

Welcome!

This handbook is designed for you. An effective early childhood program relies on strong communication, trust, and respect between staff and parents. As parents, you are the foremost experts on your own children, and we are eager to learn about your child's life outside of daycare and understand your priorities.

Open communication is crucial as it strengthens relationships by ensuring both parties feel understood and valued. When staff and parents know they will be heard, they are more comfortable sharing information, even if it's difficult. This transparency allows Early Childhood Educators to gain a deeper understanding of your children beyond the center, enabling them to teach and guide more effectively. Whether it's changes at home, developmental milestones, or daily routines, keeping an open dialogue ensures that we can provide the best possible care and support for your child's individual needs.

As Early Childhood Educators, we bring expertise in child development and extensive experience working with children. While the principles of our practice may seem second nature to us, it is important to communicate not only what we do in the early childhood program but also the reasons behind our actions. By fostering an environment of mutual learning and respect, we can work together to create a positive, nurturing space where children feel safe, supported, and encouraged to grow. Your involvement and input are invaluable, and we welcome your collaboration as we strive to provide the highest quality care and education for your child.

Bright Beginnings Early Childhood Centre

Statement of Philosophy

The mission of Bright Beginnings Early Childhood Centre is to create a childcare environment that values individuals, respects their uniqueness, and nurtures their development.

Respecting each child's individuality is central to our philosophy. We strive to provide a secure and safe environment that supports the development of every child in all areas. Recognizing the need for nurturing adults, our staff and volunteers encourage children to explore their environment, interact with their peers, and develop curiosity about the world.

We prioritize staff development and involvement, encouraging each individual to develop their own skills and talents within a professional context.

Our program emphasizes the development of social skills such as consideration for others, communication, empathy, respect for diversity, conflict resolution, effective listening and positivity. We aim to create a stimulating setting that allows each child to grow as an individual.

Parents are partners with our staff, and we maintain an "open door policy" to encourage parent involvement. Clear communication and mutual respect between parents and staff enhance the quality of our program.

Bright Beginnings Early Childhood Centre celebrates cultural diversity through various cultural celebrations, myths, stories, music, and food.

We are committed to staying informed about innovative approaches to childcare. This commitment drives our partnership with the Ministry of Education-Early Learning and Childcare Services to provide a naturally stimulating environment where children can develop a love of learning.

The Power of Play

Have you ever heard someone remark about an early childhood program - even ours, perhaps- "All the children do there is play"? At good early childhood programs there is a lot of play- and there should be!

Years of research on children's learning and development document the many benefits of play for children's cognitive, social, spiritual, physical, and language development. Children at play are actively involved in creating themes, solving problems, exploring and establishing environments and developing understandings.

Children engage in various forms of play, each contributing to their development. They may play independently, absorbed in their own activities, even when near others. At times, they participate in parallel play—using each other's toys or engaging in conversation without fully coordinating their actions. As they grow, they develop the ability to play cooperatively, assigning roles and creating shared scenarios. With age, their play becomes increasingly collaborative and structured. However, all types of play—whether independent, parallel, or cooperative—are valuable to a child's growth and learning.

As children play with each other, they learn to see other children's points of view and begin to become more empathetic and caring. They come to understand customs and values in their own culture, and they appreciate those of others. They learn to use language in new ways to describe their play and to interact with others. In play, children develop their muscles and coordination.

Adults support children's play by providing space, opportunity, and materials. We set up areas based on the children's interests where kids can play without fear of damaging furniture or injuring themselves. We make sure that they have the time to choose and to become engaged in their own play activities. When we provide them with simple, interesting materials- no newfangled, expensive gadgets required- kids take it from there.

Play is fun, but it is also serious business that pays big dividends to its eager, young investors.

RISKY PLAY FOR CHILDREN: WHY WE SHOULD LET KIDS GO OUTSIDE AND THEN GET OUT OF THE WAY

BY BRITTANY TOOLE

Mariana Brussoni, a professor at the University of British Columbia and BC Children's Hospital — featured in *The Nature of Things* documentary ***The Power of Play*** — has spent years researching the benefits of play that have an element of risk. Risky play for children, she explains, is “thrilling and exciting play where children engage in risk without certainty,” and it has been proven to have immense benefits.

