs of bed bugs.

If a suspected bed bug(s) is found on a child or in the childcare facility we will:

- Discreetly move the child from the main area to examine the child's clothing and other belongings.
- Put any bugs we find in a sealed container for identification.
- Contact a professional pest control company or public health inspector for help identifying the bug (s). Identification of the type of bug is very important.
- Store the affected belongings in a sealed plastic bag or bin to stop the spread of bed bugs.
- Examine everyone's belongings to help determine who might have brought the bed bugs to the facility.

- Ask all parents/guardians to limit the belongings children bring into the facility, including blankets, stuffed animals, and backpacks.
- Ask all parents/guardians to store items that go back and forth to the facility (e.g.: clothes, backpacks, lunchboxes) in sealed plastic containers at home to keep bed bugs from getting into them.

## **Screening**

When bed bugs have been reported within the facility, all children will be checked for bed bugs and bed bug bites by our staff on a daily basis until the infestation has been treated and has ceased.

### **Province of Manitoba Bed Bug Hotline:**

Phone: 1-855-3MB-BUGS (1-855-362-2847)

7:30am-4:30 pm, Monday to Friday

Email: [bedbugs@giv.mb.ca](mailto:bedbugs@giv.mb.ca)

Website: [www.manitoba.ca/bedbugs](http://www.manitoba.ca/bedbugs)

### **Online Resources:**

Government of Manitoba:

[www.manitoba.ca/bedbugs](http://www.manitoba.ca/bedbugs)

Winnipeg Regional Health Authority

[www.wrha.mb.ca/healthinfo/a-z/files/BedBugs.pdf](http://www.wrha.mb.ca/healthinfo/a-z/files/BedBugs.pdf)

City of Winnipeg

[www.winnipeg.ca/cms/bugline/insect\\_information/bedbugs.stm](http://www.winnipeg.ca/cms/bugline/insect_information/bedbugs.stm)

Government of Ontario

[www.bedbugsinfo.ca](http://www.bedbugsinfo.ca)

Michigan Manual for the Prevention and Control of Bed Bugs

[www.michigan.gov/documents/emergingdiseases/Bed\\_Bug\\_Manual\\_v1\\_full\\_reduce\\_326605\\_7.pdf](http://www.michigan.gov/documents/emergingdiseases/Bed_Bug_Manual_v1_full_reduce_326605_7.pdf)

## **17. Transportation**

Parents are responsible for transporting their child to and from the Centre.

Where children attend both the Centre and school, transportation of the child is the parents' responsibility. Our staff cannot be responsible for a child until the child is inside the facility.

## **18. Emergency Procedures**

- Emergency procedures are posted in each room at the Day Care Centre.
- Monthly fire drills are held regardless of weather conditions to ensure the safety of children and staff.
- If the building has to be evacuated, but the children can remain on campus, they will be taken to the Richardson College for the Environment & Science Complex, at 599 Portage Avenue. If the entire campus has to be evacuated, the children will be taken to Lions Place, 610 Portage Avenue.
- If the building has to be evacuated, parents will be contacted to come and take responsibility for their child. If parents cannot be contacted, the child's third person contact will be called.
- If the building is reopened later in the day, the Director will determine if children can return to the UWSA Day Care for the remainder of the day.

## **19. Safety**

### **Safety Charter**

UWSA Day Care has a safety Charter. It is posted on the parent bulletin board for your information.

### **Safe Practice:**

The following safety policies have been established to assist in maintaining a safe environment:

- Hot beverages are not allowed in the playrooms;
- Wet/dirty footwear must be removed before entering playrooms;
- Exit doors are to be opened by adults only.

### **Staff Training**

Child Care Staff must have current First Aid and CPR

### **Accident/Incident Reports**

All accidents or injuries that our staff are aware of will be documented for parents on an Incident Report form. One copy will be given to parents and one will be kept at the Day Care.

### **Emergency Evacuation**

Monthly fire drills are held at the Day Care. They are planned with the cooperation of the U of W Engineering Department and records of these are kept on file and reviewed by the Fire Inspector at their annual inspection.

## 20. Behaviour Management Policies

### **Goal**

Our goal is growth in self-knowledge, self-respect, self-motivation, and to develop an understanding of and respect for the rights and feelings of others.

### **Overview**

We are a group of people who spend part of our day together. Some of us are children; some of us are adults. We come from many different backgrounds and are here for many different reasons. Together we form our “Day Care community”.

Being part of a community means having certain rights, holding certain responsibilities, and enjoying certain privileges.

In order for everyone to get along together in this community – to be safe, stay healthy, and have their basic human rights respected – everyone must agree to abide by certain rules and guidelines for behaviour.

When guiding children’s behaviour, our staff take into account the individual needs and abilities of each child.

### **Objectives**

In supporting the discipline of the community, Child Care staff will:

- Support the person, while correcting the behaviour. It is important for children to feel liked and accepted as people even though they may have behaved in an unacceptable way.
- Emphasize clear, respectful communication, i.e. “Tell \_\_\_\_\_ how you feel/what you want”, etc. “Is there something you want to say to \_\_\_\_\_?” “\_\_\_\_\_ is telling you something.”

- Recognize and guide emotions in acceptable mode of expression. i.e. “You seem angry. You may tell him/her with words, or stamp your feet, or pound the play dough, but hitting people is not allowed.”

### **Behaviour Management Procedure**

When it is necessary to support the discipline of the community, the following guidelines are kept in mind:

#### 1. Support and Explain

Support the child in the appropriate use of the equipment/activity, i.e. “Try pouring the water into a cup (over a doll, etc). When the water falls on the floor, it makes the floor slippery. Someone might fall and hurt themselves.”

#### 2. Caution/Warn

i.e. “The water needs to stay in the water table. If you can’t keep the water in the table, you will have to play somewhere else.”

