



**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.**

**EMPLOYEE POLICIES AND PROCEDURES
MANUAL**

Updated June 13, 2025

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WELCOME TO TYKES AND TOTS

On behalf of the Board of Directors, management and staff of Tykes and Tots Early Learning Centre Inc., we welcome you and wish you every success here.

At Tykes and Tots, we believe that each employee contributes directly to the growth and success of the company, and we hope you will take pride in being a member of our educational team.

This manual was developed to describe some of the expectations of our employees and to outline the policies, programs and benefits available to eligible employees. Employees should become familiar with the contents of the employee manual as soon as possible, for it will answer many questions about employment with Tykes and Tots.

We believe professional relationships are easier when all employees are aware of the culture and values of the organization. This guide will help you to better understand our vision for the future of our organization and the challenges that are ahead.

We hope that your experience here will be challenging, enjoyable, and rewarding.

Again, welcome!

A handwritten signature in black ink that reads "Carlea Taylor". The signature is written in a cursive, flowing style.

Carlea Taylor

Executive Director

1 Description

1.1 Introductory Statement

This manual is designed to acquaint you with Tykes and Tots Early Learning Centre Inc. (Tykes and Tots) and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the manual. It describes many of your responsibilities as an employee and outlines the programs developed by Tykes and Tots to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

No employee manual can anticipate every circumstance or question about policy. At times, the need may arise for policy changes and Tykes and Tots reserves the right to revise, supplement, or rescind any policies or portion of the manual from time to time as it deems appropriate, at its sole and absolute discretion. Employees will be notified of such changes to the manual as they occur.

1.2 Organization Structure and Governance

Tykes and Tots is a non-profit corporation governed by a volunteer Board of Directors. At least 50% of the Board members are parents with children enrolled in Tykes and Tots programs. The Board is elected at an Annual General Meeting. Board members hold their position for a minimum period of 1 year. Board responsibilities and authority are outlined in the by-laws of the organization.

The Board provides direction to the Executive Director, who is the senior executive employee responsible for the overall running of the organization. The Executive Director provides direction to the following positions:

- Financial Controller – responsible for financial and accounting processes within the organization.
- Human Resources Manager – responsible for the human resource cycle within the organization as well as parent and community engagement activities.
- Regional Directors – responsible for providing direction and support to the Program Directors of their assigned programs. Regional Directors work together to support effective implementation of current pedagogical practices and ensure programming consistency across all Tykes programs that meets organizational objectives and quality standards.

Executive Director – Carlea Taylor: ctaylor@tykesntots.ca, 306-291-7697

Financial Controller – Michelle Wacholtz: mwacholtz@tykesntots.ca, 639-480-6865

Human Resources Manager – Lindsay Lowe: llowe@tykesntots.ca, 306-261-7955

Regional Director – Nancy Lautner: nlautner@tykesntots.ca, 306-321-4281

Regional Director – Graeme Williams: gwilliams@tykesntots.ca, 306-361-0197

1.3 Mission, Vision, Values and Philosophy

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

Vision: 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 other 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.

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 co-operation 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 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.

1.4 Programs and Locations

Tykes and Tots is a non-profit, multi-program childcare organization operating in Saskatoon, SK. We provide care for children ages 6 weeks to 12 years in a variety of settings. Programs and locations are:

Licensed Childcare Facilities:

Hampton Village Location

- Licensed for 90 children ages 6 weeks to 6 years
- 1055 Hampton Circle, Saskatoon, SK S7R 0G7 – 306-382-1700
- Program Director – Amanda Yousif – 306-291-0120 – ayousif@tykesntots.ca
- Team Lead – Andrew Gen Gamalinda – 306-250-8301 – agamalinda@tykesntots.ca

Laurier Drive Location

- Licensed for 74 children ages 6 weeks to 6 years
- 3118 Laurier Drive, Saskatoon, SK S7L 5J7 – 306-382-1799
- Program Director – Jen Wessel – 306-361-9336 – jwessel@tykesntots.ca

Lakewood Location

- Licensed for 40 children ages 18 months to 6 years
- 270 Heritage Way, Saskatoon, SK S7H 5N8 – 306-955-6183
- Program Director – Denise Skuce – 306-251-1195 – dskuce@tykesntots.ca

Cardinal Leger Location

- Licensed for 38 children ages 18 months to 6 years
- 141 Champion Crescent, Saskatoon, SK S7H 3T8 – 306-659-7199
- Program Director – Carolyn Tomlinson-Elliston – 306-260-8612 – celliston@tykesntots.ca

St. Anne Location

- Licensed for 30 children ages 18 months to 6 years
- 102 Ravine Court, Saskatoon, SK S7K 4H6 – 306-659-7259
- Program Director – Erin Overfield – 306-251-2348 – eoverfield@tykesntots.ca

Vendasta Location

- Licensed for 80 children ages 6 weeks to 6 years
- 110 – 410 22nd Street East, Saskatoon, SK S7K 5T6 – 306-382-0008
- Program Director – Cosette Kehoe – 306-261-1377 – ckehoe@tykesntots.ca
- Team Lead – Franczesca Veslinos-Zales – 306-251-2555 – fvzales@tykesntots.ca

School Age Programs (unlicensed):

Hampton Village Schools Location

- Providing care for children from kindergarten to age 12
- 1055 Hampton Circle, Saskatoon, SK S7J 0G7
- Program Director – Howard Rose – 306-261-6552 – hrose@tykesntots.ca

St. George School Location

- Providing care for children from kindergarten to age 12
- 748 Redberry Road, Saskatoon, SK S7K 5H3
- Program Director – Howard Rose – 306-261-6552 – hrose@tykesntots.ca

We also provide a school age camp program for longer school breaks. The location may vary from time to time. Director phone number and email is the same as for other school age programs.

1.5 History

Tykes and Tots began as a for-profit childcare organization in its original location of 2114 Preston Avenue in late 1999. It opened its doors in October 2000 and was licensed for 20 children. It expanded to 25 children in the spring of 2001.

In September 2003, Nancy Lautner purchased Tykes and kept it as private organization. In January 2007, Nancy worked with the parent group to change it from a private childcare centre to a non-profit, thus securing government funding and ensuring the survival of the organization for the immediate future. It continued to run as a single centre licensed for 25 children until November 2011 when Tykes and Tots was approached by the Ministry of Education and requested to take over operations of the childcare centre located at 1406 8th Avenue North, operated at the time by the North Park Childcare Cooperative. Tykes and Tots took over the location on January 1, 2012, adding 29 licensed spaces to the organization.

In May 2013, Tykes and Tots once again expanded by opening a new location in St. Anne School at 102 Ravine Court, licensed for 30 children. This was closely followed by another expansion – again Tykes was asked to take over an existing centre located in Cardinal Leger School at 141 Champion Crescent. This location was licensed for 30 spaces – bringing the total of licensed childcare spaces to 114 for the organization in July 2013.

Throughout 2013 and into 2014, the organization size stayed consistent, and the focus was on program quality and developing organizational leadership skills to ensure appropriate leadership for the existing locations.

In the fall of 2015, the Cardinal Leger location expanded from 30 spaces to 38. In the summer of 2016 Tykes ran our first school age program – providing summer care for up to 30 children based out of the Luther Care facility on Alexandra Avenue. This first excursion into school age care was a success and the Board of Directors decided to continue with the program for future summer school age care.

2017 was a big year of change. Tykes and Tots bid on, and was successful, in securing the license to operate the new 90 space childcare centre opening in the newly built Hampton Village Schools. We also bid on the operation of the before and after school programs for the two schools and were awarded both of them. At the same time, an opportunity arose for us to relocate our original Preston Avenue location to a larger location in Lakewood.

Through the spring and summer of 2017, we worked on renovating the 270 Heritage Way location in preparation of the move. In August of 2017, we closed our existing 25 space centre on Preston Avenue and moved to the location at 270 Heritage Way, opening with 40 licensed spaces.

In September 2017, we began operations at the new 90 space centre in Hampton Village as well as both before and after school programs.

In the summer of 2018, the school age program expanded and was operated out of the Henk Ruys Soccer Centre in Lawson Heights. This expanded program allowed us to provide care for up to 100 children in the large space available and proved to be a successful move for the program.

In June 2018, Tykes and Tots was approached by the Catholic School Board and requested to take over the preschool programs and before and after school programs at St. George School and Pope John Paul II School. The Board of Directors voted to move forward on all requests. Increasing school age programs helps the organizations' financial position and providing preschool programs allows Tykes to offer our programming to families who don't necessarily need childcare but want high quality preschool education for their children. These programs began operating in the fall of 2018. In January 2019, we discontinued providing before and after school program services at Pope John Paul II school due to low enrolment numbers.

In mid-November 2018, Tykes and Tots was informed that the location at 1406 8th Avenue had structural integrity issues with the roof. We were required to vacate the premises as soon as possible and secured a temporary location in Caswell Hill. Thus, began the search for an alternate location. We had funding to expand spaces to add an additional 40 licensed spaces to our organization, so we started looking for a larger location. After a great deal of searching, the location at 3118 Laurier Drive was approved by the Ministry of Education and the City of Saskatoon. Renovation work began in the spring of 2019 and the location opened in October 2019.

Through 2020, the organization was operating at 272 licensed childcare spaces, 32 preschool spaces, 10 forest school spaces and before and after school programs at Hampton Village and St. George. The COVID-19 pandemic started in March 2020. We had a short closure of our programs starting March 23 and began to slowly reopen the programs until we had all childcare centres reopened on June 8. Since the childcare centres were not full in the summer, our school age program ran out of the unused childcare centre classrooms for the summer of 2020 and our preschool and before and after school programs restarted operations the fall of 2020.

Throughout 2021, Tykes and Tots worked to maintain quality and stay financially viable through the pandemic. We were able to run our school age program in the summer out of the Henk Ruys Soccer Centre once again and in the fall expanded our forest school to include the Pope John Paul II location, adding 10 more forest school spaces. At of October 2021, the organization was still experiencing low enrolment due to covid. The Federal Child Care Agreement with Saskatchewan was ratified, and we were waiting for information on how this funding will be rolled out and the impact that it will have on our organization.

June 2022: Nancy Lautner, who was the Executive Director of Tykes and Tots since September 2003, stepped down from her role as Executive Director and into the role of Director of Development. Carlea Taylor, at the time the Director for the Laurier drive location, moved into the newly formed Director of Operations position. This shift was for two reasons – one – to support the succession planning within the organization as Nancy was choosing to move back from the senior position and perhaps eventually leaving the organization, and two – to create division in some of the senior leadership position duties to best support the organization towards future growth. Tykes and Tots has an application in to the

Ministry of Education to develop a new 90 space childcare centre with a focus on forest school and we are waiting to get approval and to begin searching for space and contractors to develop this new program.

September 2022: the Federal Childcare budget has been underway for a number of months now. Parent fees have dropped significantly and there is a wage supplement in place for qualified early childhood educators working in licensed facilities. When the wage supplement was introduced, Tykes and Tots faced a dilemma because, as a high payer in the industry, many of the long-term Tykes staff would receive no increase with the wage supplement while staff brand new to the organization could receive up to an additional \$3.00 per hour. The management team and board of directors felt that this would disincentivize and demoralize our long-term staff, so the decision was made to ensure that all staff received wage increase and adjusted the wage grids accordingly. We are waiting for further developments on the federal childcare budget, including continued fee decreases and a provincial wage grid.

March 2024: Tykes has continued to grow and change. We have been approved to develop a new 90 space forest school program and are in the process of purchasing an acreage to create this program. We are also finalizing drawings for an 80-space childcare centre in conjunction with Vendasta, a technology company located in Saskatoon. This centre will be Saskatoon's first corporate childcare centre and is projected to open in September 2024. In anticipation of this growth, the Board of Directors voted to change the organizational structure to add a tactical level between the Executive Director and the Program Directors. Carlea Taylor was moved from Director of Operations to Executive Director, two new Regional Director positions were created and the Pedagogical Director and Director of Development positions were eliminated from the organization. Graeme Willams and Nancy Lautner were appointed to the Regional Director positions with the intent of providing better support and oversight for the childcare and school age programs. The Federal Childcare Budget has been fully implemented in regard to parent fees and all families with children under 6 are now paying \$10 per day childcare. Wage enhancements have continued to increase and we are waiting for the Ministry of Education to establish a provincial wage grid.

March 2025: The Vendasta location has opened after many delays. In July of 2024, Tykes purchased a 10-acre property at 5870 Clarence Avenue South with the intention of developing it into a Forest School Program. We have our council meeting March 25, 2025 for the RM to review our application and are hopeful that we will be approved. We have responded to an RFP to operate a 90-space childcare centre in Innovation Place and have been invited to the second round of the selection process. We will know by May if we're the successful proponent.

This history section will be updated annually with any new organizational information.

2 The Employment

2.1 Nature of Employment

Employment with Tykes and Tots is voluntarily entered, and the employee is free to resign at any time, with or without cause. Similarly, Tykes and Tots may terminate the employment relationship at will at any time, with or without cause, so long as there are no violations of applicable Saskatchewan Labour Standards or Human Rights Standards.

Policies set forth in this manual are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Tykes and Tots and any of its employees. The provisions of the manual have been developed at the discretion of management and, except for its policy of employment-at-will, may be amended or cancelled at any time, at Tykes and Tots' discretion.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Executive Director.

2.2 Employee Relations

Tykes and Tots believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors. In this manual, the terms supervisor, director, and manager are interchangeable and carry the same meaning.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Tykes and Tots amply demonstrates its commitment to employees by responding effectively to employee concerns.

To protect and maintain direct employer/employee communications, we will do anything we can to protect the right of employees to speak for themselves.

2.3 Equal Employment Opportunity

To provide equal employment and advancement opportunities to all individuals, employment decisions at Tykes and Tots will be based on merit, qualifications, and abilities. Tykes and Tots does not discriminate in employment opportunities or practices based on race, color, religion, sex, national origin, age, or any other characteristic protected by law.