The benefits of risky play:

Risky play involves kids experimenting and pushing themselves to figure out what will happen, without knowing the exact outcome. If kids don't go far enough with their play, it's boring and if they go too far, it gets too scary, Brussoni explains. She likens it to a science experiment, where kids are testing out their environment and determining what they're comfortable with.

“When we have kids engage in play, it's really a fundamental way for them to figure out the world — how the world works, how their body works,” says Brussoni, adding that these little experiments are all done “in context of a relatively safe space.”

Risky play in early childhood can help develop a child's self-confidence, resilience, executive functioning abilities and even **risk-management skills**. And Brussoni's work in injury prevention research shows that engaging in risky play can actually **reduce the risk of injury**, too.

Brussoni gives the following tips for parents on how to put riskier play into action:

Focus on 'as safe as necessary' over 'as safe as possible'. Consider a playground. Things such as needles on the ground or broken equipment would be cause for parental intervention, whereas navigating a bush with thorns at eye-level, for example, would be something you could involve the child in. Rather than removing the plant altogether, Brussoni advises assessing the situation together, having the child take stock of the thorns and then suggest ways to stay safe. Balance the risk with the benefits, she says.

Provide guidance; Brussoni suggests that when you walk your child to school every day, it can be helpful to take the time to point out the potential dangers so that they gradually

reach a point where they have enough knowledge to stay safe. This builds confidence and prepares them for solo adventures.

Don't let your own fears get in the way: Parents' fears can get in the way of giving their children freedom. Worries about injury, and the fear of people thinking they're bad caregivers can drive many parents to intervene before their child can engage in risk during play. Recent estimates show that children would need to spend about three hours per day playing, every day, for 10 years before they were likely to get an injury that needed treatment (and it would likely still be minor).

Practice the 17-second rule: Instead of telling your child not to climb so high or run so fast while observing them at play, take a moment — or, as Brussoni advises, 17 seconds. Step back, she says, and “see how your child is reacting to the situation so that you can actually get a better sense of what they're capable of when you're not getting in the way.” Brussoni explains that this will provide them with “the opportunity to figure out for themselves what's comfortable and what they can do,” while allowing them to develop those all-important risk-management skills.

Get out of the way: In ***The Power of Play***, Brussoni states that the most important thing parents and guardians can do is get out of the way: provide children with an environment for play and then let them play. This doesn't necessarily mean that optimal risky play is unsupervised. For younger kids, it may simply be about facilitating and supporting children in how they want to play, rather than guiding it.

6 key factors to risky play:

1. Play with heights, such as climbing trees or structures
2. Play at high speeds, such as a fast game of tag or riding a bike really fast
3. Play with tools, such as building a fort or whittling a stick
4. Play near elements, such as playing near fire, water, a cliff or something that a child could fall into
5. Play with a chance of getting lost, such as wandering the neighbourhood with friends unsupervised, or simply hiding in the bushes for younger kids.
6. Rough-and-tumble play, such as play fighting”

Provide time, freedom and space for good play: Brussoni emphasizes that parents need to carve out enough time to let children play, despite a high volume of homework and extracurriculars. Kids need to be afforded the freedom to play the way they want to,

without being limited by the mindset of their guardians. High-quality play also requires space — both physical and psychological. In terms of physical space, there needs to be enough of it, and it has to be of good quality. Psychological space, Brussoni explains, “involves the feeling that somebody has their back” so that kids “feel like they have the latitude to try and try these experiments.”

Create a play space with loose parts and materials; In her interviews with hundreds of children, one factor stood out: the freedom to build on imagination. In the typical North American playground, equipment is fixed and the options for play are limited; there is only so much you can do with a slide, monkey bars or swings. Instead, Brussoni’s team recommends removing all this structure, and instead providing loose materials such as logs, mud, tarps, crates, sticks, planks, ropes and even water to play with. These elements can often be found in nature, vacant lots and even junkyards, but the most important element in any play space is, again, the psychological and physical space to take risks.

To learn more, watch ***The Power of Play*** on *The Nature of Things*.

Bright Beginnings Early Childhood Centre

General Information

We appreciate the trust you place in us with your child and want you to stay informed. Please refer to this manual regularly for updates on Bright Beginnings Early Childhood Centre's policies and procedures.