#### 3. Redirect

i.e. “The water table just doesn’t seem to be the place for you right now. Let’s go find something else for you to do.”

#### 4. Remove/Isolate

- To an adult’s lap within the group (for younger children)
- To more appropriate play in another area of the Day Care
- To a supervised “away from it all” space if needed

Various circumstances may result in a child being asked to leave a group or area. If the first three steps have not helped, the following other measures may be taken:



- Continued inappropriate use of language, food, or material: “We do not like to hear those words at our snack table”. “When you are ready to talk respectfully you may join us again.”
- Continued behaviour inappropriate for the situation: “These children are listening to the story. When you talk so loudly, they cannot hear.”
- Incident of physical aggression: A child may be asked to play/be with an adult in another area until he/she feels ready to join the group once more.

### **Interpersonal Conflicts**

Staff will help children develop problem-solving techniques by doing the following:

- Observe and assess the situation. Is intervention necessary, or will those involved be able to sort things out by themselves?
- Assist in clarifying. i.e. “What is happening here?”
- Assist in pinpointing the problem. e.g., “So, you both want to use the red car? Is that the problem?”
- Mediate/negotiate. e.g., “How can you solve this problem?”
- Assist in confirming the solution: “So this is what you have agreed to do...” OR impose a solution, if necessary: “Since you are not able to agree on a solution, this is what we will do.”

### **Natural Consequences**

Children are encouraged to exercise responsibility and judgement in areas where they can do so without jeopardizing their welfare, and to take responsibility for the judgements and decisions they make, as they are able.

For example: We all must wash our hands before eating. A child who resists will be encouraged and reminded, “You will be ready for a snack when your hands are washed.” If the child still refuses, the matter is dropped.

If the child arrives at the snack table unwashed, he/she will be told something like, “Your snack is right here. When your hands are washed, you can have it.”

The ECE will not nag, cajole, or place a positive or negative value on the hand washing or the snack. To wash and have a snack, or not to wash and have no snack, the decision is the child’s to make.

In situations where the use of natural consequences has implications that go beyond the Day Care setting, the parents will be consulted on how best to handle the situation.

### **Prohibited Practices**

In accordance with the licensing standards for Day Care Centres, and in keeping with good childcare practices, we do not permit, practice, or inflict any form of physical punishment, verbal or emotional abuse, or denial of physical necessities for any child.

When the above steps are ineffective, the Day Care may seek assistance from the Behavioural Consultant at the Child Care Office. Parental permission will be obtained prior to consultation.

### **Further Action**

If the child continues to experience difficulties, and there is a concern for the safety or well-being of the other children in the Day Care, the parent may be asked to find alternative childcare for their child.

Any decision to ask a child to leave the Day Care is made by the Management Committee in consultation with the Director.

## **21. Child Abuse**

If a member of our staff has concerns that a child enrolled in the UWSA Day Care Centre has been abused, the staff member will document and report to the Child Care Centre Director, detailing the reasons for the concerns. Either the Director or Caregiver will follow proper protocol by reporting to Child and Family Services.

If the Child and Family Services worker feels the concerns warrant an investigation, the Day Care will release the name and address of the family involved to the social worker.

## **22. Parent Involvement**

As with many day care centers, we consider parental involvement a vital element in our continuing provision of quality care. There are many opportunities to volunteer at the Day Care. We have an open-door policy and encourage parents to make time to spend with their children at the Centre.

Spending time with your child during the day helps support the staff and provides a sense of stability and continuity for your child. We encourage you to volunteer your talents to the group - whether you play a musical instrument or have an interesting hobby or occupation or would like to come and play with the children.

In addition, each year there is an Annual General Meeting, and there are monthly Management Committee meetings and each year there is an Annual General Meeting. You are encouraged to consider joining the Management Committee and to attend the Annual General Meeting.

Fundraising is an important way of supporting programming and resources. At this time, the UWSA Day Care's fundraising activity is the weekly Friday fundraising lunches.

## 23. Parent Visiting

Parents are welcome to visit and spend time in the Centre. We would be glad to have you join us for snack, lunch, and free play or for special outings. Some parents have time at the beginning or ends of their days to visit with us. We also have a parent lounge in the front entrance; you can spend time there reading to your child. Please be sensitive to your child's specific needs. For some children separating (saying goodbye) more than once a day is difficult.

There is a library of children's books that are available for you and your child to sign out. Please ensure you sign them out appropriately and return them in a timely manner. As they are for the benefit of all families, please be respectful of your borrowing time.

There are also parent resource books that you may borrow. **Please see the Director or staff about signing those out.**

If you want to spend time here, but are uncertain what to do while here, please feel free to ask an ECE for suggestions.

We ask that all visitors respect the children's flow of activities and the rules and behaviour management policies of the Day Care.

## 24. Toys Brought from Home

Children are welcome to bring in a stuffed toy from home for nap to keep in their locker. Please be aware that if your child brings other toys from home and expects to have them in the play rooms, (including books, CDs, etc.) our staff cannot be held responsible if they should be misplaced.

## 25. Celebrations

The cultural diversity of our families and staff is a very special attribute of our Centre and is something we celebrate. All families are surveyed about the cultural days most important to them and in September of every year a calendar is distributed listing our celebrations. In the week leading up to these special days, you will find information on the white board in the front entrance about planned activities. Programming for cultural days will draw on the interests and ideas of the children with all activities presented in a secular, non-denominational, inclusive manner. Learning about different traditions in an authentic and meaningful way is the objective of our cultural programming. If you would like to share something about your culture, you are welcome to discuss this with the Director so that this can be incorporated into our programming. Our cultural calendar evolves with the diversity of our Day Care family. Some of the celebrations we mark every year include Thanksgiving, Halloween, Chinese New Year, Christmas, Valentine's Day, St. Patrick's Day, Easter, Aboriginal Day, Diwali, Mother's Day, Father's Day, and Canada Day.