This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employee with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor or the Executive Director. Employees can raise concerns and make reports without fear or reprisal. Anyone found to be

engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

2.4 Diversity

We are opposed to all forms of unlawful and unfair discrimination. All employees, no matter whether they are part-time, full-time, temporary, or casual, will be treated fairly and with respect. When Tykes and Tots selects candidates for employment, promotion, training, or any other benefit, it will be on the basis of their skills, abilities and merit.

Tykes and Tots is committed to:

- Create an environment in which the individual differences and contributions of all team members are recognized and valued
- Create a working environment that promotes dignity and respect for every employee
- Attract and retain a skilled and diverse workforce that best represents the talent available
- Ensure appropriate selection criteria based on diverse skills, experience and perspectives is used when hiring new staff. Job specifications, advertisements, application forms and contracts will not contain any direct or inferred discrimination
- Provide, to the greatest extent possible, universal access to safe, inclusive, and accessible premises that allow everyone to participate and work to their full potential
- Comply with equal opportunity and anti-discrimination legislation
- Not tolerate any form of intimidation, bullying, victimization, vilification, or harassment and to take disciplinary action against those who violate this policy
- Provide training, development and advancement opportunities for all staff based on their merit.
- Encourage anyone who feels they have been discriminated against, to express their concerns so that we can take corrective action
- Encourage employees to treat everyone with dignity and respect
- Regularly review all our employment practices and procedures so that fairness is maintained at all times.

2.5 Business Ethics and Conduct

The successful operation and reputation of Tykes and Tots is built upon the principles of fair dealing and ethical conduct of our Board, its individual Board members, and employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Tykes and Tots is dependent upon our clients' trust, and we are dedicated to preserving that trust. Employees owe a duty to Tykes and Tots, its families, and community and school partners to act in a way that will merit the continued trust and confidence of the public.

Tykes and Tots will comply with all applicable laws and regulations and expects its Board of Directors, management team members and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgement, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Executive Director, for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every Tykes and Tots employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

2.6 Social Media

Tykes and Tots recognizes that technology provides unique opportunities to build our business, listen, learn, and engage with clients, community, and employees using a wide variety of social media. However, how we use social media and what we say also has the potential to affect Tykes and Tots' reputation and/or expose the organization (and each of us) to business or legal risk.

While we recognize the benefits which may be gained from appropriate use of social media, it is also important to be aware that it poses significant risks to our business. These risks include disclosure of confidential information, damage to our reputation and the risk of legal claims.

Therefore, every employee has a personal responsibility to be familiar with and comply with Tykes and Tots' overall social media policy. This policy is designed to reflect our purpose, values and principles, our business conduct policy, and legal requirements. As we use social media in a variety of ways, there are more specific expectations that may apply to your activities.

This policy covers all forms of social media, including Facebook, Instagram, LinkedIn, Twitter, Google, Snapchat, and other social networking sites, and other internet postings, including blogs. It applies to the use of social media for both business and personal purposes, during working hours and in your own time to the extent that it may affect the business of the company. This policy applies both when the social media is accessed using our information systems and when accessed using equipment or software belonging to employees or others.

Although many users may consider their personal comments posted on social media to be private, these discussions are frequently available to a larger audience than the author may realize. As a result, any online communication that directly or indirectly refers to Tykes and Tots, our services, team members or other work-related issues, has the potential to damage Tykes and Tots' reputation or interests.

When participating in social media in a personal capacity, employees must:

- Not disclose Tykes and Tots' confidential or sensitive information. Information is considered confidential when it is not readily available to the public. If you are in doubt about whether information is confidential, ask your supervisor before disclosing any information
- Not use the Tykes and Tots' logo or company branding on any social media platform without prior approval from the Executive Director
- Not communicate anything that might damage Tykes and Tots' reputation, image, or the confidence of our clients
- Not represent or communicate on behalf of Tykes and Tots in the public domain without prior approval from the Executive Director

- Not post any material that would directly or indirectly defame, harass, discriminate against, or bully any Tykes and Tots' team member, supplier, or client
- Ensure, when identifying themselves (or when they may be identified) as a Tykes and Tots team member, that their social media communications are lawful and comply with Tykes and Tots' policies and procedures.

Remember that you are personally responsible for what you communicate on social media. Often materials published will be widely accessible by the public and will remain accessible for a long time. If you are uncertain or concerned about the appropriateness of any statement or posting, you should discuss it with your supervisor before making the post.

Employees are responsible for adhering to the aforementioned social media guidelines. Failure to comply with the guidelines in this policy or on-line activity that otherwise causes harm to the company may be subject to disciplinary action up to and including termination of employment, as permitted by law.

2.7 Appropriate use of Technology

Tykes and Tots recognizes that technology is essential to the effective operation of our business and communication to our clientele. Technology must be used in appropriate ways to ensure that its use does not interfere with the effective provision of services by staff members and management team members. Specifically, technology use must not interfere with appropriate supervision of children while staff members or management team members are responsible for supervision of one or more children.

Tykes and Tots team members are expected to abide by the following guidelines regarding use of technology:

- **iPads** are provided for work purposes in each childcare centre classroom and in the school age programs. The iPads are to be used for work purposes only. Staff members may use the iPads for researching learning topics, playing child-appropriate music, and documenting daily activities for parents. Staff members are to ensure that they assign supervision of the group to another staff member for the duration that they are using the iPad. Effective supervision is paramount for the safety of the children and use of electronic devices should never supersede supervision
- **Management team members** are provided with a cell phone for use in communicating with other management team members, staff members and clients. Management team members may use their company-provided cell phone while responsible for supervision of the children, provided that they have ensured that they have assigned supervision of the group to another staff member for the duration that they are required to be using their cell phone
- In the **childcare programs**, use of personal cell phones for both staff members and management team members is discouraged while responsible for supervision of children. Staff members requiring the use of their cell phone for personal use must ensure that they have approval from their supervisor to have their cell phone with them while supervising children. Personal cell phone use while supervising children for a non-emergency and/or a more general manner requires written approval from management. Intermittent personal cell phone use for an emergency use requires verbal approval from management. At all times staff members using their personal cell phone must

ensure that they have assigned supervision of the group to another staff member for the duration that they are using their cell phone

- For the **school age program**, personal cell phone use is frequently required for communication purposes with the program director or other staff and approval is not needed for personal cell phone use. However, cell phone use cannot interfere with supervision of the children and a staff member requiring to use their cell phone must ensure that they have assigned supervision of the group to another staff member for the duration that they are required to be using their cell phone. This section also applies to childcare program staff when they leave the facility. Notwithstanding this section, cell phone use for personal reasons still requires management approval
- **Shared laptop computers** are available for staff members to use for successful completion of their work duties. It is expected that shared computers will be used for appropriate work purposes only during work hours. Staff members utilizing a shared computer outside of their work hours must ensure that no personal information is retained on the computer.
- **Laptop computers are provided to management team members** for their specific use. While management team members are allowed to store personal information on their laptop, it is expected that any personal use of the laptop is appropriate and in line with all company policies. Personal information stored on a laptop must be deleted prior to return to the organization
- **All work computers** must have anti-virus software installed. Staff members wishing to download any new programs onto shared computers must check with their supervisor to ensure that the program is approved.

The appropriate use of technology policy is intended to ensure that staff and management team members use technology respectfully and in accordance with all company policies and procedures. Failure to comply with this policy will result in progressive discipline up to and including termination.

2.8 Personal Relationships in the Workplace

The employment of relatives or individuals involved in an intimate relationship in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflict from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. An intimate relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual “romantic” or sexual relationship. This policy applies to all employees without regard to the gender or sexual orientation of the individuals involved.

Although Tykes and Tots has no prohibition against employing relatives of current employees or individuals involved in an intimate relationship with current employees, we are committed to monitoring situations in which such relationships exist in the same area. In case of actual or potential problems, Tykes and Tots will take prompt action, and this can include reassignment. Employees in a close personal relationship should refrain from public workplace displays of affection or excessive personal conversation.

2.9 Conflict of Interest

This policy is applicable to all Tykes and Tots employees and Board members. Employees and Board members have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Tykes and Tots wishes the organization to operate. The purpose of these guidelines is to provide general direction so that employees and Board members can seek clarification on issues related to the subject of acceptable standards of operation. Contact the Executive Director for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Tykes and Tots. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit the employer, the employee, or both.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee/Board member or for a relative because of Tykes and Tots' business dealings.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees/Board members have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the Executive Director or to the Board of Directors as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties. Under these circumstances, the member who is potentially in a conflict-of-interest situation should recuse themselves from the decision-making process.

Should you be in doubt as to whether an activity involves a conflict, you should discuss the situation with your supervisor.

2.10 Outside Employment

Employees may hold outside jobs as long as they meet the performance standards of their job with Tykes and Tots. All employees will be judged by the same performance standards and will be subject to Tykes and Tots' scheduling demands, regardless of any existing outside work requirements.

If Tykes and Tots determines that an employee's outside work interferes with performance, the ability to meet the requirements of Tykes and Tots as they are modified from time to time, or if the outside employment may cause harm to the reputation for the organization due to the outside employment chosen, the employee may be asked to terminate the outside employment if they wish to remain with Tykes and Tots.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside Tykes and Tots for materials produced or services rendered while performing their jobs.

2.11 Confidentiality

All employees, Board members, work experience students and volunteers, including parent volunteers, are required to sign and comply with an Oath of Confidentiality. Confidential information is defined as those personal facts and conditions pertaining to the client's life which has been communicated to the employee or the organization for the definite purpose related to the service they are receiving and requesting from the organization. It is the client's right and expectation that such information will be respected and safeguarded by the organization, its employees, students, Board members and volunteers.

Breach of confidentiality will result in disciplinary action up to and including termination of employment or position with the organization.

2.12 Job Postings and Selection of New Staff

Where a staff vacancy occurs, such vacancy can be filled internally at the discretion of management or, in the case of the Executive Director, at the discretion of the Board of Directors. When there is no internal applicant interested in a vacancy or when, in their discretion, management or, in the case of the Executive Director, the Board of Directors, feel that there are no internal applicants who meet the requirements of the vacancy, the position will be posted externally.

Interviewing and selection for the Executive Director shall be done by the Board of Directors. The Board will present a written offer of employment to the prospective Executive Director. Interviewing and selection for all other employees shall be done by a management hiring committee designated by the Executive Director. The Human Resources Director will provide written offers of employment to a prospective staff member.

All offers of employment shall clearly state the duration of the probationary period and must include an area for written acceptance of the offer. Prior to beginning employment, all new employees whose position involves care of and authority over children must provide the organization with a current (within 6 months) criminal record check with vulnerable sector search. All new employees whose position does not involve care of and authority over children must provide the organization with a current (within 6 months) criminal record check. Tykes and Tots reserves the right to request a criminal record check be redone on a periodic basis for any active employee or for employees returning from a leave of absence. Initial criminal record checks are done at the employee's cost. Any additional requested criminal record checks will be paid for by Tykes and Tots.

3 Employment Status and Records

3.1 Employment Categories

It is the intent of Tykes and Tots to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility.

Each employee will belong to one of the following employment categories:

- Regular full-time employees are those who are not in a temporary or probation status and who are guaranteed to be regularly scheduled to work at least 35 hours per week. Generally, they are eligible for the Tykes and Tots benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Regular part-time employees are those who are not in a temporary or probation status and who are guaranteed to be regularly scheduled to work 34 hours per week or less. They are eligible for the Tykes and Tots benefit package as long as they work more than 20 hours per week. Regular part-time employees who are not eligible for the Tykes and Tots benefit package earn vacation pay as required by Saskatchewan Labour Standards and have their vacation accrual paid out for each pay period.
- Probationary employees are those employees whose performance is being evaluated to determine whether further employment in a specific position or with Tykes and Tots is appropriate. The probation period is for 3 months for new hires and any time an employee moves from one employment category to another.
- Temporary employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified of a change. Temporary employees are ineligible for all of Tykes and Tots group benefit programs. Temporary employees earn vacation pay as required by Saskatchewan Labour Standards and have their vacation accrual paid out for each pay period.
- Casual employees are those who have established an employment relationship with Tykes and Tots but who are not guaranteed a regular, set number of hours of work per week. They are ineligible for all of Tykes and Tots group benefits programs. Casual employees earn vacation pay as required by Saskatchewan Labour Standards and have their vacation accrual paid out for each pay period.

3.2 Access to Personnel Files

Tykes and Tots maintains a personnel file on each employee. The personnel file includes such information as the employee's resume, required certifications, documentation of performance appraisals, and other employment records. Personnel files are the property of Tykes and Tots and access to the information they contain is restricted. Generally, only supervisors and management personnel of Tykes and Tots who have a legitimate reason to review information in a file are allowed to do so. Employees who wish to review their own file should contact their supervisor. With reasonable advance notice, employees may review their own personnel files in Tykes and Tots offices and in the presence of an individual appointed by Tykes and Tots to maintain the files.

3.3 Personnel Data Changes

It is the responsibility of each employee to promptly notify Tykes and Tots of any changes in personal data. Information regarding personal mailing addresses, telephone numbers, email addresses, number and names of dependents, individuals to be contacted in the event of an emergency, educational/training accomplishments and other such status reports should be accurate and current at all times. If any personal data has changed, notify your supervisor. It is the responsibility of the supervisor to notify the appropriate members of management, including the Executive Director.

3.4 Probation Period

The probation period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. Tykes and Tots uses this period to evaluate employee capabilities, work habits, and overall performance.

All new and rehired employees work on a probation basis for the first 3 months after their date of hire. All employees who have had a change in employment category will be on probation period for 3 months after the change in employment category. Any significant absence will automatically extend the probation period by the length of the absence. If Tykes and Tots determines that the designated probation period does not allow sufficient time to thoroughly evaluate the employee's performance, the probation period may be extended for a specified period.