The Ministry of Education-Early Learning and Childcare Services (ELCS)

Our Centre is licensed by the Ministry of Education and supported by an Early Learning and Child Care (ELCC) Consultant. ELCC Consultants help ensure licensed childcare programs meet the standards set out in *The Child Care Act* and *The Child Care Regulations, 2015*. They also provide guidance and support to centres so we can continue to offer safe, high-quality care and early learning experiences for children. If you have questions about childcare regulations in Saskatchewan, you can contact the Ministry of Education, Child Care Operations at 1-855-824-9419 or childcare@gov.sk.ca.

Hours of Operation

Both the Regent location and the Argyle location are open from 7:00 am to 5:30 pm Monday to Friday. We are closed on the following days:

- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Saskatchewan Day
- Labour Day
- Thanksgiving
- Remembrance Day
- Christmas

We close at 12:00 pm on Christmas Eve and at 3:00 pm on New Year's Eve.

If a Statutory holiday falls on a weekend, the Centre will follow the dates observed by the Government of Saskatchewan.

Boxing Day Care Survey

Each year, Bright Beginnings will send out a survey to families to determine the need for care on Boxing Day. If only a small number of families require care, the Centre will remain closed. In such cases, families may be eligible for a reimbursement of up to 90% of the daily fee, provided they meet the requirements outlined in the Saskatchewan Child Care Regulations.

Professional Development Closures

In addition to the statutory holidays listed above, the Centre will be closed two days per year for staff Professional Development and training. These closures will occur once in March and once in September, with specific dates to be determined and communicated to families annually.

Admissions Policy

We are licensed to accept children 18 months to 12 years at our Regent location and 2 years to 5 years at our Argyle location. Enrolment is based on the availability of space within specific age groups, and we are limited in the number of children we can accommodate in each category. Due to these limitations, families may remain on the waitlist for several months depending on the age group needed. We encourage families to check in periodically for updates. Siblings of currently enrolled children, as well as families from the surrounding community, are given priority for enrolment.

Effective Sept 1, 2025: *Although the Regent location is licensed for children up to 12 years of age, we are not currently providing school age care (Grade 1 and up). This is due to the current funding model provided by the Ministry of Education. This decision may be revisited in the future should the funding structure change.*

Withdrawal

A one-month written notice is required for withdrawal, given by the first working day of the month for the following month. Failure to provide notice will result in full charges for the next month. Unpaid balances remaining one month after withdrawal may be sent to a collection agency.

Attendance Reports

The ELCS requires parents to sign an attendance sheet each day that they bring their child(ren) to the Centre. The attendance should clearly show the time the child(ren) arrived and when the parent has arrived at the end of the day. We will not release any child to a

person who the parent has not acknowledged as an alternate for pick up. If the staff are not familiar with the person picking up the child, they will ask for identification. If you know in the morning that someone other than yourself is picking up your child(ren) please inform the staff and/or call the Centre during the day to inform us. This policy is strictly enforced as we cannot be too careful when it comes to the children's safety.

At the end of each month, you will receive a monthly attendance form detailing your child's attendance and the corresponding fee for that month. You must sign this form to confirm that the recorded hours and the fee charged are accurate. If the monthly attendance report is not signed, childcare services may be withheld.

Tax Receipts

Families who require duplicate receipts for tax purpose may request so at a cost of \$25.00, payable in cash only. Parents are encouraged to keep their monthly fee receipts in a safe place until income tax time. The Centre will keep your receipts on file until you need them for income tax if you request it.

Fire Drill

Fire drills are carried out once per month at different times of the day. The procedure requires that the children do not stop to put on coats or shoes; but leave the building immediately as they are. Fire drill procedures are posted in each of the areas that children use regularly. If parents are present in the Centre during a fire drill, they are required to participate. Staff evacuate the children to the closest exits. The meeting place is at the apartment across the street (Regent) and should it be a real emergency, each family will be contacted. Argyle location participates in the school fire drills and lock down procedures.

Parking

The first few spots in the parking lot are reserved for parents. In front of the building is a fire lane, please do not park there for safety reasons. At the Argyle location, there is no parking in the school's parking lot during the school year from the hours of 8-9 and 3-4, this is for staff parking only. These times are very busy and dangerous for kids to be in the parking lot. Do not park on the street in front of the school as this area is used for school buses.