## 26. Inclusion Policy

### **Our Commitment**

UWSA Day Care maintains an ongoing commitment to meet the needs of all children and to enrich and support family life for everyone we serve.

### **Principles of Inclusion**

Access, Participation, and Support

### **Access**

UWSA Day Care accepts and welcomes children of all abilities into its high quality, multicultural, and inclusive early learning childcare program. We adjust our program to meet the

individual needs of each child. If required, we will look for assistance from ELCC and other available agencies for additional support.

The physical environment in each of our rooms and the outdoor playground will be arranged to accommodate the unique needs and developmental capabilities of each child. Activity areas are accessible to all children and adaptations to toys, furniture, space, and equipment will be made as needed. When children are together as part of a group, their development is enhanced and positive social attitudes are fostered. Daily programming will take into account the developmental capabilities of the children.

### **Participation**

UWSA Day Care staff promote positive relationships and interactions between staff, families, and children based on respect, trust, and fairness.

Our staff assists each child in developing a sense of dignity and self-worth, recognizing all children as unique individuals and supporting their full potentials.

To support the individual needs of the children, when assistance from ELCC is available, additional staff may be provided.

### **Support**

UWSA Day Care's staff work closely with parents/legal guardians and early intervention professionals to assist children's full participation in our programs, activities, and outings. We encourage and support families in making decisions about early intervention options.

### **Benefits of Inclusion**

When all children are meaningfully included, everyone benefits.

### **Benefits for Children**

- Better understanding and appreciation of individual differences
- Acceptance and respect for themselves and others
- Learning with and from one another
- More opportunities for socialization with peers
- Preparation for full participation in the community, including the transition to school

### **Benefits for Families**

- Access to child care
- Ability to go to school and get or keep a job
- Better understanding and appreciation of individual differences
- Learning with and from other families and professionals in the field of Early Childhood

### **Benefits for Childcare Staff**

- Better understanding and appreciation of individual differences
- Learning with and from the children and adults
- Strengthening skills by working with a variety of abilities

## **27. Customer Service Policy**

UWSA Day Care is committed to complying with the Accessibility Standard for Customer Service under The Accessibility for Manitobans Act.

In establishing the following policies, UWSA Day Care 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 good or service, without any additional fees.

\*Our “customers” are the children and their families that we serve, as well as their caregivers and, during special events, their community supporters.

This policy does not affect program criteria.

## **1. Communication**

UWSA Day Care will communicate with our clients in a way that takes into account 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 16 font versus 12, in print as well as electronically. Registration forms will be received on-line or in person.
- Clear signage will direct customers to the Day Care.

## **2. Assistive devices**

UWSA Day Care 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 Day Care.)

## **3. Support Persons**

UWSA Day Care welcomes support persons to assist a child in becoming familiar with the Day Care. 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**

UWSA Day Care is committed to meeting the requirements of The Human Rights Code (Manitoba) by allowing service animals, trained to meet the needs of persons with disabilities, to accompany our children and their caregivers wherever the public is allowed. The service animal must be controlled at all times.

The Day Care 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**

UWSA Day Care 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 maintaining the entrance 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, UWSA Day Care will promptly post notices at the entrance and through email. This includes notice when the doors are under repair and when the space is affected by the unexpected use of odorous chemicals elsewhere in the building.

#### **7. Feedback Process:**

UWSA Day Care is in compliance with the Customer Service Standard of The Accessibility for Manitobans Act. Let us know how we are doing on meeting your needs and how we might improve. Please contact us by phone: (204) 786-9898 or email at [daycaredirector@theuwsa.ca](mailto:daycaredirector@theuwsa.ca). Your privacy will be respected and all feedback will be reviewed for action that may be taken to improve the quality of UWSA Day Care service standards.

## **8. Training**

UWSA Day Care will ensure that all staff are trained about how to provide accessible customer service in a Day Care. 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.

## **9. Public Events**

UWSA Day Care will ensure that any public event is held in a meeting space that is accessible. Announcements of these events will be communicated with our customers in a way that takes into account the nature of any communication barrier. Clear signage will direct our customers to the event.

## Attachments

### **1. UWSA Daycare (the “Daycare”) Patron Privacy Policy**

Last Revised: March 14<sup>th</sup>, 2019

For the purposes of this policy, “Patron” includes all parents or guardians who currently use, or have used, the services of the Daycare for their children, and includes all children registered at the Daycare.

The Daycare has implemented a Privacy Policy to comply with the *Personal Information Protection & Electronic Documents Act* (PIPEDA). The Daycare is committed to respecting the privacy of personal information about its Patrons and is committed to protecting the personal information of its Patrons provided in the course of the services it provides and the operation of the business. This policy outlines the process by which the Daycare will protect the privacy of personal information regarding its Patrons and, specifically, how such information is collected, used and disclosed.

#### **Why We Collect Information and How We Use It**

The Daycare routinely collects personal information about Patrons as required by law or for legitimate business purposes including administration, management or insurance purposes and the performance of services on behalf of the Daycare.

#### **Types of Information We Collect**

The typical information we may collect includes:

- Information provided by the Patrons on registrations or other forms such as names, mailing addresses, e-mail addresses and phone number(s), banking information, health and medical information, and emergency contact(s).
- Photographs or video of Patrons.

#### **Third-Party Services**

The Daycare provides Patrons with the ability to opt-in to use the HiMama mobile application, which acts as a conduit between daycare service providers and parents for the purposes of documenting and sharing activities of the parents’ children. Prior to a Patron opting-in to the use of the application, we encourage Patrons to read the [HiMama Privacy Policy](#) and the [HiMama](#)

[Terms of Service](#). For any further information relating the Privacy Policy or Terms of Service for HiMama please direct your inquiry to [info@himama.com](mailto:info@himama.com).