During the probation period, both parties may assess suitability for employment with the employer. This also provides management an opportunity to assess skill levels and address areas of potential concern. During the first three months of employment, employment may be terminated by either party for any reason whatsoever, with or without cause, and without notice or payment in lieu of notice.

Please take note that your supervisor's role is to support you in developing and transferring your knowledge, skills, and abilities to be successful in your job. We suggest you take advantage of this resource.

Upon satisfactory completion of the probation period, employees enter the "regular" employment classification.

During the probationary period, new employees are eligible for those benefits that are required by law, such as unemployment insurance and vacation accrual/payout. Probationary employees who will move into an employment category that provides them with group benefits after probation, are eligible to accrue sick benefits during their probationary period. Sick days are set out in the Section 4, Employee Benefit Programs. Employees should review the benefit section for the details on the benefits programs and eligibility requirements.

3.5 Employment Applications

Tykes and Tots relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentation, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment, or, if the person has been hired, termination of employment.

3.6 Performance Evaluation

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

3.7 Job Descriptions

Tykes and Tots makes every effort to create and maintain accurate job descriptions for all positions within the organization. Each description includes a job title, reporting structure, required certification, overall responsibilities, core skills and job duties.

Tykes and Tots maintains job descriptions to aid in orienting new employees to their jobs, identifying the requirements of each position, establishing hiring criteria, and setting standards for employee performance evaluations.

The Executive Director, along with assistance from other members of the management team, prepares job descriptions when new positions are created. Existing job descriptions are also reviewed and revised to ensure that they are up to date. Job descriptions may also be rewritten periodically to reflect any changes in the position's duties and responsibilities. All employees will be expected to help ensure that their job descriptions are accurate and current, reflecting the work being done.

Employees should remember that job descriptions do not necessarily cover every task or duty that might be assigned, and that additional responsibilities may be assigned as necessary. Contact your supervisor if you have any questions or concerns about your job description.

3.8 Professional Development

At the discretion of your supervisor, employees may be able to attend conferences, courses, seminars, and meetings which may be beneficial to the employee's professional development. When these opportunities are directly related to the employee's position, or are suggested by the supervisor, then Tykes and Tots will cover the cost of registration, course materials and some travel expenses.

Tykes and Tots will pay for employees to take classes in early childhood education or other related post-secondary classes as approved. Employees must be classed as regular full time or regular part time (working more than 20 hours per week) employees in order to qualify to have post-secondary classes paid for. Tykes and Tots will sponsor employees taking classes and will pay for the cost of class registration and course materials. Employees taking approved post-secondary classes sponsored by Tykes and Tots must sign an educational funding contract. Employees failing to complete their sponsored classes or leaving their employment prior to sponsored class completion must repay the cost of the course. The maximum number of classes that Tykes and Tots will sponsor for any one employee will be variable depending on the employee's individual circumstance, but generally no more than 3 classes at one time is recommended for full time employees. Tykes and Tots reserves the right to refuse to sponsor classes for any employee.

3.9 Exemptions for Required Qualifications

Tykes and Tots may, in their discretion, make an offer of employment to a person who does not meet the qualification requirements of their position at the time of hiring. In this circumstance, the employee is required to set an educational plan approved by their director to meet the educational qualifications of the position. Failure to complete the educational plan in the time frame established will result in disciplinary action, up to and including termination.

4 Employee Benefit Programs

4.1 Employee Benefits

Eligible employees at Tykes and Tots are provided a wide range of benefits. Several programs (such as unemployment insurance and workers compensation insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your eligibility will be outlined in your offer of employment letter. Details of many of these programs can be found elsewhere in the employee manual.

Employees eligible for our group benefits program will be provided with details of the group benefit program. These benefits include:

- Health and dental insurance
- Short term disability
- Long term disability
- Life insurance
- Employee and Family Assistance Program

Tykes and Tots pays a portion of the monthly premiums for our group benefits program. Employees are required to pay the balance of the premiums. Monthly cost of benefits is determined by the details of the plan selection and employment details. Participation in the group benefits program is mandatory for eligible employees. Employees may opt out of the group health and dental coverage if they are covered under another plan.

Tykes and Tots also provides a Group RRSP program for eligible employees. This plan is optional. Tykes and Tots contributes a matching amount to the Group RRSP plan up to a maximum amount per pay period.

4.2 Vacation Benefits

Paid annual vacation is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. All employees are eligible to earn and use vacation time as described in this policy.

All employees whose vacation is paid out on each pay cheque earn vacation at a rate of 3/52 of their earned wages.

All employees who accrue vacation earn vacation at the following rate:

- From hire to end of year 5 – 3/52 of earned wages.
- Starting the beginning of year 6 – 4/52 of earned wages.
- Starting the beginning of year 16 – 5/52 of earned wages.

For the purposes of determining years of employment, all government protected leave (maternity, parental, disability etc.), is considered time worked as well as extended, approved vacation leave where benefits remain active. Leaves of absence that are not government protected and extend beyond

benefits coverage will be considered a break in employment and the time away will not be included for calculating increase in vacation entitlement.

Employees can use vacation time as it is accrued. Paid vacation time can be used in minimum increments of one day and maximum increments of three weeks. Paid vacation time less than one day or longer than a three-week period is subject to management approval.

As stated above, employees are encouraged to use available paid vacation time for rest, relaxation, and personal pursuits. In December of each year, the vacation balances for each employee are reviewed and those employees with excessive build up of vacation time will be mandated to book vacation time. Employees who are mandated to take vacation time will receive 4 weeks written notice from management.

For processes on how to book time off for vacation benefits, please refer to Section 6.2, Absences.

Upon termination of employment, employees will be paid for unused vacation time that has been earned through the last day of work.

4.3 Statutory Holidays

Tykes and Tots will grant holiday time off to all employees on the holidays listed below:

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

Tykes and Tots will grant paid holiday time off to all employees. Holiday pay will be calculated as 1/20 of the wages during the four complete weeks of pay before the week of the holiday, excluding overtime.

A statutory holiday that falls on a Saturday will be observed on the preceding Friday or in the case it falls on a Sunday will be observed on the following Monday, unless directed to observe it on a different day as required by the Province of Saskatchewan or Government of Canada or as in alignment with the policy of our school board partners.

If a statutory holiday falls during an eligible employee's paid absence (such as vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.

4.4 Christmas/New Years Eve and Boxing Day

All centres will have reduced hours of 7:30am-3pm on Christmas Eve and New Year's Eve when December 24th and December 31st fall on a weekday. When operating at reduced hours, all staff members who are scheduled to work those days will be scheduled from 7:30 – 3:00. In instances where they fall on a Saturday or Sunday, the centres will have regular business hours during the preceding week.

Boxing Day (December 26)

All centres will be closed on Boxing Day when December 26 falls on a weekday. In instances where it falls on a Saturday or Sunday, regular business hours will resume on the Monday following Boxing Day. When the centre is closed for Boxing Day it is an additional paid day off for full time staff members.

4.5 Workers Compensation Insurance

Tykes and Tots provides Workers Compensation Insurance coverage at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period, or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately (recommended within 24 hours). No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Neither Tykes and Tots nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Tykes and Tots.

4.6 Sick Leave Benefits

Tykes and Tots provides paid sick leave benefits to all eligible employees for periods of temporary absence due to illnesses or injuries. Eligible employee classification(s):

- Regular full-time and part-time employees working more than 20 hours per week.
- Probationary employees who will move to regular full-time or part-time (more than 20 hours per week) once completed probation.

Eligible employees will accrue on a pro-rated basis sick leave benefits at the rate of 1 day per month to a maximum accrual of 12 days (96 hours). Sick leave benefits accrue from the start date of employment and may be used as they accrue. Paid sick leave benefits can be used in minimum increments of 2 hours. An eligible employee may use sick leave benefits for an absence due to his or her own illness or injury, or that of a child, parent, spouse or significant other of the employee. Sick leave benefits may also be used for medical appointments and mental health days. Sick leave benefits may not be used to supplement a planned vacation leave.

If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement may need to be provided verifying the disability and its beginning and expected ending dates. Such verification may be requested for other sick leave absences as well and may be required as a condition for receiving sick leave benefits.

Upon termination of employment, employees will not be paid for unused sick leave time that has accrued.

For processes on how to book time off for sick leave benefits, please refer to Section 6.2, Absences.

4.7 Bereavement Leave

Paid bereavement leave of three working days will be provided to all regular full and part time employees (working more than 20 hours per week) of Tykes and Tots. Employees who require taking time off due to the death of an immediate family member should notify their supervisor immediately.

Immediate family member is classified as:

- Spouse/partner/significant other
- Children (stepchildren)
- Parents (in-laws)
- Grandparents (in-laws)
- Aunts and uncles (in-laws)
- Siblings (in-laws)
- Nieces and nephews (in-laws)

Bereavement pay is determined based the average working hours in a day for that employee.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

4.8 Life Insurance

Life insurance offers you and your family important financial protection. Tykes and Tots provides a basic life insurance plan for eligible employees.

Accident Death and Dismemberment (ADD) insurance provides protection in cases of serious illness or injury resulting from an accident. ADD insurance coverage is provided as part of the basic life insurance plan. Eligible employees are required to participate in the life insurance plan subject to all terms and conditions of the agreement between Tykes and Tots and the insurance carrier. Details of the basic life insurance plan including benefit amounts are described in the guide provided to eligible employees.

4.9 Short and Long-Term Disability

Tykes and Tots provides short and long-term disability benefits to help eligible employees cope with an illness or injury that results in a long-term absence from employment. Short and long-term disability

benefits are designed to ensure a continuing income for employees who are disabled and unable to work.

Eligible employees are required to participate in the short and long-term disability plan subject to all terms and conditions of the agreement between Tykes and Tots and the insurance carrier. Short and long-term disability benefits are non-taxable as long as employees pay the full amount of the monthly premiums. Details of the short and long-term disability plan including benefit amounts, and limitations and restrictions are described in the guide provided to eligible employees.

4.10 Maternity and Parental Leave

Entitlement: Current government legislation entitles employees to a combined maternity/parental leave, without pay, for up to 52 weeks. During this leave of absence, employees may be eligible to receive employment insurance benefits in accordance with eligibility rules.

Notice: The employee must provide in writing to the organization, at least 4 weeks in advance the date of the beginning of their maternity leave and the planned date for their return to work. A medical certificate attesting the estimated date of the birth may be requested to accompany the notice.

The notice can be less than 4 weeks if the employee is required to discontinue work due to medical complications during pregnancy. Eligible employees may apply for short term disability benefits if they are required to be off work due to pregnancy related concerns.

Return to work: The employee must provide in writing to management the expected date of their return to work 4 weeks before returning from maternity/parental leave. The employee who does not present themselves to work 5 days after the expiration of the maternity/parental leave may be known to have resigned. The employee is not guaranteed to return to the same position and location of work but is entitled to return to a position within the organization at the same level of pay and benefits as the employee received prior to the leave.

Benefits: Eligible employees are able to retain their group health benefits through maternity/parental leave. If the employee chooses not to retain benefits through their maternity/parental leave, they must sign a Waiver of Benefit Coverage During Maternity form indicating which benefits they wish to discontinue for the duration of their maternity/parental leave. Tykes and Tots does not contribute to any portion of group health benefit premiums during an employee's maternity/parental leave. Group RRSP contributions are discontinued through maternity/parental leave.

5 Timekeeping/Payroll

5.1 Timekeeping

Accurately recording time worked is the responsibility of every non-exempt employee. Federal and provincial laws require Tykes and Tots to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time spent on the job performing assigned duties.

Tykes and Tots uses PayWorks to manage staff scheduling and record time worked. All non-exempt employees are required to clock in and out at the beginning and ending of each shift. Employees on a break of one hour or less are not required to clock in and out for their break. Employees moving

between programs with less than one hour between duties performed at each program are not required to clock in and out when between programs.

If an employee fails to clock in and out, they must notify their supervisor so that the correction can be made in PayWorks. Failure to clock in and out without notification to the supervisor may result in delays in payment for hours worked.

5.2 Paydays

All employees are paid bi-weekly on every other Friday. In the event that there is a statutory holiday on a payday, employees will be paid the day before. Each paycheque will include earnings for work performed for the two-week period through to the end of the previous Friday.

Employees will have their pay directly deposited into their bank accounts. If employees require a change to their bank account information, they should notify their immediate supervisor. Employees can access detailed payroll information by logging into their PayWorks account.

5.3 Administrative Pay Corrections

Tykes and Tots takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheque and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error for pay, the employee should promptly bring the discrepancy to the attention of their supervisor so that corrections can be made as quickly as possible.

6 Work Conditions and Hours

6.1 Work Schedules

All work schedules are produced on a monthly basis a minimum of one week in advance. Employees should be aware that, although shifts may show up on their PayWorks shift calendar, these are not finalized until they receive an email notifying them that schedules for the upcoming month are complete. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Casual staff may receive a short notice request to work to cover off unexpected staff absences. Casual staff may decline a request to work if the request is made less than 7 days in advance. Casual staff member shifts may be deleted with short notice if necessary. Casual staff members will be provided with a minimum of 24 hours notice of any shift cancellation.

6.2 Absences

Employees are expected to be at work and to work all scheduled hours, except for authorized absences. Authorized absences include the following:

- Vacation leave scheduled in advance
- Approved leave of absence
- Sick leave

- Time off for injury (either work related or not)
- A death in your family
- Jury duty
- Emergency situations beyond your control.

Notification procedure

Vacation or other scheduled absence: All employees are to make scheduled absence requests 14 days in advance by submitting an absence request on PayWorks. Please indicate the reason for the absence. The 14-day requirement for notification applies to any regularly scheduled absences, such as vacation, mental health day, children's appointments, doctor, or dentist appointments, etc. If an employee wishes to book time off for any of the reasons listed here with less than 14 days notice, they must request this in writing to their supervisor and receive approval prior to submitting the request in PayWorks.