Toys from Home

Toys from home should not be brought to Bright Beginnings Early Childhood Centre. Little ones have a difficult time learning the concept of sharing with others, and it is even harder when their own special toys are involved. If toys are brought from home, please note that they may be put away if they are the cause of disagreements among the children. The only exception to this will be for favorite items used for naptime and items brought for special requests (i.e. Teddy bear day). Although care is taken with the children's possessions, there is also a possibility that toys can get lost or broken. We are not responsible for any loss or damage of personal items brought into the Centre.

Nutrition

Bright Beginnings Early Childhood Centre provides morning snack, lunch and afternoon snack. Lunch consists of 2 parts produce, 1 part grain, 1 part protein, water and milk. Morning and afternoon snacks contain 1 part produce, 1 part grain or protein, water and/or milk. Food served will be nutritious and healthy and will be based on menu planning guidelines from the Ministry of Education. All menus are pre-approved for use by our Early Learning Child Care Consultant and are pre-planned by our cook in consultation with the Directors of both locations. The menu is a four-week plan that is used for six months. Each parent receives a copy of the menu for reference at home. A new menu is distributed in May and November.

Meal Times

Children are encouraged to try a small portion of each food item placed on their plate, but they are not required to eat anything they dislike. Food is never withheld as a form of discipline. Staff sit and eat with the children to provide a positive model and create a relaxed, enjoyable atmosphere.

Allergies

Parents must inform the Director of any allergies that the child may have so that information may be shared with the child's primary caregiver and the cook. Allergies are then posted on a list in all rooms of the Centre. Parents of children with severe allergies may be asked to supply special food items (e.g., lactose free milk, gluten free foods...) from home or their own meals.

Clothing

A complete change of clothing must be kept at the Centre at all times. This includes underwear, socks, pants, and shirt. All clothing must be labeled with the child's name. The staff at the Centre have the authority to put the child's name in any article of clothing. Playing can sometimes be messy, so please dress your child in comfortable play clothes that can get dirty. Clothing should have simple fastenings as independence is very important in your child's development. Shoes must be worn at all times to help prevent accidents or injuries and in case of fire drills when children must go outside. During seasons when children wear boots, it is a good idea to leave shoes at the Centre. In the summer, please make sure your child(ren) has their own swimsuit and towel here every day, labelled with their name. Also, for your child's safety, please **NO** flip flops.

Outdoor Apparel

Proper outdoor clothing is essential. We suggest for the winter: boots, snow pants, jacket, waterproof mittens, a hat, and a scarf. For Summer: sun hat, light pants, t-shirt, walking shoes-no flip flops please. The children need to have sunscreen and mosquito spray that can stay at the Centre. **It is essential that all children be dressed for outdoor play every day.**

Absence from the Centre

Please inform the Centre as soon as possible when your child(ren) will not be in attendance. You can do so by leaving a message, emailing or texting in the Remind App.

Children's Lockers and Parent Communication

Each child will have a locker for personal belongings. Please help your child hang up their items on arrival and empty the locker daily to avoid clutter or lost items. Parents will also receive an invitation to join our free Remind App, where newsletters, menus, and updates are posted. Please check it regularly for important information.

Communication

Parents are responsible for communicating all necessary information about their children to the staff. Communication must be ongoing. The staff's priority while working is to the children, so if your discussion will take longer than a few minutes, please arrange a time when the staff can give you their undivided attention. Please do not discuss your child or any other child with staff or parents when the child is present.

In keeping with our philosophy, parents and staff are expected to respect each other. In order to maintain consistent childcare, certain routines, rules, and policies have been established. Remember that group living involves some compromises. Your suggestions or concerns should be addressed to the director, supervisor, the Board if necessary, and finally to the Early Learning and Child Care Consultant if still unresolved. Abusive language and/or behavior toward staff, other parents or children will not be tolerated under any circumstances.

Nap Time

The Centre provides bedding for each child. They keep this bedding for the week, and then it is laundered on Friday. The beds are disinfected every Friday. If your child has a favorite blanket, cuddly toy, soother, etc. that they use to sleep, you are welcome to bring it for nap. The goal of nap time is to create a relaxed atmosphere. Staff rub backs, the blinds are drawn, and soft instrumental music is played. For those children outgrowing or having outgrown the need for sleep, they will go to the quiet room where staff will have calm activities planned or outside (weather permitting).

Parents are encouraged to discuss their child(ren)'s day-time sleep needs with the staff; however, the Centre reserves the right to make decisions regarding appropriate rest according to the individual child's daily needs.

