



TYKES AND TOTS EARLY LEARNING CENTRE INC.

*Building a safe, inclusive, nurturing community
committed to play-based learning*

TYKES AND TOTS EARLY LEARNING CENTRE INC.

CHILDCARE CENTRE PARENT HANDBOOK

Updated March 21, 2024

Dear Parents:

Thank you for choosing Tykes and Tots Early Learning Centre Inc. The policies that follow are designed to give you an overview of what you can expect from Tykes and Tots staff and management when you entrust us with the care of your child. In particular, these policies outline vital elements such as hours, child guidance, fees, meals, etc. Please feel free to discuss with us any concerns or questions you may have regarding these policies or your child's experience at Tykes and Tots.

Open communication between childcare staff and parents is essential to a positive experience for your child. We provide communication in many ways, including individual daily reports, activities and special events, and periodic emails from management. In addition, our staff will keep you apprised of any significant events your child has experienced through the day.

Should you have any questions or concerns about your child's experience at Tykes and Tots, please do not hesitate to discuss your concerns with any staff member, the management staff, or any one of the members on the Board of Directors. The Board of Director's names and contact numbers are listed on the bulletin board at the front door. Contact information for the centres is listed below in the section on general information.

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MISSION STATEMENT AND PHILOSOPHY

MISSION STATEMENT

Building a safe, inclusive, nurturing community committed to play-based learning.

VISION STATEMENT

All families have access to quality childcare that provides the foundation and tools for the children to reach their full potential.

VALUES

Respect for All – acknowledging and accepting differences, communicating by listening and allowing others to share different perspectives, collaborating to resolve issues.

Creating Community – modelling inclusivity, belonging and being a contributing member. Bringing together staff, children, families, and other players in the industry.

Integrity – following through, keeping true to your word, open and honest communications.

Transparency – approaching things openly within the confines of confidentiality, no hidden agenda. We don't hide if we make mistakes, we own our mistakes – this is personal, internal, and external to the organization.

Healthy Practices – meeting the physical, mental, and emotional needs of children, their families and staff.

Sustainability – ensuring long-term financial success, retention of staff, and supporting long-term organizational structure. Staying relevant to sector trends and current research.

Adaptability – being able to be flexible, internally, and externally, based on the ability to meet the vision and needs of the organization.

OUR PHILOSOPHY

Early childhood experiences are a fundamental element in the development and growth of the child. Our philosophy incorporates quality care that emphasizes the principles of play and exploration. We provide a safe, warm, fun, loving environment that promotes the positive development of the child's physical, social, intellectual, creative, and emotional aspects. Accordingly, we are guided by the following concepts:

Encouragement of individuality, creativity and self-acceptance. We encourage our children to develop and appreciate their individuality and to learn to express themselves widely and freely in accordance with their imagination and ability. Our programs offer many opportunities for choice and for a child to be responsible to him/herself within the limits of his/her capabilities. There are opportunities for free play, solitude and for creative expressive activities. Activities at the Centre stress co-operation and personal achievement rather than competition. The staff attempts to enhance each child's self-confidence and self-esteem and to set aside the time each day for individual attention.

Provision for a variety of experience. We attempt to introduce our children to the diversity of normal human experience by providing a full and varied program. Further, we encourage the children to sample as many things (including food) as we can offer. Each day, time is set aside for the development of intellectual and problem-solving skills, for creative arts, for learning and the satisfaction of curiosity, for work, for recreational activities and group exercises, for unstructured play and for rest and solitude. We also schedule periodic field trips to such locations as libraries, museums, stores, etc.

Encouragement of open-mindedness and respect for others. We encourage our children to appreciate and respect the diverse nature of humanity. We believe open-mindedness to be desirable and we discourage racial, sexual, national, physical, or other harmful stereotyping. We encourage children to combine individual expression with an awareness of, and respect for, the needs and concerns of others. We thus attempt to promote their social growth – working with others, sharing, and accepting the limits of group living. We emphasize cooperation more than competition.

Maximization of parental involvement. Only if parents become and remain informed about the activities of the Centre can we enhance the personal development of our children. Thus, we must communicate regularly with the parents of our children about the activities at the Centre and must express an interest in, and become knowledgeable about, daily activities outside the Centre.

Community Engagement and Partnerships. We are a community-based organization and as such place an emphasis on positive partnerships within the community and our partner schools. Tykes and Tots actively seeks out partnerships within the broader community as well as within the educational community and looks to deepen and broaden all partnerships.

Maintenance of health and safety. We endeavor to maintain facilities in which our children are secure from diseases and hazards. When children contract a contagious or infectious disease, for their health and the health of the remainder of our children, they must be sent home. Where direct and immediate medical attention is required, we attempt to provide it in accordance with parental instructions. We undertake frequent and regular checks for unsafe conditions at the Centre and we have a regular fire drill for the children. We provide varied and nutritious meals and snacks for the children. The children are discouraged from bringing candy, gum or other confections to the Centre. We schedule activities to enhance the children's physical, sensory and motor development. Medication and special dietary requirements are dispensed to particular children upon the request of, and provision by, the parent.

We believe that these concepts are realistic and essential. We seek staff who are not only willing, but also eager, to be governed by them. It is necessary, further, to make certain that parents of children attending the Centre are familiar with them and with the sort of care their child will receive before their children are enrolled.

We realize that our Centre setting may not be beneficial for every child and that there are limitations in what we can provide. Our intention is to support each family as best we can. Sometimes we are not capable of providing the necessary care. On other occasions providing that care may interfere with our responsibilities to other children at the Centre.

In these cases, we may have to request that the parents make other arrangements for the care of a particular child. It would be equally wrong to jeopardize the safety, health and well being of other children entrusted in our care or to promise a service that we cannot adequately provide.

