

## **McNicoll Avenue Child Care Program**

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# **McNicoll Avenue Child Care Program**

## **Parent's Handbook**

### **2018**

## Revision History

Revision	Date	Description
1.0	May 30, 2016	Added Prohibitive Practices requirements and Infant sleep supervision policy as per CCEYA Aug. 29/16
1.1	November 2, 2016	Formatted Table of Contents Added Safe Sleep Supervision Policy (specifics for Infant, Toddler and Preschool)
1.2	November 30, 2016	Updated security deposit to be 10 days full fee per child
1.3	December 14, 2016	Updated sleep policy regarding Toddler/Preschool documentation
1.4	December 20, 2016	Inserted Program Statement
1.5	January 5, 2017	Inserted "Routine Practices" from Operating Policy
1.6	September 19, 2017	Inserted Emergency Management Policy & Procedures
1.7	October 17, 2017	Inserted wait list policy statement
		Replaced Emergency Management policy & procedures (full policy) with an Emergency statement – under Routine Practices Section; "Emergencies"
1.8	October 20, 2017	Inserted Admission/Enrollment/Wait List Policy
1.9	December 11, 2017	Updated Registration and Deposit form at the back
2.0	January 11, 2018	Formatting changes
		Updated Parents' issues and concerns to indicate length of time when an initial response to the issue or concern is provided
2.1	July 10, 2018	Updated Prohibited Practices to include: No use of physical restraints as per CCEYA + updated Complaints / Parents' Concerns Policy to specify the time frame that a parent will receive a response (ASAP, up to 10 business days).
2.2	September 13, 2018	Revised references to TDSB with CBRE

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## **Introduction**

McNicoll Avenue Child Care Program (MACCP) is pleased to provide you with this Parent's Handbook. We encourage all parents to take a few minutes to become familiar with its contents. In this handbook, we present our operating philosophy, program goals, various program descriptions, as well as a number of items, which we believe are important for you and your child to be aware of to get the most benefit from MACCP. Any updates to this Parent Handbook will be posted on our website which you can access at your convenience.

## **Program Statement**

McNicoll Avenue Child Care is committed to following the Ministry Policy Statement on Program and Pedagogy as well as being committed to quality and collaboration to offer a stimulating and creative early learning environment that is designed to meet your child's physical, social, emotional and intellectual needs.

A Minister's policy statement is a statement made by the Minister under the authority of the Child Care and Early Years Act (CCEYA) relating to the operation of child care and early years programs and services and related matters. The Minister's policy statement on programming and pedagogy is intended to strengthen programs and ensure high quality experiences that lead to positive outcomes for children in relation to learning, development, health and well-being.

**Our Philosophy:** MACCP places an emphasis on the development of the child as a member of a group, yet recognizes that each child is unique. It respects the individual differences in the social, emotional, intellectual, physical and cultural backgrounds of our children and their families.

We provide a warm, stimulating, play-based learning environment that encourages the child to socialize while understanding that each individual child needs to play and learn at his/her own developmental level. Our schedules, expectations and routines are consistent and realistic.

**Our Mission:** To partner with parents in providing a diverse, nurturing, play-based learning environment that allows young children to develop at their own pace.

## **Our Core Values:**

We value each and every child as unique.

We value our parents as partners.

We welcome diversity among our families, staff and community.

We value qualified, trained and Registered Early Childhood Educators and caring support staff.

We value a play-based planned curriculum based on the child's needs, natural curiosity, and interests.

We value a safe, caring, reliable learning environment.

With this foundation, we embrace the elements noted in the Ministry Policy Statement on Programming and Pedagogy made under the Child Care and Early Years Act 2014 as follows:

*Subsection 55(3) of the Child Care and Early Years Act (CCEYA) authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of*

*guiding operators of child care and early year's programmes and services in developing their programs and services.*

*This policy statement is made under such authority and names "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)" as the document to be used for the purpose of guiding licensed child care programs under subsection 55(3) of the CCEYA.*

*This policy statement, together with the regulations that guide program development, pedagogy and practice in licensed child care settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and wellbeing.*

*The regulations made under the CCEYA also provide for the use of How Does Learning Happen? by licensed child care programs. Section 46 of O.Reg 137/2015 (General) requires that, "Every Licensee shall have a program statement that is consistent with the Minister's Policy Statement on programming and pedagogy issued under subsection 55(3) of the Act and shall review the program statement at least annually for this purpose." Subsections 45(2) and (3) of the Regulation address the content of the licensee's program statement.*

*This policy statement shall be in effect until the day that it is rescinded or replaced.*

Taken from <http://www.edu.gov.on.ca/childcare/programCCEYA.pdf>

*"How Does Learning Happen? (HDLH)" promotes a shared understanding of children as competent, capable and rich in potential. It sets out broad goals for children and expectations for programs organized around the four foundations of *Belonging, Well-being, Engagement and Expression*. "How Does Learning Happen" also describes pedagogical approaches to guide educators and administrators in considering how best to support children's learning and development.*

The following program goals and approaches reflect our belief that all children are competent, capable and curious individuals who demonstrate their personal ability to reach their unique potentials.

In following the Minister's Policy Statement, our goals are outlined using the following elements as listed in the CCEYA:

*46. (3) The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates or at a home child care premises it oversees, and the approaches that will be implemented in the program to:*

- a) promote the health, safety, nutrition and well-being of the children;*
- b) support positive and responsive interactions among the children, parents, child care providers and staff;*
- c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;*
- d) foster the children's exploration, play and inquiry;*
- e) provide child-initiated and adult-supported experiences;*
- f) plan for and create positive learning environments and experiences in which each learning and development will be supported;*
- g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;*

- h) *foster the engagement of and ongoing communication with parents about the program and their children;*
- i) *involve local community partners and allow those partners to support the children, their families and staff;*
- j) *support staff or others who interact with the children at a child care centre, in relation to continuous professional learning; and*
- k) *document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.*

## **MACCP's GOALS and APPROACHES**

### **a) Promote the health, safety and well-being of children, families and educators**

MACCP will promote children's overall health and well-being on a daily basis.

- Staff will interact with children in ways that encourage positive self-esteem, responsibility, independence & a sense of security and happiness.
- MACCP ensures that children receive nutritious meals/snacks that take into account any allergies or health issues. All meals, snacks & beverages meet the recommendations set out in the Health Canada document, "Canada's Food Guide." Food that can be brought into the center must be nut and peanut free, and labelled to identify the foods, in order to protect children that have allergies
- Staff will perform daily observations of children at morning drop-off in order to detect possible symptoms of ill health. Children are monitored for symptoms of ill health and parents are informed promptly.
- Staff sign children in and out daily, arrival and departure times are recorded
- Children are never left unattended
- Adults having contact with children have a completed police reference check
- Staff and any volunteers /students are trained in First Aid

### **b) Support positive and responsive interactions between educators, children and families**

MACCP promotes positive and responsive interactions among children, parents and staff.

- Staff's interactions will be respectful and sensitive to family structure, culture, values, language, composition and developmental abilities.
- Our interactions will be modelled to reflect the value we place on inclusion.
- MACCP will aim to foster each child's self-esteem, curiosity, exploration, play, inquiry and ability to function harmoniously within the group.
- Children and families are greeted every morning and children experiencing separation anxiety are comforted, while respecting the child's cues.
- Children's emotions are acknowledged and respected by allowing choices and room for quiet reflection
- Families are encouraged to share in their traditions and celebrations by participating in our monthly enrichment program through, lending items or photos that reflect their ethnicity, reading a short story or sharing details about a cultural celebration with us

- MACCP provides social events (Annual Holiday Dinner, Pancake Breakfasts, Year-end Party etc) and educational opportunities (AGM, parenting workshops, Lunch and Learn sessions, First Aid training etc) for families and educators to build on positive relationships with one another.

### **Strategies to Support and Strengthen Positive Interactions**

- Educators engage, observe and listen to children (and their families) to build on their strengths through daily connections/communication
- We encourage on going communication with parents and staff, to express thoughts and feeling about the program and the children in a respectful and responsible way.
- Parent tours and the orientation process provide an opportunity for families to understand MACCP's program and to ask questions/clarification on what is offered.
- Parents are welcome to choose a comfortable level of participation within the centre. As members of our non-profit centre, parents have the right to participate and vote at our Annual General Meeting. Opportunities exist to join the Board of Directors with varying degrees of commitment. Parents are encouraged to participate within our Program Enrichment; ranging from leading yoga classes to reading a favourite story to small or large groups within the classroom. Opportunities to join in on field trips, offering technical and computer help, playground upkeep, and general handyman/woman tasks as well as join in on family events and cultural celebrations create a sense of well-being and belonging.
- The daily schedule for each classroom, permits a wide variety of activities to address these opportunities for every child so that he/she will feel confident in exploring their learning environment.

#### **c) Encourage and enable children to interact and communicate in a positive way and support their ability to self-regulation**

MACCP supports the children in the development of their ability to communicate with others and develop long lasting strategies for self-control.

- Staff view all children as being competent, capable, curious and rich in potential.
- Staff will help children respect the basic rights of others and build on their social skills helping them in recognizing, regulating and expressing emotions.
- Staff support children to resolve conflicts in a positive constructive manner
- Staff use daily routines and group activities and meal times to encourage connections and provide opportunity for communication
- Staff encourage communication between children, modeling listening strategies to support relationships.
- Children are encouraged to be aware of the effect of their actions on others

#### **d) Foster exploration and inquiry that is play based**

**Evidence from diverse fields of study tells us that when children are playing, they are learning**

MACCP will foster children's exploration, play & inquiry daily within all of our learning environments. MACCP provides separate play spaces specifically arranged for each of our age groups. We have strategically planned the physical space in order to:

- ensure that the environment provides comfort and meets children's needs related to rest, play, and nutrition;
- support children's self-care skills and growing independence to promote a sense of competence by creating natural transition periods between activities and to allow for easy accessibility to the learning centres;
- Enabling children to have a voice in their decision making and choices so that they can take ownership of their choices and activities;
- Providing opportunities to learn how to manage their emotions effectively in a social environment so that it equips them with strategies to redirect their behavior and emotions in a positive direction;
- Arrange the physical environment so that there are stimulating ways to offer areas for exploratory learning
- Children are encouraged to explore, play & ask questions.
- Children are provided with an environment that encourages their exploration & inquiry.
- Children will be offered opportunities for enjoyable, spontaneous, active play which will enhance their learning
- Children will have a variety of opportunities to explore their world through play. When this natural activity is supported at our centre, the child's competence & capacity to be more self-regulated is optimized.