Outside Play

The children play outside every day unless there are extreme weather conditions. We do not take the children outside if it is -30 degrees or +30 degrees. If a child is well enough to attend daycare, it is assumed that they are well enough to participate in all activities including outside play. We cannot make accommodations for children to stay inside when the rest of their group is outside as this would place the other groups over ratio.

Diapering

Parents are responsible for providing diapers. The Centre supplies wipes, powder, and cream, and follows SHA-approved diapering procedures.

Toilet Training

For both practical and sanitation reasons, we have adopted the following criteria regarding training:

Your child will not begin training at the Centre until they can:

- 1) Recognize that they are wet or soiled
- 2) Pull pants/shorts up and down, as well as pull-ups or cloth training pants
- 3) Display willingness to use the toilet

Once we see that the child is ready then they will be encouraged to use the toilet at reasonable intervals. While in training, it is important that your child wears clothing that will help them experience success; clothing that is easy to pull up and down, and avoiding clothing with buttons, snaps, zippers, jumpers, belts, or overalls. Please provide at least 5 changes of clothing including socks and shirts during this process. Soiled clothing will be placed in a plastic bag and put in the child's locker to be taken home and laundered. Sometimes parents want their child to be trained before they are ready, either physically or emotionally. If a child is not ready it may be an unpleasant situation for everyone, but especially for the child. At these times, it is probably best to stop the training process for a couple of weeks.

Accidents

Most minor injuries resulting from accidents can be treated by staff, and a written report will be completed and provided to parents for review and signature at the end of the day. Incident forms will be filled out for any cuts, scrapes, bumps, or other visible marks. Once signed, these forms will be kept in the child's file at the Centre. All full-time staff are certified in Emergency First Aid & CPR/AED level C and are trained to administer basic first aid. While staff are attentive to children's safety, occasional accidents may go unnoticed. If you observe an injury at home and have not received an accident report, please speak with your child's caregiver the following day.

Serious Accident or Illness

In the event of serious illness or injury, staff will provide basic first aid and contact parents immediately to determine next steps, such as pickup or meeting at the hospital. If parents cannot be reached, a staff member will accompany the child to the hospital and contact Social Services for treatment authorization. After 5:00 pm, Mobile Crisis Services will be contacted. Transportation by taxi or ambulance will be at the parent's expense. Serious incidents must be reported to the ELCS within 24 hours, with a Serious Occurrence Report completed.

Excursions

Your enrollment forms include an "Excursion Consent Form" granting permission for walks and park visits within the community. For trips outside the neighborhood or requiring transportation, a separate consent form with details will be provided for parental approval. Outings have lower staff-to-child ratios for safety, and staff carry an outing bag with a first aid kit, emergency contact information, and a phone. Children wear identifying T-shirts for visibility.

Confidentiality

We adhere to Saskatchewan Child Care Regulations to maintain strict confidentiality regarding your family's personal information. Only staff have access to details like addresses, phone numbers, and custody information. Information is only shared with consent, unless required by law or for a child's safety. All meetings with staff are conducted professionally, ensuring privacy and discretion.

Sick Children

When starting childcare, children may be more susceptible to colds and infections, but their immunity will strengthen over time. Bright Beginnings Early Childhood Centre is not equipped to care for sick children, so parents will be contacted for pickup if a child becomes ill. Children with symptoms of a communicable disease may need to see a doctor and follow Saskatchewan Health Authority guidelines. A doctor's note may be required to confirm they are not contagious. Parents must notify the Centre if their child has a communicable disease, and a notice will be posted for all families. The Director may deny entry if there is a health risk to others. While this may be inconvenient, safety remains our priority.

Medication Administration

Prescription medications brought to the Centre can only be administered by staff with current First Aid. All medications are administered according to the directions from the doctor. The Centre **will not** administer the medication if it is not in its original container, if it is expired, or if it does not have the dosage amount on it. Parents must fill out a medication form and have their written authorization for the Centre to administer. Medications are kept in a locked container in the fridge, or a cupboard out of children's reach.

