

Family Policy Manual

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Welcome

Thank you for registering your child within one of our programs. This document will provide you with information on our programs, our mission and values, our methods, and how you can support and be a part of the SPLASH community. You will also receive a centre specific document along with this manual for the program you have registered for.

History

SPLASH Child Care Inc. was established as a non-profit organization and incorporated on April 29, 1985. The initial motivation stemmed from a group of parents who sought to provide supervised care for school-age children. A Parent Board was subsequently formed to establish the foundational guidelines and program policies.

In 2002, SPLASH began a significant expansion initiative through a partnership with the North End Wellness Centre. This collaboration culminated in the planning and development of the Splash Child Enrichment Centre, which officially opened in October 2009 following seven years of development.

Further strategic growth was undertaken in 2016 with the establishment of the Augustine Centre and new partnerships. This led to the creation of the Splash Early Learning Centre, which commenced operations in March 2022.

Building on this success, a subsequent initiative focused on developing a school-age centre as an expansion of the Early Learning Centre. The Urban Learning Centre was successfully launched in the summer of 2024.

SPLASH Child Care Inc. continues its commitment to growth and will soon be expanding to two additional locations:

- Splash Mino Pimatisiwin Children's Centre: Located in the downtown area.
- Splash Faraday: Our first satellite site, co-located with Faraday School.

Mission and Values

Our Mission and Values are reflected in our curriculum: Collaboration, Acceptance, Respect, Excellence, and Safety. There can be no curriculum without caring and children cannot learn and thrive without love, laughter and wonder. SPLASH's Curriculum is Play-based and Emergent with a balance of structured/unstructured activities. Opportunities for both child-led and adult led curriculum will be incorporated into each day.

Collaboration:

- With families to recognize each child's unique strengths and development.
- With community members and organizations so children grow up with a strong sense of place and community
- Between educators to observe, document and meet the children's interests and developmental needs

Acceptance:

- Splash provides a safe space by embracing the principles of an anti bias curriculum and with an anti-racist holistic approach which celebrates all peoples.
- Has incorporated the TRC: Calls to Action into all that we do, recognizes the United Nations Declaration on the Rights of Indigenous Peoples and is a signatory to the Winnipeg Indigenous Accord.
- Splash creates an affirming environment for children, families and educators of all orientations and genders.
- We value the contributions of children and educators of all abilities and adapt our environment, planning, and procedures accordingly.

Acceptance in action looks like:

- Reflecting children's culture in our environment and curriculum
- Including Indigenous and other languages in our daily life
- Regular professional development for educators on anti bias approaches, inclusion, and diversity
- Providing opportunities for children and educators to develop a meaningful relationship to the land, water, air, fire and culture of the territory on which we share.
- Supporting families as they journey through systems as an ally
- Creates a structured, predictable schedule that is flexible and adapts to meet the needs of all children

We Respect:

- Children as Competent and Capable
- Families as experts on their children by making learning visible and keeping lines of communication open
- The natural environment through the use of sustainable practices such as; recycling, reusing, repairing, composting, gardening, active transportation, avoiding single use plastics and learning to be stewards of the environment.

Excellence means:

- Creating and Maintaining clean, organized and safe environments

- Keeping up with best practices in Early Learning & Child Care, current events, and peer-reviewed research
- Participating in our professional organizations and maintaining a positive level of professionalism
- Involving all stakeholders in an annual Strategic Path and reflecting it in our curriculum
- Focusing on quality and customer service

Safety takes all forms such as:

- Incorporating Circle of Security into all that we do in order to create a foundation of secure relationships with the children, educators and families
- Using a Risk/Benefit Assessment to evaluate and communicate safety procedures
- Supporting children to learn to evaluate their own risk and develop the tools they can use to mitigate that risk
- Training educators to keep our environment including furniture, equipment and supplies in good repair and involve the children in cleaning and developing self-help skills

Infant Curriculum Statement

This is a partial statement. Please see programs for the full infant curriculum statement

- We strive to satisfy each infant's need for a close physical and emotional attachment. We do this by holding, cuddling, interacting with them on the floor, and being in close proximity to them at all times. As we forge this bond, we hope to become an extension of the family unit, working cooperatively to support both family and child.
- Families are greeted each day and relevant information is exchanged.
- A daily record chart is used to further expand and strengthen communication between families and all educators in the Infant program.
- Offers a child-centered, family oriented Infant program designed to promote a developmentally appropriate approach to social, emotional, physical and cognitive growth of each child.
- From a foundation of trust and security, educators encourage independence and experimentation.
- By arousing curiosity and interest, infants are motivated to engage in new challenges. These experiences stimulate the development of the whole child.
- The environment is designed to be warm, safe, inviting and a challenging space for the various stages of infants, and we continue to modify the space as each infant grows.

- We use an Emergent Curriculum Approach with an Individualized Program Plan and portfolios for each child
- We believe, and research shows, that infants develop best when they are assured of having a trusted educator who can read their cues and respond to their needs. A primary educator is established when an infant starts the program and each educator is responsible for filling out daily charts and creating learning stories for the children in their group.