### **Limiting Collection and Sources of Information**

We will limit the collection and use of personal information to that which is necessary for the purposes we have identified to you (or as allowed by law), including without limitation, the purposes identified above, using means which are fair and lawful.

### **Safeguarding Information**

We use reasonable measures to protect personal information against loss or theft, unauthorized access, disclosure, copying, use, or modification with security safeguards appropriate to the sensitivity of the information. Our safeguards vary depending on the information's sensitivity, amount, distribution and format of the information and the method of storage.

We will permit only authorized employees and contractors, who are trained in the proper handling of personal information, to have access to your personal information. Employees and contractors who violate our Privacy Policy will be subject to our disciplinary process.

We are responsible for all personal information in our control. Although we cannot take responsibility for any theft, misuse, unauthorized disclosure, loss, alteration or destruction of data by a third party, we take reasonable precautions to prevent such unfortunate occurrences.

### **When Do We Share or Disclose Your Information**

The Daycare will generally disclose personal information only as required by law or for legitimate business purposes including administration, management or insurance purposes and the performance of services on behalf of Patrons.

However, in certain circumstances we may share information we have collected, including personal information. For example, we may preserve, use, or disclose your personal information if we believe that it is reasonably necessary to comply with a law, regulation, legal process, or governmental request; to protect the safety of any person; to protect the safety or integrity of our service; to address fraud, security, or technical issues; or to protect our rights or property or the rights or property of those who use our service. However, nothing in this Privacy Policy is intended to limit any legal defenses or objections that you may have to a third party's, including a government's, request to disclose your personal data.

## **Consent**

In the event the Daycare desires to use and/or disclose personal information for purposes that are beyond those identified in this policy, it will obtain Patron consent for such use or disclosure.

## **Retention Policies**

We retain personal information only as long as it is required for the purpose it was collected, or as required by law, or for legal reasons. The length of time personal information is retained varies depending on the purpose for which the information was collected. This period may extend beyond the end of your relationship with us but only for so long as it is legally necessary for us to have sufficient information to respond to any issue that may arise at a later date. When your information is no longer needed for the purposes it has been collected we will destroy, delete, erase or convert your information to an anonymous form.

## **Accuracy**

We endeavor to keep all personal information that we have in our possession or control as accurate, complete and up-to-date as necessary for the purposes for which it is used. We will update personal information only if it is necessary for the purposes for which it was collected and if the information is used on an ongoing basis. We also rely on our Patrons to keep certain personal information accurate, complete, and current, such as a change in address or phone number.

Despite our efforts, errors sometimes do occur. Should a Patron identify that we hold incorrect or out-of-date personal information about them, we will endeavor to make the proper changes if necessary. Where appropriate and applicable, we will communicate these changes to other parties who may have unintentionally received incorrect personal information from us.

## **Individual Access**

Upon written request, we will inform Patrons of the existence, use, and disclosure of their personal information and will afford access to it. Patrons are entitled to challenge the accuracy and completeness of the information and have it amended as appropriate.

In certain situations, we may not be able to provide access to all the personal information we hold about a Patron. For example, where the information would reveal personal information about a third party; is subject to legal privilege; contains other confidential information which would be revealed; is information that was generated in the course of a formal dispute resolution process; relates to an investigation of a breach of agreement or contravention of laws; cannot be disclosed for other legal or security reasons; or is prohibitively costly to provide.

## **Challenging Compliance**

Any Patron may challenge our compliance with privacy laws. To initiate a challenge, a Patron may begin by contacting our Privacy Officer. The Privacy Officer will investigate and respond to the challenge. If the Privacy Officer finds such a challenge is justified, her or she will take appropriate measures, including changing our policies or procedures, to ensure that others will not experience the same problem.

You may contact our Privacy Officer at the address below if you have any questions, concerns or complaints concerning your personal information, or about our policies and practises relating to the management of personal information. To obtain certain information that we have, you must specify the information you are interested in. If you believe any of our information is incorrect, we'll investigate it and correct it as required.

All privacy related requests must be made to The UWSA Privacy Officer:

Name: Karolya Vargscarr, UWSA General Manager

Address: OR30 – 515 Portage Ave, Winnipeg MB R3B 2E9

Email [generalmanager@theuwsa.ca](mailto:generalmanager@theuwsa.ca)

Phone 204.786.9073

When you write, please be sure to tell us your:

Name

Address

Phone number (where you can be reached during business hours)

The best time of day for us to call you

If you are requesting information, specify the information you are seeking

## **Amending This Policy**

This Privacy Policy may be modified at any time. Please review it regularly. The “Last revised” legend at the top of this page indicates when this Privacy Policy was last revised. All changes to the Privacy Policy become effective immediately when the “Last revised” date has been posted. We will make any amendments to the Privacy Policy available to Daycare Patrons.

## 2. Code of Conduct

### CODE OF CONDUCT

At the UWSA Day Care Centre, we strive to provide a safe and caring learning environment for children, staff and families. We believe in the equality of all people and respect diversity.

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

Management and staff members

Children

Parents/guardians of children enrolled

All others involved with our centre

### Guiding Principles for Appropriate Behaviour

#### **Be Respectful**

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

#### **Be Safe**

We work and play safely to help keep from getting hurt.

#### **Be Cooperative**

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

#### **Be Supportive of Learning**

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

## **Developmental Capabilities of Children**

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

## **Appropriate Use of Technology**

All children, parents, staff and others involved in our centre must use email, electronic devices and the Internet according to our policies (Individual Code of Conduct Policy). This protects people's privacy and the confidentiality of information.