Prevention of Illness

When a child starts daycare, they are exposed to more children and in turn, more germs. Bright Beginnings Early Childhood Centre believes that prevention is the best way of preventing illness from spreading. The following are steps taken:

- proper hygiene practices for both staff and children
- communication from home about any changes in a child's normal behavior
- kitchen counters, eating surfaces, play surfaces, change areas are disinfected after each use
- carpets are vacuumed daily
- floors are mopped daily
- toys in toddler room disinfected weekly; other toys monthly
- staff are trained in using Universal Precautions when dealing with blood

Disclosure of Child Abuse

By law, staff, parents, and the Director must report any suspected child abuse or neglect to Social Services-Child Intake Unit. Staff report suspicions or disclosures but do not determine if abuse has occurred—Social Services handles investigations. Reporting is required to ensure the child's safety, and failure to do so may lead to legal consequences under the Family Services Act. Staff cannot contact parents unless directed by Social Services.

Bright Beginnings Early Childhood Centre

Daily Schedule

Our schedule has been polished over the years to reflect the changing needs of children in a play-based, child-led program. The schedule should provide for alternating periods of quieter and more active experiences. This daily pattern reduces the possibility of excitement escalating to exhaustion. This is done by interspersing quieter times, such as snack or story time, with more vigorous experiences, such as outdoor play or dance.

The schedule provides for a reasonable pace throughout the day. It is necessary to allow enough time overall, every day, to permit children to become truly engrossed in what they are doing. Plans that cause children to be constantly shifted from one thing to another reduce their chances for concentration and deep involvement. In addition, it is necessary to allow a realistic amount of time for transitions. Children do not "hurry" well. It takes time for them to shift from one activity to another.

The schedule provides for a balance between individual self-selected learning experiences and participation in the more structured small-group times. Openness is desirable so that children learn to make responsible choices, develop their autonomy and independence, and have many opportunities to participate in activities that suit their individual interests and needs. More structured opportunities are needed to help them learn to function as members of a somewhat more formal group and to ensure comprehensive coverage of some areas of the curriculum.

Daily Schedule by location:

Time	Regent Location	Time	Argyle Location
7:00-8:30	Program planning implemented (mixed age groups)	7:00-8:20	Program planning implemented
8:30-9:00	Transition to morning snack	8:20-8:30	Transition to morning snack
9:00-9:30	Morning snack	8:30-9:00	Morning snack
9:30-11:30	Program planning implemented	9:00-11:20	Program planning implemented
11:30-12:00	Transition to lunch	11:20-11:30	Transition to lunch
12:00-12:30	Lunch	11:30-12:00	Lunch
12:30-12:45	Transition to nap	12:00-12:30	Transition to nap
12:45-2:30	Nap	12:30-2:25	Nap
2:30-3:00	Transition to snack	2:30-3:00	Snack
3:00-3:30	Snack	3:00-5:30	Program planning implemented
3:30-4:30	Program planning implemented		
4:30-5:30	Program planning implemented (mixed age groups)		

Bright Beginnings Early Childhood Centre

Payment Information

Fees are standardized for all children attending Bright Beginnings Early Childhood Centre and are dependent upon the child's age and amount of time spent in the Centre. The following are the charges that you will assume upon enrollment.

Registration Fee

Upon enrollment, a one-time payment of \$150.00 per family (non-refundable) is due for registration fee. This also secures your space.

Membership

There is a \$10.00 non-refundable charge per family for membership in the co-operative. This membership is good for one year after you withdraw your child(ren) should you return to the program. To learn more about what a membership in our co-operative means and what the rights and responsibilities are of you as a member, see "Organizational Structure".

Monthly Fees

Childcare fees are due and payable on the first day of each month. All parents must pay the full fee for all their children upon enrollment. We accept cash, e-transfer and money orders. Bright Beginnings reserves the right to charge a late fee of \$25 if fees are not paid by the 20th of each month. If payment in full is not received by the last working day of the month, Bright Beginnings Early Childhood Centre will have no other option but to suspend childcare services until payment is received.

E-transfers can be made to the Regent location at brightregent@sasktel.net and to the Argyle location at brightargyle@sasktel.net. E-transfers will be automatically deposited into Bright Beginnings account.

Subsidy

On January 16, 2024, The Ministry of Social Services launched a new Saskatchewan Employment Incentive (SEI) program to replace the Child Care Subsidy (CCS) program. It is the responsibility of the parent to notify SEI of any changes in your personal situation (marital status, finances, employment, etc.). Please ensure that you make yourself fully aware of all conditions under which your benefits are granted. Regardless of when a parent receives funding for childcare fees from the government or any other source, child

care fees remain the responsibility of the parent(s) or guardian(s). Fees are due on the first of each month for the upcoming month of care.