Preschool and School Age Curriculum

- Play is the building block of a child's intellectual, social, emotional, physical and language skills and through play children develop social skills, problem-solving skills and interpersonal skills. A large portion of a child's day at Splash is spent in free play. This is a time when the children are choosing which activity or project they would like to pursue; educators may be engaged in play with children, or may be documenting the children's play in order to learn more about the children's interests and needs. Educators may also be seen talking to the children about their play, adding materials to areas or encouraging conversations among peers.
- We use a hybrid Emergent Curriculum approach for planning, observing and assisting us on what directions to take learning opportunities for children. This approach is based on the children's interests and passions as well as the adults' learning and experiences. We augment this with values based curriculum such as Random Acts of Kindness
- Planning for an Emergent Curriculum requires observation, documentation, creative brainstorming, research, flexibility and patience. Educators record the children's play and conversations/ideas on a curriculum web, in notebooks and by taking photos or video.
- Our environments, interactions, and experiences are planned by educators who observe, listen to and ask open ended questions of children and realize the importance of a child-centered approach to learning. A child-centered approach promotes the rights of the child to choose, make connections, and communicate. It allows freedom for children to think, experience, explore, question and search for answers.

Code of Conduct

This policy is inclusive of all children with inclusion support needs and takes into account the developmental needs and capabilities of all children. The Code of Conduct applies to all Children, Employees, Volunteers, Educators, Families, Extended Family, Emergency Contacts and Visitors to any SPLASH Child Care Inc. program.

*The following is an excerpt from a longer Code of Conduct Policy. This has been edited for brevity, but you can email splash@splashcares.ca at any time to request the complete version

Objectives

The main objectives of the Code of Conduct Policy are to maintain a child's self esteem and to promote positive socialization. To achieve these objectives, the educators will employ positive discipline techniques, follow ideas presented in "Secrets of Discipline: The 12 Keys for Raising Responsible Children" by Ronald Morrish, encourage verbal self expression, and redirect children when appropriate to the situation. Where the situation dictates, the educators will move the child as a last resort.

The existence of this Code of Conduct Policy is to protect the rights and safety of everyone in any SPLASH program.

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 conflicts

Supporting children's interests and developmental needs through room awareness, positive guidance and consistency.

Establishing consistent yet flexible schedules and routines to help children gain trust, security, order and self control

Organization Acronyms

Throughout the Family Policy Manual, you may find these acronyms. Here is a list of what each one means:

S.P.L.A.S.H. - Strathcona Pupils Learning Activities Sharing Happiness

CC - S.P.L.A.S.H. Child Care Inc.

EC - Splash Child Enrichment Centre

FS - Splash Faraday Satellite Centre

LC - Splash Early Learning Centre

ULC - Urban Learning Centre

MP - Splash Mino Pimatisiwin Children's Centre

ELCC - Early Learning and Child Care - a department of the Manitoba Provincial Government

Privacy and Confidentiality

Our employees and Board of Directors are expected to keep all written and verbal information regarding our centres and its users strictly confidential. The Manitoba Privacy Act is binding for all employees and does not allow them to discuss children in the program with anyone other than the child's own parents or guardian.

All children, families, educators, and others involved in our centre must use email, electronic devices and the internet appropriately according to our policies to protect the privacy of individuals and confidentiality of information

Employees/Volunteers will not,

- Engage in any activity that goes against (or appears to go against) Splash's mandate, policies or code of conduct, regardless of whether or not they are serving the organization at that moment.
- Make comments that are explicit, suggestive or overly personal.
- Engage in physical contact that violates reasonable boundaries.
- Place a child in any sort of risk of exploitation.

All individuals have the responsibility to treat each other with respect, and to speak up if they or someone else is being abused, assaulted, bullied, harassed, discriminated against or at risk of harm.

The educators of Splash are committed to encouraging and cooperating with the children and families. Most often, cooperation between educators and families leads to resolution of the problem. It is important that the families and educators discuss any concerns about the child. The families are requested to let the educators know of any changes occurring in the child's life.

Behaviour Management

Basic Rules of Behaviour

Our program is inclusive of children requiring additional support. In order to minimize conflict and ensure the safety, health, and human rights of others present in the centre, the following responsibilities have been established:

1. Children are not allowed to leave program facilities or designated areas without permission of the educators.
2. Deliberate destruction of toys and equipment will not be tolerated.
3. All forms of bullying behaviour (physical, verbal, emotional, social or cyber-bullying; comments, actions or visual displays that are intentional, repetitive, and hurtful) are not permitted at Splash, including all forms of sexual, physical, or psychological abuse.
4. Harassment of another person (any behaviour that degrades, demeans, humiliates, or embarrasses a person, and that a reasonable person should have known would be unwelcome).
5. Discrimination against any person or group, as outlined in the Manitoba Human Rights Code, will result in termination and may result in further legal action.
6. No weapons of any kind are allowed on our property or in its buildings - including lockers or elsewhere. Weapons are defined as any object designed to be used in combat - such as guns, knives, or any other item a person may use or intend to use as a weapon that is not normally intended to be used for that purpose - such as a bat, club, stick, etc.
7. The centre will not tolerate any person who acts in a manner that puts another person at risk of harm which may or may not involve a weapon. Authorities will be contacted immediately.