### **Supporting Healthy Development and Learning**

- Environments are created that recognize children are individuals by documenting their learning
- Providing quiet activities for children who do not sleep
- Connecting with families to ensure environments and experiences reflect the child's everyday life

#### **e) Provide both child initiated and adult supported experiences to foster development**

MACCP will provide the children with experiences that are reflective of both the children's and adults' interest and choices.

- The staff will document their daily observations of the children & plan for play based learning opportunities which support the children's development of capacities/ skills while respecting their interests & choices.
- Staff will use observations to determine interests and plan learning opportunities in all developmental areas which is continuous & available to families. This is an approach that celebrates new ideas & supports the spontaneity of the developing child.
- Our staff expand the children's interests by adding materials, asking questions & scaffolding the children's learning by providing new challenges and ideas.
- Child initiated experiences can be seen through photo documentation on bulletin boards, and in each child's portfolio
- Some emergent experiences are documented as they occur and posted

- Child initiated play can be seen regularly as we observe how children use their environment

Every MACCP staff should feel that they belong and they are an integral and valuable contributor of our program. All staff deserves the opportunity to engage in meaningful work.

- Our weekly program plans are developed through observations of the children's interests and developmental progress and incorporate positive learning opportunities and experiences that allows for supported learning environment.
- Educators set up the environment to engage the child's interest and curiosity

**f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.**

MACCP will provide an environment in which learning is a rewarding and enjoyable experience, and where each child can develop to their potential at an individual pace.

- The children's learning environment will be reflective of the children within it. It will be set up to ensure that children are provided with an environment that is safe, fun and encourages children's individual development.
- The daily schedule permits a wide variety of activities to address these opportunities for every child so that he/she will feel confident in exploring the learning environment.
- A minimum of one observation per child per week is recorded to provide a basis for programming that is meaningful
- Daily Classroom observations help educators to find meaning in what children do and explore ways to engage them
- Planned activities support social, emotional, physical, creative, cognitive and language development
- Staff use ELECT as a tool to understand the sequence of development and to plan for children's learning and document their progress.

**g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and give consideration to the individual needs of the children receiving child care**

Children are provided with a learning environment that incorporates indoor and outdoor play. Also, opportunities for active play, rest and quiet are offered daily to ensure that the individual needs of each child is being met

- Children will be provided with learning experiences that encourages them to explore different development domains and will be made available to them at all times of the day.
- Programming will support children's self-care skills and growing independence to promote a sense of competence by creating natural transition periods between activities and to allow for easy accessibility to the learning centres.
- Through each room set up/arrangement, we ensure that the environment provides comfort and meets children's needs related to rest, play and nutrition.

#### **h) Foster the engagement of the ongoing communication with parents about the program and their children**

Ongoing and open communication with families is a priority at our centre. We recognize that families are the primary caretakers and a child's best teacher. We also recognize that our educators play an important role in supporting families by caring for their children and augmenting their children's growth, development and well-being in a comfortable, home-like, safe and secure environment. Ensuring that we stay actively engaged with the parents is vital to the holistic approach to children's learning. We develop opportunities for parent participation and program engagement in their child's learning environment so that it develops personal growth, confidence in parenting and service to others.

- Family involvement is welcomed as we believe that strong partnerships with families strengthen the children's opportunities for learning and development.
- We value the importance of fostering the engagement of ongoing communication with families about the program and their children. This is achieved through daily charts, newsletters, family events, etc.
- A shared view of families as competent and capable, curious and rich in experience informs our relationship with families and has a significant impact on children.
- Ongoing photo displays provide families with a sense of involvement and belonging
- Educators engage in daily communication with families through verbal engagement
- Newsletters are used to share information about events and other information
- Parents are encouraged to participate in their child's own classroom through monthly enrichment segments.
- Upon registration parents are invited to list areas in which they would enjoy participating as volunteers such as field trips, handyman/woman (minor fix-it) jobs, provide food/baking for special events, help with computers, special events, playground upkeep, possible audio/visual/technical support, or in a more formal role by joining the Board of Directors.

#### **i) Involve local community partners and allow those partners to support the children, their families and the staff**

MACCP promotes the involvement of the local community to further develop and support the learning of the children, families and staff. Opportunities to engage with people, places, and the natural world in the local environment help children, families and educators, and communities build connections.

- Local community specialists/visitors are brought into the centre from time to time, to offer programming which enhances learning in a variety of areas such as dance, art, music.
- Parent workshops are booked according to the needs of the group
- Parents are encouraged to visit OEYC programming/ parenting workshops on occasions
- Visits from professionals in the local community ie. Dental hygienists and nutritionists, Toronto Public Health workers, Speech and Language therapists, and ongoing resources will be available to parents.
- Local community workers are invited to visit from time to time

**j) Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning**

MACCP will provide and encourage professional development opportunities to our staff, on an ongoing basis. We support our staff by seeking out continuous professional learning opportunities and by considering opportunities presented to us.

We believe our staff are knowledgeable, caring, resourceful and they too bring diverse social, cultural and linguistic perspectives. Educators are lifelong learners. Our staff are rich in experiences, competent and capable individuals that collaborate with others to create engaging environments and experiences. When educators engage in continuous learning and questioning, exploring new ideas and adjusting practices, they achieve the best outcomes for children, families and themselves.

- Educators are provided with learning opportunities by participating in workshops, staff meetings, City of Toronto ongoing quality assessment training and collaborating with other educators
- Educators are provided with resources that promote and support children`s learning
- Educators establish goals in conjunction with the Director during evaluations
- Educators are provided with planning time away from the children

**k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families**

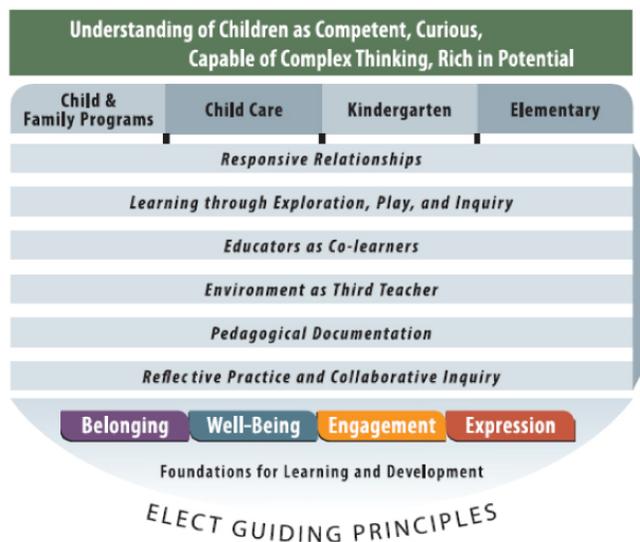
Documentation is used as a pillar of the learning process of children, families and staff.

- A variety of different types of documentation will be used to ensure that the goals of the centre are reflective of the learning process of the children, staff and the parents.
- Continuous communication opportunities will be offered to review and reflect the impact of the goals of the centre.
- Feedback will be collected via exit surveys for both staff and families, documentation and centre meetings (Board meetings, staff meetings and Team meetings).
- The Board of Directors will review the impact and implementation of our statement on the children, their families and our community annually.
- The Program Statement will be modified as new strategies and ideas are incorporated and updated
- The Director will be able to re-evaluate The Program Statement through exit interview surveys, staff meeting and through building positive relationships with families, the children and our community to encourage dialog.
- Educators will be able to re-evaluate and revisit The Program Statement regularly during Staff /Team meetings

MACCP`s Program Statement is reviewed annually with all educators/staff or at such time the Program Statement is modified. Staff, students and volunteers review the Program Statement prior to interacting with the children.

## MACCP Statement Summary:

Our curriculum is consistent in approach with the document “How Does Learning Happen?” - Ontario’s Pedagogy for the Early Years. The core and supporting principles of MACCP mirror the Early Learning for Every Child Today (ELECT) guiding principles (as per diagram below, extracted from “How Does Learning Happen?”- Ontario’s Pedagogy for the Early Years). Our pedagogical approach requires educators to be play partners, architects of the playscape, planners, recorders and communicators.



## Programs

McNicoll Avenue Child Care Program accepts children from newborn to 4 years of age. We offer Infant, Toddler and Preschool Programs. We will do our utmost to advance your child to the next program at the appropriate time, yet there are no guarantees of availability of space. In the event there is no space available in the next program, your child may need to remain in his/her present program until one becomes available, to a maximum of 2 months beyond your child’s age of graduation. Therefore, the fee for that program will still be applicable. If no space has become available, the centre will provide one month’s written notice to allow you to find care elsewhere.

These programs run from September to the middle of August. We are closed for the last two full weeks in August. The reason for the closure is so that the classrooms can be cleaned and disinfected by the Toronto District School Board Caretaking staff. The operating hours for the above programs is from 7:30 am to 6:00 pm, Monday to Friday. We also offer a part-time program option if parents can find a match (age and shared days) to share a full time space.

## Infant Program Goals

1. To establish a positive, trusting relationship with the children and their families, while respecting and supporting home cultures.
2. To provide a safe, healthy, physical environment that is stimulating, warm and comfortable.

3. To provide a program which satisfies the physical and emotional needs of the children and helps them learn to trust themselves and their world and gives them a positive sense of self.
4. To provide experiences that stimulate the children's senses and natural curiosity and which enhance their physical, emotional/social, cognitive, and language development.
5. To regularly assess the children's development through observation and documentation and to provide parents with information regarding the children's needs, interests and abilities.