Late Pick-Up Fee

Both the Regent and Argyle locations close at 5:30 pm. A late fee of \$50.00 per child applies for every 15-minute increment past this time. If no contact is made by 6:00 pm and staff cannot reach anyone listed on the Emergency Information Sheet, Social Services-Mobile Crisis Unit will be contacted for child pick-up.

Delinquent Accounts

The continued operation of Bright Beginnings Early Childhood Centre depends on you paying your fees in a timely manner. We have bills to pay just as you do. It is important not to get behind on your account. At the discretion of the Director, the enrollment of a child can be terminated if the account is overdue. Should you leave the Centre owing money you will be sent a letter requesting a plan to clear up your account. Should there be no payment received within 31 days of leaving the Centre, your account will be charged a 33% fee for non-payment, and your account will be sent to a collection agency.

Fund-raising Fee

As many parents lead very busy lives it has become increasingly difficult to gather support for fund-raising activities. Therefore, there will be no or very few fundraising activities, and a \$37.50 (per family) fund-raising fee will be added to the parent fees each month.

Deposit and Fee Policy

To secure a child's spot at Bright Beginnings Early Childhood Centre, a refundable deposit of \$217.50 per child must be paid before their first day. The first month's childcare fee, registration fee, membership fee and fundraising fee is also due in full on the first day of attendance, with subsequent payments following the Centre's regular schedule. The deposit will be refunded on the child's last day, provided families have given at least one month's written notice and do not have an outstanding balance. Deposits are non-refundable if notice requirements are not met or if fees remain unpaid. Refunds will be processed within 30 days of the child's last day, following final account reconciliation.

Bright Beginnings Early Childhood Centre

Organizational Structure

1. Membership

Bright Beginnings Early Childhood Centre is a non-profit membership organization incorporated under the Cooperatives Act. All families attending this Centre must become members upon registering their children. Any interested members of the community may also apply for membership. As a co-operative, we have a democratic control structure that is different from other corporate organizations. Each member has an equal voice and an equal responsibility to participate in the organization.

In keeping with the co-operative nature of this Centre, it is expected that all parents be actively involved in its day-to-day business in one or more of the following ways:

- Serving on the Board of Directors
- Contributing individual talents and skills
- Contributing supervisory time for trips and excursions
- Becoming a member of a committee
- Attending the Annual General Meeting

The membership is responsible for all decisions regarding their co-operative. The membership delegates authority for decision making between general membership meetings by the election of a Board of Directors.

2. Board of Directors

a) Function

The Board of Directors is the governing body that ultimately is responsible for the administration of the total Centre. It implements the functions related to personnel, finance and program. It determines the bylaws, policies, and procedures to be used by parents, staff and other members. Through the Centre Director, the Board's requirements regarding the function and operation of the program are carried out.

b) Selection

Members of the Board are both elected and appointed to a one-year term. 51% of those members must be parents of Bright Beginnings Early Childhood Centre. Names of members are put forward for election by the general membership prior to, or at the Annual General Meeting in May of each year.

c) Responsibilities

All policy decisions are ultimately subject to Board approval but may be made by committees or the Director and brought to a Board meeting for official approval. The Board on such an occasion will require a rationale to support each policy submitted for approval. Procedures for the operation of the Centre will be initiated by the Board. After implementation, the procedures become the responsibility of the Director in administering the Centre, and the Director is then accountable to the Board for the total Centre operation.

Bright Beginnings Early Childhood Centre

Guidance of Young Children

At Bright Beginnings Early Childhood Centre, we believe in guiding children with respect and positive discipline to foster self-control, empathy, and independence. Discipline is not about punishment but about teaching appropriate behavior through clear communication, setting developmentally appropriate limits, and modeling respectful interactions.

Our approach includes establishing meaningful rules, providing reasons for limits, redirecting behavior, and using natural consequences. We emphasize positive reinforcement, encouragement, and supportive guidance to help children develop confidence, self-responsibility, and problem-solving skills. Our goal is to create a safe, nurturing environment where children feel valued and respected while learning to navigate social interactions with empathy and cooperation.

Developmentally Appropriate Practice

At Bright Beginnings, we prioritize a safe, nurturing environment that supports children's physical, social, spiritual, and cognitive growth while meeting family needs. High-quality early childhood programs are based on child development knowledge, ensuring learning experiences are age-appropriate and tailored to individual strengths, interests, and needs.