Consequences for inappropriate behavior include:

Redirection: Offer another more appropriate behaviour or activity.

Natural Consequence: If the above measures have not been effective, a logical consequence will be applied. The toy or activity may be taken away for a period of time from that child.

Recovery: An opportunity to recover from a situation will always be offered. Children must have a way to come back and build self esteem and trust again.

Restitution: If the rights or property of a child, educator, or the centre have been violated, the responsible individual will be required to make amends in the restoration of property.

NOTE: Some techniques will not be useful in guiding children. If you have any questions or concerns about our policies and the techniques described here, please talk to the educators. On some occasions the educators will have special approval from the ELCC program to employ techniques which differ from this policy. This usually occurs when a particular child requires special attention and an individual behaviour plan has been made.

Occasionally, despite all efforts, a child may experience serious behavioural difficulties. If the previously outlined procedures do not provide guidance to the child, the following policy will be used as a last attempt to assist the child and improve on their inappropriate behaviour.

1. A formal meeting with the family that focuses on discussion of concerns, learning from the experience and understanding how to use appropriate behaviour in the future.
2. Outside resource assistance may be requested. For example, a behavioural specialist to help support the child, Child and Family Services, St. Amant Centre, SSCY, Manitoba Possible, New Directions, Family Dynamics, MATC intake referral, parenting groups, or mediation services.
3. Contact with the police and/or CFS, if the alleged behaviour is against the law, such as abuse, assault, or threatening another person with a weapon. Splash will implement all requirements or recommendations made by police or CFS to ensure the safety of everyone.
4. If the inappropriate behaviour continues to exist after all procedures have been followed and exhausted, parents/guardians will be given notice and care will be withdrawn. It may be that the child and our environment are not a good fit.

5. In extreme cases, immediate suspension or dismissal of an educator, or suspension or withdrawal of child care services due to inappropriate behaviour will be considered.

The following policy will be used as a last attempt to assist the child and improve on their inappropriate behaviour.

The educators of SPLASH are committed to encouraging and cooperating with the children and families. Most often, cooperation between educators and parents/guardians leads to a positive resolution. It is important that parents/guardians and educators discuss any concerns about the child. Parents/Guardians are requested to let the educators know of any changes occurring in the child's life.

The existence of this Code of Conduct Policy is to protect the rights and safety of all children in the program.

Guidelines for Educators

Reg11. (1) A license holder shall not practice, or inflict any form of physical punishment or verbal or emotional abuse upon, or the denial of any physical necessities to, any child in attendance at the child care centre.

The educators of SPLASH believe that it is important to behave toward children in a respectful and gentle manner. They will employ positive guidance techniques as described at the beginning of this policy.

If the behaviour poses a threat to themselves, other children, or educators, the educators will engage in WEVAS training and move everyone out of the room to another safe place in the building. One educator is to remain with the child in distress until the situation has de-escalated and the child is able to regulate their emotional state enough so as not to be potentially dangerous. Parents/Guardians will be notified if their child's behaviour has warranted such action.

Positive Guidance Techniques

As professionals we guide children's behavior. We teach them acceptable behaviour and guide them to develop self-control. The goal is that children learn to make good decisions about how to act in specific situations.

Here are some basic examples of how we guide children's behavior:

Keep rules simple and easy to understand.

Say what you mean. Use “do” instead of “don’t” whenever possible. Keep sentences short and simple. Focus on what to do rather than what not to do.

Talk with children – not “at” them. Children often don’t pay attention when you are talking (or shouting) “at” them. Guidance is much more effective when you talk to children at their eye level. Resist the urge to simply lecture. Instead, give children time to respond, and listen genuinely to their points of view.

Set a good example. Children watch you all the time. They see how you talk to other children and adults. They see how you cope with anger or frustration. They watch you deal with sadness and joy. The way you handle the ups and downs of life teaches children a lot about how to behave and get along with others.

Encourage children to set a good example for each other. Children also learn a great deal from each other. Encourage appropriate ways to share, play, and be kind to each other.

Give clear, simple choices.

Show respect for children. Talk to children about misbehaviour in private, rather than in front of others. Remind them of reasons for rules and discuss what they can do differently.

Catch children doing appropriate and acceptable behaviors and use words of encouragement. All children want attention. It is better to give them positive attention for positive behaviour than negative attention for misbehaviour.

Teach children how to resolve conflict and solve problems. Help them recognize and name feelings, identify problems clearly, and come up with ideas for solving the problem and try possible solutions.

Teach children how to apologize. You should never force a child to apologize. If a child initiates an apology after talking about their behaviour with you then keep it simple.

No form of physical punishment may be used (Physical punishment includes striking a child, either directly or with an object, shaking, shoving or spanking. It also includes forcing a child to repeat physical movements, or any other action carried out which may result in a physical injury to the child).