Short notice absence: Short notice absences are absences with less than 24 hours notice and occur for a variety of reasons including illness, injury, mental health day, emergency medical appointment, death in the family or emergency situations beyond an employees' control. To obtain an authorized short notice absence, employees must call, whenever possible, before 8:00 p.m. the day before to notify your supervisor of the situation and request an absence from work. If you are unable to contact your supervisor, a text message or phone message can be left. Your absence is not considered to be approved until you receive verbal or written approval from your supervisor. If you do not receive a response from your supervisor in a timely manner, please contact any member of the management team or the Executive Director. Due to operational requirements, employees may be required to come to work until coverage is found. Once the short notice absence has been approved, the employee is required to submit the absence request on PayWorks.

Extended Vacation: Tykes and Tots Employees wishing to take time off in excess of three calendar weeks must put a request in writing to the program director. The request should include the beginning and end date of their absence and the reason for the absence. The program director will review the request with the management team and make a decision on approval of the request. In order to be approved for extended vacation leave, there must be adequate vacation pay to cover the employee portion of group benefits throughout the whole absence period. This is a minimum of 8 hours of available vacation per week of leave requested. An agreement stating the departure date and the return to work date will be provided to you and must be signed and returned to the Director before the time off request can be entered into Payworks. This policy is in place to consider continuity of staff members and operational requirements.

Job abandonment: Employees who fail to show up for work without an approved absence may be considered as having abandoned their position which constitutes voluntary termination. Since failure to show up for work may be due to circumstances beyond an employees' control, management will attempt to contact the employee to confirm the situation prior to removing them from payroll.

Inclement weather: Tykes and Tots programs continue to operate through most inclement weather. If there is a circumstance where the weather is so severe that schools are closed, Tykes and Tots programs will also close. If the inclement weather occurs during a period when school are not in operation, the decision to close our programs will be made by the management team and Board of Directors. If hazardous weather conditions have been reported in the area, contact your supervisor to find out whether to report to work. See section 6.7 for more information on closures.

6.3 Smoking and Vaping

There is no smoking or vaping allowed on the premises, including the outdoor play areas. Staff members are not allowed to smoke or vape at any time while they are supervising children. Staff members who wish to smoke or vape on their breaks are required to do so far enough away from the premises so that they are out of sight of the children and any parents/guardians who may be coming in and out of the program. Smoking and vaping are prohibited in the work environment and on the grounds for any clients and visitors as well.

6.4 Meal Breaks

Employees are entitled to an unpaid meal break of at least 30 minutes after 5 consecutive hours of work. If an employee requires an unpaid meal break at a specific time due to medical or religious reasons, Tykes and Tots will work with the employee to set up a satisfactory accommodation.

Meal breaks will not be provided in the event of an unexpected, unusual, or emergency circumstance. In this case, where a meal break cannot be provided, the employees are allowed to eat while working after they have worked for 5 consecutive hours. If an employee is directed to work or be at Tykes and Tots' disposal during a meal break, the employee will be paid for the time. For example, an employee who is asked to stay on the premises through their break to provide coverage in the event of an emergency – even if such emergency does not arise.

6.4 Overtime and Banked Time

Overtime compensation is paid to all non-exempt employees in accordance with Saskatchewan wage and hour restrictions. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. All overtime work must receive the supervisor's prior authorization. Failure to work scheduled overtime or overtime worked without prior authorization from the supervisor may result in disciplinary action, up to and including possible termination of employment.

Regular full-time employees have the option to participate in an overtime bank agreement. This agreement must be signed by the employee for participation in the overtime bank.

6.5 Use of Equipment

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify your supervisor if any equipment, furnishings, play materials, etc., appear to be damaged, defective, or in need of repair or replacement. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

6.6 Telecommuting

Employees allowed to telecommute from home or off-site, for some or all of their employment, remain subject to the terms and conditions of employment set forth in the employee manual and elsewhere. In addition to their existing obligations and responsibilities telecommuters must agree to do the following:

- Maintain a regular work schedule and an accurate account of work performed.
- Comply with all of the safety regulations that apply to an office. This includes having a safe work environment free of clutter, exposed wiring, slippery surfaces, etc.
- Not allow business visitors to their home or off-site work location without the express written permission from their supervisor.
- Understand that the policies and procedures relating to legal compliance and ethics obligations remain in full force and effect while off site.
- Be responsible for any company equipment used off-site. The employee may be responsible for the cost of repair or replacement of any equipment if handled in a careless or reckless manner. The company is not responsible for personal equipment used without express written authorization from the company.
- Maintain their work product in a safe and secure environment. Any confidential materials should be maintained under lock and key and appropriately discarded.
- Understand that any injuries occurred at home, or off-site, are covered by the company's worker's compensation insurance coverage. The reporting requirements for a telecommuter related to a workplace injury are the same as if they worked on company premises.
- Arrange for proper childcare or elder care services so as not to interfere with getting your job done.

Remember that you are a representative of this company no matter where you are. Please use your best judgment at all times.

6.7 Emergency Closing

At times, emergencies such as severe weather, fires, power failures, or public health orders, can disrupt company operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be unpaid. However, with supervisory approval, employees may use available paid leave time, such as sick pay or vacation pay. When operations are officially closed due to emergency conditions partway through the day, any employees who have already reported to work will be paid for their full shift on the partial day of closure.

6.8 Internet Usage

Internet access to global electronic information resources is provided by Tykes and Tots to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive internet usage. While internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits as long as it does not interfere with the completion of job duties and the supervision of the children.

The equipment, services, and technology provided to access the internet remain at all times the property of Tykes and Tots. As such, Tykes and Tots reserves the right to monitor internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems. Data that is composed, transmitted, accessed, or received via the internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Internet users should take the necessary anti-virus precautions before downloading or copying any file from the internet. All downloaded files are to be checked for viruses; all compressed files are to be checked before and after decompression.

6.9 Storage of Computer Files

Tykes and Tots maintains all company information in secure, cloud-based applications. All files created for company use are to be stored in the appropriate cloud-based application. No company files are to be stored on the hard drive of any computers supplied by Tykes and Tots.

7 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, Tykes and Tots expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol, cannabis, or illegal drugs
- Possession, distributions, sale, transfer, or use of alcohol, cannabis, or illegal drugs in the workplace, while on duty or while performance company business off site
- Fighting or threatening violence in the workplace
- Negligence or improper conduct leading to damage or employer-owned property
- Negligence or improper conduct leading to serious injury of a child or losing a child
- Inappropriate guidance methods that have the potential to cause distress to a child
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice

- Unauthorized disclosure of confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct.

7.1 Workplace Etiquette

Tykes and Tots strives to maintain a positive work environment where employees treat each other with respect and courtesy. Sometimes issues arise when employees are unaware that their behavior in the workplace may be disruptive or annoying to others. Many of these day-to-day issues can be addressed by politely talking with a co-worker to bring the perceived problem to his or her attention. In most cases, common sense will dictate an appropriate resolution. Tykes and Tots encourages all employees to keep an open mind and graciously accept constructive feedback or a request to change behavior that may be affecting another employee's ability to concentrate and be productive.

The following workplace etiquette guidelines are not necessarily intended to be hard and fast work rules with disciplinary consequences. They are simply suggestions for appropriate workplace behavior to help everyone be more conscientious and considerate of co-workers and the work environment. Please contact the Executive Director if you have comments, concerns, or suggestions regarding these workplace etiquette guidelines.

- Avoid public accusations or criticisms of other employees. Address such issues privately with those involved or your supervisor
- Be conscious of how your voice travels and try to lower the volume of your voice when talking on the phone or to others in open areas
- Keep socializing to a minimum and try to conduct conversations in areas where the noise will not be distracting to others
- Try not to block walkways while carrying on conversations
- Refrain from using inappropriate language (swearing) that others may overhear. At any time that children are present, inappropriate language is not permitted
- Monitor the volume when playing music so that it does not disturb others
- Clean up after yourself – particularly in staff rooms and kitchens and after doing any messy activity or project with the children
- Do not leave messes on shared surfaces or in shared spaces
- Maintain all work areas in a clean and tidy manner.

7.2 Attendance and Punctuality

To maintain a safe and productive work environment, Tykes and Tots expects employees to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on Tykes and Tots. Employees are expected to be in their assigned work area, ready to begin work, at the scheduled start time of their shift. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence. Employees are also expected to start and finish scheduled breaks in the time frame established to ensure that the flow of the work day is not interrupted. Both poor attendance and excessive tardiness are disruptive and either may lead to disciplinary action, up to and including termination of employment.

7.3 Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional business image Tykes and Tots presents to clients and visitors.

During business hours or when representing Tykes and Tots, you are expected to present a professional, clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position. Without unduly restricting individual taste, the following personal appearance guidelines should be followed:

- Staff members should wear clothing appropriate for the activities and responsibilities of the position
- Offensive body odor and poor personal hygiene is not professionally acceptable
- Scented body products, including perfumes, body spray and lotions, can cause allergic reactions and are not to be worn in the workplace
- Shirts need to be long enough to cover tops of pants so that when bending, sitting, or reaching, bare skin is covered
- Low rise pants should cover underwear and skin
- Excessively torn clothing should not be worn including purposeful torn clothing
- Shorts should be no shorter than mid-thigh
- If skirts or dresses are shorter than knee length, shorts must be worn underneath
- Footwear should be flat or low heeled to allow for safe and comfortable movement during daily child related activities. Staff members must wear footwear that allows them to be able to run if necessary
- Inappropriate slogans, language, or pictures should not be worn on clothing
- Low cut shirts exposing cleavage are inappropriate and should not be worn
- Tube tops are not allowed
- Staff wearing sleeveless tops should consider whether it looks professional in appearance and appropriate for a work setting
- Underwear should be kept under clothing
- Bra straps, if showing, must be tasteful and appropriate for a work setting
- Excessive jewellery is considered unsafe
- Body or facial piercing should be conservative and minimal
- When wearing a bathing suit for water activities, all staff must wear a dark colored top
- Controversial or offensive tattoos should be covered by clothing
- Pyjamas should not be worn unless for special pyjama days where the children are included.

7.4 Suggestion Program

As employees of Tykes and Tots, you have the opportunity to contribute to our future success and growth by submitting suggestions for practical work-improvement or cost-savings ideas.

All employees are eligible to participate in the suggestions program.

A suggestion is an idea that will benefit Tykes and Tots by solving a problem, reducing costs, improving quality of care, enhancing parent or community engagement, or making Tykes and Tots a better or safer

place to work. Statements of problems without accompanying solutions, or recommendations concerning co-workers and management are not appropriate suggestions.

All suggestions should contain a description of the problem or condition to be improved, a detailed explanation of the solution or improvement, and the reasons why it should be implemented. If you have questions or need advice about your idea, contact your supervisor for help.

Submit suggestions in writing to the Executive Director and, after review, they will be forwarded to the management team or the Board of Directors, as appropriate. As soon as possible, you will be notified of the adoption or rejection of your suggestion.

Special recognition may be given to employees who submit a suggestion that is implemented.

7.5 Workplace Violence Prevention

Tykes and Tots is committed to preventing workplace violence and to maintaining a safe work environment. Tykes and Tots has adopted the following guidelines to deal with intimidation, harassment, threats of violence or actual violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times from anyone associated with the organization, including Board Members, managers, colleagues, customers, suppliers, or visitors. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others.

Conduct that threatens, intimidates, or coerces another employee, a customer, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, provincial, or local law.

All threats of violence/actual violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by Board Members, management, clients, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

Tykes and Tots will promptly and thoroughly investigate all reports of threats of violence/actual violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Tykes and Tots may suspend employees, either with or without pay, pending investigation.

Any employee determined to be responsible for threats of violence/actual violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. Any threats of violence/actual violence or other conduct that is in violation of these guidelines by a client of Tykes and Tots will be subject to immediate cancellation of services.

7.6 Anti Discrimination/Harassment Policy

A short version of our Anti Discrimination/Harassment Policy can be found in Appendix C.

Pursuant to 3-1(1)(l) of The Saskatchewan Employment Act, harassment means:

- any inappropriate conduct, comment, display, action or gesture by a person that constitutes a threat to the health or safety of the worker, and is:
 - ▶ based on any prohibited grounds as defined in The Saskatchewan Human Rights Code, 2018 or on physical size or weight;
 - ▶ adversely affects the worker's psychological or physical well-being and that the person knows, or ought reasonably to know, would cause a worker to be humiliated or intimidated (sometimes referred to as personal harassment); or
 - ▶ is of a sexual nature that a person knows or ought reasonably to know is unwelcome.

Personal harassment must involve repeated occurrences; however, a single serious incident may also constitute harassment if it is shown to have a lasting harmful effect on a worker. It does not include any reasonable action taken relating to the management of the place of employment.

Sexual harassment, which is conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited or unwelcome, is also prohibited.

This policy covers harassment connected to any matter or circumstance arising out of the worker's employment, including third party harassers. Customers, clients, patients, contractors or their workers and others invited to the workplace could harass an employee.

Tykes and Tots is committed to providing a work environment that is free of discrimination and/or harassment. We prohibit discrimination/harassment in the workplace, whether committed by or against Board Members, managers, colleagues, clients, suppliers, or visitors. We want our employees to work and grow in a healthy, respectful, and productive environment.

Discrimination or harassment in the workplace based on race, colour, religion, sex, national origin, citizenship, age, sexual orientation, disability, marital status, or any other basis prohibited by law, will not be tolerated. The company prohibits inappropriate conduct based on any of the above characteristics at work, in the company's business or at events sponsored by the company.

This policy applies to all behaviour related in any way to work, including off-site meetings, training, and business trips.

Harassment/discrimination is unwanted, unreasonable, and offensive behaviour towards the person being harassed, which creates an intimidating, hostile or humiliating work environment for the person concerned.