## **Unacceptable Behaviours**

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

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



## **Proactive Strategies**

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

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

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

- Developing positive relationships, including making time to talk and listen
- Establishing clear, consistent and simple limits, rules, policies and procedures
- Stating limits in a positive way and periodically reminding people of them
- Providing explanations for limits, rules, policies and procedures
- Working together to solve problems
- Modelling and encouraging appropriate behaviour

## **Consequences for Inappropriate Behaviour**

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

- Reminding people of expectations and limits
- Using a respectful approach to explain why certain behaviours are inappropriate and what behaviour is expected
- Talking only about the behaviour, and not labelling the person
- Responding sympathetically and acknowledging feelings
- Establishing natural and logical consequences

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

- Using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate the behaviour
- Having a formal or informal meeting to discuss concerns, and to develop an action plan to encourage appropriate behaviour in the future
- Developing a written contract with an adult or older child that outlines specific expectations and consequences
- Giving a written warning that outlines specific concerns and consequences if the behaviour continues
- And accessing outside resources for help, such as:
  - A behaviour specialist or other professional to help our staff understand and to reduce a child's inappropriate behaviour
  - Child and Family Services parenting supports
  - Mediation Services to resolve conflicts between adults
  - The Manitoba Human Rights Commission for information and advice on how to resolve an issue informally, or to make a formal complaint (if the behaviour involves discrimination or harassment)
  - The police, to assist with threatening behaviour

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

- Suspending or dismissing a staff member
- Suspending or withdrawing childcare services because of a child's or family member's inappropriate behaviour
- In the case of a visitor, not allowing the person to return to the Centre
- Contacting the police and/or CFS if the behaviour is illegal, such as abuse, assault or threats

A code of conduct is key to creating safe environments for children. As a reputable child-serving organization, UWSA Day Care has developed the code of conduct to guide its

employees/volunteers/students. While every employee/volunteer/student is valued and unique, we come together as an organization in the best interests of children and their families. The safety, rights and well-being of children served by UWSA Day Care are at the core of our daily operations. We nurture supportive relationships with children while balancing and encouraging appropriate boundaries.

Misconduct includes inappropriate behaviour that is not sexual abuse, physical abuse, or harassment, and is not limited to any/all of the following:

Communication that goes beyond the employee/volunteer/student employment responsibilities with the child and/or does not occur within the context of their duties and responsibilities, such as:

- Writing inappropriate personal letters or text messages to a child
- Making inappropriate personal phone calls to a child
- Sending personalized gifts to a child
- Having inappropriate personal Internet exchanges with a child (email, instant messaging, chatting, or social networking such as Facebook, etc.)
- Offering unauthorized rides to an individual child
- Spending undisclosed time with a child outside of designated work times and activities
- Favouring a child
- Telling sexual jokes to a child
- Showing a child sexually explicit or sexist material, signs, cartoons, calendars, literature, photographs, or displaying such material in plain view
- Taking pictures of children on personal cameras (including cell phones, etc) and/or keeping pictures for personal use

Employees/volunteers/students at UWSA Day Care must:

- Maintain transparency in all interactions with families and/or children
- Always adhere to the organization's policies and procedures in dealing with children

- Treat children with respect and dignity
- Treat all allegations or suspicions of misconduct seriously – it is an employee/volunteer/student’s responsibility to report allegations or suspicions of abuse (not to prove the abuse)
- Follow the organization’s established procedures when reporting any allegations of misconduct or violations of the code of conduct
- Consider the final outcome of any behaviour, as well as a child’s reaction to any activities, conversations, or interactions so as to avoid embarrassing, shaming, or humiliating the child
- Establish, maintain, and respect boundaries with all children

Employees/volunteers/students of UWSA Day Care must not:

- Engage in any activity or physical contact that endangers a child or makes a child feel uncomfortable
- Engage in any activity that goes against (or appears to go against) the organization’s mandate, policies, or code of conduct, regardless of whether or not they are serving the organization at that moment
- Make any sort of remark, comment, or joke to/regarding a child that is in any way suggestive, explicit, or overly personal
- Engage in any sort of physical contact with a child that may make the child feel uncomfortable, or that violates reasonable boundaries
- Conduct their own investigation into allegations or suspicions of sexual misconduct (it is an employee/volunteer/student’s duty to report, not to investigate)
- Place a child in danger from anyone, either within or outside of the organization
- Offer any child “special” treatment that falls outside of the organization’s mandate, or that may (or may appear to) place a child in any sort of risk of exploitation

Employees/volunteers/students of UWSA Day Care should consider whether:

- The activities they are engaging in with a child are known to, or approved by, supervisors and/or parents. Child interactions should not be kept secret; rather, they should be transparent, and should only include interactions that supervisors and parents approve of
- Activities would raise concerns in the mind of a reasonable observer as to their appropriateness
- The organization may be detrimentally affected by his/her activities
- The activity may be reasonably regarded as posing a risk to the security of a child
- The activity may contribute to a child's discomfort
- The activity may appear inappropriate to the organization, the child's family, or the public

Failure to adhere to the Code of Conduct by any employee/volunteer/student will result in an investigation and disciplinary action if necessary. Appropriate consequences/disciplinary actions are to be determined by management, and will be based on the nature and severity of the incident.

### **3. Infant Curriculum Statement**

The UWSA Day Care Infant/Toddler and Preschool Program offers high quality and respectful care for children under the age of two.

Infants and Toddlers are at the center of a curriculum based on goals for social, emotional, physical, and cognitive development. Our staff strive to understand and respond to the interests and needs of each child and family.

We offer developmentally appropriate music, yoga, and creative movement classes on a regular basis. And on special occasions, we invite guests to delight and teach your child.

We recognize that the child's family is the first teacher and that a child's earliest experiences lay the foundation for lifelong learning, behavior, and health. Building healthy relationships and good communication is key to what we do. Those include relationships and communication with the child, with the child's family, between the children, and between the staff.

Our curriculum is based on the belief that caregiving routines and the exploration and play of children provide opportunities for positive interactions that support the child's learning and development.

We recognize, respect, and celebrate diversity of culture, ability, and gender of children and families. Through inclusive practices, a child with additional support needs will participate fully in our program. Our interactions are based on trust, comfort, and a sense of community.