No form of verbal or emotional abuse may be used.

No denial of physical necessities may be used (this includes the denial of normal comforts such as shelter, clothing, food or use of washrooms).

Any abusive, violent or aggressive behaviour that endangers the child, other children, employees, equipment, property or the facility will not be tolerated and will result in care being immediately withdrawn.

Hours of Operation

S.P.L.A.S.H. Child Care Inc.: Monday to Friday, 7:00am to 5:30pm

Splash Child Enrichment Centre: Monday to Friday, 7:00am to 6:00pm

Splash Early Learning Centre: Monday to Friday, 7:00am to 6:00pm

Urban Learning Centre: Monday to Friday, 7:00am to 5:30pm

Splash Mino Pimatisiwin Children's Centre: Monday to Friday, 7:00am to 6:00pm

Splash Faraday Learning Centre: Monday to Friday, 7:00am to 5:30pm

Holidays and In-Services

The following holidays will be observed by the SPLASH Organization:

- January 1st - New Year's Day
- 3rd Monday in February - Louis Riel Day
- 1st Friday after the 1st full moon in Spring - Good Friday
- 1st Monday after the 1st full moon in Spring - Easter Monday (Please Note: Although Easter Monday is declared a Provincial holiday, All our centres remain open as most families still require care on this day. As such, the centres will be open on Easter Monday and the staff are given an alternate professional development day in lieu of this day. Families will be informed in advance of the closure in lieu of Easter Monday.)
- The last Monday preceding May 25th - Victoria Day
- July 1st - Canada Day
- Monday of the 1st weekend in August - Terry Fox Day
- 1st Monday in September - Labour Day
- September 30th - National Day of Truth and Reconciliation (Orange Shirt Day)
- 2nd Monday in October - Thanksgiving
- November 11th - Remembrance Day

- December 24th/December 31st - Christmas Eve/New Year's Eve (We are closed at 2:00 pm on these days)
- December 25th - Christmas Day
- December 26th - Boxing Day

(Please Note: For any holidays that fall on a Saturday or Sunday, the following working day will be observed. In addition, SPLASH. may ask for a day in lieu when required to remain open on an observed holiday. SPLASH will be closed two days a year for staff development. Parents will be notified in advance.)

Registration

Waitlist

If you would like to add your child to our waitlist, you can visit our page at: <https://splashcares.ca/waiting-list-registration-information/> and select the centre you wish to add your child to. Waitlists are monitored on a regular basis and you will be contacted once we have a spot available for your child.

Parent Tours

Once a spot is available and you have been contacted, you will receive a copy of this document and will be asked to schedule a Parent Tour to the location you applied for. Once you have had your tour and have accepted the spot, you will then move on to our Registration Process.

Registration Process

Prior to your child attending Splash, an email will be sent to you detailing our next steps, the cost of registration (as detailed in our **FEES** section), as well as any caregiving documentation, PAD agreement, and notice of an email for the Registration Form.

For the Registration Form, please ensure all information including medical history information, contact numbers, etc. is listed correctly and is up to date.

Parents/Guardians are responsible for providing copies of legal papers where necessary regarding custody. Parents/Guardians must notify the centre immediately of any changes on the registration form so our records can be updated. Please see the registration form for complete details. (Please note: In the case of foster children, all of the documentation will be sent to the agency involved with the child, along with an

agency contract. The foster family will receive the link to the Registration Form and will participate in the Family Tour)

Reminder to ALL families. When registering for an Infant or Preschool spot, due to space availability, there is NO GUARANTEE that you will receive a spot when your child ages into the next group. The groups are as follows: Infant to Preschool (LC and EC), Preschool to Nursery/Kindergarten (EC to CC, EC to FS, LC to ULC), and Nursery/Kindergarten to School Age (ULC and CC). Priority will be given to educators/board members of the centre should this circumstance arise.

Provincially subsidized care is available to qualifying families and application forms are available from Splash or the Early Learning and Child Care (ELCC) program. You must provide Splash with the submission number from your subsidy application before enrollment.

Please remember that if you are subsidized, you are using up your allowable absent days when you are away. If you do not show up for 10 consecutive days and we are not able to reach you, we will consider that spot vacant and we will fill your spot.

NOTE: An Information Update will be requested from time to time.

If you wish to withdraw your child, 2 weeks or fees in lieu of notice is required.

All families, who are receiving subsidies are required to pay an **additional \$2.00 a day per child**. This amount is not covered by the subsidy program of Early Learning and Child Care (ELCC).

Billing is done every 20 days; a schedule will be provided. Payment is required according to the PAD (Pre-Authorized Debit) agreement that all families are provided upon registration. Payments not received as scheduled are considered late. Late payments will be charged \$1.00 per day until the account is cleared up. If payments are not received within three weeks, you may be asked to remove your child. Special circumstances will require pre-arrangement with the Director. All unpaid accounts will be handed over to a collection agency.