Guidelines for Developmentally Appropriate Practice

Educators respond to children's needs with sensitivity, encourage communication, support task completion, and recognize learning through trial and error. They foster self-esteem, self-control, and independence while being attentive to signs of stress and providing appropriate interventions.

Curriculum

Our curriculum integrates all areas of development through active exploration and hands-on experiences. Educators observe children's interests and developmental progress to create engaging learning environments. Activities are concrete, relevant, and adaptable to diverse abilities, with opportunities for choice, cultural inclusivity, and balanced rest and movement. Outdoor experiences are provided for all ages.

Home and Daycare Partnership

Parents play a vital role in their child's education and are encouraged to participate. Educators maintain open communication, share developmental insights, and collaborate with families and external professionals to ensure continuity of care and learning.

Developmental Evaluation

Assessments guide curriculum planning, identify diverse needs, and track progress. Major decisions, such as enrollment or placement, are based on multiple sources, including educator observations and family input.

Through these principles, we create a respectful, inclusive, and enriching environment where children thrive.

Fee Structure

Toddler	Current Fee	Parent Portion
Full-time monthly	\$720.51	\$217.50
Part-time monthly	\$587.47	Less than 10 days using daily rate
Weekly	n/a	n/a
Daily	\$50.43	\$10.00
Hourly	n/a	n/a

Preschool & Kindergarten Under 6	Current Fee	Parent Portion
Full-time monthly	\$668.35	\$217.50
Part-time monthly	\$538.51	Less than 10 days using daily rate
Weekly	n/a	n/a
Daily	\$46.79	\$10.00
Hourly	n/a	n/a

School Age	Current Fee
During the school year	\$526.00
During July & August	\$723.00
Weekly	n/a
Daily (pending availability)	\$65.00
Hourly	n/a

****There is a \$37.50 charge per month per family for a fund-raising fee****

****Full-time spaces are given priority over part time and daily spaces, which are subject to availability and cannot be guaranteed****

Kindergarten Children and \$10/Day Eligibility (Effective 2027–2028 School Year)

Children who turn six while enrolled in kindergarten will remain eligible for the \$10/day childcare program until June 30 of that school year. Effective July 1, they will transition to the school-age fee category.

Children who remain five years old at the end of the kindergarten school year will continue to be eligible for the \$10/day program until the month following their 6th birthday, at which time they will transition to the school-age fee category.

Communicable Disease Guidelines

Infection	When to Exclude
Fever of 37.8 (100 F) or higher	Child may return when fever has remained below 37.8 for 24 hours without the use of medication and at the discretion of the Director
Chickenpox	Exclude if illness is severe, if entering a new setting where children have not been exposed & if children are not well enough to participate in all program activities
Diarrhea & Vomiting	While symptoms persist and until 48-72 hours from last episode of vomiting or diarrhea
Fifth Disease	No exclusion required as long as no other symptoms exist (fever, vomiting etc.) and the child is well enough to participate in all program activities
Hand Foot & Mouth Disease	If a fever is present and until the child is well enough to participate in all program activities
Head Lice	Refer to Bright Beginnings Head Lice Policy
Impetigo	Until antibiotic treatment has been taken for 24 hours and at the discretion of the director
Influenza	5-7 days after onset or while there are symptoms and 48-72 hours from last incident of vomiting and/or diarrhea
Measles	From start of symptoms until 4 days after start of rash
Mumps	Exclude 5 days after onset of swelling (9 days if still symptomatic)
Pinkeye (Conjunctivitis)	Child may return after receiving treatment for 24 hours and at the discretion of the Director
Respiratory Infections (incl. COVID-19)	5-7 days after onset and while symptoms exist
Ringworm	Exclude from skin-to-skin contact sports and activities until seen by a health care provider and appropriate therapy started
Scabies	Child may return after full treatment has been completed and at the discretion of the Director
Shigella	Child may only return once permitted by a Medical Health Officer
Staphylococcal Infection (wound or skin infection)	Affected areas should be covered. Exclusion is at the discretion of the Director
Strep Throat (Scarlet Fever, Scarletina)	Exclude until 24 hours after treatment begins and until child is able to participate in all program activities
Whooping Cough (Pertussis)	Exclude until 5 days after start of antibiotics