GENERAL INFORMATION

ABOUT THE CENTRES

270 HERITAGE WAY:

We provide care for 40 children starting at 18 months of age and continuing up to school age. Phone number – 306-955-6183.

3118 LAURIER DRIVE LOCATION:

We provide care for 74 children starting at 6 weeks of age and continuing up to school age. Phone number – 306-382-1799

102 RAVINE COURT (ST. ANNE SCHOOL) LOCATION:

We provide care for 30 children starting at 18 months of age and continuing up to school age. Phone number – 306-659-7259.

141 CAMPION CRESCENT (ECOLE CARDINAL LEGER SCHOOL) LOCATION:

We provide care for 38 children starting at 30 months of age and continuing up to school age. Phone number – 306-659-7199.

1055 HAMPTON CIRCLE LOCATION:

We provide care for 90 children starting at 6 weeks of age and continuing up to school age. Phone number – 306-382-1700.

ADMINISTRATION

Tykes and Tots is a non-profit corporation governed by a Board of Directors. At least 50% of the board members are parents with children attending the Centre. The Board is elected at the Annual General Meeting. Board members hold their position for a minimum period of 1 year. Board responsibilities and authority is outlined in the by-laws of the organization. The members of the non-profit corporation are parents with children attending the Centre. All members have voting privileges at the Annual General Meeting and in this way are able to participate in the decision-making processes of the Centre. The Executive Director and other members of management are non-voting members of the Board of Directors.

Our licensed childcare centres are governed by the Child Care Act and Regulations. Information about licensed childcare in Saskatchewan, including copies of the Act and Regulations can be accessed online from the Saskatchewan.ca website.

HOURS OF OPERATION

7:30 a.m. to 5:30 p.m. Monday to Friday.

STATUTORY HOLIDAYS

Tykes and Tots will be closed on the following days:

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

When a statutory holiday occurs on a Saturday or Sunday, an alternate day will be selected for closure of the Centre. The chosen alternate date will be communicated to parents.

The Centre will not close for Boxing Day unless there are very few or no parents requiring care for that day. If the Centre does close for Boxing Day, Tykes and Tots will help where possible in helping families secure alternate care for the closure day. Parents who must pay for alternate care will be reimbursed 90% of the daily drop-in rate (\$9.00). Parents requesting reimbursement need to provide a receipt from the alternate care provider to their program director. The reimbursement will be applied to the following month's fees.

FEES

Children under 6:

- \$217.50 per month per child for children attending 10 days or more per month.
- \$10.00 per day per child for children attending 9 days or less per month.

6 year olds:

- \$828.00 per month per child for children attending 10 days or more per month.
- \$55.00 per day per child for children attending 9 days or less per month.

The reason for the fee increase for 6 year olds is that the Parent Fee Reduction through Federal Child Care Plan does not cover children once they have turned 6.

There is no reduction in fees for any absences including absences due to illness or vacation except as listed in the illness and COVID section in this document.

All parent fees are withdrawn automatically through Electronic Funds Transfer. Families paying monthly can choose either the 1st or the 15th of the month for their fees to be withdrawn and fees are withdrawn in advance. Families paying the drop-in fee are charged on the 15th of the month after care is provided. Receipts will be issued annually.

Late pick up fees are \$50.00 per child per half hour or any portion thereof. This may be charged for any instance of late pick up past closing time of 5:30 p.m. The decision to charge this fee is at the director's discretion.

CONTRACT TERMINATION

Services may be terminated with one calendar month's written notice. Notice must be provided by the 1st of the month. One month's fees may be paid in lieu of notice. Clients wishing to change care from full time to part time must provide a minimum of one month's notice. Tykes and Tots may terminate services without notice for non-payment of fees. Tykes and Tots may terminate services without notice if, in the opinion of the management staff, the child's behavior poses an unacceptable safety risk to the staff and/or other children in the program.

PICK UP AND DROP OFF POLICY

As a licensed, non-profit childcare centre, our first and foremost priority is to provide optimal care and safety for your children. In order to do that, we need to ensure that we have adequate staffing levels in the centres at all times. The Agreement for Child Care Services is the document that the centre director and the parents/guardians sign outlining the contracted hours of care. When signing up for childcare with us, parents/guardians and the director have a discussion and decide on those contracted hours of care that works for both the family's care needs and the staffing capabilities of the centre.

Pick up or drop off outside of your contracted hours of care requires management (or management designate) approval to ensure that we have appropriate staffing so that your child and everyone else's children will be appropriately supervised. While we understand that extenuating circumstances happen, we expect that families will abide by the care hours listed in their contract. If the contracted hours no longer work for your care needs, please discuss with your centre director to see if we have the staffing ability to accommodate the request for a change in hours.

CHILDREN LEFT AT THE CENTRE AFTER CLOSING TIME

In the instance that a child is not picked up by closing time and the parent has not contacted

the Centre, the staff person will:

- Attempt to contact the parent
- Attempt to contact the designated emergency person
- Attempt to call the people authorized to remove the child from the Centre

If none of these people are able to pick up the child, the parent has not contacted the Centre and it is 30 minutes past closing time, the staff person will contact the Mobile Crisis Unit which may pick up the child or may instruct the staff person to deliver the child to Haven Kid's House (formerly the Saskatoon Crisis Nursery) at 1020 Victoria Avenue. A sign will be posted on the Centre door indicating the whereabouts of the child.

CLOTHING AND DIAPERS

Please ensure that your child has appropriate outdoor clothing at all times, i.e. winter coat, rubber boots for spring, hat for summer. Also, please provide your child with a labeled water bottle with a closable lid to stay at the Centre.