NOTE: All NSF charges will be assessed a fee of \$40.00

Programming

Attendance

Your child is expected to be at the centre by 9:00am, if your child will not be in attendance by 9:00am, families must call and let the family know when they will arrive at the centre. Failure to inform the centre of your absence will result in your space being filled with a child who is in casual care. The children become the responsibility of the centre when the parents drop off and the educators sign them in on the attendance sheet. The children become the responsibility of the parent again when the educators sign them out on the attendance sheet when the parents return at the end of the day for pick up.

Inclusion Support

Children of all abilities have equal access to and participate meaningfully in our programs. Our goal is always to identify the children's strengths through observation and community building and to build upon those strengths when able. During group times, each child's development is enhanced and positive social attitudes are fostered. All children have equal opportunity to participate and this includes children who require additional program support due to their specific needs.

Our high quality, inclusive program is responsive to the individual abilities and needs of each child. Play areas are arranged in a way that allows all children's abilities to be explored according to their interests and needs. Opportunities are provided for all children to learn through play; engaging with their peers and supported by knowledgeable Early Childhood Educators. The interactions with peers and educators will help promote growth in all developmental areas for children.

Some children require support to reduce or eliminate barriers in order to take part in learning opportunities and fully engage in experiences with their peers. Our enhanced ratio and strategies are used so every child can participate.

Inclusion is more than the presence of a child with additional support needs. Genuine inclusion ensures active and meaningful participation by every child in the daily program and with one another. All of the parents/guardians of children with additional support will be involved in the planning process for their child. The knowledge from families and professionals linked to these children will be shared to develop the best learning experiences for them, as well as provide resources to enable educators to learn about various disabilities. How this occurs will be different for each child based on his or her individual abilities and needs. All children should be valued, have friends and feel that they belong.

A child with additional support needs is a child who has a physical or cognitive disability or a behavioral or emotional issue; and needs additional accommodation or support to participate in the program. Our program strives to benefit all children equitably.

Benefits for all children:

- Enhancing understanding and appreciation of individual differences
- Gain acceptance and respect for and from others
- Learn with and from one another
- Increase opportunities for socialization with peers

Prepare for full participation in the community, including transition into the school system.

Benefits for all families:

- Access to community child care facilities
- Able to pursue education, to obtain or retain employment
- Enhance understanding and appreciation of individual differences
- Learn with and from other families and early childhood professionals

SPLASH welcomes children of all abilities into our programs. Children with additional support needs are identified during the registration process to assist with getting support in place in a timely fashion. We keep in contact with our child development counselor who refers families with children with additional support needs to our program

Outdoor Play

At SPLASH we value outdoor play, it is an essential part of our curriculum. When outdoors there is space for children to be noisy, physical, and energetic, to be inquisitive and explore their surroundings, to be creative, imaginative and messy. Playing outdoors also has a positive effect on children's mental health. It is important for children to experience the outdoor environment in all weather conditions and at all times of the year. Please support us out by ensuring that your child comes prepared for outdoor play at all times. Children will not be allowed to stay inside while the rest of the group goes outside, if the family or child is not wanting their child to participate in the outdoor aspect of our program, they will be considered unable to participate in our program and will need to stay home until they are able to fully participate in the program.

Risk/Benefit Assessment

We conduct risk/benefit assessments in all aspects of our program, when children are playing outside, when children are engaging play that may have a level of risk.

Below is an example of what a risk assessment looks like, these are also completed for areas outside the children are playing in. These are called site risk assessments. All educators in the organization are trained to know how to complete these assessments as the safety of the children in our care are our first priority.

Experience/Activity Risk Benefit Assessment					
Experience/Activity	Benefits What do children benefit from being able to explore this type of play?	Hazard & Risk	Level of Risk	Control Measures Taken What can staff do/change/consider to allow children to explore this type of risk	New Level of Risk
Tree Climbing	- Problem solving - Self-Esteem - Muscular Development - Hand Eye Coordination - Autonomy	Falling Head Injury	High	- Supervised activity always 1:1 - Child needs to be able to start the climb on their own - Clear climbing area - Ask questions (as needed)	High
Carrying Sticks	- Use of open ended materials	Poking Injuries Impaled	Medium/High	- Carry stick behind you - Stick no longer than your arm - Blood bubble (personal space) - No Jabbing/stabbing	Medium/Low
Walking near River Bank	- Develop observation skills - Learn self control - Spatial Awareness	Water Water Moving	High	- Keep a safe distance from the water - Do not go in the water - Have a rope to indicate where children can stand or sit	High

This is a working document and will be adapted to include the activities in the season. It should be noted that the purpose of a risk benefit assessment is not to eliminate risk completely. It is to ensure that there are control measures in place to mitigate these activities as safely as possible.

Forest School

Our Forest School curriculum is held in the summer months at Bunns Creek. This program is included in our regular programming. Families will be notified with their summer package of when their child will be attending forest school.

A separate manual regarding our forest school programming will be given to families prior to the forest school program taking place.