There are different types of discrimination that can occur at work, it can be based on:

- Race, ethnic origin, nationality, or skin colour
- Gender identity and/or sexual orientation
- Religious or political convictions
- Disabilities, illness, sensory impairments or learning difficulties
- Age

- Pregnancy/maternity/paternity

This list is not exhaustive.

Harassment is:

- Intentionally offending or humiliating someone physically or verbally
- Threatening or intimidating someone
- Making unwelcome jokes or comments about someone's race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability, or pardoned conviction.

Sexual harassment has been defined as unwanted and unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature that:

- Is made either explicitly or implicitly a term or condition of employment
- Issued as a basis for employment decisions affecting such an individual
- Has the purpose or effect of substantially interfering with an individual's work performance and of creating an intimidating, hostile, or offensive work environment.

The company prohibits inappropriate conduct that is sexual in nature at work, on company business, or at company-sponsored events including the following:

- Offensive or humiliating behaviour that is related to a person's sex
- Behaviour of a sexual nature that creates an intimidating, unwelcome, hostile, or offensive work environment
- Behaviour of a sexual nature that could reasonably be thought to put sexual conditions on a person's job or employment opportunities
- Comments, jokes, or degrading language
- Sexually suggestive objects, books, magazines, photography, cartoons, pictures, calendars, posters, electronic communications, or other materials
- Unwelcome sexual advances, requests for sexual favours, or any sexual touching
- Offering favourable terms or conditions of employment or benefits in exchange for sexual favours or threatening or imposing less-favourable terms or conditions of employment if sexual favours are refused.

Sexual harassment is prohibited whether it's between members of the opposite sex or members of the same sex.

Tykes and Tots ELC, and its managers and supervisors, will take all complaints of harassment seriously. We are committed to implementing this policy and to ensuring it is effective in preventing and stopping harassment, as well as creating a productive and respectful workplace. All managers have a responsibility to maintain a workplace free of discrimination and personal harassment. Managers are directly responsible for the conduct of their staff and the smooth running of their program.

Also, Tykes and Tots expects all employees to comply with this policy and all employees to conduct themselves appropriately. In accordance with Part III of The Saskatchewan Employment Act, all employees, including managers and supervisors employed by Tykes and Tots ELC, shall refrain from causing or participating in the harassment of another employee, and co-operate with any person investigating harassment complaints.

Management members are responsible for:

- Promoting a harassment-free workplace and setting an example of appropriate behaviour in the workplace

- Communicating the process for investigating and resolving harassment complaints filed by employees
- Dealing with harassment situations immediately after becoming aware of them, whether or not a harassment complaint has been made
- Taking appropriate action during a harassment investigation, including the separation of the parties to the harassment complaint, if necessary; and
- Ensuring that harassment situations are handled in a sensitive and confidential manner.

Employees are responsible for:

- Treating others with respect in the workplace
- Informing your immediate supervisor or the Executive Director of any harassment
- Collaborating in a harassment investigation and respecting the confidentiality of the investigation process.

Employees can expect:

- To be treated with respect in the workplace
- That reported harassment will be dealt with in a timely, confidential, and effective manner
- To have their rights to a fair process and to confidentiality respected during a harassment investigation; and
- To be protected against retaliation for reporting harassment or cooperating with a harassment investigation.

Creating a workplace free of discrimination and harassment is everyone's responsibility. If you observe or believe that you are a victim of discrimination, sexual harassment, or any other form of harassment at work, in the course of the company's business or any other activity sponsored by the company, you must immediately report it to your supervisor, another member of the management team or to the Executive Director.

An employee may file a harassment complaint by contacting his/her supervisor or the Executive Director. The employee will be requested to make the complaint in writing. The employee should be prepared to provide details such as what happened; when it happened; where it happened; how often and who else was present (if applicable).

Complaints should be made as soon as possible but no later than within six months of the last incident of perceived harassment, unless there are circumstances that prevented the employee from doing so.

Any claims of discrimination or harassment will be investigated promptly and are kept confidential as possible. An appropriate disciplinary action will be taken to eliminate inappropriate behaviour.

In addition, you are not required to report your complaint to the person who is the subject of the complaint. For example, if your complaint concerns your supervisor, you can talk to someone else in the management team of the Executive Director. However, if someone at work, in the course of the company's business or in a company-sponsored function engages in conduct that makes you feel uncomfortable, we encourage you to tell them that the conduct is unwelcome, that you find it offensive and that you ask that it stop immediately.

We will promptly investigate complaints. You must cooperate fully in such investigations. If warranted, the company will take appropriate corrective action, up to and including termination of employment.

The company prohibits any form of reprisal against a plaintiff for reporting discrimination or harassment or for participating in an investigation of a complaint of discrimination or harassment. If you believe you have been subject to reprisal, you can use any of the resources described above to report your concern.

7.7 Anti-Bullying Policy

Tykes and Tots is committed to creating and maintaining a workplace environment which fosters mutual respect, integrity, and professional conduct. In keeping with this commitment, the organization has established this policy and a set of reporting/investigation procedures for all employees relating to the issue of workplace bullying. Tykes and Tots will not tolerate bullying in the workplace by anyone, including Board Members, clients, managers, colleagues, suppliers, or visitors and will make every reasonable effort to prevent and eliminate conduct which falls within the scope of this policy.

Bullying is characterized by aggressive, intimidating, malicious or insulting behaviour or abusive behaviour or abuse of power through means intended to undermine, humiliate, denigrate, or hurt the person to whom it is directed.

Bullying does not always result from supervisor/subordinate relationships or vice versa; unacceptable peer pressure can also constitute bullying.

Examples of conduct or comments which might constitute bullying include:

- Demonstrations of rage against a colleague in public and/or private
- Personal insults and name calling
- Shouting, yelling
- Targeting an individual through persistent, unwarranted criticism
- Verbal, written or physical threats and intimidation
- Unfair criticism and persistent public humiliation
- Setting targets with deadlines that cannot be met
- Removing areas of responsibility and impose subordinate tasks instead
- Ignoring or excluding a person, or speaking only to a third party to isolate another person
- Vandalizing personal belongings
- Spreading malicious rumours, gossip, or negative innuendo
- Insulting someone or derogatory remarks, gestures, or actions
- Copying critical memos about someone to others who do not need to know
- Ridiculing or belittling someone
- Exclusion
- Victimization
- Unfair treatment
- Overbearing surveillance
- Unwelcome sexual advances
- Touching or standing too close
- Postings of offensive material
- Making threats or comments about job security without foundation
- Deliberately undermining a competent worker by constantly neglecting and criticizing him/her
- Preventing people from progressing by intentionally blocking promotion or training opportunities.

Bullying can take other forms. For example, what may emerge as a concern initially categorised as 'harassment', 'intimidation' or 'aggressive management' may, upon investigation, be considered to be a case of bullying.

Bullying or harassment would not include:

- Normal exercise of supervisory responsibilities, including performance reviews, direction, counseling, and disciplinary action where necessary, provided they are conducted in a respectful, professional manner, in accordance with the organizations policies and procedures

- Social interactions, jokes and bantering, which are mutually acceptable, provided the interactions are respectful and there is no negative impact for others in the work environment; and
- Disagreements, misunderstandings, miscommunication and/or conflict situations, provided the behavior of the individuals involved remains professional and respectful.

A person who is bullied may suffer from physical, emotional, social and/or psychological symptoms, such as sleep disorders, nausea, sweating, tremors, depression, and loss of confidence and motivation. In addition, they may suffer other consequences, such as the loss of training and development opportunities, and missed promotion opportunities.

Each and every employee of Tykes and Tots is expected to support the implementation of this policy by:

- Behaving in a manner that reflects professional conduct, mutual respect for others and respect for diversity in the workplace
- Not intimidating or harassing others
- Participating fully and in good faith in any resolution process or formal complaint and investigation process when it has been determined that they are able to provide relevant information
- Reporting any bullying or harassment they experience or observe in the workplace that may contravene this policy; and
- Respecting the rights to personal dignity, privacy and confidentiality relating to this policy.

While each employee has a responsibility to maintain and contribute to the preservation of an environment that is free from intimidation, those in positions of authority over employees have more responsibilities than other employees in the organization. Managers have an additional obligation to make every reasonable effort to establish and maintain a workplace free of intimidation or harassment. For the purposes of this policy, their responsibilities include, but are not limited to, the following:

- Ensuring that employees have full access to information about employer policies and standards
- Respecting the right of all parties to a fair, equitable and confidential process for responding to complaints
- Providing support to all those involved in a problem-solving process; and
- The application of corrective and/or disciplinary measures, if any.

7.8 Reporting Procedures

If you observe or believe you are being bullied or subjected to any other form of harassment or violence in the workplace, in the course of the company's business or any other activity sponsored by the company, here are the things you can do:

- a) Employees are encouraged to make it clear to the person that their behaviour is undesirable and that it must be stopped
- b) If the behaviour persists, keep records of incidents of behaviour, which you consider to be discrimination, harassment or bullying, noting the date and time of the incident and details of any witnesses. Such records can be helpful in describing the problem and may also be used if any formal action is subsequently taken
- c) Should the behaviour continue, staff should approach their supervisor or, if appropriate (e.g. if that person is the one causing the concerns), another member of the management team or the Executive Director
- d) Make your complaint by contacting your supervisor, another member of the management team or the Executive Director. You will be requested to make your complaint in writing
- e) A manager handling the complaint is likely, in the first instance, to discuss the complaint informally with the alleged offender. This should take place without delay after the complaint has been made. If the matter is not resolved informally, the manager will initiate an

investigation

- f) Following an investigation, the decision of the manager will be confirmed in writing to the complainant and the person against whom the allegation has been made
- g) If the manager concludes that discrimination, harassment, or bullying has taken place, procedures set out in the company's disciplinary procedure will be initiated.

Complaints should be made as soon as possible but no later than within one year of the last incident of perceived discrimination, harassment, violence or bullying, unless there are circumstances that prevented the employee from doing so.

In addition, you are not required to report your complaint to the person who is the subject of the complaint. For example, if your complaint concerns your supervisor, you can talk to another member of the management team. However, if someone at work, in the course of the company's business or in a company-sponsored function engages in conduct that makes you feel uncomfortable, we encourage you to tell them that the conduct is unwelcome, that you find it offensive and that you ask that it stop immediately.

Tykes and Tots ELC will not disclose the identity of the complainant or alleged harasser, except where disclosure is necessary to investigate or take disciplinary action, or where such disclosure is required by law. You must cooperate fully in investigations. If warranted, the company will take appropriate corrective action, up to and including termination of employment.

The organization will not tolerate intimidation, victimization, retaliation, or discrimination against an individual for filing a complaint or assisting in an investigation, whether or not the complaint is upheld. Where such action is alleged, the matter will be dealt with in the same way as an allegation of discrimination, harassment or bullying.

If you believe you have been subject to reprisal, you can use any of the resources described above to report your concern.

Nothing in this policy prevents or discourages an employee from referring a harassment complaint to Occupational Health and Safety at the Ministry of Labour Relations and Workplace Safety or the Saskatchewan Human Rights Commission. An employee also retains the right to exercise any other legal avenues available.

7.9 Conflict Resolution

Tykes and Tots recognizes that conflict occurs in the workplace and in our personal lives. It is an inevitable part of working and living with other people. Conflict is defined as a difference of opinion on a subject or method of doing a task or job. It does not necessarily involve strong negative emotions. If handled correctly, conflict can help employees understand each other better and can result in positive and innovative solutions for resolving issues that may arise. Conflict that is not resolved or is resolved in the incorrect manner can lead to performance issues, negativity in the workplace and unnecessary tension and stress between staff members.

The following information is designed to help improve communication and conflict resolution skills so that conflictual situations can be readily resolved, and harmful, unresolved conflict situations can be avoided.

Employees who find themselves in a conflict situation are encouraged to do the following:

- If you feel very upset about the situation, take some time away to calm down before discussing the

matter with the other person. Strong emotions can happen and can affect your perspective of the situation and your ability to calmly discuss it and work towards a solution

- When you are ready, find a time and place that the situation can be discussed away from the children and in private. Children listen and absorb everything that is said around them, and these discussions are best done in private. Further, other staff members or adults in the building do not need to be involved or listening to the discussion
- Focus the conversation on the problem – not on the person. Use “I” statements when expressing your point. Avoid using statements that blame the other person and stay specific to the situation that needs to be discussed
- Avoid discussing the situation with people that are not involved as this can be perceived as gossiping and can create negativity in the workplace
- If desired, consult with your supervisor to ask for assistance in how to approach the situation
- Come to the conversation with a solution in mind. Ensure that you ask the other person for their perspective on the problem and what they can offer as a solution
- Work together to find a solution that is acceptable to all parties involved
- If the matter is not resolved in one conversation, set a time to come back to the issue and continue to work on it
- Stay respectful in your communication
- If you are unable to find a solution, request the assistance of your supervisor and arrange a meeting with all concerned individuals and your supervisor to work out a solution to the problem.
- For any conflictual conversations or issues with a parent, ensure that a follow up in writing is completed and provided to the program director.

7.10 Problem Resolution

Tykes and Tots is committed to providing the best possible working conditions for its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from Tykes and Tots management.

Tykes and Tots strives to ensure fair and honest treatment of all employees. Supervisors, managers, and employees are expected to treat each other with mutual respect. Employees are encouraged to offer positive and constructive criticism.

If employees disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. No employee will be penalized, formally or informally, for voicing a complaint with Tykes and Tots in a reasonable, business-like manner, or for using the problem resolution procedure.

If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The employee may discontinue the procedure at any step.