## **Relationships**

Our curriculum fosters responsive and positive relationships between staff and the child, between family and staff, between the children, and between the staff themselves.

### *Relationships between Staff and Child*

Every staff in the program and every other child may interact with and be a part of your child's day. But, at the same time, because our program centers on the child, we provide a primary caregiver for each child under the age of one year. The children are divided into three primary caregiver groups. One person will care for your child for most of the day from the time they enroll until they are ready to transition to the preschool program. All staff will observe your child, but the primary caregiver will review and evaluate those observations and be responsible for documenting them.

On top of meeting your child's daily needs and observation, the primary caregiver will be responsible for setting goals, for creating activities, and for communicating with your family. The primary caregiver will record observations of your child in what we call Daily Report.

Documentation of your child's play experiences, and other valuable information will be sent to you through HiMama, a mobile app that promotes open communication between day care and families.

We speak respectfully and calmly at the child's level using a natural voice and wait patiently for a response. We explain what is happening and involve the child in routine decisions. We describe what we see them doing and use words to describe their activities and everything they see around them. Words like "Your hand is patting a furry teddy bear," helps build connections in the child's thinking.

We label and describe the child's feelings and share our own feelings to act as role models for emotional literacy. "You seem sad. Would you like a hug?" and "I am feeling sorry that you are upset" are examples of what we say.

#### *Communication between Staff and Parents*

We strive to form a working partnership with parents. You will always be informed about your child's day. In addition, images of your child engaged in play, and art projects your child does will be collected in a portfolio for you to cherish when your child moves to the next program.

We want you to feel free to approach any of us with your concerns. We're happy to speak to you about your child. Our staff would like to know about the time you spend with your child before day care begins. You may communicate with our staff through the HiMama app or write a note in the Daily Report to let us know. Also, you may bring in a family photo that will be displayed for your child to see.

Our Parent Resource Library holds a variety of books of interest to children and parents alike. You will receive emails and HiMaMa communications letting you know about Day Care events.

### *Relationships Among Children*

Children are introduced to each other. We encourage them to speak to each other and teach them the words they will need to interact safely and respectfully with each other. Things we might say are, “You are playing in the kitchen together,” and “Can you help her find her hat?”

### *Communication between Staff*

Our communication is both verbal and written. To keep each other informed about each child, and any pertinent family information, we communicate with each other about messages from parents, messages between staff, and any relevant information about the children’s care. We have regular staff meetings to discuss programming. And, as your child is ready to move into the preschool program, we write transition reports as a way to help the staff get to know your child and your child’s needs.

## **Caregiving Routines**

We make caregiving routines consistent to allow children a sense of control and to help them learn what to expect and to feel secure. Examples of skills we strive to develop through our care include awareness of other’s feelings, helping others, taking turns, and taking pride in accomplishments. We speak to the children to let them know what is happening. “When you are finished looking at that book, we are going to wash hands for lunch.”

### *Diapering*

We use the diaper routine as an opportunity for meaningful interactions and learning. We respectfully involve the children. We will say, “May I check your diaper please? And, “Now it is your turn for a diaper change.” The child is informed of each step along the way. “I am going to gently wipe you now.” And they are given choices such as whether they would like to be lifted to the change table or step up on their own.

We provide a small toilet for children who show an interest in toilet learning. And children who need help to reach the sink for hand washing will step up onto a stool.



### *Feeding*

Each child sits in a group with a primary caregiver. The infants sit in highchairs. Those who show they are ready to feed themselves, usually the older children, sit at small tables designed for their size with their feet resting on the floor. Eating at these tables also prepares children for their transition to the preschool program.

Children are encouraged to feed themselves, though help is offered as needed.

Snacks are provided by the Day Care. Lunches are provided by parents and are warmed up by our staff for the child. All foods you bring in will be offered to your child and your child is free to choose what to eat.

### *Napping*

Before the age of eighteen months, children sleep in cribs. After that, children sleep in cots.

Children are offered a nap three hours after they wake in the morning or according to individual needs. We supply the sheets and blankets and wash them every week.

We help children sleep according to their preference and then gradually help them to sleep in a cot independently.

Our nap room is a cozy, quiet room. When there are four or more children in the nap room, there will be one staff present. When there are fewer than four, we place the cot or crib near the door for close supervision. Every five to ten minutes, a staff checks on the sleeping child and records the information in the HiMaMa app.

### **Exploration and Play**

Your child will be included in every play activity, indoors and out. We imagine the learning environment from your child's point of view and allow them the time to experience the beauty and wonder of their world. We sit close to allow your child to take the lead and to provide

support as needed. We give your child large blocks of time to learn and explore at their own pace. And we offer many ways to investigate their worlds with their body and senses. They will be encouraged to reach out, touch, explore, and interact. Examples of skills we hope to develop include following directions, sensory discrimination, sharing materials, emerging empathy, and imagination.

Indoors, toys and materials are accessible to your child. And enough toys are provided so that children either will not have to wait for a turn or can be provided with an equally enticing alternative. They will have the opportunity to play with things like soft toys, board books, chunky puzzles, and building blocks. Art activities include painting with big-handled brushes, colouring with chunky crayons, and gluing collage materials onto paper. A science activity could be watching snow melt to slush and then to water.

Outdoors, your child will interact with nature in every season. Our Infant/Toddler's nature playground features soft grass to land on, a garden, a slide built into a gently sloping hill, an above ground sandbox, and interesting ceramic stepping-stones dug into the ground. In Spring and Summer your child may want to sample fresh mint. The sandbox filled with shovels and pails is a great place to learn about pouring and scooping. In Autumn your child will play amongst the beauty of fallen leaves. In Winter your child may want to shovel snow or slide down the hill on a sled.