Field Trip & Forest School Behaviour

The educators and children are representing the centre whenever they come in contact with the public. Our behavior must reflect positively at all times. Out of centre excursions enhance the program and are planned to be developmentally appropriate for our children. Interacting socially with one another and in the community is a learned behavior and it is the centre's goal to teach and guide children to interact in a socially

acceptable manner. Disruptive, unsafe and inappropriate behavior may require immediate pick up of your child(ren) from the field trip. Future field trip attendance will be at the discretion of the leadership team. Children are not permitted to be dropped off or picked up during field trips or outings (with the exception of illness or inappropriate behaviour when a parent is called by an educator to do so).

Transportation

The transportation policy is inclusive of all children including children with additional support needs. The policy takes into account the developmental needs of children, as well as the capabilities of all children.

Outings

We will take advantage of nearby parks at all times. When the centre is planning a trip, the educators will post a poster advising you when this will take place. In some cases, a letter will be sent via email notifying families of our plans. Any outing which is planned is inclusive of all children requiring additional support. For outings that require transportation (rented bus, transit bus) a separate permission form is required to be signed by the parent for each trip a minimum of 24 hours prior to the outing.

- A blanket permission slip is to be signed as part of the Transportation Policy to cover outings upon registration. This is found at the end of the Registration Form.
- The centre does not have extra educators to allow for a child to be excused from the field trip. If a child does not want to go on the field trip, parents/guardians will have to find alternative care or the child will have to go along.
- When leaving the centre on outings, the educators will bring the following items with them; walkie talkies, first aid bags (with necessary medications for children and staff), and emergency numbers.
- When educators are out on field trips, the children will wear bright colored pinnies to be easily identified and have child trackers with them.
- Before, during, and after all outings educators are to ensure their ratios and numbers are correct, they regularly count face to face to ensure all children are accounted for.
- Educators will follow all traffic laws and regulations and ensure the children are following them as well.

We will use the following means of transportation to transport children to and from activity locations. The chosen method of transport will be inclusive of all children including those with additional needs.

- Chartered Bus/Van - used as transportation for large group activities (Eg: Forest School, Farm tours, Tinkertown, etc.)
- Public Transit - used to transport children on small and large group field trips
- Walking - used when educators and children go to activities located in the centre vicinity (Eg: local parks, swimming pools, libraries, etc.)

Alternative Transportation Policies

- Educators Private Vehicles - will not be used to transport children.
- Ambulance - In the event of serious or critical injury or illness, the parents will be contacted immediately, an ambulance will be called and the program supervisor or educator will attend with the child until the parents are able to resume care.

Nutrition & Food

Allergies

SPLASH Preschool and Infant programs are peanut butter and nut aware centers. We ask that you do not send anything in your child's snack or lunch containing these products. Please be aware of other food allergies in the program that are posted in each centre. Some learning environments may make requests of other food items depending on the severity of the child's allergy.

Division of Responsibility

SPLASH observes *The Satter Division of Responsibility in Feeding*. We provide nutritious meals and snacks at regular times. We help guide children through sitting at the table during meal times, we sit down with children and provide a safe environment to eat. We observe the food needs of children and we offer both familiar and unfamiliar foods to give children a variety of options. We allow children to freely choose what they eat and children are allowed to eat as much or as little of the food that is offered to them. We do not pressure children to eat, we do not identify foods as good or bad.

Special Occasions

If you wish to celebrate a special occasion with your child's learning environment, please ensure whatever you are serving comes from a nut free facility and is made in a commercial kitchen.

Fees

Registration and Daily Fee

Prior to registration at any SPLASH location, we require a \$100 per child, non-refundable registration fee.

Daily fees differ to specific age groups, which is as follows:

- Infant daily fees is \$10.00 per day
- Nursery ½ day fees is \$5.00 per day
- Preschool daily fees is \$10.00 per day
- School Age fee is
 - 1 Period: \$5.15 per day
 - 2 Period: \$8.60 per day
 - 3 Period: \$10.00 per day

Snack Fee Policy

Two nutritious snacks are served daily (AM/PM). Centre menus are posted on the parent boards of each program. Parents will be charged \$1.00 per day/per child, totalling an additional \$20.00 per billing period. Children with multiple anaphylactic/severe allergies will have the opportunity to opt out upon the family's request. Menus posted will be adjusted for allergy accommodations as well as religious and cultural restrictions. On occasion children will be provided with a special celebration snack, these will also be reflected on the menu that is posted.

Late Fee Policy

If you are going to be late picking up your child, please contact centre personnel. Families who have not picked up their child by the centre's closing time will be charged a late fee as follows: \$20.00 per child for every 15 minutes. Educators will inform the Site Lead and the Site Lead will notify the Accounting Team and the fee will be added to

your next bill. The educator(s) on duty during that time will be compensated for their time.

No Pick Up Policy

Regular late fees will apply if your child is not picked up by closing time. If your child is not picked up 30 minutes after closing time, and SPLASH is unable to reach an emergency contact, we are required, by law, to contact Winnipeg Child and Family Services. WCFS/ANCR will subsequently pick up your child. Should this situation arise, WCFS/ANCR can be reached through their general phone number **204-944-4200**.

