

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.

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.

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 play in many ways. They play independently, sometimes near each other but with each child engrossed in their own activity. They engage in what is called "parallel play," perhaps using each other's toys or even talking, but not coordinating their play. They also play cooperatively, organizing roles and scenarios for group play. As they get older, children are capable of more cooperative, coordinated play. But all kinds of play are valuable.

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 understand that you are entrusting us with your most precious possession, and we want you to be well-informed. There is a lot to keep in mind, so please refer to this manual regularly to stay updated on the policies and procedures of Bright Beginnings Early Childhood Centre.

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

Throughout this manual, you will often see references to the Ministry of Education-Early Learning and Childcare Services (ELCS). This department is responsible for licensing and monitoring our center. To maintain our license each year, we must meet a comprehensive checklist of standards. We have a consultant available to provide support and guidance to both the center and parents. If you have any concerns or issues, you can contact Preet Sidhu at 306-798-1880 or preetinder.sidhu@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
- Day for Truth and Reconciliation
- Thanksgiving
- Remembrance Day
- Christmas
- Boxing Day

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

On Christmas Eve we are closed at 12:00 pm and New Year's Eve the Centre will close at 3:00 pm.

We are also closed twice a year for Professional Development. Once in March and once in September with the actual dates to be determined 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. Children are accepted based on the availability of child care space in specific age groups and we are limited to the numbers of children we can have in each age category. Sometimes, because of limited available spaces in a particular age group, your family may be on the waiting list for several months. Please check back periodically to stay updated on the situation. Siblings of children that are already attend the Centre are given first priority.

Withdrawal

When you no longer require childcare services, we require one month's written notice for withdrawal. Notice must be given by the first working day of the month and will be effective for the following month. If you do not give proper notice, you will be charged for the next month's fees and will be responsible for the entire amount. If there is outstanding money on the account after a family has left the Centre, the bill will be sent to a collection agency if a payment has not been received one month after withdrawal.

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.

Calendars (Regent)

At the beginning of each month, a calendar of events will be posted in the front entrance. The calendar highlights particular events. Please refer to this and use it with your child to help prepare them for the day ahead.

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 exists. 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 as well.

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. As well, many busses come by throughout the day. If cars are parked in the lane, they cannot get by. At the Argyle location, there is no parking in the schools 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 all four food groups. Morning and afternoon snack contains two of the four food groups. 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 the kitchen. Parents of children with severe allergies may be asked to supply special food items (e.g., lactose free milk) 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. This is to prevent accident or injury 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 swim suit and towel here every day and don't forget to label them. 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 sun screen and mosquito spray that can stay at the Centre. **It is essential that all children be dressed for outdoor play each and 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 and cubby for personal belongings, where their artwork and other items will be placed. Please empty your child's locker and cubby every night to prevent clutter and lost items. Teach your child to hang up their clothes and backpack properly in the locker upon arrival, as misplaced items can easily get lost.

Each parent will receive an invitation to the free Remind App. Newsletters, menus, articles, and other relevant information will be posted there. Please check it daily.

Communication

Parents are responsible for communicating all necessary information about their children to the staff. Communication must be ongoing. The staff's first 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 child care, 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 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).

If a child soils their clothes they will be placed in a plastic bag and sent home to be laundered.

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 -27 degrees or +27 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

The Centre does not provide diapers for children. It is the responsibility of the parent. Most families bring a large bag of diapers to be kept here. We provide baby wipes, baby powder, and cream. Strict procedures are used when changing diapers (provided by SHA).

Toilet Training

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

Signs of Readiness: Your child will not begin training 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. Sometimes parents want their child 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 injuries from accidents can be treated by the staff, and a written record will be made and given to parents to read and sign at the end of the day. Forms will be completed for any cuts, scrapes, bumps, or other marks. All staff hold Emergency First Aid/CPR B certificates and are qualified to perform minor first aid. The staff are vigilant about the children's safety, but sometimes we might miss an accident. If you notice an injury at home and did not receive an accident report, please talk to your caregiver the next day.

Serious Accident or Illness

In the event of a serious illness or accident involving a child, the staff are limited to administering simple first aid. Should more intervention be required the parent will be notified immediately and the parent will decide the course of action to take. The parent can choose to come and pick up the child immediately, or meet the child and a staff member at the hospital. If the parent cannot be contacted, a Centre staff will accompany the child to the hospital and contact Social Services to authorize any necessary treatment. If the injury occurs after 5:00 pm, Mobile Crisis Services will be contacted for authorization. If the child needs to be transported to the hospital, a taxi or ambulance will be used and the cost will be incurred by the parent. In the event that an incident of a serious nature does take place while a child is in attendance at the Centre, the ELCS needs to be notified within 24 hours and a Serious Occurrence Report is filled out.

Excursions

Included in your enrollment forms is an "Excursion Consent Form" that you will need to review. This form gives us consent to take your child on walks and to parks within the

community. If the children go on an excursion outside of the neighborhood or one that involves transportation, a separate consent form will be provided with details about the excursion, requiring additional signed permission from the parents. When on outings, the staff assume higher risk, and therefore, the ratios are lower. The staff carry an outing bag containing a complete first aid kit, copies of the emergency information cards and a phone. All children wear identifying T-shirts that make it easier to see them.