We use our observations to provide a safe, cognitively challenging, and nurturing environment based on your child's curiosity, interests, and readiness. The children's needs are at the heart of the play experiences offered. We carefully observe and document your child's play so that we know what experiences are most meaningful and what direction to take next. Play experiences are based on interests. Toys and materials are added, changed, and adapted to suit each child.

## **Diversity and Inclusion**

Diversity and inclusion encircle our curriculum. We believe children benefit from learning that everyone in our program and community is unique. We expose children to similarities and differences in a positive atmosphere. The cultural practices of families are respected and will be accommodated according to the child's best interests. Diversity is reflected in our program through the faces of families, children, and staff. Pictures posted on our walls, our room decorations, children's books, music, dolls, and foods served are chosen with respect for and in celebration of cultural diversity.

Inclusion means that every child has equal access to participate in our program. Children have the right to belong and to feel safe and be accepted. When children of all abilities spend time together, positive attitudes are fostered.

We create and adapt activities, play experiences, and strategies for each child, and that includes those with additional support needs.

## **A Child and Family Focus**

Our curriculum is everything we do for you and your child. We are committed to providing the best care and are always looking for ways to enrich our program. We welcome your child and your family and we value your input. Parents are encouraged to share their talents with the day care. We know parents are a fountain of creativity and gifts. You want the best for your child! We want the best for your child!

## **4. Preschool Curriculum Statement**

The University of Winnipeg Students Association Day Care has an open space concept that enhances our emergent curriculum program in many ways. Staff can freely communicate, observe and share information about all children. They are able to work together with a real sense of team spirit.

Children are able to see themselves as belonging to our Day Care community and have opportunities to interact with everyone throughout the day. Depending on their needs and interests, children are able to take turns in each of the rooms during free play times.

The open space concept also allows for a creative and fun curriculum. This Curriculum Statement tells how we support children's learning and development.

Our Program is based on four key components:

1. Interactions and relationships between staff and children
2. Interactions and relationships between staff and parents
3. Environments indoors and outdoors
4. Experiences child and staff oriented

And strives to promote children's growth in five crucial areas:

1. Thinking skills
2. Body awareness
3. Social competence
4. Emotional well being
5. Creative expression

## **1. Interactions with Staff**

We promote healthy self-images in children by valuing and celebrating them as individuals.

We want children to see themselves and their families reflected in our program. One way we show children they are valued is by displaying photos. Pictures of each child are posted at their lockers. Children will see pictures of themselves engaged in play experiences. And children may leaf through the albums of family photos we compile.

Through these photos, our posters on the walls, books, puzzles, and dolls, the children see their own faces and those of all kinds of people.

We see each child as both a member of a family unit and as an individual with capabilities and qualities to be treasured. We promote respect for all through what we do and say. We talk to the children about how each family and child is unique in some ways and the same in others. We guide children to have respect for themselves and others.

Our staff models how to show respect and patience through their words and behavior. Children are encouraged to do the same. A set of guidelines fair to all is offered so children can learn to get along with others.

At our Centre, children are encouraged to acquire the social skills that will help them get along with their peers. They are given opportunities to develop a sense of fairness, patience, tolerance, kindness, inclusiveness, and cooperation. This happens when children share, take turns, help others, play together and alongside each other, and speak respectfully to all.

Children are helped to understand their feelings when staff label and talk about them.

Children are supported in their feelings. Staff let children know that all feelings are acceptable and help them find ways to express them appropriately. Examples are: “I see you are upset and would like a turn with that toy. You can use your words to tell your friend,” and “You seem sad. Would a hug help you feel better?”

Based on their observations and their interactions with children, our staff create a stimulating environment designed to support development and keep children positively engaged. Our staff respond to children’s behavior and interests with active listening and open-ended questions.

## **2. Interactions with Parents**

Respecting their role as primary caregivers, we want to work collaboratively with parents and aim for clear and consistent communication.

The input of families is always welcome. Our staff share details of the children's days and are able to offer their experiences of child development.

We know parents are a valuable resource. Parents are encouraged to share their talents with the people at our Centre. Some entertain us with music, dance, and song. Others contribute to our science curriculum.

Parents can read about and see pictures of their children's daily experiences and learning, and gather details of their child's day through our HiMama app. Staff will also collect photos and art in a portfolio that will be a gift to parents once their child moves forward.

We welcome families to spend time in our program. They may browse our resource library, spend quiet time reading with their children, or chat with others.

Parents also receive emails and HiMaMa communications about our program that include information about Day Care events, routines, expectations, and pertinent policies.

The University of Winnipeg community plays an important role in our center. We have invited people from various faculties to bring their expertise to the children. Some examples include learning about science, literature, and how our bodies move through dance.

Our center participates in the University of Winnipeg's recycling and composting program. This is one way we teach children about the importance of respecting our environment.

The members of the UWSA play their part by sharing resources, volunteering their time, and supporting staff.

### **3. Environment**

We believe children learn and grow through a playful exploration of a safe and stimulating environment.

Indoors, our naturally lit play spaces provide opportunities for both active and quiet play, social interaction and privacy. Children have opportunities to explore the curriculum areas of music, art, literature, dramatic play, science, nature, and physical activity, both indoors and out.

Our learning centers are set up to promote independence and creativity.

All toys and materials are easily accessible to children. They are free to choose what they please. The various centers are set up in a way to encourage imaginative play. For example, children can use trucks, blocks, and traffic signs to set up a construction site. A baby doll picnic can happen alongside.

Learning centers also reflect the diversity of our families. Our Daily Living Centre contains household items and clothing that represents many communities in our neighbourhood.

Toys reflect the children's interest and are rotated as those evolve or change. Through words and pictures, our staff record their observations and findings in the HiMaMa app.

Because we value the process of creativity, art materials such as clay, play dough, various types of paint and brushes, and an assortment of painting surfaces, glue, and collage supplies are available to be used in an open-ended exploration. Skills learned from their use include imagination, experimentation, invention, making choices, self-confidence, and experiences of sensory pleasure.