Joint Payment Policy

All accounts which involve more than one parent paying a percentage of childcare fees are subject to joint liability. If one parent does not pay their portion of the fees the other parent will be informed, and be required to pay the full portion of fees to guarantee their child's space in the program. All parents who share payment responsibilities of childcare fees will be required to sign the joint payment contract.

PAD Agreement

Parent fees are withdrawn using a pre authorized debit form. Payers complete a PAD Agreement form prior to starting in the program. Each transaction has a \$2.00 fee. NSF fees are charged when a PAD Agreement isn't completed or canceled.

Non-Payment Policy

If payment, or payment arrangements are not made within 4 weeks of the due date, a notice will be sent to parents. If full payment is not received within 1 week of the notice, child care may be suspended and/or your child may be withdrawn from the program, at the discretion of the Board of Directors. The account will go to Small Claims Court.

Illness

Managing Illness in the Centre

When your child arrives at the centre, your child should be well enough to participate in the program, when a child is not able to fully participate in the program, children will have to be picked up from the centre and only return once they are feeling better.

The following information lists specific common ailments and provides guidelines which SPLASH follows:

Colds/runny noses: Your child may attend providing there are no other symptoms.

Fever: Children cannot be at the centre if their fever is 38 C or higher. Children need to be fever free without fever reducing medication for 24 hours before returning to the program

Diarrhea: If your child has 2 or more episodes in one day they must be picked up from the centre.

Vomiting: Exclusion is necessary until vomiting stops.

Pink eye: Exclusion from the centre 24 hours after the first dose of medication prescribed by the child's doctor.

Ear Infections: Once under treatment the child/ren may attend, proving he/she is coping and able to take part in all activities.

Strep Throat: Exclusion from centre until antibiotics have been taken for a minimum of 24 hours.

Impetigo: Exclusion from centre until under treatment for a minimum of 24 hours.

Head Lice: Exclusion from centre until treated and all nits are removed.

Communicable Diseases: Your child may not attend the centre if he/she has contracted a communicable disease (i.e. measles, chicken pox etc.) The child must remain home during the incubation period. Please advise the centre if your child is away with a communicable disease.

Administering Medication

Parents must fill out a Medication Form.

We will keep a written record of its use, including the type of medication, time of administration and signature of the staff person who administered it.

We will accept only prescription medication brought to the Centre by the family and is in its original container.

We will designate one staff person on duty with the responsibility of administration.

SPLASH will not accept any responsibility for illness or side effects caused by the medication, taken by a child upon permission or instruction by the parent who has made such an arrangement for the child to take the medication on their own.

Note: You can ask your pharmacy to put medication into two bottles so that you are able to keep one at the centre and one at home.

Sick Child Procedure:

- The centre will do what they can to separate the children who become ill while in the centre
- Educators will contact the family to pick up or arrange pick up of their child
- Families will be given a 30-minute time frame to pick up or arrange pick up of their child
- Environmental cleaning of the space the child was in will be conducted once the child has been picked up

For rescue medication and antibiotics, only prescribed medication that is in an original, labeled container with dosage instructions will be administered to the child. The family must sign a medication form with dosage instructions. With permission, we will use cornstarch powder, diaper cream, sunscreen, and Vaseline.

Children with rescue medication must have medication at the centre according to their URIS plan. Failure to do so will result in the child not being accepted into the program until the medication is with the child.

Tylenol Policy

Children in the Infant & Preschool Programs may receive tylenol if families have provided the centre permission to do so. Children will be given medication according to the directions on the bottle, the family will be called and the child will have to be picked up and cannot return to the centre until the fever is gone and does not require fever reducing medication.

Immunizations

After your child's vaccination, they may resume attendance at the centre, provided they are capable of participating in program activities. In the event your child cannot join program activities, we will inform you to arrange an early pickup.

Bed Bug Policy

Objective: To provide a standard of practice for leadership, educators, parents, and children of all centres when addressing the issue of bed bugs.

Definition: Bed bugs are oval shaped insects without wings that bite at night. They prefer to feed on human blood but also bite mammals and birds. Signs of bed bugs are bites or rashes on humans especially found around the face, neck, upper torso, arms, hands; physical signs such as blood spots on furniture, bedding, carpet or walls; and the bugs themselves.