Playing can be messy stuff. Please do not send your child in clothes that can't get dirty. Also, ensure that the clothing your child is wearing is practical (i.e. no dressy clothes/ frilly dresses). In order to handle the occasional mishap, we request that an extra set of clothing for your child (including underwear and socks) is sent with your child to be kept here until needed. **Please ensure that all extra clothing and all outside clothing, including footwear, is clearly labeled to avoid any confusion.**

We request that you send a pair of indoor shoes (labeled) to be kept at the Centre. This is an emergency precaution in the event of a fire.

Should your child require diapers or pull-ups, please provide a supply as well as diaper wipes to be kept here. We will inform you when more is needed. **Please label diapers and wipes to avoid confusion.**

Children are not allowed to bring toys from home to the Centre. It is usually disruptive and difficult for the child to share his or her toy from home. Children are allowed to bring a special blanket or stuffed animal. Please provide a water bottle and blanket for nap time. Unless otherwise specified by the parent, these items will remain at the Centre and washed as necessary.

FOOD AND ALLERGIES

Your child will be provided with lunch, a morning snack, and an afternoon snack. If your child is hungry outside of the scheduled meal and snack times, we will provide them with a small snack. A menu has been developed that follows the Canada Food Guide and is posted in the centre. Please do not send food or treats that are meant to be shared at the Centre, unless a director has asked for items (potlucks, parent days, etc.). In the event that

parents/guardians are asked to bring in food items for a special event, a list of known allergies will be sent to families to advise of foods that cannot be brought into the centre. We do not ever allow foods that contain nuts or peanuts, even when there are no known nut allergies in the centre, as these are common, life-threatening allergens.

If you wish to bring food from home for your child for an early morning snack/breakfast or to accommodate special dietary needs or food preferences, you are welcome to do so. Food items brought from home should be healthy and not shared with other children. Please ensure that all items are nut and peanut free and speak to your director about any other known allergies in the Centre beforehand. Food items brought into the centre that have nuts or peanuts in them will not be served and will be disposed of in the garbage.

If your child has allergies, or develops an allergy after enrolling with us, please write that information on the health resume and discuss it with the director. Depending on the allergy, the director may set up a meeting for you to discuss in more detail with the cook and/or program staff to ensure that we are fully informed and can take all appropriate safety measures. All allergy information is posted in the classrooms and all staff, including casual staff, are required to familiarize themselves with the known allergies in the classroom.

SMOKING VAPING POLICY

There is no smoking or vaping on the premises, including the outside play areas. Centre staff members are not allowed to smoke or vape at any time while they are supervising children or, if on break, within sight of the facility.

OPERATIONAL POLICIES AND PROCEDURES

ILLNESS POLICY

Children may not attend the program while exhibiting the following symptoms:

- Fever
- Vomiting
- Diarrhea
- Contagious Illness
- Any two or more other symptoms (i.e. runny nose, cough, lethargy, mild fever, headache, inability to be comforted, etc.)
- If a child is unable to participate in all activities of the program (including outdoor play), they should not attend the program.

Staff members may not attend the program with the following symptoms:

- Fever
- Vomiting
- Diarrhea
- Contagious Illness
- Any two or more other symptoms (i.e. runny nose, cough, lethargy, mild fever, headache, etc.)

Children or staff members required to stay away from the program due to illness must remain away until 24 hours symptom free except as stated in the following two paragraphs and as stated in our cold and flu policy.

Children who are exhibiting symptoms that are not caused by a contagious illness (i.e. allergies, teething, non-contagious ear infection etc.) do not need to stay away from the program unless they are unable to participate in all activities, including outdoor play. The staff reserves the right to request that a child be sent home if illness is suspected, or to request a doctors' note to confirm that the child is not contagious.

Staff members who are exhibiting symptoms that are not caused by a contagious illness (i.e. allergies, non-contagious infection etc.) do not need to stay away from the program unless they feel too ill to perform all duties of their job. The management reserves the right to request a doctors' note to confirm that the staff member is not contagious.

Parents/guardians of children are requested not to enter the building if they are ill.

Staff and families are required to advise us of any cases of communicable disease that has the potential to be transmitted within the program. This includes, but is not limited to, pink eye, hand foot and mouth, NorWalk virus, COVID 19, measles, mumps etc. When informed of an incident of a communicable disease within our program community, Tykes and Tots will follow the guidance of Public Health with respect to informing staff and families and any measures taken to mitigate further transmission.

Colds and Flu

The intent of our illness policy is to reduce incidence of sickness in our programs to maintain a healthy environment for the staff and children in attendance. The flu and the common cold are the two most frequent illnesses that are present in childcare programs. Children and staff members who are sick with the flu or the common cold should stay home during the most infectious period of the illness – typically for the first 3 – 7 days from onset of symptoms or during the period when symptoms are worst. Staying home and resting during this time reduces the chance of spreading illness and reduces the recovery time for the person who is ill.

Tykes and Tots recognizes that at times, lingering symptoms from a cold can remain for an extended period of time and remaining away with a lingering cough or slight runny nose is not always necessary. If a child or staff member has been away due to a cold or the flu and the symptoms have significantly reduced, they are able to attend if there are no new or worsening symptoms and only very minor lingering symptoms persist (ie. occasionally clearing of mucus, occasional blowing of nose, occasional cough). Staff members who attend work with lingering symptoms are required to wear a mask to further prevent the spread of illness.

The program staff reserve the right to request that a child be sent home if the child is exhibiting new or worsening symptoms, or the child is too ill to actively participate in all program activities, including outdoor play.

It is our responsibility to take measures to protect the health and safety of our staff and families. By implementing the above illness policy, we are attempting to maintain a balance between reducing transmission of illness and unnecessary interruption of our childcare community members' ability to attend work and maintain their regular schedule. We thank our families and staff members for their cooperation with our illness policy.