Outdoors, the children are free to explore the natural elements and physical challenges provided by our playground. They can engage in activities such as sampling grapes from the vine, rustling

in the tall grasses, rolling down hills, balancing on logs, and exploring the properties of sand, water, and rocks.

Children also take walks to the University of Winnipeg RecPlex Centre. Spending time at the gym means playing active games, running, and using the various equipment provided: balls, parachutes, and climbing apparatus, etc.

#### **4. Experiences**

We believe fun and play are great teachers.

Planning for play experiences is based on watching the children at play, noting emerging play themes, and holding “gathering times,” in which children’s ideas are generated and recorded. Children decide what they want to know more about and what they would like to play. They then have a say in what toys will be set out and what play experiences will be provided for. Examples include props for fire-fighter dramatic play, dinosaurs in the sand table, and a stage for puppets.

Along with the ideas that the children share with us, observations of their play are recorded in photos and in words and sent to families through the HiMaMa app.

We provide staff-directed and child inspired experiences that can be either planned or spontaneous and are designed to promote children’s learning and development. Children will then have opportunities to share their ideas, help others, and gain a sense of autonomy.

Spontaneous activities happen when our staff notices children engaged in and enjoying a particular play experience. For example, when some children begin to dance together, staff may join in, and invite others to as well. Props such as dancing scarves or pompoms may be introduced. An activity like this introduces skills such as rhythm, body awareness, self-expression, and coordination, spontaneous change in movement to music, and listening.



Staff-directed play experiences occur when new ideas are introduced to the children's play themes. An example would be, after talking to the children about their interest in tigers, our staff plans for a "jungle walk" through the Day Care. Skills such as sharing ideas, verbalizing, following directions, and role-playing arise from this.

Many of our staff-directed experiences involve acknowledging the days that are special to our families. Diwali, Festival du Voyager, Thanksgiving, Cinco de Mayo, and Passover are some examples. We do this through art activities, music, games, and sampling foods.

Many talented people enrich our program. There are those who come to spend time with the children on a regular basis. There are those who are invited for special events.

Every week, from September to May, a music teacher spends time leading groups of children in fun activities that promote musical literacy. The children are engaged in finger plays, songs, dance, creative movement, and making their own music with rhythm instruments.

Others who come on a regular basis are a creative movement teacher/parent who dances with the Royal Winnipeg Ballet, a children's singer/songwriter guitar player, a yoga instructor, a Latino dance teacher, and a musical children's entertainer who shares her arsenal of child-sized musical instruments and fun ideas.

We have implemented an Indigenous Studies curriculum that teaches respect for each other, the land and animals, the connections between all people, and the importance of language, traditions, and storytelling.

People who come in for special events include cultural dancers and musicians, magicians, Indigenous storytellers and musicians, and a preschool science teacher/professor.

The schedule is dependable yet fluid. A good portion of free playtime allows the children to more fully develop their play interests. It is important to be flexible with children's learning because uninterrupted free play gives children time to more fully develop their play themes, gain a sense of accomplishment, and more actively engage with their peers. Children learn that they are respected for their ideas and input.

All experiences offered through the day build upon the children's needs and interests. Changes to the schedule are based on listening, observing, and documenting the children's activities.

Emergent curriculum is an ever-evolving process at the UWSA Day Care Centre. Staff and children are co-learners and partners in fun!

## Daily Schedule Preschool rooms

**7:30** Center opens. Arrival, greeting, washing hands upon arriving and free play in the learning centers in the room.

**8:30 – 9:15** Free flow snack; children wash hands before sit at the table

**8:45** Washroom, diapering

**9:15** Free play time indoor or outdoor, weather permitting. Child and ECE guided activities. Spontaneous group-activities with ECE.

Small-group activities with ECE could include reading a book, cooking activity, musical activity, science experiments, art activity.

**10:45** Tidy up and preparation for lunch;

**11:00** Lunch time.

**11:30 – 12:15** Washroom, getting ready for nap time

**12:15** Nap time; some children might have a short rest; children who don't sleep will stay in the non-nap room.

**2:15** Snack offered at the snack table; children wash hands before sit at the table

**2:30** Washroom, diapering

**3:15** Free play time indoor or outdoor, weather permitting.  
Indoor free play time will include play time in the learning centers, where activities have been planned and set up for the children to choose their preferred activity.

**5:30** Day Care Closed

**The above schedule is a typical daily sequence, however we maintain some flexibility within these times, to best suit the needs of the children. Staff absences and staff/child ratios may also changes on an occasional basis.**

## **Daily Schedule Infant rooms**

While we realize that infants and toddlers need consistency, regularity and order in routines, we also recognize that each child has their own individual rhythm. Please keep in mind that we follow the children's natural schedules as much as possible so consider the following schedule only as a guide:

- 7:30** Centre Opens, arrival, greeting and child directed play
- 8:15 – 9:15** Breakfast / Morning snack and free play
- 8:30** Diaper checks begin
- 9:30** Children who are napping twice a day begin nap routine
- 10:15 – 11:00** Outdoor Play, weather permitting  
Caregiver provided activity indoor and / or outdoor
- 11:00 – 12:00** Lunch time / diapering for one time nappers
- 12:00** Naptime for one time nappers  
Morning nappers and late risers have lunch
- 1:00** Caregiver provided experience / activity with double nappers after  
lunch ; Free Play
- 2:00** Snack (children are offered snack as their own personal schedule dictates)  
Nap may begin for double nappers
- 3:15** Free Play / Diaper checks
- 4:00** Outdoor time (weather permitting); free play time
- 5:30** Center closes

**Routines and activities are inclusive of all children and based on their abilities.**

**Bottle feeding and sleep as per individual needs dictate throughout the day.**

**Diapering is done other times throughout the day, infants diapers are changed every two hours or earlier as needed.**