Confidentiality

The Saskatchewan Child Care Regulations require that we preserve confidentiality with respect to personal information about your family. All of the information provided to us by you, such as addresses, phone numbers, and custody information, is seen and recorded only by the staff. Information will not be given out without your consent unless it is required by law or as required for the health and safety for any child at the Centre. Any individual meetings that take place between you and our staff will be undertaken with the highest degree of professionalism. Confidentiality is very important to us in our profession.

Sick Children

We would like you to know that when first using child care, your child's immunity may be low, and as a result, she or he may be more susceptible to colds and infectious diseases. Be assured that this is common, and take heart in the fact that your child will become more resilient with the passage of time. Here at Bright Beginnings Early Childhood Centre, we do not have enough staff to take care of sick children. When they become sick, we will contact parents to notify you so that you can arrange for someone to pick your child up. Bright Beginnings Early Childhood Centre is not equipped or staffed to care for sick children. If a child is not well, they need one-on-one attention and are best cared for at home. Certain symptoms in children may suggest a communicable disease. Children who display symptoms may be asked to see a doctor and follow the Saskatchewan Health Authority's Guidelines for Communicable Diseases. Occasionally the parent may be asked to provide a doctor's note stating that the child does not have a contagious disease, and is safe to return. If the child has a communicable disease, the parent is required to notify the Centre as soon as possible. We are required to post a notice for all of the parents when a communicable disease has come to the Centre. The Director has the authority to deny entrance to the Centre if it is felt that there is a risk to the other children and staff. We know that this could be inconvenient for families, but we always err on the side of safety.

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 with a water/bleach solution
- 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

The Law and Government Regulations require staff, parents and the Director to report any form of child abuse or neglect to the Department of Social Services-Child Intake Unit. Staff responsibilities are to report suspicions or disclosure, not to determine if abuse has occurred. It is the responsibility of Social Services to investigate and decide if abuse has occurred. The reporting procedures are designed to protect the child as the concern is for their safety and well-being. Failure of any individual to report suspected abuse can result in prosecution under the Family Services Act. Staff are NOT permitted to contact the parent, unless specifically directed to do so by Social Services.

The Use of Television in the Centre

The children watch a minimal amount of television in the Centre. Sometimes the children may watch a movie in the afternoon as a special event. We preview what the children watch to evaluate content and suitability for the age group of the children.

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, in the schedule 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. Little 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. The 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
8:00	School age morning snack	8:20-8:30	Transition to morning snack
8:30	School age are walked to the bus stop	8:30-9:00	Morning snack
8:30-9:00	Transition to morning snack	9:00-11:20	Program planning implemented
9:00-9:30	Morning snack	11:20-11:30	Transition to lunch
9:30-11:30	Program planning implemented	11:30-12:00	Lunch
11:30-12:00	Transition to lunch	12:00-12:30	Transition to nap
12:00-12:30	Lunch	12:30-2:25	Nap
12:30-12:45	Transition to nap	2:30-3:00	Snack
12:45-2:30	Nap	3:00-5:30	Program planning implemented
2:30-3:00	Transition to snack		
3:00-3:30	Snack		
3:30-4:00	School age are picked up from bus stop		
3:30-4:30	Program planning implemented		
4:00-4:30	School age snack		
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 \$75.00 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

The child care fees are due and payable on the first day of each month. All parents must pay the full fee for all of 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 child care 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 current 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 subsidy is granted. Regardless of when a parent

receives funding for child care 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. If your child is here after 5:30 pm, the late fee will come into effect. The charge is \$50.00 per child for every portion of fifteen minutes after 5:30 pm. If the Centre has not heard from the parent by 6:00 pm, and the attending staff member cannot reach any of the contact names on the Emergency Information Sheet, they will call Social Services-Mobile Crisis Unit for pick-up of the children.

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 \$10.00 (per family) fund-raising fee will be added to the parent fees each month.

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

Discipline is a topic about which it is almost impossible to be neutral because of its ability to arouse in us some fairly strong emotions. Every one of us has experienced some form of discipline in the process of growing up. In fact, we “carry the baggage” of our childhood disciplinary experiences with us throughout our lives.

It’s easy to lose sight of the goals when you are preoccupied with the daily routines of teaching and parenting. Long-term goals remind us that we want to help children to develop a healthy sense of self-control; to like and respect themselves; to value other people and animals and treat them with dignity; to be competent, independent, and self-responsible; to stand up for their rights and negotiate conflicts without hurting others; and to cooperate with and help others.