- a) The employee presents the problem to the immediate supervisor after incident occurs. If the supervisor is unavailable or the employee believes it would be inappropriate to contact that person, the employee may present the problem to the Executive Director or any other member of management
- b) The supervisor responds to the problem during discussion or after consulting with appropriate management, when necessary. The supervisor documents discussion
- c) If the problem is unresolved, the employee presents the problem to the Executive Director

- d) The Executive Director counsels and advises the employee, assists in putting the problem in writing and visits with the employee's manager(s), if necessary
- e) If the problem is unresolved, the employee presents the problem to the Chairperson, Board of Directors
- f) The Chairperson, Board of Directors, reviews and considers the problem and confers with the rest of the Board. The Chairperson informs the employee of the decision and forwards a copy of the written response to the Executive Director for the employee's file. The Chairperson has full authority to make any adjustment deemed appropriate to resolve the problem.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment and helps to ensure everyone's job security.

7.11 Progressive Discipline

The purpose of this policy is to state Tykes and Tots position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced as it comes from good leadership and fair supervision at all employment levels.

Tykes and Tots' own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory performance in the future.

Although employment with Tykes and Tots is based on mutual consent and both the employee and Tykes and Tots have the right to terminate employment at will, with or without cause or advance notice, Tykes and Tots may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps – verbal warning, written warning, suspension with or without pay, or termination of employment – depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning accompanied by a record of conversation; a next offence may be followed by a formal written warning; another offense may lead to a suspension; and still another offense may then lead to termination of employment. Depending on the circumstances, there may be repeated verbal or written warnings prior to suspension or termination of employment.

Tykes and Tots recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

While it is impossible to list every type of behaviour that may be deemed a serious offense, the Employee Conduct and Work Rules policy includes examples of problems that may result in immediate suspension or termination of employment. However, the problems listed are not all necessarily serious offenses, but may be examples of unsatisfactory conduct or performance that will trigger progressive discipline.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and Tykes and Tots.

7.12 Employment Termination

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- **Termination for cause:** An employment contract may be terminated by the employer at any time for cause, without notice or payment in lieu of notice, except payment of outstanding wages, overtime and vacation pay to the date of termination. Cause includes, but is not limited to, any act of dishonesty, conflict of interest, breach of confidentiality, harassment, insubordination, carelessness, abuse, or neglect of duties or documented poor work performance
- **Termination without cause:** An employment contract may be terminated by the employer at any time and for any reason on a without cause basis, upon the provision of notice or payment of notice instead, and severance pay if applicable, as is minimally required by the law, as amended from time to time
- **Layoff:** Involuntary employment termination initiated by the organization for non-disciplinary reasons
- **Resignation:** Resignation is a voluntary act initiated by the employee to terminate employment with Tykes and Tots. Although advance notice is not required, Tykes and Tots requests at least 2 weeks' written notice of resignation from employees. Management team members are requested to provide 4 weeks' written notice of resignation. Dependent upon circumstances, Tykes and Tots may choose to allow the employee to discontinue active employment immediately and pay out the notice period as pay in lieu of notice
- **Retirement:** In line with legislation, Tykes and Tots does not have an age where it expects employees to retire. It is however our policy to have discussions with all our staff where they can discuss their future aims and aspirations. Staff and their managers can also use this opportunity to discuss retirement planning should the employee wish to do so. You should ensure that you inform your supervisor at least 1 month before you plan to retire to ensure that all appropriate arrangements are made.

7.13 Return of Property

Employees are responsible for all Tykes and Tots property, materials, or written information issued to them or in their possession or control. Employees must return all Tykes and Tots property immediately upon request or upon termination of employment. Where permitted by laws, Tykes and Tots may withhold from the employee's cheque or final paycheque the cost of any items that are not returned when required. Tykes and Tots may also take all action deemed appropriate to recover or protect its property.

8 Emergency Procedures

8.1 Basic Information

All staff must be familiar with and know the location of:

- Fire extinguishers
- Fire alarm
- Children's emergency information
- Emergency lighting system

- Daily attendance forms
- Evacuation plan and alternate locations
- Emergency plan
- Address of the program
- Medication and accident forms (not applicable to school age program)
- First aid kits

In the event of an emergency evacuation, staff members are to bring the children to the alternate location posted on the programs' emergency evacuation route. Parents/guardians will then be contacted to come and pick their children up as soon as possible.

Parent/guardian emergency contact information is accessible on the childcare centre iPads and in the school age program emergency contact binder.

8.2 Fire Drills

This policy is applicable to the licensed childcare centres.

All locations must have a fire drill every month. The fire drill must be recorded on the form provided by the fire department. Further, all fire extinguishers must be tested monthly, and the results written on the form provided by the fire department and on the card on the fire extinguishers. Where applicable, smoke alarms and alarm systems must be tested monthly, and the results recorded on the form provided by the fire department. The Director is responsible for training staff on conducting fire drills and for ensuring that the emergency evacuation procedures are completed satisfactorily.

School age programs co-located in schools must participate in any fire drills done by the school administration during program hours.

8.3 Lockdown Drills

This policy is applicable to licensed childcare centres co-located in schools.

All school based childcare centres will participate in lockdown drills scheduled by the school administration. The program director will work with our school partners and city police to determine appropriate lockdown procedures and will provide training to all staff members. Childcare centres not co-located in a school may do a lockdown drill if they feel it will be valuable, but it is not required.

School age programs co-located in schools must participate in any lockdown drills done by the school administration during program hours.

8.4 Staffing

There must be two employees present at a program at all times. In an emergency or unusual circumstance where having only one employee present at a program is unavoidable, the program director must be informed and provide approval. For all Tykes and Tots programs, there must be a First Aid and CPR certified staff member present when children are in attendance. For the childcare centres, there must be an ECE certified staff member present when children are in attendance.

8.4 Pick Up and Drop Off Procedures

This policy is applicable to the licensed childcare centres.

All families registered with the childcare centres sign a contract outlining their hours of care. Families who wish to pick up or drop off outside of their contracted hours require management approval to

ensure that we have appropriate staffing.

The contacts listed on the child's emergency contact card is for emergencies only. Families who have someone other than the parent/guardian picking up their child are required to inform the staff via Lillio ahead of time. If a parent calls, please ask them to send the information by Lillio. Should someone other than the parent/guardian come to pick up a child and no prior notice was given, the staff members need to call the parent/guardian for permission prior to releasing the child and the staff member needs to request that the parent/guardian puts that into Lillio so that there is documentation. Any non-parent/guardian picking up a child is required to show identification.

Staff are required to ask for identification from any person they aren't familiar with, regardless of who the person says they are.

If a parent/guardian has someone who regularly picks the child up for them, they can provide Tykes with written permission for that person to pick up without notification and that information will be input into Lillio for the staff's reference.

8.5 Children Left at the Program After Closing

Scenario 1: Parent/Guardian has contacted the program:

- The employee should inform the program director and request permission for single staffing to occur until the child is picked up. The employee will earn overtime as regulated by Saskatchewan Labour Standards.

Scenario 2: Parent/Guardian has not contacted the program:

- The employee contacts the program director to inform
- The employee attempts to contact the parent/guardian. If the parent/guardian can be reached, the employee informs the program director and requests permission for single staffing to occur until the child is picked up
- If the employee cannot reach the parent/guardian, and it has been 15 minutes since program closure time, they should attempt to contact the designated emergency contacts. If the emergency contacts can be reached, the employee informs the program director and requests permission for single staffing to occur until the child is picked up
- If the employee cannot reach the parent/guardian or the emergency contacts, and it has been half an hour since program closure time, they should contact the Mobile Crisis Unit with Social Services and follow their instructions. Mobile Crisis Unit will require the employee to provide them with a copy of the child's emergency information form. The employee informs the program director and requests permission for single staffing to occur until the child is picked up
- In each of these scenarios, the employee will earn overtime as regulated by Saskatchewan Labour Standards
- If at any time, the employee cannot contact their program director, they are requested to contact any member of the management team or the Executive Director. If no members of management are available, the employee is instructed to contact the Chairperson of the Board of Directors.

8.6 Suspected Drug and Alcohol Abuse

If a staff member suspects a parent/guardian to be under the influence of drugs or alcohol when picking up a child, try to ascertain the cause of the unusual behavior by asking questions like is the parent okay, they don't seem themselves, etc.

If the parent/guardian divulges that they are under the influence of drugs or alcohol:

- Request that they take a cab home
- If the parent/guardian insists on taking the child, we cannot legally withhold the child from them. Try to stall the parent/guardian while another staff member contacts the police. If you are working with approved single staffing, call the police immediately after the parent has left the building. If possible, provide the police with the parent's licence plate number. Once the police have been called, contact the Director to inform them of the situation
- If the parent/guardian leaves without the child, contact the child's emergency contacts for pick up
- If no one is available to pick the child up, contact the Mobile Crisis Unit which may pick up the child or may provide you with instructions on where to deliver the child
- Inform the Director of the result and ensure that information is left for the parent/guardian as to who picked up the child or the current location of the child based on following the instructions from Mobile Crisis.

8.7 Minor Injuries

Clear communication to our families regarding any incidents or injuries that occur during the course of the day is paramount to providing quality care. A minor injury is defined as the following:

- Any injury that leaves a mark, or
- Any time that a child hits their head, regardless of whether or not a mark is left, and
- Does not require medical attention beyond first aid that can be provided at the program
- Staff members trained in First Aid and CPR are allowed to perform simple first aid in the treatment of injuries using the supplies in the first aid kit.

All minor injuries must be reported to the parents/guardians in the following manner:

- School age program – if during the morning program, send a text message to the parent/guardian to notify. If during the after-school program or during a school age full day program (i.e. PD day or school age care on other school closure days including longer school breaks), verbally notify the parent/guardian at pick up time
- Licensed childcare centres – fill out a minor injury form. Send a message via Lillio informing the parent of the injury and indicating that they have a form to sign when they pick up. Inform team members of the injury form to ensure that the staff members present at pick up time are aware of the injury and that the parent has a form to sign. Discuss the injury with the parent at pick up time and have them sign the form. Present form to the program director for signature and place in the child's file
- Head injuries – all programs. Anytime that a child hits their head, the parent/guardian must be notified immediately and informed that we will be watching for any signs of concussion. Signs of concussion include the child not acting as they normally do, the child acting more drowsy than normal, and the child exhibiting changes in behavior. If signs of concussion are present, notify the program director and contact the parent to come pick up the child to be seen by a medical doctor.

8.8 Serious Injuries and Unusual Occurrences

A serious injury is any injury requiring medical attention (i.e. medical attention beyond the first aid that can be done at the program).

An unusual occurrence is any instance of a child becoming lost while attending the program; any allegations of corporal punishment, physical, verbal or emotional abuse, isolation or denial of necessities

to or on the child while the child is in attendance at the program; inappropriate sexual or physical play; and the death of a child while attending the program.

All serious injuries must be managed and reported in the following manner:

- Take the necessary steps to manage the situation. This could include administering first aid, administering an EpiPen (always call 911 immediately after administering an EpiPen), or, in very serious injuries where medical intervention beyond first aid is needed immediately, calling 911
- Call the parent/guardian to inform them of the incident. If the parent/guardian cannot be reached, contact the designated emergency person
- If the child is required to be transported by ambulance, they must be accompanied by a parent/guardian or a staff member. Ensure that you have the child's emergency contact information, including health number, to provide to the ambulance attendants
- Call the program director. If the program director is not available, call any member of the management team or the Executive Director
- For programs co-located in schools, if school personnel are in the school, notify the school administration
- Follow any direction provided by 911, program director or school administration
- For school age programs, follow up with a written report of the incident and provide the report to the program director who will forward it to the Executive Director. This information will be shared, if necessary, to the school administration and/or the Ministry of Education
- For licensed childcare programs, the report required is the Injuries and Unusual Occurrences Report. The staff member involved with the incident will be expected to fill out the report and call the Ministry of Education. The report must be signed by the parent and the Executive Director or a Board Member and forwarded to the Ministry of Education
- All serious injuries will be reported to the Board of Directors by the Executive Director.

All incidences of a child becoming lost while attending the program must be managed and reported as follows:

- Immediately upon realizing that the child is not accounted for, begin searching – enlist the support of any available staff members or management team members
- If the initial search of the premises does not locate the child, contact 911. For programs co-located in schools, also contact the school administration to get their assistance
- Contact the parent/guardian. If the parent/guardian cannot be reached, contact the designated emergency person
- Call the program director. If the program director is not available, call any member of the management team or the Executive Director
- Follow any direction provided by 911, program director or school administration
- For school age programs, follow up with a written report of the incident and provide the report to the program director who will forward it to the Executive Director. This information will be shared, if necessary, to the school administration and/or the Ministry of Education
- For licensed childcare programs, the report required is the Injuries and Unusual Occurrences Report. The staff member involved with the incident will be expected to fill out the report and call the Ministry of Education. The report must be signed by the parent and the Executive Director or a Board Member and forwarded to the Ministry of Education
- All incidences of a child becoming lost while attending the program will be reported to the Board of Directors by the Executive Director.

All incidences of allegations of corporal punishment, physical, verbal, or emotional abuse, isolation, or

denial of necessities to or on the child while the child is in attendance at the program; inappropriate sexual or physical play must be managed and reported as follows:

- Immediately report the allegation to the program director. If the program director is not available, call any member of the management team or the Executive Director
- The program director will notify the Executive Director and conduct an initial investigation to see if there is any potential truth to the allegation
- If the initial investigation determines that the allegation is potentially true, the program director will contact the Ministry of Education and follow their instructions on handling the allegation
- Any allegations forwarded to the Ministry of Education will be communicated to the Board of Directors by the Executive Director.

In the event of the death of a child while attending the facility, immediately call 911 and follow their direction.

9 Health and Safety

9.1 Occupational Health and Safety Committee

All childcare centres with more than 10 staff are required to have an Occupational Health and Safety Committee comprised of one management team member and one staff member elected by the staff.

Childcare centres with less than 10 staff are required to have one management or staff member trained in OH&S. School age programs do not need to have an OH&S committee or training.

9.2 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 to not 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.

Public Health Emergency: In the event of a Public Health emergency, such as COVID-19, any Public Health measures will supersede this illness policy and a temporary illness policy reflecting or exceeding the Public Health requirements will be enacted.