### **Toddler Program Goals**

1. To provide the children with a rich, interesting environment that they can explore with all their senses.
2. To encourage children's feelings of competence by giving them opportunities to experiment and solve problems.
3. To foster a sense of autonomy by ensuring flexibility and choice.
4. To develop the children's self-esteem by ensuring that they feel valued and cared for as individuals.
5. To encourage the development of positive social skills.

### **Preschool Program Goals**

1. Foster curiosity and excitement in learning.
2. Build self-confidence through the development of self-help skills to achieve a positive self-image.
3. Provide opportunities for the development of social skills by encouraging children to respect the rights and properties of others.
4. Develop language skills through the use of storytelling, puppets, finger plays and felt board stories. Enhance the child's ability to concentrate, listen and participate.
5. Develop math skills through hands-on experiences with concrete materials.
6. Offer science experiences and nature studies through planting, experimenting and cooking activities as well as outdoor excursions.
7. Allow for freedom of creative expression by providing a variety of child-centered art activities.
8. Encourage growth in music and drama through singing, musical instruments and dramatization.
9. Foster the development of fine motor skills through the use of art materials, pegboards, stringing, scissors, play dough and clay.
10. Provide opportunities for the development of large motor skills by using blocks, riding toys, creative movement, the gym and playground equipment.

### **Program Requirements regarding Active Play, Outdoor play, Rest and Sleep**

- The Infant and Toddler groups are separated from the Preschool group during active indoor and outdoor play periods; and
- Each child in our care spends time outdoors for at least 2 hours each day, weather permitting.

- Each child in the Toddler and Preschool group has a rest period not exceeding 2 hours in length; and are permitted to sleep, rest or engage in quiet activities based on the child's needs.

As Infants sleep in a separate sleep room area, staff will follow and document Safe Sleep Supervision practices for each individual Infant.

### **Management**

McNicoll Avenue Child Care Program (MACCP) was formed in 1985 as a non-profit, community based child care centre located in McNicoll Avenue Public School. MACCP is a former tenant of the Toronto District School Board (TDSB and is located on former school property, now owned by the Province of Ontario's Ministry of Infrastructure. MACCP is committed to providing high quality child care and offers programs that provide a unique opportunity for the children to develop skills in social, physical, emotional, cognitive and creative areas. The program components strive to meet the needs of each child and to create an atmosphere that fosters cooperation and responsibility. MACCP is operated by a team of Early Childhood Educators and caring Assistant Teachers and is governed by a volunteer Board of Directors comprised of parents, staff and community members. The Board meets once a month to review the past month's business and make plans for the future. This process ensures that the objectives of the program are being met, as well as giving the Board and Executive Director an opportunity to discuss matters of concern.

Board Members usually serve a two (2) year term. They are elected from parents of children in the programs and community members. Elections are held at the Annual General Meeting. The officers of the Board include a President, Vice President, Secretary and Treasurer. Parents are also welcome to join as committee members.

### **Staff**

MACCP is staffed with qualified teachers trained in Early Childhood Education. Child CPR and First Aid training is reviewed annually. Professional development is provided for the staff throughout the year. Our staff has experience in and knowledge of proper guidance methods suited to the ages of the children in the program.

We provide appropriate pupil-teacher ratios, specific to the ages that we serve. We also provide a field placement setting for a number of students enrolled in Early Childhood Education at Community Colleges in the Toronto area. As per our Volunteer and Student Supervision Policy, volunteers and students do not have unsupervised access to children.

### **Parental Involvement**

Parental involvement is a key ingredient in maintaining the quality of the McNicoll Avenue Child Care Program. We always strive for a dynamic, interactive, open environment where staff can support families in raising happy, healthy, curious and motivated children. We welcome parental participation and involvement at all times. Parents must annually sign off on the Volunteer Policy prior to participating on any field trips. Only employees will have direct unsupervised access to children. Volunteers and students will not be counted in the staffing ratios and are never left alone with the children. No child is supervised by a person under 18 years of

age.

MACCP depends on the contribution of time and talents of parents and volunteers. Parents are welcome to serve on the Board of Directors, as committee members or to attend Board meetings. Information on inspections, programs, fees, menus, staff names, dates and times of Board Meetings and other items of interest are available on the Parent Information Board. Parents are welcome to participate as part of our ongoing Monthly Enrichment Program by offering to come into the classrooms to read a story, help plant, help bake, do yoga, play music etc. Please speak to the Director or your child's teacher to arrange a time convenient for you and the teachers.

**Parents are expected to:**

- read the organization's by-laws (found on the Parent Information Board),
- to attend the Annual General Meeting (3<sup>rd</sup> Monday of October),
- to be considered for nomination to the Board of Directors or to become committee members.

Any parent's concerns and suggestions are welcome throughout the year.

**Scheduled Holidays**

MACCP closes on the following statutory holidays **plus one extra day between Christmas and New Year's Day**. The MACCP Board will determine this day in November. We will close early in the afternoon on the last working day before Christmas Day and New Year's Day. You will be informed in advance of the exact time of closure. We reserve the right to close for alternate days or emergency situations should it be warranted.

MACCP is closed on:

Labour Day	Boxing Day	Good Friday	Canada Day
Thanksgiving Day	New Year's Day	<b>Easter Monday</b>	Civic Day
Christmas Day	Family Day	Victoria Day	

No reduction in fees will be made for absences due to illness, vacations, statutory holidays, or unforeseen closure.

**Unforeseen School Closures**

MACCP will always strive to open regardless of weather. The only time our centre would not open, would be when the City declares all Toronto child care centres to be closed OR if TDSB declares the child cares located in Toronto schools to be closed. This will be announced in the media. When possible, we will change the centre's phone message to indicate what's happening and will continue to update as necessary. If possible, an email will also be sent out indicating what's happening.

At times we may close earlier due to conditions (this is rare) —if so, staff will phone parents, an email will be sent out and the phone message will indicate details.

Again, no reduction in fees will be made for any unforeseen or early closures.

**Fees**

MACCP is a non-profit organization, we strive to ensure that the Centre continues to be a viable organization with sufficient resources to maintain and where possible, improve our programs. The program fees are set by the Board of Directors and reviewed annually. The parents are

responsible for paying the full monthly fee, unless parents receive a fee subsidy from Toronto Children's Services Division.

If parents receive a fee subsidy, the monthly fee is based upon the assessed daily fee contribution. Such parents are responsible to fulfill all the necessary requirements of Children's Services Division to maintain the subsidy. If the parents become ineligible for subsidy, the parents are responsible for paying the full monthly fee.

The annual 2 week summer closure in August is not included in the monthly fees. The fees for that month are pro-rated to a daily rate for the days that we are open in August.

### **Absenteeism**

Toronto Children's Services allows a maximum of 35 days absence per year, or 20 days in succession for all subsidized clients. If subsidized parents exceed the allotted days, the full fee daily rate must be paid to the centre upon each day of absence. Whenever possible this full fee daily rate must be paid in advance of the intended absence(s). Failure to pay will ultimately result in the termination of care.

### **Registration and Security Deposit**

Upon initial registration, parents pay a \$50.00 non-refundable registration fee and 10 days full fee security deposit per child. Should a parent decide not to enroll prior to starting, the registration fee and security deposit are non-refundable, regardless of the circumstance. The security deposit will be refunded only when your child is enrolled in care with us, and the centre receives a full month's notice of your intended withdrawal in writing and any outstanding fees have been paid in full.

### **Monthly Fee**

The monthly fee is payable upon registration using cheques post-dated to the end of the calendar year. Once the Board of Directors sets the fees for the coming calendar year, notice will be given to the parents, and all post-dated cheques must be provided for the upcoming year; or up to the child's impending move to the next age group. The registration package with completed information and all the post-dated cheques must be submitted to MACCP prior to the date of admission.

An administrative charge of \$30.00 will apply to late payment, NSF or returned cheques.

### **Late Fees**

Parents must pick up their children by 6:00 pm. If a child remains in the centre after 6 o'clock, a late fee of \$1.00 per minute is strictly enforced. At 6:00 p.m. the Centre will call the child's home, parents' work and/or emergency contacts. Parents are expected to keep the Centre apprised of efforts to pick up the child. The late charge is to be payable directly to the staff on duty within 24 hours. A parent's signature noting the time of pick-up and initialed by the staff is required.

Subsequent breaches of this provision are a cause for termination of the Parent's contract.

If the Centre is unable to reach either the parents or a designate within one hour of the designated pick up time, the Children's Aid Society and the Police will be notified.

### **Tax Receipts**

A tax receipt will be issued for childcare fees paid within a calendar year. The receipt will be available by the end of February of the following year. In the event that parents lose the original receipt and request another copy, an administrative charge of \$20.00 will be required.

### **Admission / Enrollment / Wait List**

Parents who have a child enrolled in McNicoll Avenue Child Care Program (MACCP) will be asked during a specific month to complete re-registration documents to inform the Executive Director, **in writing**, of their centre needs for the following school year. This includes younger siblings who have reached the required age to enroll in the program. This consists of an updated Parent Contract, a new Emergency Contact card and a Classroom Registration Information form. If a parent does not re-register during the allotted time frame, it will be assumed that care is not required and the Executive Director will refer to the waiting list. If a child will not be returning to care, one month's signed, written notice of the intended date of withdrawal is required.

No child or family will be discriminated against on the basis of race, language, culture, sex, or sexual orientation.

The Executive Director will arrange an orientation with each new family enrolling a child in the Centre, explaining the philosophy of the Centre, reviewing the policies, introducing the program and outlining the opportunities of becoming a member of the Board of Directors.

At the time of registration, the parent must submit the following cheques for the centre fees:

- First month's cheque dated the first day of the month the child is starting
- Security Deposit together with the Registration Fee (non-refundable) on one cheque dated for the date of orientation
- The remaining post-dated cheques for the calendar year, or up to the month of the child's potential flip to the upcoming age group

Parents with children presently enrolled in the Centre will not be expected to participate in an additional orientation session with the Executive Director, however, they **must** submit the above cheques up to the end of December. As well, all parents must sign the Parent Contract and any relevant policies required by the Centre.