The following pages will reflect on the process of guiding young children that we as a staff at Bright Beginnings have embraced as our philosophy. Guidance and discipline are a topic that can be greatly debated and challenged. There is no one correct way of interacting with children. We all have different personal styles when working with the children. Some are more laid back while some are more structured. Our style with the children here may differ from your style at home. The point is that authoritative, responsible, and supportive adults share certain characteristics when dealing with children, even though the adults may have vastly different lifestyles. Specifically, an authoritative, supportive adult:

- understands child development
- sees things from a child’s perspective
- is tuned in to signals from the child
- responds to signals quickly and appropriately
- makes expectations for desired behaviour clear but avoids imposing his own will
- arranges and manages the physical and temporal environments well enough so that he is not always interrupting a child

There is a lot of confusion about the question of whether discipline is positive or negative. It can be seen as either punishment or guidance. We believe in and practice positive guidance techniques because we feel that part of our job is to teach appropriate behaviour by giving information, by explaining, by being fair, and by making reasonable demands on children for mature behaviour. We believe in treating children with respect.

Positive Discipline

It is any attempt that treats children with respect and dignity. It is a child-centered, unselfish approach, focusing on what a child needs and not so much on what an adult wants or needs. It is based on the ability to take a child's perspective and to demonstrate empathy toward that child. It is rooted in the belief that adults have a responsibility to set the stage for appropriate child behaviour. It focuses on teaching rather than punishment. The following are the positive discipline strategies that we here at Bright Beginnings Early Childhood Centre believe in and follow. We know that positive discipline helps children become competent, humane, and caring.

Develop Appropriate Limits

- Good limits protect children's health and safety
- Good limits teach self-control
- Good rules are meaningful
- Good limits are developmentally appropriate
- Good limits are stated firmly, positively, and with respect

Communicate Expectations Clearly to Children

Give Reasons for Rules and Limits

Change Something About a Situation

- Increase options available to a child
- Decrease options available to a child
- Change the physical environment

Ignore Behaviour (when it is appropriate to do so)

- Some behaviour should not be ignored
- Do not ignore when a child is hurting themselves or others

- Do not ignore when he damages or destroys property or acts in a way to do so
- Do not ignore children when they do not show respect to another person

Redirect Children's Behaviour

- Divert and distract the youngest children
- Make Substitutions when Dealing with Older Children
- Use Natural and Logical Consequences

Effects of Positive Discipline has powerful effects on a child's development and on the relationship between adult and child.

- helps children feel safe and secure
- encourages children to be self-responsible
- fosters self-control
- encourages children to think and arouses empathy
- builds self-esteem
- helps children become competent

Appropriate physical contact reassures a child, is never imposed on a child, and is given in response to the child's needs.

Give Clear, Explicit, Helpful Information and Instructions

- first and foremost, make sure rules are overt
- give short instructions
- give explicit instructions
- avoid unclear instructions
- tell a child exactly what to do, rather than what not to do

Give a Reason Along with the Limit

Giving a rationale is a powerful technique used by supportive adults who think that simply ordering someone around is both uncalled for and an ineffective technique.

Encourage Children by Recognizing Their Efforts

- recognize compliance before giving another suggestion or command
- use positive verbal or physical reinforcement
- give encouragement soon after he finishes

Developmentally Appropriate Practice

Bright Beginnings Early Childhood Centre believes that a high-quality childhood program provides a safe and nurturing environment that promotes the physical, social, spiritual, and cognitive development of young children while responding to the needs of families. Although the quality of an Early Childhood Program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practice; the degree to which the program is developmentally appropriate.

Early Childhood Educators use child development knowledge to identify the range of appropriate behaviours, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment.

Guidelines for Developmentally Appropriate Practice

- A. Educators respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities
- B. Educators provide many varied opportunities for children to communicate
- C. Educators facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement
- D. Educators recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts.
- E. Educators are alert to signs of undue stress in children's behaviour, and aware of appropriate stress-reducing activities and techniques.
- F. Educators facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behaviour

- G. Educators facilitate the development of self-control in children
- H. Educators are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills

Curriculum

- A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, spiritual, social and cognitive through an integrated approach
- B. Appropriate curriculum planning is based on an educators' observations and recordings of each child's special interests and developmental progress
- C. Curriculum planning emphasizes learning as an interactive process. Educators prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials
- D. Learning activities and materials should be concrete, real, and relevant to the lives of young children
- E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Educators are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.
- F. Educators provide a variety of activities and materials; Educators increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills
- G. Educators provide opportunities for children to choose from a variety of activities, materials, and equipment; and time to explore through active involvement. Educators facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking

- H. Multicultural and nonsexist experiences, materials, and equipment should be provided for children of all ages
- I. Educators provide a balance of rest and active movement for children throughout the program day
- J. Outdoor experiences should be provided for children of all ages

Relations Between the Home and Daycare

- A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Educators are responsible for establishing and maintaining frequent contacts with families.
- B. Educators share child development knowledge, insights, and resources as part of regular communication with family members.
- C. Educators, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level of program to another.

Developmental Evaluation of Children

- A. Decisions that have a major impact of children, such as enrollment, retention, or placement, are not made on the basis of a single developmental assessment or screening device but consider other relevant information, particularly observations by Educators and parents. Developmental assessment of children's progress and achievements is used to adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness.
- B. Developmental assessments and observations are used to identify children who

have diverse needs and/or who are at risk and to plan appropriate curriculum for them.

- C. Developmental expectations based on standardized measurements and norms should compare a child or group of children only to normative information that is not only age-matched, but also gender, culture, and socio-economically appropriate.

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