9.3 Cleaning and Sanitizing Methods

To minimize any possible spread of infection, all cleaning and sanitizing procedures must be practiced consistently and carefully, whether or not it is known that a person is infected. Children should be taught good hygiene practice. They should learn proper hand washing technique, that blood of other people should not be touched, and that they should call an adult if they do get blood on themselves and

to wash it off immediately.

Hand Washing: Thorough hand washing with soap and water is the most important defense against the spread of infectious disease. This must be taught and practiced by all staff members, children, parents/guardians, and volunteers entering the program.

Staff members are expected to wash their hands:

- Upon arrival for the day
- Before eating, feeding, or handling food
- After using the toilet or helping a child in the toilet
- After changing a diaper
- After handling body fluid and after wiping noses, moths, sores, etc.
- After cleaning equipment, sinks, toilets, etc.
- Before and after giving medication
- After removing disposable gloves
- After taking a child's temperature
- Anytime hands get dirty for any reason.

Children are expected to wash their hands:

- Upon arrival for the day
- After any messy play, including outdoor play
- Before eating or touching food
- After nose blowing, sneezing, coughing, spitting up or touching their anal, genital, mouth, or nose areas
- After toileting or having diaper changed.

Hands should be washed with running water and liquid soap, using the following procedure:

- Use running water and soap
- Wash hands thoroughly for approximately 15 – 30 seconds, ensuring that all hand surfaces are scrubbed
- Rinse well under running water
- Dry hands with a paper towel
- Turn off water using the paper towel
- Use hand lotion to prevent chapping
- In the event that soap and water is not available, hand sanitizer may be used.

Handling of Body Fluids: Staff members are to wear disposable waterproof gloves whenever they come into contact with body fluids, including urine, feces or blood. Gloves should be removed by pulling them off inside out and disposing of them in a plastic lined waste receptacle. Wash hands after removing gloves.

Diapering: The following diapering method should be followed at every diaper change. Never leave a child unattended on a diaper change table:

- Assemble supplies. Place paper liner or disposable towel on change table where child's bottom will be
- Hold the child away from your body as you place the child on the clean change pad
- Put on disposable gloves
- Remove the soiled clothes and diaper, folding soiled surface inward, and put it out of the child's

reach. Close all safety pins, if used, and place out of child's reach. If disposable diapers are used, place soiled diaper in a plastic lined waste receptacle

- Remove the paper towel from beneath the child and dispose of it in the plastic lined waste receptacle
- Use clean tissue or Q-Tip to take out and apply cream to child's skin if necessary
- Remove gloves and dispose of them in the plastic lined waste receptacle
- Diaper and dress the child to cover the diaper
- If child is wearing an undershirt, ensure that the snaps on the bottom of the undershirt are done up underneath the child's pants
- Wash the child's hands and return him/her to the group
- Put on gloves. If a cloth diaper is used, dump soil from the diaper into the toilet (diaper liners are to be placed in the waste receptacle). Avoid splashing. Flush. Place diaper in a plastic bag for parents to take home to lauder
- If any clothing is soiled, write "soiled clothing" and the child's name on the bag. Use a permanent marker. Do not launder in the facility
- Remove gloves and dispose in waste receptacle
- Clean and disinfect the diapering change area, equipment and supplies touched
- Wash hands.

Sanitizing: All surface areas, especially those used for diapering and those contaminated with blood, feces, vomit or other body fluids and excretions should be cleaned immediately:

- Put on disposable gloves
- Use paper towel
- Wash with soapy water
- Apply a disinfecting solution and leave on the surface for the minimum time required as per the product label
- Discard paper towel and gloves in a plastic lined waste receptacle
- Wash hands

Soiled Clothing and Contaminated Wastes:

- Use disposable gloves
- Empty any feces or solids (i.e. vomit) into toilet
- Place soiled clothing in a plastic bag. Tie up the bag and label it with the child's name and "soiled clothing". Use a permanent marker. Do not launder in the facility
- Sharp objects, such as broken glass that may be contaminated with blood, should be discarded in a sturdy puncture proof plastic or metal container.

Food Service and Preparation:

- Wash hands
- Clean table then sanitize using a disinfecting solution
- Staff members and children who are ill should not be involved in any food preparation
- Staff member must wash hands in between touching soiled dishes and clean dishes
- All dishwashers must be set to sanitize
- Any dishes that are hand washed must be done in a three-step process – wash, rinse, sanitize. All dishes must be air dried.

9.4 Medication

Staff members can administer medication at the licensed childcare programs and the school age camp programs. Medication will not be administered the before and after school program except for emergency medications such as an epipen or inhaler.

Childcare centres: Medication will be administered once the parent has filled out and signed a medication form.

- All medicine must be in its original container and clearly labeled with the child's name on it
- Medication will be kept in a container that can be locked. Staff members are required to record on the medication form each time medication is administered
- Emergency medications are stored in locations which are easily accessible to the staff and not in locked enclosures
- Over the counter medicine is never administered to a child currently taking prescription medication without a physician's written recommendation. Holistic or naturopathic medicines are not 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
- "As needed" medication forms must be renewed every 6 months and a new form completed
- Staff members must record each time medicine is administered
- Staff members must ensure that medication forms that are no longer needed are signed off by the Director in a timely manner
- The contents of the locked medication container should be inspected every 6 months and expired medications disposed of appropriately.

9.5 Hazardous Items and Substances

What is considered a hazardous item or substance varies depending on the age and developmental level of the children. Below is a basic guideline for management of hazardous items and substances. Staff members should review these safety parameters based on the developmental stages and needs of the children in their care and discuss options with their supervisor if they feel adjustments should be made.

Childcare centres: Sharp knives, medication (except for emergency medications) and poisonous materials should be in a locked enclosure. Electrical outlets must be capped when not in use unless they are specific safety outlets.

School age program: Poisonous materials should be inaccessible to the children. Emergency medications can be kept in children's backpacks. Prescription medications should be given to the staff to store while the child is in attendance.

9.6 Allergies and Dietary Preferences

Tykes and Tots is an allergy aware Centre. We disallow foods that contain nuts or peanuts to be brought into the classrooms as these are common, life-threatening allergens. All staff members must be aware of any allergy of any child or staff member in the program. Staff members must familiarize themselves with all allergy alerts, be cognizant of allergy alerts and always follow all allergy protocols. All children with allergies or dietary preferences (for religious or other reasons) must have a meeting with the Program Director and Nutrition Specialist prior to starting care to determine if the organization can accommodate their dietary needs. If we cannot, then the children are not allowed to eat any food prepared at the centre and the families are required to bring lunch and two snacks daily for their child. Unless approved jointly by the Program Director and Regional Director, in consultation with the Nutrition Specialist, all children with extreme allergies (i.e. require an epi-pen), are not allowed to

consume any food prepared at the centre.

Families who bring food to the centre must ensure that it is healthy, nut and peanut free and must have a discussion with the Program Director prior to bringing in food to be informed of any other allergens that need to be avoided in their child's classroom. Educators planning a family activity in the centre can request that parents bring food for the activity. For family activities, educators must ensure that they inform the families of the nut and peanut free requirement as well as any other allergies they need to be aware of.

10 Programming

Tykes and Tots' childcare centres follow a Play and Exploration philosophy as set out in the *Early Learning Program Guide* by the Ministry of Education. Childcare centre staff are expected to have completed play and exploration training available from the Ministry of Education.

All Tykes and Tots programs follow these guidelines:

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 2 hours. In inclement weather, gross motor play indoors is provided
- **Screen 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 childcare centres. 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 the rest period.

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

10.2 Preventative Strategies

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

- Set a good example by modeling appropriate behavior and problem-solving techniques
- Recognize each child as a unique individual in terms of age, level of development, temperament, experience, family background and culture. All of these factors affect children's abilities to understand and respond to your directions
- Respect each child's individual needs and interests to encourage the development of children's self-esteem
- Plan a program of varied and developmentally appropriate activities that maintain children's interest and allow them opportunities to choose among sufficient activities and equipment
- Know the group and plan for difficulties to prevent problems from occurring
- Plan transitions between activities so that children know what is coming, allow sufficient time for them to finish what they are doing and to "switch gears" for a new activity
- Organize the indoor play space into distinct activity centres to reduce large free-flow traffic areas and prevent inappropriate running and chasing. Schedule time for indoor or outdoor large-muscle activities.

10.3 Guiding behavior and setting limits

- Encourage behavior you want to continue with words and gestures
- Establish clear limits, using simple straight forward statements of expectations that are understandable to children and be consistent in applying these limits
- Focus on what to do, rather than on what not to do
- Explain the "natural" or inevitable consequences of actions

- Explain the logical or adult-constructed consequences of actions
- Give children a choice only when they really do have a choice and be prepared to follow through on their decision. When there is no choice make a clear statement of expectation
- Give children time to respond to expectations. Young children have short memories and need to be reminded of the rules
- Ignore minor incidents. Distinguish between minor incidents and those needing adult intervention. Adult intervention may not be needed if children are not hurting themselves or others, or not breaking or taking away another's personal property
- Help children learn to solve their own conflicts by teaching them to problem solve
- Let children know they can come to you for further direction if they need it.

10.4 Intervention Strategies

Staff members are encouraged to 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. The more options you have, the more effective you will be in guiding young children towards acceptable behavior.

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

- Stay calm. Gain the child's attention by stating their name, bending down to their level, establishing eye contact, and speaking in a calm controlled voice
- Move close to the child to help them gain control; kneeling and placing your arm around them may provide needed reassurance. It may take several minutes to calm a child (and yourself) before you can talk to them and resolve the situation
- Acknowledge the child's feelings and remind them of the limits in simple and straight forward language
- Focus on the behavior as unacceptable, not the child or their character
- Reassure the child, physically and verbally, that they are valued and cared about, regardless of their behavior
- Redirect or distract a younger child with a new toy or activity. If necessary, remove them from the situation altogether

Time away can be effective to help children calm down when they have lost control and are unable to reason. The following guidelines apply when using time away:

- Time away should be used when children have lost control in order to separate them from others and to give them time to gain control of themselves
- Time away should never be used with children who are too young to understand how it works – usually under the age of two and a half years
- Time away may be used for older children if other methods of redirection are not being effective. The purpose of time away is for the child to regain control over themselves and should consist of having the child do an activity alone or one-on-one with a teacher
- Time away should last until the child decides that they are ready to rejoin the group
- If the child returns to the group before they have calmed down or if the behaviours are being repeated, they can be asked to return an individual activity
- Time away should not be humiliating
- Once the child has calmed down, it may be appropriate to talk to them about their feelings and how they need to behave
- When the child is ready to return to the group, their first acceptable behavior should quickly be encouraged

- Refrain from nagging about or moralizing the incident that led to the time away. Consider the incident over
- Offer a choice of appropriate alternative activities to an older child and help them get interested and settled into the new activity.

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 the Program Director 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 program
- Determine the goals to be met during the period of intervention. Intervention period will be at the discretion of the Director
- Provide parent with information on outside support if required: community agencies, family intervention services and support groups
- At the discretion of the Director, a tentative notice of termination of services will be issued to the parent.

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

- Discuss progress through observations and documentation provided by 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 Program Director 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.

10.5 Developmental Observations

Developmental observations are to be used when there is a concern regarding the children's behaviour or development. The purpose of the observation is to obtain an accurate picture of the child and their situation and may be used to aid in developing individual educational plans or guidance methods specific to that child.

- Document observation of child development
- Use observations to identify children who may have special needs and plan appropriate curriculum for them
- In addition to standardized measures and norms, take into consideration the individual child's gender, culture, and socio-economic background when forming developmental expectations.

10.6 Child Abuse

An abused or neglected child is one whose physical or psychological health or development is harmed by an adults' behavior. The law defines child abuse to include physical abuse, physical neglect, sexual abuse, and emotional abuse of a child under 18 years of age by a parent/guardian or by another family

member or caretaker.

Any person who has knowledge of child abuse or neglect has a legal responsibility to protect that child. If you suspect that a child attending Tykes and Tots is experiencing abuse or neglect, the following actions should be taken:

- Immediately inform the director of such suspicions
- Document and date all evidence. Utilize a behavior log sheet for documentation
- If there are physical signs of abuse, complete an Incident Form indicating that the child arrived at the program with the injuries. If appropriate, have parent sign the report
- If the child is discussing scenarios which appear to indicate abuse, do not ask any leading questions, but ensure that all conversations with the child are documented accurately
- Report suspicions of abuse to social services. All calls to social services are confidential.

10.7 Corporal Punishment

Corporal punishment is not an acceptable method of guiding children's behavior and is considered child abuse. Other disciplinary methods that are not acceptable and constitute child abuse include harsh or degrading measures that humiliate or undermine a child's self-respect, isolating a child, or withholding food, shelter, clothing, or bedding. Use of any prohibited disciplinary methods is cause for termination.

10.8 Field Trip Procedures

- Any place requiring transportation of the children is considered a field trip
- All field trips are to be approved by the director before they are booked
- Any visit to a previously designated zone as approved by the Board of Directors is not considered a field trip and does not require enhanced ratio
- Arrangements for field trip transportation are made and confirmed by the staff member arranging the field trip
- When walking along a sidewalk or crossing a street the children are to be in pairs with one staff member at the front and back of the group
- When entering and exiting a bus, one staff must be at the front and at the back of the group
- Each staff member must know exactly how many children are in their group at all times. Regular head counts must be made at arrivals, departures, getting on and off the bus, going to washrooms, etc.
- A list of names of children in attendance must be made and taken on all field trips
- In the event that a parent comes to the location of a field trip, a staff member shall present the child to the parent. The child's leaving must be noted on the list of children present and communicated to other staff members. On occasions when both staff and parents are present the staff person continues to assume responsibility for the child(ren)
- A first-aid kit and the emergency card for each child are to be taken on all field trips
- Adult/child enhanced ratios are 1 adult for every 10 school age children, 2 adults for every 10 preschool aged children, 2 adults for every 5 toddler children and 2 adults for every 3 infants
- A minimum of 2 staff members must accompany a group of children on a field trip
- Only those children whose parents have signed a transportation and consent form may participate
- Notices of field trips are to be provided to the parents at least 2 days in advance of the trip, including the following information:
 - Location of the trip
 - Time of departure and return
 - Method of transportation

- Special materials to be supplied by the parents
- Volunteers or students cannot be left alone with a group of children. There must always be a staff member present. All volunteers, including parent volunteers, must have a volunteer criminal record check completed and an oath of confidentiality form signed
- When children are swimming anywhere other than in a shallow wading pool, a qualified lifeguard must be present, floatation devices must be available, and there must be one adult for each 2 children present.