Upon enrollment, parents must have completed all registration forms, children's medical information, permission forms, emergency information, and emergency contact information for our files.

### **Priorities of Space**

Admission of new children to the Centre is determined by the Executive Director, based on the Centre's capacity, the ages/graduation dates of the current children within the program and on the centre's waiting list. Priority admission will be given to siblings and returning families whenever possible.

### **Part Time Spaces**

MACCP operates full-time child care programs. It is licensed and staffed based on full-time enrolment.

It has been our policy to accept part time arrangements only where parents can find a “match” that fills a full week’s attendance at the Program. The Program accepts these arrangements with the following conditions:

- a) Matches must provide full-time attendance in a given program. Only matches of two (2) days with three (3) days are permitted
- b) No day switching is permitted unless it is mutually agreed upon by both of the families. The parents must make switching arrangements. It is not the responsibility of MACCP Staff to undertake such negotiation on your behalf
- c) The onus is on the parent to find a match whenever the other party to their matching arrangements moves or no longer requires the same type of childcare. If a suitable “match” cannot be found, the parent’s choice is to revert to a full-time childcare arrangement
- d) However, if current enrolment allows, MACCP is prepared to accept a child on a part-time basis without a match, until the space is needed by an incoming child on a full-time basis

### **Wait List**

- New names will be added to the wait list according to the date that they are received. The wait list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but allows the position of a child on the list to be ascertained by the affected persons.
- Parents will be contacted when space becomes available according to their requests on the registration form. They are requested to complete the registration procedures at the designated time. Failure to do so may result in their child’s name put back to the bottom of the wait list.
- Children’s sequence on the wait list may change according to our Admission and Enrollment Policy.
- There is no fee charged to be placed on the wait list.

### **Orientation**

When registration has been completed, one of the parents is invited to come with his/her child and spend time in the child’s classroom. They may visit one hour per day up to 5 days prior to the child’s official starting date. The purpose of this visit is to provide parents and child an opportunity to become familiar with the staff and the new environment. This process will help the parents and child towards an easier transition.

### **Withdrawal**

In the event of withdrawal of a child from the MACCP, the parents must give a minimum of one month written notice to the Executive Director. The security deposit and unused post-dated cheques will be returned on the child’s last day of care.

### **Termination**

McNicoll Avenue Child Care Program reserves the right to terminate the parent’s contract

should the program be unable to meet a child's special needs. The staff will follow the following procedure:

- A. Discussions with parent(s)/guardian(s) and Executive Director to:
  1. Identify the difficulty and reasons for it;
  2. Discuss implications for the child;
  3. Explain and discuss together ways of involving Community Resources (i.e. Early Childhood Education Consultant, Family doctor, Resource Consultant, Speech Therapist or Adventure Place....)
  4. Record the consensus of the discussions and have all parties sign.
- B. Executive Director reports a situation to the Board of Directors, honoring the confidentiality for the family, with recommendations.
- C. Establish a trial period for the suggested actions.
- D. Follow through with the action items of discussions.
- E. Further discussions with parent(s) guardian(s), centre staff and agencies, wherein the results are again committed to in writing and signed by all parties.
- F. If the centre's staff determine that the child cannot be accommodated in the program, and recommend withdrawal to the Board of Directors, parent(s)/guardian(s) will be notified and invited to attend a meeting of the Board of Directors in order to put their position forward.
- G. If parent(s)/guardian(s) do(es) not attend the meeting, or if after attending, the Board decides that it is in the best interest of the child that he/she be withdrawn from the program, the withdrawal will be effective two weeks from the date of the meeting.
- H. If a child is asked to leave or denied admission due to the centre's inability to accommodate the child's needs or family circumstances, our Children's Services Consultant will be notified and the family may be offered referral (if applicable) to other services.

### **Arrival and Departure**

MACCP has important policies concerning the arrival and departure of its program participants. These policies are integral to our program operations, in that we have an over-riding concern for the security and well-being of our children while they are in our care. Please ensure that you read and understand the following policies:

1. The person dropping off the child shall ensure that the child is taken directly to a staff member, and that the child is signed in by a staff member. You cannot leave your child in the classroom or hallway before 7:30 a.m. when there is no staff on duty. MACCP assumes absolutely no responsibility or liability for children left in the centre prior to the opening at 7:30 a.m.
2. MACCP is required to release children to either parent unless a court order is provided to indicate only one parent has the custody of the child.
3. When picking up your child, you must notify a staff member that your child is leaving. Only pre-authorized persons ("escorts") designated on the child's registration form/Emergency card may pick up the child. An escort who has not been designated on the child's registration form may pick up the child only if prior specific written or verbal consent to a Staff member of the Centre for that particular escort to pick up the child has been given. If the Staff member is not satisfied that the person picking up the child is the authorized escort, he/she will refuse to release the child to the person. All escorts must be

16 years of age or older (14 years of age or older if the escort is a sibling with written documentation).

4. Parents must pick up their children no later than by 6:00 pm. In the extreme case that the child is not picked up by 7:00 pm and the staff is unable to reach the parents or another authorized person, the Children's Aid Society and the Police Department will be notified. Cases of constant late pick-ups will be brought before the Board of Directors and may be cause for termination of the Parent's Contract.

In order to make the transition time as smooth as possible, we suggest the following:

- Establish fixed hours to drop off and pick up your child. Children develop a sense of security by regular routines.
- Give the staff any relevant information concerning your child's well-being upon arrival.
- Come to the Centre no later than 9:30 am in order for your child to benefit fully from the programs. If a trip has been planned, your child must be here before the scheduled departure time in order for us to prepare your child to have an enjoyable and informative excursion.
- Please call by 9:30 am if your child will be arriving late, sick or will be absent for other reasons.
- Any change in the persons who are authorized to pick up your child from the program must be submitted in writing.
- Staff will not allow any child to leave the centre by releasing them into a situation, which they deem may compromise a child's safety. For example, a child will not be sent home alone in a taxi.

### **Health Related Matters**

This section describes the policies and procedures regarding general health related policies and procedures followed by the MACCP. We ask parents to review and understand the following section, respecting the items mentioned, as good health is an important condition for all children in the programs to fully enjoy their time at the centre.

### **Routine Practices**

McNicoll Avenue Child Care Program (MACCP) promotes the use of Routine Practices as an effective method of infection control. Routine Practices for infection control will be taught to and used by all Board of Director members, Staff members, Placement Students, Volunteers, children and family members. Routine Practices for infection control include:

- Regular hand washing
- Use of disposable, waterproof, latex gloves when blood is or may be present AND for all diapering of children
- Proper sanitizing and disposal measures
- Proper hygiene measure for food preparation and sharing of personal articles (i.e. combs/brushes)
- Quick cleaning of contaminated surfaces

It will always be assumed that each person is potentially infected with a communicable disease and Routine Practices for infection control should always be used.

Staff will follow the posted procedures as outlined by Public Health for dealing with urine, vomit, blood and body fluids.

### **Gloves**

- Staff will ensure that disposable gloves are used when dealing with any blood or bodily fluids. When removing gloves, Staff will ensure that gloves are removed to avoid contamination. Staff will use their gloved hand to remove one glove, turning the glove inside out as it is being removed. Using the inside of the glove to protect the hand, the Staff will remove the second glove and dispose of both gloves immediately. Gloves are to be task-specific and single-use only
- Should a Board of Director member, Placement Student, child or family member be observed as not having used Routine Practices when they are called for, s/he must be made aware immediately by the observer

### **Illness**

For everyone's benefit, sick children will not be admitted to the centre. The parent will not knowingly bring the child to the centre if the child has any communicable disease (chicken pox, pink eye, etc.) or shows any signs of fever, diarrhea or vomiting within the last 24 hours.

### **Parent Responsibility:**

1. Phone the Centre to inform the Staff that the child will be absent and the reason for the absence.
2. Keep your child at home as long as s/he is still suffering within 24 hours of having a fever (38 C or 100.4 F), vomiting, diarrhea, complicated cold or flu symptoms (green mucus, heavily phlegm-congested coughing, excessive discomfort or lethargy). Any rashes must be seen by a doctor with a doctor's note indicating that the rash is not contagious.
3. Return your child to the Centre only when s/he is fever-free and symptom-free without the aid of fever-reducers or other medications for one full day (24 hours), and is able to fully participate in all Centre activities (indoor and outdoor).
4. Allow the Centre's Staff to ascertain the health of your child prior to re-admission to the Centre.
5. If notified that your child has become ill during the course of the day, it is the parent's responsibility to remove the child from the Centre **within one hour** from the time of the call. If the child is not picked up within the hour, the Executive Director must report the occurrence to the Board of Directors for review and consideration of action, ranging from a warning to termination, in the opinion of the Board. If there is no response from the parent or emergency contact within a reasonable period of time, the centre will take appropriate action to ensure the health of the child. In the event of an accident or other medical emergency the parent acknowledges having signed the medical release form authorizing the centre to obtain immediate medical assistance for the child.
6. Notify the Centre if your child has a contagious disease (such as measles, mumps, chicken pox, hepatitis, meningitis, head lice).

Children who have been sent home the previous day(s) will only be re-admitted to the Centre if

the child is 24 hours' symptom free. This includes, but is not limited to, instances of head lice.

### **Centre's Responsibility:**

1. To assure the health of all the children and Staff of the Centre. One of the key ways to reduce the spread of infectious diseases is to confirm that a child returns to the Centre only when she or he is symptom-free. Staff are required to take a child's temperature upon return to the Centre after an illness-related absence and have the right to refuse re-admission until the child is deemed to be symptom-free by the Staff (and notwithstanding authorization from a medical professional).
2. To notify parents as soon as a child is exhibiting symptoms of illness and/or illness related discomfort while in the care of the Centre (e.g. fever, extreme lethargy, rash, etc). A child should be excluded if the illness prevents the child from participating in program activities, results in greater need for care than the staff can provide or has an infectious disease. Please refer to the Toronto Public Health guidelines for common communicable diseases (attached).
3. To notify the emergency contact of the child if the parent does not return the emergency call after one hour. The guardian is then expected to pick up the child immediately upon receiving the call.
4. To remove the child from interactions with other children until the child is picked up by a parent or designated guardian.
5. To post a notice of any contagious disease as required by the CCEYA (Child Care Early Years Act).