FEES AND CENTRE CLOSURES

Tykes and Tots will not issue any refunds or reductions in fees for absences due to illness. Please note that children can potentially be away from care for a week or more – depending on the illness and guidance from Public Health. Parents are advised to develop contingency plans in the event of an extended absence from childcare due to child illness.

At times, emergencies such as severe weather, fires, power failures, water system failures, staff shortage, or public health orders, etc., can disrupt our operations. In extreme cases, these circumstances may require the closing of a program. Note that any time the schools are closed due to environmental emergencies, Tykes and Tots programs will also be closed. In the event of a closure, the following procedures will be followed:

Full day closure – For example a large winter storm that causes schools to close the next day. Tykes and Tots management and staff will contact families via email and/or text to advise of the closure as soon as we are aware of the situation. Families will be requested to respond that they have received the information. We will phone any families that have not responded within a reasonable time frame given the specific situation. Families will be refunded \$9.00 per day per

child for any full day emergency closure. This refund will be reflected on the next month's fee payment.

Partial day closure – For example, a power or water outage that will not be resolved in a timely manner. Tykes and Tots management and staff will contact families via email and/or text to advise them to come pick up their children as soon as possible. After half an hour, if families have not responded, then phone calls will be made, first to parents/guardians and then to emergency contacts. There is no reimbursement for partial day closures.

We will not provide a credit for siblings who are registered with us in other classrooms or centres that are not closed. We also will not provide a credit for families who are absent for any reason other than an unplanned closure of our classrooms or centres.

Tykes and Tots plans two days of closure for professional development each year. These days are typically in May and November. This closure is communicated a minimum of two months in advance. Tykes and Tots will help where possible in helping families secure alternate care for the closure days. Parents who must pay for alternate care will be reimbursed 90% of the daily drop-in rate (\$9.00). Parents requesting reimbursement need to provide a receipt from the alternate care provider to their program director. The reimbursement will be applied to the following month's fees.

MEDICATION

- Medication can be administered at the Centre only if a medication form has been completed and signed by the child's parent.
- All medicine must be in its original container and clearly labeled with the child's name and presented to a staff member who will place it in the medicine pouch. Parents and children are not allowed access to the medicine pouch.
- The staff will record each time medicine is administered.
- Medication can not be given in excess of the pharmaceutical and medical recommendations.
- Holistic or naturopathic medicines will not be administered except with a doctor's note.
- Over the counter medication is only administered in dosages as per the label instructions, unless accompanied by a physician's written recommendation to administer a different dosage.
- Authorizations for medication required on a long term basis are reviewed periodically (every 3 – 6 months) and completion of a new medication form will be required.

ACCIDENTS

- All Centre staff members have current first aid and CPR training and are allowed to perform simple first aid in the treatment of injuries using supplies in the first aid kit.
- Any accident that results in an injury (i.e. any visible mark) requires completion of a minor injury form to be signed by the staff member, parent and management staff. This form will be kept in the child's file.

- In the event of a serious accident or medical problem which requires immediate medical attention, the staff member will designate someone to:
 - Call 911 to call for an ambulance.
 - Take the child's emergency card which has information required by the hospital.
 - Attempt to contact the parent. If the parent cannot be reached, contact the designated emergency person.
 - Centre staff members are not allowed to sign consent forms for medical treatment of children.
 - Any serious injury or unusual occurrence requires the parents to be immediately notified, the program consultant notified within 24 hours, the Board of Directors notified within 24 hours, and an unusual occurrence form to be completed within 7 days.

SUNSCREEN AND INSECT REPELLENT

Parents are requested, each spring, to supply a bottle of both sunscreen and insect repellent to be applied as needed during the summer months. Staff members will apply sunscreen half an hour prior to going outside and will apply insect repellent once outside.

VISITATION RIGHTS

It is the Centre's policy not to become involved in custodial disputes. In the event that parents using the Centre separate or become involved in legal proceedings over custody of children and visitation rights, The Centre will not disallow a natural parent access to their child except in the circumstances where there is clear direction from a court order regarding visitation rights of a non-custodial parent. If both parents enter into a contract for childcare while living together, and then separate, the Centre will ask the custodial parent to enter into a new contract with the Centre.

Nothing in this policy will affect the right of the contracting parent to authorize any person to pick up or drop off his/her child.

EMERGENCY EVACUATION

The Centres are equipped with an emergency lighting system. However, for long term power failures or other emergencies the parents would be contacted to come and pick up their children.

GUIDING CHILDREN'S BEHAVIOR

Developing self control and learning appropriate social behaviors are essential to children's social development. By encouraging children's self-respect and respect for others, staff members can help children develop self-control and sensitivity in their interactions with others. Behavior management is the process in which children are guided and encouraged to act in appropriate ways. Guiding behavior is an important part of the child's experience at

the Centre and takes place continually throughout the day. Appropriate behavior management methods serve to guide children's behavior while protecting and enhancing their self-esteem.

In guiding children's behavior staff members will utilize the following strategies:

Preventative Strategies: Preventative strategies are based on a knowledge of child development and are used to increase the chances wanted behaviors will occur.

Intervention Strategies: Intervention strategies are used to stop or redirect undesirable behavior when it occurs.

Time away: Time away can be effective to help children calm down when they have lost control and are unable to reason.

Corporal punishment is not an acceptable method of guiding children's behavior and is not used at any of our programs. Other disciplinary methods that are not acceptable include harsh or degrading measures that humiliate or undermine a child's self-respect, isolating a child, or withholding food, shelter, clothing, or bedding.

Staff members use a variety of methods of behavior management depending on the child and the situation. In some situations, it may be necessary to use several different methods before a situation can be resolved satisfactorily.