Procedures for staff:

- Consider in advance if lunch or snack will be needed “to go” or if it will be needed early (for childcare centres only)
- Bus passes should be prepared a day prior to the trip
- Complete a risk assessment form prior to each trip. For field trips that are taken repetitively (i.e. visits to the library, seniors facilities, spray park), one risk assessment needs to be completed and does not need to be redone unless there are significant changes that require a new risk assessment
- Ensure clothing and sundry articles appropriate to the excursion are taken along (mosquito repellent, sunscreen, snow pants, etc.)
- Prior to all field trips, children should be adequately prepared for the upcoming field trip (possible dangers, rules, what to expect, etc.).

10.9 Neighborhood Walk Procedures

Applicable to childcare centres:

Any outing outside of the facility that does not have a stop point along the way is considered a neighborhood walk.

- One staff member can take a group of children on a neighborhood walk at enhanced ratio. Enhanced ratio is: 1 staff per 3 children in the case of toddlers, 1 staff per 6 children in the case of preschoolers and 1 staff for 2 children in the case of infants
- If two staff members go on a neighborhood walk with the children, they can go at regular ratio as long as the route taken does not present any risks. If risks are present, a risk assessment form must be completed to determine if enhanced or regular ratio applies
- When walking along a sidewalk or crossing the street, staff members must position themselves to be aware of the location of the children at all times
- Each staff member must know exactly how many children are in their group. Regular head counts must be made at arrivals, departures, going to washrooms, etc.
- A list of names of children in attendance must be made and taken on all neighborhood walks
- In the event that a parent arrives at a neighborhood walk, a staff member shall present the child to the parent. The child’s leaving must be noted on the list of children present and communicated to other staff members. On occasions when both staff and parents are present the staff person continues to assume responsibility for the child(ren)
- A first-aid kit and the emergency card for each child are to be taken on all neighborhood walks
- At no time are volunteers or students to be assigned responsibility for the children. Parents can be responsible for their own child, but this must be confirmed with the parent by a staff member.

11 Supervision

Supervision of the children is paramount to providing quality care. Staff members must follow the guidelines listed below with regards to supervision. Note that this section is copied directly from the Licensee's Manual:

Supervision is adjusted for different ages and abilities, activities, and environments.

Staff are aware of the environment and the capacities, temperament and maturity of individual children and adjust supervision accordingly. For example, this may include allowing increased freedom and independence for some school-age children, providing indirect supervision (e.g. a small group plays a board game in the hallway or an adjacent room) as long as the caregiver knows where they are at all times and checks on them every 5-10 minutes.

Staff are aware of all children in the group, even when attending to a child one on one (e.g. frequently scanning room, frequently counting children, ensuring areas not visible are supervised by another staff and ensuring cover-off when needing to leave the room). Staff ensure a balance between children's need to explore independently and the need for adult-child interactions for maximum learning opportunities and safety.

Staff move around the room or play yard as needed, ensuring that they are in a position to intervene when problems occur.

11.1 Staff to Child Ratios

Except as in the emergency provisions listed in this document, there must be two staff members present at any Tykes and Tots programs while children are in attendance, one of whom must be a regular staff member.

The staff-to-child ratio that applies with respect to a group of children in a single age category while they are indoors in the program or in a play space adjacent to the program is not less than:

- 1:3 in the case of infants
- 1:5 in the case of toddlers
- 1:10 in the case of preschool children, and
- 1:15 in the case of school-age children.

The staff-to-child ratio that applies with respect to a group of children containing more than one age category is 1:15, where the number of children is determined in accordance with the following:

- one infant is deemed to be equivalent to five children
- one toddler is deemed to be equivalent to three children
- one preschool child is deemed to be equivalent to 1.5 children, and
- one school-age child counts as one child.

11.2 Who is Included in Staff-to-Child Ratios

Only those staff present in a room with the children (i.e. directly responsible for a group of children) may be counted in ratios, excluding naptime.

11.3 Staff-to-Child Ratios During Naptime

Applicable to childcare centres only:

Regular staff-to-child ratios must be maintained for all children who are awake, including the time during which the children are being put to sleep and as the children wake up.

Staff ratios may be reduced by half (e.g. 1 staff to 10 toddlers) for sleeping children provided that one staff is present in the same room as sleeping children, except in the case of infants in cribs who may be monitored through a viewing window or with an intercom system. At all times, additional staff must be available on the childcare premises in numbers sufficient to meet regular ratios in case of an emergency. Available means within the facility and for multi-level facilities, on the same level of the facility.

11.4 Children with Diverse Needs

Applicable to childcare centres only:

Children with diverse needs must be taken into consideration when determining staff-to-child ratios.

Staff hired as one-on-one support for a child with diverse needs shall not be counted in the regular staff-to-child ratios when the child with diverse needs is in attendance.

11.5 Staff-to-Child Ratios During Staff Breaks

Ratios must be maintained while staff are on breaks.

12 Outside Play

It is recommended that children get a minimum of two hours of outside play each day. The following guidelines should be followed in terms of outside play:

- Temperature above 25° C – outside play recommended but avoid the hottest times of the day and ensure that all children have sunscreen and hats on and are encouraged to drink plenty of water. Watch to ensure that children are kept in the shade if possible and go inside if heat exhaustion or heat stroke is a possibility
- Temperature between 5° C and 25° C – outside play required – ensure that all children have sunscreen and hats and are encouraged to drink water
- Temperature between –5° C and 5° C including wind chill – outside play required – sunscreen applied at the discretion of the staff – appropriate clothing for the weather required
- Temperature between –25° C and –5° C including wind chill – outside play required – ensure appropriate clothing. Go inside if there is any possibility of frost bite or hypothermia
- Temperature colder than –25° C including wind chill – outside play at staff discretion – extreme caution must be used to avoid frost bite or hypothermia.

13 Meals and Snacks

Applicable to childcare centres

Staff members are required sit down with the children at mealtimes. Staff members are encouraged to eat the snacks and lunch provided by the centre. If a staff member brings their own food, they are not permitted to leave the classroom outside of their designated break time in order to prepare their food. If an employee requires an unpaid meal break at a specific time due to medical or religious reasons, Tykes and Tots will work with the employee to set up a satisfactory accommodation. If a staff member's food contains common allergens such as nuts or peanuts, it must not be brought into the classroom.

All children are encouraged to serve themselves – staff members should only help if it is necessary. In order to facilitate this, child sized serving dishes and serving spoons are used and the serving dishes

are placed and kept on the table. Staff members are not to be serving from a cart or counter. This practice is also encouraged for toddler aged children when appropriate.

Polite requests for food, using please and thank you, and moderated conversational tones are modelled. The use of cutlery is taught.

Children are requested, but not forced, to try the food presented to them. Children who refuse a particular food are not forced to eat it and are allowed to eat as much of the rest of the food being offered as they like with the exception of sugary food or treats, which should be limited.

Snack is a “come and go” snack for preschool aged children and is optional. Once snack is brought out, children should be told that whoever wants snack can wash up and go to the table. Snack should be left out for a minimum of half an hour with reminders to children that it is there should they be hungry. Children are allowed to leave their toys out when they go for snack as it allows them to return to their play after snack. Children are still required to wash hands prior to eating snack.

All children should be encouraged to eat lunch, however, if a child is certain that they are not hungry, they are not to be forced to sit at the table and eat. Milk is not limited. In certain circumstances when a staff member knows that a particular child is inclined to fill up on milk and not eat solid foods, they may use their discretion in limiting milk consumption to ensure that that the child gets a balanced meal.

Children should clear their own dishes after each meal and stack/place their chairs in a designated place.

The ability of each child to master these practices varies greatly with age and length of time at the program. Staff members are to use discretion and seek to encourage rather than enforce.

14 Restricted Areas

Children are not allowed unsupervised in any of the following areas:

Staff room, Office, Kitchen, Laundry room, Staff washroom, Storage room, Furnace room,
Network room, Storage sheds

When children are present in any of the above areas, staff members must ensure that any unsafe and hazardous items are out of reach and that the children are closely supervised.

APPENDIX A: 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
Physical Development The development of the body's gross motor skills, fine motor skills, physical growth, and physical awareness.	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.

Intellectual Development The accumulation of knowledge, exploration of thoughts and ideas, and the development of problem-solving skills.	Building towers, using a light table, creating art, asking questions, reading books and sorting items.
Spiritual Development Building connections to nature, exploring the senses, and experiencing awe and wonder.	Blowing bubbles, playing in the sand, walking barefoot in the grass, listening to and playing music, and watching birds in trees.
Social/Emotional Development Learning about the feeling and expression of emotions and the development of relationships with others.	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 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 B: 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.

APPENDIX C: Short Harassment Policy

Harassment Policy

Harassment Policy Statement for: Tykes and Tots Early Learning Centre

Date: June 9, 2025

Statement of Commitment

Every employee is entitled to employment free of harassment. Tykes and Tots ELC is committed to a harassment-free workplace where everyone is treated with dignity and respect.

Definition of Harassment

Pursuant to 3-1(1)(l) of *The Saskatchewan Employment Act*, harassment means:

- any inappropriate conduct, comment, display, action or gesture by a person that constitutes a threat to the health or safety of the worker, and is:
 - ▶ based on any prohibited grounds as defined in *The Saskatchewan Human Rights Code, 2018* or on physical size or weight;
 - ▶ adversely affects the worker's psychological or physical well-being and that the person knows, or ought reasonably to know, would cause a worker to be humiliated or intimidated (sometimes referred to as personal harassment); or
 - ▶ is of a sexual nature that a person knows or ought reasonably to know is unwelcome.

Personal harassment must involve repeated occurrences; however, a single serious incident may also constitute harassment if it is shown to have a lasting harmful effect on a worker. It does not include any reasonable action taken relating to the management of the place of employment.

Sexual harassment, which is conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited or unwelcome, is also prohibited.

This policy covers harassment connected to any matter or circumstance arising out of the worker's employment, including third party harassers. Customers, clients, patients, contractors or their workers and others invited to the workplace could harass an employee.

Employer's Commitment

Tykes and Tots ELC, and its managers and supervisors, will take all complaints of harassment seriously. We are committed to implementing this policy and to ensuring it is effective in preventing and stopping harassment, as well as creating a productive and respectful workplace.

Employee's Duty

In accordance with Part III of *The Saskatchewan Employment Act*, all employees, including managers and supervisors employed by Tykes and Tots ELC, shall refrain from causing or participating in the harassment of another employee, and co-operate with any person investigating

harassment complaints.

A copy of the company's full harassment policy can be found in the Employee Manual

Complaint Procedure

An employee who believes that they have been subjected to harassment is encouraged to first clearly and firmly make known to the alleged harasser that the harassment is objectionable and must stop.

Where this cannot be done, or is unsuccessful, the employee should report the alleged harassment to the employer, or to one of the persons designated by the employer to receive complaints of harassment, namely:

<hr/> Lindsay Lowe	<hr/> Human Resources Director
Name	Position
<hr/> Carlea Taylor	<hr/> Executive Director
Name	Position

Once a person designated by the employer receives a complaint, that person shall immediately bring the complaint to the attention of the employer.

The employer will discuss options to resolve the complaint with the complainant. Where the conflict cannot be promptly resolved in a matter satisfactory to the complainant, the employer will notify the alleged harasser, provide the alleged harasser with information concerning the circumstances of the complaint and undertake a confidential investigation.

Following the conclusion of the investigation, the employer will inform the complainant and the alleged harasser of the results.

Where harassment has been substantiated, the employer will take appropriate corrective action.

Confidentiality

 Tykes and Tots ELC , will not disclose the identity of the complainant or alleged harasser, except where disclosure is necessary to investigate or take disciplinary action, or where such disclosure is required by law.

Other Options for Complaints

Nothing in this policy prevents or discourages an employee from referring a harassment complaint to Occupational Health and Safety at the Ministry of Labour Relations and Workplace Safety or the Saskatchewan Human Rights Commission. An employee also retains the right to exercise any other legal avenues available.

Acknowledgement of Receipt

I acknowledge that I have received a copy of the Tykes and Tots Early Learning Centre Inc. Policies and Procedures Manual. I understand that this manual replaces any and all prior verbal and written communications regarding Tykes and Tots' working conditions, policies, procedures, appeal processes, and benefits.

I understand that the working conditions, policies, procedures, appeal processes, and benefits described in this manual are confidential and may not be distributed in any way nor discussed with anyone who is not an employee of Tykes and Tots.

I have read and understood the contents of this manual and will act in accordance with these policies and procedures as a condition of my employment with Tykes and Tots.

I have read and understood the Standards of Conduct expected by Tykes and Tots and I agree to act in accord with the Standards of Conduct as a condition of my employment by Tykes and Tots.

I understand that if I have questions or concerns at any time about the manual or the Standards of Conduct, I will consult my immediate supervisor, my director, or the Executive Director for clarification.

Finally, I understand that the contents of this manual are simply policies and guidelines, not a contract or implied contract with employees. The contents of the manual may change at any time.

Please read this manual carefully to understand these conditions of employment before you sign this document.

Employee Signature:

Date:

Employee Name (Please Print):