The centre must be provided with a copy of your child's up-to-date immunization record, be informed of any health concerns and their history of communicable diseases, and be made aware of any allergies your child may have.

### **Allergies**

Parents must report to the staff if your child has any allergies or restrictions, i.e. allergies to food, insect sting, latex or medications, including whether your child is at risk of anaphylaxis or asthma. If your child has a life-threatening allergy, the Anaphylaxis Emergency Plan sheet must be completed and posted in the child's classroom and a copy placed in the office. Training for staff, which includes an overview of anaphylaxis, signs and symptoms and a demonstration on the use of epinephrine (Epi-pens), **must be provided initially by the parent** and the sheet signed by the child's doctor. The parent must also provide the child care with an up-to-date auto-injection kit (Epi-pen) and ensure that their child's file is kept up to date.

### **Accidents**

An Accident report will be completed and a copy provided to the parent.

An Incident report will be completed if your child was involved/caused an accident to another child/staff.

In case of a serious accident requiring medical attention, a Staff member will accompany the child to the hospital. The parent consents to the transportation of the child to the emergency department of the nearest hospital, by ambulance if necessary, with no liability to the Staff of the Centre. In the event of an emergency, if the parent is not immediately available, an attending physician may hospitalize and/or secure treatment as deemed necessary.

## **Emergencies**

MACCP has Emergency Management Policies and Procedures in place. These include specific procedures for staff, on how to deal with a variety of emergency situations should they occur. Our evacuation site is Hillmount Public School; 245 McNicoll Avenue. Should we ever have to evacuate our building, we will proceed to Hillmount Public School and contact parents to immediately pick up their child from this site.

## **Medication Policy**

All Staff and parents must adhere to these requirements. When at all possible, the parents should be the persons giving medication to their child, not staff. If the dosage schedule requires a mid-day dosage, then the following requirements are required:

- All medicine must be prescribed by a doctor. This means doctor's authorization or pharmacist's label must be attached to such all medications showing that your doctor has prescribed them. Medication is to be in the original container, with the name of the drug, dosage, date of purchase, instructions for storage and instructions for administration.
- No medication will be given if it has been prescribed to another member of the family. It must have your child's name on it.
- No outdated medicine will be given.
- The Medication Authorization Form must be completed and signed by the parent. Failure to do so means that the medication will not be given to your child until it is signed. We are aware that parents are often in a hurry in the morning and have tried to make the form as simple as possible.
- No medication can be kept at the centre unless it is for a specific ailment or condition. For instances such as puffers for asthma, medication may be kept on hand; however, cough syrup or Tylenol may not be kept at the Centre unless prescribed by a doctor for a specific situation.

## **Prior to Your Child's Admittance to the Centre:**

1. Parents Responsibilities:
  - Provide a current immunization record, completed by the child's physician (can be a photocopy of the yellow immunization record). Parent is to continue to provide updates after each immunization.
  - Inform the Director in writing, about any known allergies (food, medicine, or insects/animals) or history of suspected or known seizures.
2. Centre's Responsibilities:
  - Maintain accurate immunization and allergy records for each child (based on parents' submissions)
  - Inform Centre Staff about all known allergies
  - Post all known allergies in the Centre (kitchen and classrooms)

## **In Case Of Emergencies:**

Parents' Responsibilities:

- Respond immediately to the call from the Centre and join the child and Staff member at the designated location.

## **Illness:**

**If a child becomes ill while in the centre:**

- An adult must remain with the child at all times.
- A parent or emergency person must be notified.
- A parent or emergency person must pick up the child within 1 hour.
- Illness form must be signed by the person picking up the child before removing the child from the centre.

Please contact the centre as early in the day as possible and inform the teacher or Executive Director if your child will not be in for the day. A doctor's note must accompany your child on returning to the centre after five days absence or at the request of the Executive Director.

**If an adult becomes ill while in the centre:**

- Another adult must accompany them home or to the doctor.
- The contact person or emergency number must be notified.
- The injured adult or the contact person must sign an Illness Form.

**Minor Injuries:**

If a child sustains a minor injury while under the care and custody of MACCP and the child can remain at the centre participating in full activity e.g. bruise, small scrape/cut, sliver:

- The child must be given the appropriate first aid treatment.
- The parent must be informed of the incident when they pick up the child and sign the completed Accident Report – depending on the injury, the Staff member on duty may also call the parent(s) to inform them of the incident in addition to the completed Accident/Incident report.
- The Accident Report will be signed and dated by the Staff on duty and the Executive Director and a copy given to the parent upon pick up.

**Infection Control Policy and Procedure**

The Infection Control Policy is to provide staff members with up to date information on how the caregiver can provide a safe, clean environment to promote good health and prevent the spread of infection to the minimum.

**Procedure**

1. All parents must provide their children's immunization record and health conditions prior to enrolling their children in MACCP. Please photocopy this record as it is updated and continue to re-submit it to the office.
2. Staff should perform a daily health check of children on arrival and throughout the day for symptoms of illness. Staff members also need to identify and record symptoms of illness and report to parents.
3. The signs and symptoms staff and parents should watch for are the following:
  - Unusual behaviour
  - Runny nose, cough, croup, wheezing, difficulty breathing
  - Vomiting – to return, child must no longer be vomiting and has retained at least one meal
  - Diarrhea – to return, child must be free from diarrhea for 24 hours and has had a normal bowel movement.
  - Dehydration
  - Any change in skin colour

- Rash
  - Fever of 100.1 F or 38 C or higher – the child may return after 24 hours fever-free without medication
  - Discharge from eyes, ears or nose – to return, child needs a doctor’s note identifying reason for discharge and indicating that it is not communicable to others.
4. When a child becomes ill during the day at MACCP, staff will immediately call parents to pick up their child. If parents are not available, the emergency contact person will be called. The child will be isolated with supervision (as able) while he/she is waiting to be picked up. The child must be picked up from the Centre within one hour of such notification. If the child is not picked up within the hour, the Executive Director must report the occurrence to the Board of Directors for review and consideration of action ranging from a warning to termination, in the opinion of the Board.
  5. A child should be excluded if the illness prevents the child from participating in program activities, as it results in greater need for care than the staff can provide, or if the child has an infectious disease. Please refer to the Toronto Public Health guidelines for common communicable diseases.

If a doctor prescribes an antibiotic for a child, at least 3 doses must be taken (or 24 hours) for any type of strep or bacterial infection before returning to day care.

Doctor’s notes are required for readmission after a child has been absent due to:

- 2 weeks of illness (10 week days)
- a contagious illness
- diarrhea lasting in excess of 3 days
- hospitalization

### **Administering Medicine to Children on Behalf of Parents**

According to the CCEYA, we are allowed to administer drugs that have been prescribed by a licensed medical practitioner under the following conditions:

1. Prescribed medicines will be administered by the staff. This means a pharmacist's label must be attached on all drugs.
2. All prescribed medicines must be in the original container with the child's name, the name of the drug, the dosage and the date of purchase.
3. Non-prescription medication (over-the-counter drugs) can only be administered to a child when accompanied by a doctor’s note with instructions.
4. A medicine form must be filled out and signed by the parent. The form will be available from the staff.

# Fact Sheet

October 2011

## Guidelines for Common Communicable Diseases and Critters

DISEASE	SIGNS & SYMPTOMS	TRANSMISSION	INFECTIOUS PERIOD	EXCLUDE?
<b>REPORTABLE DISEASES</b>				
<b>CHICKENPOX</b> (Varicella-Zoster virus)	Generalized, itchy rash: Crops of small red spots turn into fluid-filled blisters that crust as they resolve. Other systemic symptoms such as fever.	<b>Airborne:</b> Spreads easily from person-to-person through the air (coughing/sneezing). <b>Contact:</b> Direct contact with the fluid from the blisters or respiratory secretions.	1 to 2 days before the rash develops, until crusting of all lesions (usually 5 days).	NO – If child feels well enough to participate.
<b>NORWALK</b> (Norovirus)	Sudden onset of watery diarrhea, abdominal cramps and nausea. Symptoms last from 24 to 60 hours.	<b>Contact:</b> Direct contact with bodily fluids (contaminated hand to mouth). Indirect contact with contaminated food, water or other objects or surfaces contaminated with stool.	For duration of diarrhea.	YES –24 hrs symptom free Or 48 hrs symptom free during an outbreak.
<b>MEASLES</b> Also known as <b>Rubeola,</b> <b>Red Measles</b> (Morbillivirus)	High fever, cough, runny nose, red eyes for 2 to 4 days before rash starts. Rash begins on face as small red spots, which enlarge and clump together and spreads down body.	<b>Airborne:</b> Spread easily from person-to-person through the air (Highly contagious). <b>Contact:</b> Direct contact with respiratory secretions of an infected person.	3 to 5 days before onset of rash until 4 days after onset of rash.	YES – Until 4 days after beginning of rash and when the child is able to participate.
<b>MUMPS</b> (Rubulavirus)	Swollen and tender glands at the jaw line on one or both sides of the face. May include fever, malaise, headache, inflamed testes and respiratory symptoms (especially for children aged five and under.)	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 metres. <b>Contact:</b> Direct contact with the saliva / respiratory secretions of an infected person.	7 days before to 9 days after onset of swelling.	YES – Until 5 days after onset of parotid gland swelling.
<b>PERTUSSIS</b> Also known as <b>Whooping Cough</b> (Bordetella pertussis)	Usually begins with runny nose and cough. Cough progressively becomes frequent and severe and may result in a high-pitch whoop sound. Loss of breath or vomiting after coughing bouts may occur. May last 6 to 10 weeks.	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	Highly infectious in the early stages of runny nose and cough to 3 weeks after onset of whooping cough (paroxysms), if not treated. Or after 5 days of treatment.	YES – Until 5 days of appropriate antibiotics have been completed. If untreated, until 21 days after onset of cough.
<b>RUBELLA</b> Also known as <b>German Measles</b> (Rubivirus)	Characterized by a red rash, low-grade fever and swelling of the glands in the neck and behind the ears. Usually uncomplicated illness in children.	<b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters. <b>Contact:</b> Direct contact with respiratory secretions of an infected person.	7 days before to 7 days after onset of rash.	YES –For 7 days after onset of rash.
<b>NON-REPORTABLE CRITTERS</b>				
CRITTERS	SIGNS & SYMPTOMS	TRANSMISSION	INFECTIOUS PERIOD	EXCLUDE?
<b>HEAD LICE</b> Also known as <i>Pediculosis capitis</i> ( <i>Pediculus humanus capitis</i> is the head louse)	Itchy scalp, nits (whitish-grey egg shells) attached to hair shafts, live lice.	<b>Contact:</b> Direct contact head-to-head (live lice). Indirect contact by sharing hats, hair brushes, headphones, etc.	While nits or lice are present.	NO – Children with head lice can attend school/day care and should be treated. Children should avoid close head-to-head contact.
<b>PINWORMS</b> Also known as <i>Enterobius vermicularis</i> ( <i>Enterobius vermicularis</i> is a nematode or roundworm)	Itching around the anus, disturbed sleep and irritability.	<b>Contact:</b> Direct contact from fingers contaminated from scratching. Indirect contact from contaminated bed linens, clothing, toys, etc.	Until treatment is completed.	NO – Re-infection from contaminated hands is common, therefore reinforce hand washing.
<b>SCABIES</b> ( <i>Sarcoptes scabiei</i> is a mite)	Red, very itchy rash which usually appears between fingers, on palms, underarms, wrists, soles, elbows, head and neck. Itchiness is usually worse at night.	<b>Contact:</b> Direct contact from person-to-person, prolonged, close and intimate skin-to-skin contact. Mites are almost invisible to the naked eye.	Until treated, usually after 1 or 2 courses of treatment, a week apart.	YES – Exclude until after 24 hours of the first treatment given.