Responsibility: Executive Director, Educators and families

Procedure:

- Any family who notices signs of bed bugs in their home or on themselves or their child(ren); or has been in contact (through other sources) with bed bugs will notify the Executive Director or their designate.
- Any employee who noticed signs of bed bugs in any area of the child care centre shall promptly notify the Executive Director or their designate
- If signs of bed bugs are confirmed at the centre, the Executive Director or their designate shall promptly notify the Board Chairperson and families will be notified
- In the event that the educator suspect that a child has insect bites (consistent with those of bed bugs) the family will be contacted to pick up their child immediately
- Families will be required to provide a doctor's note that clearly identifies whether or not the bites resemble those of bed bug bites.
- The centre will provide your child with a blanket for sleep. If your child requires a special stuffed animal to sleep, we require it to stay at the centre everyday and be laundered in our program before the child is able to sleep with it. Blankets and stuffed animals traveling from centre and home will not be permitted. Please keep all toys from home at home unless educators have informed you of show and share activities being planned in the program.
- If a diagnosis of suspected bed bug bites is confirmed by a doctor, the following steps must be taken before the child can return to the centre:
 - Confirmation, in the form of a written and signed report by a certified Pest Control Company, that the premises in which the child resides or co-resides has been inspected and found to show no signs of bed bug infestation; and/or received a treatment to prevent or eliminate a bed bug infestation.
 - Note: If the inspection was done before a doctor's visit, the Pest Control Company report is still required. If the inspection confirms

an infestation, then a doctor's note is unnecessary. If the report confirms no infestation, then a doctor's note is required to determine what kind of bites (if any) the child has so bed bugs can be ruled out.

- An expectation that all other necessary measures are taken to ensure the removal and elimination of a bed bug infestation. This includes all Public Health recommendations. Families will be provided with a list of recommended actions to take.
- The centre will perform a daily visual full body inspection of the child (in a respectful and discreet manner) to monitor for signs of new bites which would indicate the bed bug infestation has not yet been remediated.
- IF this is the case, the child would be asked to leave until a second confirmation by a certified Pest Control Company can be provided.

When there is evidence of bed bugs (bites on the child) we will be expecting:

- Families to bring a set of clean clothes (just come out of the wash/dryer) in a zip lock bag
- Educators will change the child into this clean set of clothes when the child arrives at the centre. Clothes that were worn from home to the centre will be placed in the laundry and put back in the Zip Lock bag and back in the child's locker for the next day.
- The centre will not be washing clothing or any other articles belonging to the children unless live bugs are found. When the evidence of bed bugs ends this procedure will end.

If the above measures are not taken, the Board of Directors reserve the right to discontinue care.

No Nit Policy

To reduce the spread of head lice, the centre will enforce a No-Nit Policy. The family will be contacted and the child will need to be picked up as soon as possible. The only effective measure against head lice is the complete and thorough removal of all eggs (nits). Once the child has been treated (hair shampooed with a lice shampoo) and there are no signs of lice/nits after 24 hours, the child may return to the centre.

Parental Involvement

We are pleased that you have chosen to bring your child to Splash and sincerely hope your time with us will be a pleasant one. Educators and families have found, from

experience, that without parental involvement, we cannot achieve the quality of care we feel is desirable.

The following are some ways you as a parent/guardian can become involved:

- Serving on the Board of Directors
- Serving on the Fundraising Committee
- Participation in the Annual General Meeting
- Reading and contributing to the family bulletin board
- Following our social media and interacting appropriately
- Joining us on field trips/outings and special events (when applicable)
- Staying for a while at drop off/pick up for your child (when applicable)
- Setting up your place of work for our centre to visit (when applicable)
- Collecting “beautiful junk” for us
- Sharing special talents/family traditions you may have (when applicable)

Most important of all!! Maintaining lines of communication with educators and sharing ideas, concerns and suggestions. **WE WELCOME YOUR INPUT!!**

AGM

The Annual General Meeting occurs each October (**NOTE:** Until further notice, the AGM will be held via Zoom. Parents will be updated and given information closer to the date.) Your attendance should be considered mandatory as elections for board members are held at this meeting. An annual report will also be presented, summarizing the activities of SPLASH for the previous year.

All parents are welcome to attend these meetings as well. The date and time will be posted. There will be no board meetings in July and August.

Fundraising

SPLASH relies heavily on fundraising efforts and receiving grants to ensure that we are providing the best possible quality care. Families are expected to participate in fundraising when fundraisers are happening.

APPENDIX I - Pandemic/Crisis Planning

The centre will make every effort to stay open without compromising the health and well-being of all adults and children.

The centre may/will close if:

- The Executive Director and Chairperson of the Board decide that the program cannot operate in compliance with the license issued by ELCC
- The centre is instructed to do so by local authorities
- When it is determined that there are not enough educators to meet ratios in all programs. The centre may/will:
 - Alter hours (4.5 per day)
 - Alternative days offered to families
 - Have combined programs
 - Ask educators to work a flexible schedule
 - Ask parents if they can pick up their children earlier
 - Cancel all field trips and extra activities

Monitoring:

- Educators are expected to observe their own health, and the health of the children in their care.
- Families are expected to observe, and monitor the health of their children and watch for symptoms.
- Educators will inform the Executive Director, and Site Supervisor if any children, or persons in their home are showing signs/symptoms.
- Accurate records will be kept in order to report all absences of educators and children
- During a pandemic, the children will wear masks during transportation - if public health guidelines require it.

Parents will be informed that once the centre closes, it may be closed until the majority of the educators are able to resume duties

APPENDIX II - Organizational Structure

As with every organization, there is a structure on which our centres function. The following chart shows the organizational structure of SPLASH.