Behavior that is disruptive or harmful to the children and/or program will be considered unacceptable, and the following will result in the following steps:

A staff member working directly with the child and a management staff member will meet with the parent(s) to discuss the unacceptable behavior. The format of the meeting will be as follows:

- Identify the unacceptable behavior and support with staff observations and documentation.
- Develop a plan incorporating preventative strategies and intervention strategies which can be implemented at home and at the Centre.
- Determine the goals to be met during the period of intervention. Intervention period will be at the discretion of the management staff.
- Provide parents/guardians with information on outside support if required: community agencies, family intervention services and support groups.
- At the discretion of the management staff, a tentative notice of termination of services will be issued to the parents/guardians.

At the discretion of the staff and management staff, a follow-up meeting with the parent(s) may occur and will have the following format:

- Discuss progress through observations and documentation provided by Centre staff and parents.
- Determine if goals have been successfully achieved. If not,
 - Sufficient progress may warrant an extension of the intervention period.
 - No progress may warrant termination of services.

When a child's behavior is so extreme that the management staff is of the opinion that the

well being of others may be jeopardized and prevention and intervention strategies are not showing progress the agreement for services shall be terminated without notice.

PROFESSIONAL CONDUCT EXPECTATIONS FOR PARENTS/GUARDIANS

Tykes and Tots employees are professional early childhood educators and can expect to be treated with respect and courtesy at all times – from colleagues, supervisors, parents, volunteers and board members. Tykes and Tots will not tolerate disrespectful behaviour towards our educators or anyone volunteering with us or working at our locations as a contractor or subcontractor. Disrespectful behaviour includes, but is not limited to:

- Shouting
- Name calling
- Demonstrations of rage
- Persistent, unwarranted criticism
- Verbal, written or physical threats or intimidation.
- Spreading malicious rumours, gossip, or negative innuendo
- Insulting someone or derogatory remarks, gestures, or actions
- Any form of discrimination including racial, cultural, language, age, gender, and sexual orientation.

There will be times when parents/guardians may be upset about a situation that has occurred or may question the practices of our educators. This typically results from a miscommunication or misunderstanding of the situation. We encourage parents/guardians to discuss any concerns they have with the educators in a respectful and collaborative manner. Parents/guardians who engage in disrespectful behaviour towards staff will be told that the behaviour is not acceptable and asked to change their approach. Childcare service may be terminated without notice for parents/guardians who engage in flagrant or repeated disrespectful behaviour in a manner that is distressing and harmful to the educators.

PROGRAM COMPONENTS

DAILY PROGRAMMING

Tykes and Tots follows the principles of play and exploration as set out by the Ministry of Education. The following excerpt is from the Play and Exploration Early Learning Guide produced by the Ministry of Education:

“The early childhood curriculum builds on the child’s own experiences, knowledge, skills, attitudes, needs, interests and views of the world within each particular setting. Children will have the opportunity to create and act on their own ideas, to develop knowledge and skills in areas that interest them, and to make an increasing number of their own decisions and judgments.”

(Te Whariki: Early Childhood Curriculum, New Zealand Ministry of Education, 1996)

Play and Exploration: Early Learning Program Guide offers a new perspective on how educators are evolving in their view of children. Today we have more information than ever about children's many abilities in their early years of life. It is now understood that play has a more important role in children's development than most adults realized in the past. Viewing children as competent learners has a strong, positive influence on children's identities, growth and development.

THE COMPETENT, CAPABLE CHILD

This view proposes that early childhood educators believe children are capable of manipulating materials, discovering their world and problem solving. Children contribute ideas to conversations that help the educator understand how the child is interpreting a concept. Children make choices about where they would like to play, who they would like to play with and what materials would engage them in play activity. Children engage in open-ended exploration with increasing independence, acknowledge their expanding abilities and communicate understandings of their world with confidence and creativity.

The Vision and Principles described on pages 4 and 5 in the *Guide* expand upon the idea that focusing on children's strengths positively impacts their learning.

Specifically, the Children as Competent Learners principle states that in quality programs, early childhood educators:

- appreciate that children are active learners, drawing on their experiences to construct their own understandings of the world.
- accept that children are competent co-learners with educators and learn best when their ideas are valued, their physical needs are met and they feel psychologically secure.
- acknowledge that children demonstrate their various ways of knowing, doing and learning through multiple ways of communicating.

SUPPORTING CHILDREN'S SELF-IDENTITY

High quality early childhood programs include caring educators who establish stimulating environments that support positive self identities in children. Children develop as confident learners when educators acknowledge the experiences and skills children bring to their play and learning activities. When educators build on children's accomplishments, this strengthens connections to learning and to the sense of belonging in the classroom.

High quality programs provide:

- environments where children can physically see themselves and others through windows and mirrors
- photographs of the children and their families featured throughout the environment
- descriptions of the children's speech, photographs of the children's actions and displays of children's work allowing children to reflect on past projects.

Please note that in addition to the principles of Play and Exploration, we have the following

program expectations:

- **Outside play** is offered daily for a minimum of 1 hour. In inclement weather, gross motor play indoors is provided.
- **TV time** is discouraged and is offered only for special occasions or as an educational component.
- **Special days** are organized to mark holidays and special celebrations.
- **Field trips** are organized periodically during the year.
- **Rest periods** are encouraged for all children at the Centre. Children who do not nap may lie down for a rest period with books to look at or sit at tables with quiet activities to do during their rest period. This is at the discretion of the staff member.

SPEECH THERAPY AND BEHAVIORAL CONSULTANT SERVICES

Some of our locations have access to a behavioral consultant and speech pathology services. These resource professionals provide us with advice and guidance to help us meet each child's specific developmental needs. There is no additional charge for the services of these professionals. Should you have any concerns about your child's speech and language development or your child's behavior, please discuss these concerns with your child's primary caregiver or with the management staff to ask if those services are available at your location. Application can then be made to have either speech pathology or behavioral consulting visit with your child at the Centre to determine if any additional services or resources are recommended in either of these areas.