# Fact Sheet

## Guidelines for Common Communicable Diseases and Critters

DISEASE	SIGNS & SYMPTOMS	TRANSMISSION	INFECTIOUS PERIOD	EXCLUDE?
<b>NON-REPORTABLE DISEASES</b>				
<b>COMMON COLD</b> (Rhinoviruses)	Runny nose, sneezing, sore throat, cough, fever, headache, decrease of appetite and lack of energy. Most colds last for 7 to 10 days.	<b>Droplet:</b> From cough and sneeze of an infected person to a distance of < 2 meters. <b>Contact:</b> Direct contact with respiratory secretions. <b>Indirect contact</b> with toys, other objects or surfaces contaminated with respiratory secretions.	Highest during the first 2 to 3 days of symptoms and until 7 to 10 days after onset of symptoms.	<b>NO</b> – If child feels well enough to participate.
<b>HAND, FOOT &amp; MOUTH DISEASE</b> (nonpolio enteroviruses)	Fever, loss of appetite, malaise, sore throat, small painful mouth ulcers and a rash (small red spots or blisters on hands, feet and in mouth) and headache. May last 7 to 10 days.	<b>Contact:</b> Direct contact with stool, saliva, nose and throat secretions or fluid from the blisters of an infected person. <b>Indirect contact</b> with contaminated toys, objects or surfaces.	For duration of illness and up to several weeks after onset of illness.	<b>NO</b> – If child feels well enough to participate.
<b>IMPETIGO</b> ( <i>Streptococcus pyogenes</i> or <i>Staphylococcus aureus</i> )	Cluster of red bumps or fluid-filled blisters, which may ooze a clear fluid or become covered by an itchy honey-coloured crust. Usually appears around a child's mouth, nose or on exposed skin of the face or limbs.	<b>Contact:</b> Direct contact with skin lesions. <b>Indirect contact</b> with contaminated bed linens or clothing.	From onset of rash until 1 day after start of treatment.	<b>YES</b> – Until 24 hours after treatment has been initiated. Lesions on exposed skin should be covered.
<b>FIFTH DISEASE</b> Also known as "Slapped Cheek" erythema infectiosum (Parvovirus B19)	A very red rash on a child's cheeks (slapped face appearance). A red, lace-like rash develops on torso and arms, then over the rest of the body. Rash may itch occasionally. May have low-grade fever, malaise, or a mild cold before rash starts. Rash may last 1 to 3 weeks.	<b>Contact:</b> Direct contact with respiratory secretions.	Several days before the appearance of the rash. Not infectious once rash appears.	<b>NO</b> – If child feels well enough to participate.
<b>CONJUNCTIVITIS</b> Also known as <b>PINK EYE</b> Bacterial ( <i>Haemophilus influenzae</i> and <i>S. pneumoniae</i> ) Viral (adenoviruses)	<b>Purulent:</b> Pink or red eyeballs, white or yellow discharge, matted or red eyelids and eye pain. Usually caused by a bacterial infection. <b>Non-Purulent:</b> Pink or red eyeball, clear and watery discharge, mild or non pain. May be caused by virus or non-infectious condition.	<b>Contact:</b> Direct contact with eye secretions. <b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	<b>Bacterial:</b> Infectious until 24 hours of appropriate antibiotic treatment. <b>Viral:</b> Infectious as long as there is eye discharge.	<b>YES</b> – Until assessed by their health care provider. For bacterial conjunctivitis exclude until 24 hours after appropriate antibiotics has started.
<b>RINGWORM</b> (of the body) Also known as Tinea Corporis (various types of fungi)	Itchy, flaky ring-shaped rash, on face, trunk, limbs, scalp, groin or feet.	<b>Contact:</b> Direct contact (skin-to-skin). <b>Indirect contact</b> sharing combs, unwashed clothes, shower or pool surfaces and under fingernails from scratching. Can also be acquired from pets.	As long as rash is untreated or uncovered.	<b>YES</b> – Until the appropriate treatment has been started.
<b>SCARLET FEVER</b> ( <i>Streptococcus pyogenes</i> )	Sore throat, fever, swollen tender neck glands with widespread bright red rash covering the entire body. Commonly seen on neck, chest, underarms, elbow, groin and inner thigh, tongue (strawberry tongue). Typically rash does not involve face, but there may be flushed cheeks. Rash feels like sandpaper.	<b>Contact:</b> Direct contact with saliva. <b>Droplet:</b> From coughs and sneezes of an infected person to a distance of < 2 meters.	Until 24 hours after appropriate antibiotic treatment started.  In untreated cases, 10 to 21 days.	<b>YES</b> – Until 24 hours after treatment has started and the child is able to participate in activities.
<b>STREP THROAT</b> ( <i>Streptococcus pyogenes</i> )	Sore throat, fever and swollen tender neck glands.			

**To notify Toronto Public Health of a reportable disease or outbreak:**

**Call: 416-392-7411**

**Fax: 416-392-0047**

**For all other inquiries call 416- 338-7600.**

## Safe Sleep Supervision Policy

At the time of enrolment and at any other appropriate time such as during tours of the centre, transitions into a program or upon a parent's request, parents will be advised of MACCP's policies and procedures regarding children's sleep. Parents will be required to read the Safe Sleep Supervision Policy as outlined below and in MACCP's Parent Handbook and sign off indicating they are aware of the procedures that MACCP staff will abide by.

Upon registration, staff will consult with parents to receive written information ("Individual Registration" form) on the child's sleep preferences, required accommodations and precautions. This information will be shared with all staff, students and volunteers in the following areas:

- Infants – "*Individual Registration*" form will be kept on the child's clipboard. Staff will type and post information on the child's crib in the infant sleep room with each child's photo and description of sleep preferences. Parents will be asked to update this every two months while their child is in the Infant program, and as needed.
- Toddler and Preschool - "*Individual Registration*" form will be kept in each child's portfolio which is kept on the clipboard (for Toddlers) and in the classroom portfolio file box (for Preschoolers). Parents of Toddlers will be asked to update this every 4 months while their child is in the Toddler program.
- All children will be assigned to individual cribs/cots. The child's name will be posted on each crib/cot.
- A staff person is physically present in the room, conducting physical checks every 15 minutes for Infants and every 30 minutes for Toddlers and Preschoolers. Staff will monitor for indicators of distress or unusual behaviour.
- Staff are able to visually monitor sleeping children and conduct physical checks regularly to monitor breathing, body temperature and sleep environment.
- Staff complete written documentation of direct visual checks being conducted every 15 minutes, on each sleeping Infant in the sleep room. Infant monitoring is indicated on the *Individual Sleeproom Monitoring Checklist*. For Toddler and Preschool children, visual checks are conducted every 30 minutes and documented by staff on the "*Sleeproom Checklist*" form.
- Any change in a child's sleep pattern or behaviour will be documented on the *Infant Individual Sleeproom Monitoring Checklist*, or the *Toddler Daily Chart*, or the *Preschool Class Daily Record* chart. Staff will also verbally inform parents of this change at the time of pick up. If there is significant change in a child's sleep pattern where a child experiences distress or unusual behaviour, staff will call parent to inform them of this concern.
- Signs of distress or unusual behaviour include:
  - Change in skin colour
  - Change in breathing
  - Signs of overheating

- Any adjustments to the manner in which a child is supervised during sleep time will be in consultation with the parents. Staff will accommodate parent recommendations to the best of their abilities in conjunction with the established Sleep Supervision policies and procedures.
- Lighting in the sleep room must allow for easy visual monitoring. Lights will be dimmed, but staff must be able to see sleeping children clearly. Nature sounds, soft music or lullabies will be played to create a soothing sleep environment.
- For the Infant room - a system is in place to immediately identify which children are in the sleep room. This is indicated on a magnetic board by moving magnetic name tags from the door frame to “In Sleep room”. Once the child is brought out of the sleep room, the tag is moved back to the door frame.
- All staff review the federal document: ***Joint Statement on Safe Sleep*** and sign off annually that they will abide by the recommendations contained within.
- The Executive Director or Designate will ensure that the Sleep Supervision policy is reviewed with staff, volunteers and students at the start of employment or placement and annually thereafter. This policy will be monitored for compliance and contraventions in accordance with the Child Care Early Years Act (CCEYA).