APPENDIX I: CORPORATION BYLAWS

January 2024

1. **NAME:** The name of the Corporation is “Tykes and Tots Early Learning Centre Inc.”
2. **PRINCIPAL OFFICE:** The principal office of the Corporation shall be 1055 Hampton Circle, Saskatoon S7R 0G7.
3. **INTERPRETATION:** In these bylaws “Corporation” refers to Tykes and Tots Early Learning Centre Inc.: and word or expression used but not defined, has, unless the context otherwise requires, the same meaning as in *The Non-Profit Corporations Act, 1995* (of Saskatchewan).
4. **GOALS AND OBJECTIVES:** To maintain and operate high quality childcare programs which include:
 - a. An emphasis on early childhood education.
 - b. A safe, warm, fun, and loving environment.
 - c. The promotion of the positive development of the child’s physical, social, intellectual, creative, and emotional aspects.
 - d. Encouragement of individuality, creativity, and self-acceptance.
 - e. Introduction to a variety of experiences.
 - f. Encouragement of tolerance, open-mindedness, and respect for others.
5. **MEMBERSHIP:** There shall be one class of Regular Members, consisting of any parent who has a child or children enrolled in any one of the Programs of the Corporation, the members of which shall be entitled to one vote per person at all meetings of members. Expulsion of membership shall be within regulations of the Act pertaining to Non-Profit Corporations.
6. **THE BOARD OF DIRECTORS:** At least 50% (one half) of the Board of Directors shall be members of the Corporation. Staff members and family members of staff members are disallowed from being on the Board of Directors.
 - a. *Election of the Board of Directors:*
 - i. Each position shall be filled by election by the membership at large.
 - ii. Each member may vote once for each number of positions to be filled.
 - iii. Each of the Directors on the Board shall be elected to hold office:
 1. Until the date of the next Annual General Meeting
 2. Until the Director’s earlier resignation whereby resignation shall be done in writing to the Board Chairperson, or in the case of the Board Chairperson, to the Executive Director, or;
 3. Until the Director’s removal or disqualification whereby a resolution regarding that Director’s removal from office requires a simple majority vote of the members present at the meeting.
 - b. *Board of Directors composition, roles and duties:*

- i. The Board of Directors shall consist of no less than 4 and no more than 8 members. The positions available are:
 1. Chairperson
 2. Vice-Chairperson
 3. Secretary
 4. Treasurer
 5. Member at Large – 4 positions
- ii. The Chairperson shall preside over all general meetings and all Directors' meetings of the Corporation.
- iii. In the Chairperson's absence, or other inability to act, the Vice-Chairperson shall perform the duties of the Chairperson.
- iv. Each member of the Board of Directors will abide by the duties and responsibilities as listed in the Job Description for Board Members document approved by the Board and amended from time to time by majority vote.
- v. The Board may, from time to time, appoint from among their number any committee they deem advisable.
- vi. The Members of the Board of Directors will abide by and follow the guidelines in the Role of the Board document and any other Board policies as approved by the Board and amended from time to time.

c. *Vacancies on the Board:*

- i. The Board may appoint from the membership at large a replacement for any vacancy on the Board for the term remaining until the next Annual General Meeting provided the term is greater than two months.
- ii. At no time shall there ever be less than four Directors.

d. *Director's Meetings:*

- i. A majority (a majority being at least 50% plus one) of all Directors holding office upon the date of a meeting of the Board shall constitute a quorum for the purpose of deciding all questions.
- ii. The Directors shall meet no less than six times per year but may meet at any regular times set by them.
- iii. A one-week notice in writing will be given prior to any special meeting called for to accommodate any circumstance that may arise and have to be dealt with before a regularly scheduled meeting.
- iv. Any special meeting called where a one-week notice cannot be given will require a quorum of members as set out in Section D paragraph (i) of Bylaw 6.
- v. A Director shall attend at least 75% of the annual meetings.
- vi. A Director shall not miss any more than two consecutive meetings.

7. **ANNUAL GENERAL MEETINGS:**

- a. An Annual General Meeting shall be held within every 12-month period and no later than 13 months after incorporation.
- b. The Annual General Meeting shall be held no later than 180 days after the end of the fiscal year of the Corporation and notice of the time and place of the Annual General Meeting shall be sent, not less than 15 days and not more than 50 days, before the meeting, to each voting member and director.
- c. A regular general meeting of members may be held twice annually.
- d. At any General Meeting quorum shall be constituted by 25 members who must be present at the opening of the meeting for the purpose of deciding all questions.
- e. A Special General Meeting may be called anytime by:

- i. Any Board Member, or;
 - ii. Five percent of the membership providing a notice of the meeting has been given to all members by and within 21 days of the said meeting.
 - f. Except where the bylaws otherwise provide, members shall vote:
 - i. By show of hands, or;
 - ii. By electronic vote, or;
 - iii. Where a majority of the members who attend the meeting so demand or the Chairperson of the meeting deems it advisable, by secret ballot.
 - g. No member shall be entitled to more than one vote.
 - h. For the purposes of voting at any Annual or General Meeting, all members of the Board of Directors are considered Members of the Corporation.
 - i. Members may, at any Annual or General Meeting, amend, enact, repeal, replace or confirm any bylaw that regulates the activities of the Corporation;
 - i. Providing such amendment, enactment, repeal, replacement or confirmation has been forwarded to each member and clearly indicated together with the notice of the meeting at which the enactment, amendment, repeal, replacement or confirmation is to be considered, and;
 - ii. By a two-thirds majority of the votes cast at the meeting.