### **FOR INFANTS UNDER 18 MONTHS AGE:**

MACCP Staff will ensure that infants will be supervised at all time periods when children are sleeping in a separate infant sleep room/area. Staff are responsible for documenting supervision practices for the infant sleep room that include the following:

When **three or more infants are in the sleep room**, a staff person is physically present in the sleeproom conducting physical checks as set out in the *Sleep Supervision Practices* as well as looking for indicators of distress or unusual behaviour.

When **less than three infants are in the sleep room**, staff are able to visually monitor the sleeping children and conduct physical checks regularly to monitor breathing and body temperature. Staff are not required to remain physically in the room, but must provide consistent checks (every 15 minutes) as noted in the *Sleep Supervision Practices*.

- Physical checks must be documented on the *Infant Individual Sleeproom Monitoring Checklist* and signing their initials to ensure that monitoring was completed at the required intervals for each child.
- ***MACCP staff are legally obligated to follow the recommendations set forth in the Joint Statement on Safe Sleep to place infants UNDER 12 MONTHS OF AGE, on their backs for sleep.*** Parents will be reminded of this at the time of enrolment and again during the transitional period into the infant program.
- Staff ensure that children **UNDER 12 MONTHS OF AGE** are placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement on Safe Sleep”: Preventing Sudden Infant Deaths in Canada.
- The requirement for an infant sleep position may only be waived if a medical doctor/physician recommends differently in writing.
- Once infants are able to roll from their backs to their stomachs or sides, it is not necessary

to reposition them onto their backs.

- In order to reduce the risk of suffocation, other than a firm mattress and a fitted sheet, extra items such as pillows, duvets and bumper pads in the crib is not permitted.
- Parents are required to provide fitted one-piece sleepwear that is comfortable at room temperature to reduce the risk of overheating and minimize the use of blankets.
- If a blanket is used, only a thin blanket of breathable fabric is permitted.
- Staff will ensure that infants are not placed in strollers, swings, bouncers, or car seats for sleep. An infant's head when sleeping in a seated position can fall forward and cause their airway to become constricted. Once the infant falls asleep, the child should be moved as soon as possible or as soon as the destination is reached to the crib and staff are to follow through with placing the child in the required sleep position.
- If an infant falls asleep in the stroller during outdoor time, staff will ensure that the seat is adjusted from an upright to a reclined position. Staff will ensure that visual sleep monitoring is conducted when children have fallen asleep in the stroller during daily walks.
- Infant children may not have set rest/sleep schedules and will rest/sleep based on each child's individual needs.
- A system to quickly identify who is in the sleeping room/area is implemented. This is indicated on a magnetic board by moving magnetic name tags from the door frame to "In Sleep room".
- Glass panels on the  $\frac{3}{4}$  wall permits separation of the sleeping area from the play area, allowing for a physical divider between the space and some acoustic separation between the rooms.
- Staff are able to visually monitor the sleeping children and conduct/document physical checks regularly to monitor breathing, body temperature and crib environment.
- Staff who work in the infant room are able to articulate the procedures in place for monitoring and supervising infants during sleep times.

#### **FOR CHILDREN OVER 18 MONTHS AGE (TODDLERS & PRESCHOOL):**

- Each child is assigned their own cot which is identified with their name located directly on the cot itself.
- Each child's cot is indicated on a posted cot plan and each cot is placed strategically around the room to allow for optimal supervision.
- Revisions to the cot plan are made when new children are assigned to a cot.
- Children sleeping adjacent to one another will be encouraged to assume head to toe positions.
- Children who do not fall asleep are permitted to get off of their bed and engage in quiet activities (looking at books or drawing). Staff will monitor child for signs of tiredness and encourage him/her to lie down again in an attempt to sleep.
- Children who wake up and remain awake are permitted to get off of their beds and engage in quiet activities.
- Staff will document what time each child fell asleep, what time they woke up or if they did not sleep at all. This will be recorded on the Daily Chart.
- Staff will abide by each child's sleep preference and will accommodate accordingly

(rubbing child's forehead, patting child's back etc.)

### **Sleep Supervision Practices:**

While supervising children during sleep periods, a staff person is physically present in the sleep room conducting regular visual checks **every 15 minutes for Infants and every 30 minutes for Toddlers and Preschoolers** to ensure that:

- Child is breathing
- Child's temperature is normal (visual check – child is not red, flushed or sweating. Child looks comfortable)
- Crib environment is safe: no crib padding, toys, stuffed animals or books in the crib
- Infants under 12 months of age are placed on their back to sleep (but if they turn themselves over, there is no need to reposition them again onto their back)
- Infant's limbs are inside crib
- Blanket is not covering child's face or head
- Toddler and Preschool sleep toys are soft in texture
- Toddlers/Preschool children sleeping adjacent to one another are positioned head to toe

### **Electronic Monitoring Devices:**

- For use in the Infant sleep room only. When an infant is sleeping in the sleep room, the electronic monitoring device will be turned on in the sleep room as well as in the playroom so that staff can audibly monitor sleeping children.
- Staff check daily and actively monitor, that the sleep monitoring device is functioning properly and able to detect the sounds of every sleeping child.
- Electronic Monitoring Devices are used in conjunction with direct visual checks and are not used as a replacement.
- Staff are aware of steps to take if/when the Electronic Monitoring Device is not functioning and will follow the necessary steps as required.

**Quick identification of who is in the sleep room:** Staff will ensure a photo magnetic clip of each child is posted on the door frame. As each child enters the sleep room, staff will move their photo to the magnetic "Sleep room Board" indicating, at any given time who is in the sleep room. Once child is brought out to the play room, the photo is moved back to the door frame.

When 3 or more Infants are in the sleep room, a staff person is physically present in the sleep room to supervise the children and conduct physical checks as set out in the above safe sleep supervision practices. Staff may also use this time to do programming/sleeproom clean up etc. while still recording the physical check every 15 minutes.

When less than 3 infants are in the sleep room, staff are able to visually monitor the sleeping children and conduct physical checks every 15 minutes to monitor breathing and body temperature. These physical checks must be documented on the child's daily record.

**Access and Equity Policy**  
**Anti-Racism and Anti-bias Policy:**

MACCP does not tolerate any expression of discrimination on the basis of race, religion, language, culture and/or Aboriginal status.

The Board of MACCP shall provide for education and professional development so that staff members and Board members can acquire the knowledge and skills necessary to:

- (a) Identify racism
- (b) Foster understanding and respect for racial, ethno cultural and religious diversity.

The staff of McNicoll Avenue Child Care Program shall ensure that all curriculum content and materials conform to the intent of anti-racism policy. The staff shall also develop and reinforce positive attitudes toward diversity through programming.

The Board of directors of MACCP shall endeavour to recruit a mix of clients, staff and board members that reflects the diversity of the community.

The key information is communicated to clients in English and any other languages in order to reflect cultural diversity in the community.

The Board of Directors of McNicoll Avenue Child Care Program shall periodically review the Anti-Racism Policy to ensure that it remains an effective vehicle for addressing issues of racism. The policy is reviewed and signed-off by staff annually.

A committee will be formed to investigate any complaints or incidents of discrimination, harassment on the basis of race, religion, language, culture and/or Aboriginal status.

**The Complaint Procedure:**

The staff or board member who receives a complaint will try, whenever possible, to resolve the issue informally. When this is not possible, the formal complaint procedure will be followed.

**Informal:**

The Board or Executive Director will advise the complainant to discuss with the person accused of harassment or discrimination that his/her behaviour and/or actions are not acceptable, and request an explanation/apology from the accused.

If the complainant does not feel comfortable to talk to the accused for any variety of reasons, the Executive Director shall inform the accused of the concern regarding his/her behaviour, and explain the Anti-Racism Policy. The results of this discussion will be communicated to the complainant.

If the issue is not resolved to the satisfaction of the complainant then he/she has the

option to proceed to the formal complaint procedure.

### **Formal Complaint:**

The complainant must put his/her complaint in writing, with as much detail as possible regarding the issue. The written complaint, signed and dated, must be presented to the Executive Director or the President of the Board. Copies will be distributed to the Board of Directors and the accused.

A committee will be formed to handle the formal complaint. The committee shall meet with the complainant, the accused, and any other persons who may have information pertinent to the complaint.

During the investigation, if the committee feels that any party to the investigation poses a threat to the safety or welfare of anyone attending, working at, or visiting MACCP, the committee shall immediately bring the matter to the President of the Board (or designate). If they are in agreement, the person thought to pose a threat shall be suspended from attending, working at or visiting the Child Care until resolution of the investigation.

The Board of MACCP shall provide the committee access to legal counsel if it is necessary.

The committee shall submit to the Board of Directors a written report with conclusions. If disciplinary action is required, this shall be reported to the Board along with the written report.

If disciplinary action is taken against a staff member of MACCP, a sealed copy of that action shall be placed in the individual's personnel file.

### **If children are involved in a racist or bias incident:**

- (a) Staff will discuss with child involved.
- (b) Staff will ensure that curriculum planning includes multiculturalism learning activities.
- (c) Displays represent a range of abilities/disabilities, races, cultures and family structures.
- (d) Posters representing diversity will be posted at the children's eye level.
- (e) Staff will follow up with parent.

### **Integration and Inclusion**

#### **General**

Integration and inclusion are words used to refer to a set of values and beliefs regarding the incorporation or involvement of children with varying physical or intellectual abilities. These words refer to the acceptance of all individuals and their differences, and the

bringing together of children with varying developmental and physical abilities in a harmonious, supportive, and respectful consolidation.