- 8. **FINANCIAL AFFAIRS:**
 - a. The fiscal year of the Corporation shall end on the 31st day of August in each year.
 - b. A copy of the Annual Financial Statement shall be made available to all members at an Annual General Meeting.
 - c. Where an Auditor is required in respect to Government Grant Regulations, such Auditor must be appointed by the Board at an Annual General Meeting.
 - d. The Directors shall place before the General membership an audited or reviewed financial statement for the year ended not more than 180 days after its conclusion.
 - e. A monthly Financial Statement shall be presented at all Directors meetings and shall be available to all members if so requested.
 - f. All cheques will require the signature of two of the four persons designated by the Board of Directors to have signing authority.
 - g. Each year, at least one month prior to the commencement of the fiscal year, a budget setting forth details of the estimated revenues and expenditures for the Corporation for the ensuing fiscal year shall be prepared and submitted to the Directors for approval.

- 9. **PERSONNEL:** The Board of Directors is responsible for the hiring and termination of the Executive Director of the organization. Hiring and/or termination decisions will be made at an in-camera session of the Board of Directors. The decision to hire or terminate requires the full participation of all members of the Board and is decided based on 80% consensus of the Board.

- 10. **WINDING UP:** Upon liquidation, dissolution or winding up of the Corporation, the remaining property of the Corporation shall, after payment of all debts and liabilities, be transferred to such persons as are permitted pursuant to subsection 902(4) of *The Non-Profit Corporation Act, 1995* (of Saskatchewan), or any subsequently enacted section in substitution therefore as exists at the time of the liquidation, dissolution or winding up of the Corporation as may be designated by a majority vote of the Members of the Corporation.

APPENDIX II: PLAY GUIDE

PLAY AND EXPLORATION

Play and Exploration is the philosophy that children learn through spending time in self-led play and having the freedom to explore their environment, their abilities, and their thoughts. We follow the Play and Exploration Guide published by the Saskatchewan Ministry of Education.

TYPES OF PLAY

These are the 6 phases of play as identified by Mildred Parten.

Unoccupied Play: This is a passive form of play where a child is not explicitly engaged in an activity, but their brain is still working through thoughts and observations.

Independent Play / Solitary Play: This is play on an individual level. The child is alone in their space and activity.

Onlooker Play: This is a passive form of play where the child is not participating in an activity but is watching one or more children who are.

Parallel Play: This is where two or more children are engaged in similar play in the same space but there is no interaction between them

Associative Play: This is where two or more children are engaged in similar play in the same place with communication happening, but their play is separated

Cooperative Play: This is where children are sharing space, communicate with each other, and work toward one or more shared goals.

DEVELOPMENTAL DOMAINS

We categorize development into 4 developmental domains. These are defined by the Essential Learning Experiences guide published by the Saskatchewan Ministry of Education. They are Physical, Intellectual, Spiritual, and Social/Emotional development. Typically, an activity will in some way offer development in each area, though some activities will offer significantly more development in one area than another.

DEVELOPMENTAL DOMAIN	EXAMPLES
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<p>Physical Development The development of the body's gross motor skills, fine motor skills, physical growth, and physical awareness.</p>	Running, jumping, using a pen, using a zipper, catching a ball, balance, coordination, and learning about the space your body takes up within the environment.
<p>Intellectual Development The accumulation of knowledge, exploration of thoughts and ideas, and the development of problem-solving skills.</p>	Building towers, using a light table, creating art, asking questions, reading books and sorting items.
<p>Spiritual Development Building connections to nature, exploring the senses, and experiencing awe and wonder.</p>	Blowing bubbles, playing in the sand, walking barefoot in the grass, listening to and playing music, and watching birds in trees.
<p>Social/Emotional Development Learning about the feeling and expression of emotions and the development of relationships with others.</p>	Playing peek-a-boo, giving hugs, laughing, crying, making friends, and taking care of others.

RISKY PLAY

During play, children may want to participate in play that includes one or more aspects of risk. This type of play involves the thrill and excitement of children testing themselves to discover what would happen if...

Ellen Sandseter identified 8 types of risky play: Great Height, Great Speed, Impact Play, Rough and Tumble Play, Dangerous Elements, Dangerous Tools, Hiding and Getting Lost, and Vicarious Risky Play. Risks are relative to the children based on their age, size, strengths, abilities, and experiences.

TYPE OF RISKY PLAY	INFANTS	TODDLERS	PRESCHOOLERS
Great Height - allows children to feel a sense of accomplishment, get a different perspective of the world, or reach another person or item.	Standing on their own or being dipped by an adult	Sitting on their parent's shoulders or going down a big slide	Climbing a tree or hanging from monkey bars
Great Speed - allows children to feel the wind rushing past their faces and gives them opportunities to learn about trust and control.	Going down a small slide or being pushed gently on the swings	Pushing themselves on a riding toy or playing chasing games	Sledding down a hill or riding a bike as fast as they can

Impact Play - allows children to test the limits of their strength, explore senses associated with impact, such as feeling vibrations or hearing bangs, and helps them develop their spatial awareness.	Banging their hands on a table or falling onto their bums from a standing position	Crashing toy cars or closing doors	Hitting a tree with a stick as hard as they can or jumping off a play structure into the sand
Rough and Tumble Play - allows children to explore competition, learn how to share their space with others, and develop boundary regulation.	Crawling over each other or being tickled	Knocking each other over or playing Ring Around the Rosy	Wrestling or jumping on a parent
Dangerous Elements - allows children to learn about their environment and develop their problem-solving skills.	Entering a dark room.	Playing in puddles or in a forested area	Building snow forts or cooking in a kitchen
Dangerous Tools: allow children to learn at an early age how to competently use tools that can benefit them later in life, develop their fine and gross motor skills and develop their creativity.	Metal forks and spoons, pencil crayons	Pair of scissors or a potato peeler	Hammer or flint and steel
Hiding and Getting Lost - allows children to develop independence, navigation and memory skills, and self-confidence.	Playing around a shelf where they can't see you or being in the dark	Playing hide and seek	Walking ahead of the group or doing a maze
Vicarious Risky Play - allows children to build on the experience of others, letting them participate in the experience from an alternate perspective while still experiencing some of the thrill and excitement and being able to reflect on what they see.	Watching you do something with an element of risk such as cooking	Watching peers do something with an element of risk such as sledding down a hill	Convincing peers to do something with an element of risk, such as jumping from a tree

When a risk or hazard is present a Risk Assessment Form is to be filled out by educators. This may be necessary when looking at experiences, play sites, or going on excursions. For each of these, there are corresponding Risk Assessments Forms. These will help educators identify many types of risk.

Once a risk is identified and its severity determined, educators will look at what can be done to lower the risk. If the risk is low or can be lowered, then that type of play or play in that site can continue. If the risk cannot be lowered, children will not be allowed to enter that type of play or use that site.

For example, there is a field next to a centre that the children love to play in. In the spring, educators notice a gopher hole in the ground may present a high risk to children.

Discussions with the children and placing an orange cone on the hole can decrease the likelihood of injury. The risk is not gone but is considered low enough to be safe for the children.

Risk assessments are signed off on by the Program Director or Team Lead. If risks are minimal or there are ways to lower the risk level, then play will be allowed. On top of these assessments, educators will do daily checks on equipment and environments as well as critical assessments as children play.

GUN/SWORD AND POWER-BASED DRAMATIC PLAY

Children use dramatic play as a way to understand and comprehend the world they have been brought into. Whether they are exposed to guns or swords in real-life contexts or through media, all children are exposed to some degree. Children know that these are items of great power. They want to understand that power and power-based dramatic play is one of the best ways to do that.

We allow this type of imaginary dramatic play for a few reasons. The curiosity children have surrounding guns and swords and the urge to play through their curiosities can be quite strong and children's impulse control is still developing. This play typically happens whether it is prohibited or not. We do not provoke gunplay or swordplay or provide play weapons, this play is always a child-led activity. Research has shown that gunplay in children is not linked with gun use as adults, but has been linked with higher social competencies such as problem-solving, conflict management, and boundary setting.

This is one type of Power-Based Dramatic Play. Other types include superhero play, "good guy/bad guy" play, and rescue play. These types of play have been shown to develop empathy and ethical reasoning as well as develop children's creativity and imagination. Permitting these forms of play falls under our philosophy for Encouragement of Individuality, Creativity and Self-acceptance.

The following rules are in place during power-based dramatic play:

- All participants are accepting and consenting to the purposed play.
- Participants may choose their own roles and level of participation within the play (ie, no one HAS to be the "bad guy",)
- Participants are allowed to withdraw from the play at any time, for any reason.
- The play stops if participants get hurt - physically or emotionally, or if the play gets aggressive.
- Educators have conversations about the type of play that is happening and appropriate role-playing within that play.

MESSY PLAY

Some experiences have the potential to become messy and dirty. While the mess can be frustrating for adults to clean up, the activities offer children great opportunities for exploration. Messy play allows children to connect with their environment through mud play, explore their bodies and self-expression by painting their faces, and their senses by playing with goop or putty, and many other things. We encourage parents not to send children with clothes they do not want to get messy as this is a possibility every day.

APPENDIX III: ROLES OF THE EDUCATOR IN PLAY

BASIC CARE

One of our base duties for providing quality care is to make sure a child's basic needs are being met. These include physical needs, like changing diapers, tending to a cut or bruise, and providing meals, and emotional needs like hugs or cuddles when a child is upset, and sharing in the excitement when they finish a puzzle.

ACTIVE SUPERVISION

Another base duty to ensure quality care is supervision. Active supervision is the continual focus and monitoring of children throughout the day. In Saskatchewan, a point system exists for childcare centres in which an educator may care for 15 points worth of children and children are assigned points based on age.

- Under 18 months = 5 points
- 18 months up to 30 months = 3 points
- 30 months to 6 years old (while in kindergarten) = 1.5 points
- Grade 1 and up (the day after they finish kindergarten) = 1 point

An educator can have less than 15 points but may not go over. In situations where there is the potential for more than 15 points per educator, educators may shuffle children to other rooms, ask educators to move over or ask parents or off-duty educators to stay until children leave or another staff member arrives.

Tykes and Tots uses an analogy to discuss effective active supervision:

Lifeguard: This is the most important role in supervision. This educator has eyes on the whole room, or on a designated group. Their role is to be on the lookout for potential dangers to the children, ensure children stay with the group and watch for children who may need support. The educator in this role may do other tasks as long as their view and focus remain on the children. When there is one educator in the room, they are automatically the Lifeguard.

Swim Instructor: This role is complementary to the Lifeguard. This educator can remove their focus on the whole group and put it on a smaller group of children. This educator can put more emphasis on relationship building and skill development.

OBSERVATION AND REFLECTION

This is when an educator wants to put focus on watching for specific aspects of a child or their development. This is done to help educators identify areas where they can support a child's development. Observation can be done by watching children, taking pictures, writing down thoughts and questions an educator has during an activity, or documenting what the children are doing.

From these observations, educators will reflect to determine their next course of action, such as creating a learning experience, rearranging the room, researching behaviour strategies, or introducing new concepts to the children.

ENTERING PLAY

There are many opportunities for educators to enter play with children. Not only is it a great way to build bonds with the children, but it also gives educators the opportunity to expand on the learning that is happening during play. Educators may enter play at the request of a child, or they may set up an experience and invite children to join. It is up to the child to decide if they want to join.

Educators can expand learning by asking questions, adding new materials to play or encouraging other children to join in.