We believe that integration and inclusion support the development of the whole child, a main component in high quality childcare experiences. We believe that these views are necessary in order to foster the full participation of our population and for our programs to promote and be faithful to a welcoming acceptance of all children. Our beliefs encourage positive attitudes towards diversity; allow opportunities for people to learn about, understand, and become comfortable with a variety of human differences; and benefit not only children with special needs, but also typically developing children, parents, siblings, teachers, other caregivers, and society in general.

The exclusion of individuals based upon their physical or intellectual capabilities is discriminatory and segregating and would open our centre to the possibility of limiting every person's experiences, exposure to, and involvement with an important portion of our society. Our beliefs regarding integration and inclusion are embedded in all of our programs and provide further opportunities for the following:

- (a) exposure to children with a range of abilities
- (b) acceptance and the formation of relationships and respect for others
- (c) the participation of every child and family irrespective of current ability levels, which leads to the development of self-esteem, confidence, and capability
- (d) peer interactions and expectations which provide social incentives to implement or use "new" skills and knowledge
- (e) guiding staff to become more aware and focused on the strengths and needs of all the children, their own teaching style and methods, and on the program itself, and
- (f) The enrichment of our communities through direct experiences with children with diverse strengths and needs.

### **Policy**

The Centre will provide care for children with special needs in an integrated setting and to provide support to staff working with these children.

### **Procedure:**

The Executive Director will approve the application based on the centre's ability to meet the child's needs.

The necessary infrastructure based on the child's needs will be put into place by the Executive Director in order to admit a child into any of the programs.

A Special Needs Resource Teacher will assist, as necessary, in setting up and maintaining an appropriate program for each child with a special need.

The advice of the CCEYA Program Advisor from the Ministry of Education will be sought where deemed necessary by the Executive Director.

We will individually assess the resources and facilities at our disposal such as the physical space, accessibility, and staffing, as well as our ability to meet the specific developmental and/or physical needs of each child. We will attempt to place the exceptional child in an appropriate grouping and with his/her peers as much as possible. We will also work towards finding appropriate ways to provide our superior level of care and teaching to all families and to provide the needed support for each child to grow and flourish.

If we find that our resources and/or skills are inadequate in meeting the specific needs of the child, we will work towards assisting the family in their search for a more appropriate educational or care setting for their child.

### **Individualized Support Plans and Inclusive Programming**

Ontario Regulation 137/15 Program for Children: 12.1-12.4 & 13.1-13.3

An appropriate individualized support plan is developed for each child with special needs and the MACCP will take all necessary steps to ensure children are supported to participate fully in the child care program.

These individual support plans include information on each child's required supports, including specific aids (ex. Mobility devices, hearing aids) and modifications to the environment (ex. Specific furniture, additional staff) if required. Individuals, including a parent of the child with special needs, who have participated in the development of the individualized support plan will be listed in the document and sign it. Where applicable, the program will reflect the individualized support plans of each child with special needs and the opportunity will be presented to all children within that classroom to participate in the program.

### **Sexual Harassment Policy**

#### **Anti-Harrassment and Anti-Discrimination**

The Centre upholds the right of every person to be free from harassment and discrimination of any kind in the work place, including sexual harassment, and every employee at the Centre is assured of the protection of this right.

#### **Harassment:**

Harassment is a form of discrimination and is defined in this policy as any course of conduct or comment that is: related to any of the discriminatory grounds contained in the Ontario Human Rights Code. These grounds include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, same-sex partnership status, family status, religion, sex, physical or mental disability; and is offensive to any employee; and is known or ought to be known to be unwelcome.

While the following is not an exhaustive list, harassment may include:

- (a) Verbal abuse or threats;
- (b) Unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire, age, marital status, ethnic or national origin, religion, sexuality, etc.;
- (c) Practical or "dirty" jokes which cause awkwardness or embarrassment;
- (d) Leering or gestures;

- (e) Display of pornographic, racist or other offensive or derogatory pictures or other material;
- (f) Condescension or paternalism which undermines self-respect;
- (g) Unwelcome or unwanted sexual advances. This may mean patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact normally considered unacceptable by another individual;
- (h) Requests or demands for sexual favours;
- (i) Physical and sexual assault.

Courteous, mutually respectful, non-coercive interactions between the sexes which are acceptable to both parties are not considered to be sexual harassment. The Centre will not tolerate or condone sexual harassment of its employees by anyone.

### **Procedure**

The Centre will investigate and act swiftly and firmly in dealing with persons harassing others. Complaints regarding harassment may be directed to either the Executive Director or to the Board of Directors, in writing.

If you believe that you are being harassed, you should take one or both of the following steps:

- (a) If an employee is comfortable, the employee should tell the harasser to stop. Firmly state that the behaviour is objectionable, unwelcome, and must cease immediately. The employee should also keep a written record of the incident, along with the steps the employee took. If the activity or behaviour does not stop after the person has been confronted, or the employee does not feel comfortable confronting the person, please follow the procedure as outlined in paragraph 2.
- (b) Discuss the incident with a person in a position of authority with whom the employee is comfortable. During this initial meeting a written complaint should be completed with or without the assistance of the person receiving the complaint.

In either case, the employees are assured that the Centre will investigate the complaint diligently and confidentially to the maximum extent possible. In addition, any negative employment consequences which are found to have resulted from the harassment will be rectified as far as possible.

Complaints of harassment will be dealt with in a confidential and expeditious manner. Confidentiality will be maintained throughout the investigation process to the extent practical and appropriate under the circumstances.

If any employee receives a complaint of harassment or is otherwise aware of or informed of a harassing situation, she/he must inform the Executive Director immediately.

The employee is encouraged to assist the Centre in its attempts to prevent and eliminate harassment in the workplace by treating co-workers with courtesy and respect. The

Centre, in turn, will do its best to deal with complaints that may arise in a fair, objective and concise manner. Any breach of this policy will result in severe discipline up to and including immediate dismissal from employment.

## **Behaviour Management Policy**

Our behaviour management goal is to help the children achieve a sense of self-discipline by recognizing and accepting the consequences of their actions. McNicoll Avenue Child Care Program's behaviour management policy insists that the rights of the child are respected and that the child's self-esteem remains intact. We hope to achieve this through age-appropriate programming and setting expectations in an atmosphere of trust and acceptance. Our staff strives to accomplish this through consistent application of certain rules of conduct, which will lead to a secure feeling among the children.

MACCP's behaviour management practices include the following methods:

1. Provide a caring environment that enhances a child's self-esteem.
2. Set specific limits and rules and make sure everyone understands and abides by them.
3. Praise for appropriate behaviour.
4. Staff members supervise group situations and act as resources and guides through conflict.
5. Apply appropriate natural and logical consequences for misbehaviour.

We encourage the children to verbalize their feelings of frustration; if they are unable to do so, they are reminded, and then gently removed from the situation. Children are never left anywhere without supervision. Physical punishment is never used at MACCP.

## **Behaviour Guidelines for Children**

General Behaviour Expectations:

- Respect teachers/volunteers/student teachers and other children.
- Respect the environment.
- Follow staff and volunteer's directions both indoors and outdoors.
- Preschoolers and Toddlers use appropriate language and speak in a quiet manner.
- Children must stay with groups and the designated teacher or volunteer at all times.

As in all areas of child development, developing of self-control and social skills follows a sequence from birth to adulthood. Within this sequence, Infants and Toddlers require more adult intervention and closer supervision and guidance. As children grow older they are able to exercise more self-control and have a greater understanding of concepts such as health, safety and respect for others and property. Therefore, external controls can gradually be removed as the child develops a sense of responsibility for his/her own behaviour. To ensure a child's safety and well-being, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour.

Young children due to their age, or developmental stage are at times unable to clearly express themselves. As a result they may on occasion, demonstrate inappropriate behaviours such as hitting, kicking, biting or scratching. These behaviours can not be tolerated. Staff will work within the preceding guidelines and if the child consistently exhibits these inappropriate behaviours, the Director will apply the steps listed under the Termination section of this handbook to come to an acceptable outcome or the parent may be given two weeks notice to withdraw the child from our program.

#### Behaviour Expectations While On Trips:

- No food or drink allowed on the bus.
- Children will remain seated at all times and keep arms and heads inside the bus.
- Respect the staff, parent volunteers, student teachers and tour guides and follow directions.

If children do not cooperate with the above rules, they may be either excluded from a subsequent field trip or the individual child's parent will be expected to accompany the centre on future field trips.

#### **Prohibited Practices**

The following are examples of practices that are prohibited by the staff, volunteers and students who are in contact with the children.

The following are not allowed under any circumstances:

(a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching, kicking, heavy pushing, shoving, grabbing, squeezing arms etc);

(b) physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);

(c) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency; Lack of Supervision including:

- Diverted attention for frequent or extended periods of time
- Leaving children alone, unsupervised; child unaccounted for

(d) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare or frighten the child or undermine their self-respect, dignity or self-worth; Inappropriate Verbal Practices:

- Humiliation
- Threatening
- Swearing
- Harassment
- Yelling
- Sarcasm
- Discussion of a child within any child's hearing
- Discussion of a parent within any child/colleague/parent's hearing

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will. And Children should be encouraged to verbalize their aggression rather than resort to physical action. When conflict arises between younger children who are unable to express their emotions, attention should be redirected. In the case of older children, if a child does resort to physical aggression/violence, the situation should be discussed with them. If a disruption has reached a point where discipline has to be taken, the child should be removed from the situation until he/she has calmed down and then discussion can take place.

### **Behaviour Guideline for Parents, Guardians and Other Adults**

Parents are required to treat all staff with respect and to be courteous at all times. Please do not approach any staff members in a loud and aggressive manner. Treat others as you would like to be treated yourself.

Criticizing a teacher in front of your child (or in front of other children) will result in that child losing respect for that teacher. Questions or concerns about any staff members should be discussed with the Director in a rational and professional manner. Any form of physical or verbal abuse towards staff or children, including harsh and degrading language, swearing and yelling will not be tolerated. If any such incident should occur, the parent will be given written notice, warning them of their inappropriate behaviour. The second infraction will result in written notice of immediate withdrawal.

It is not a parent's responsibility to reprimand a child that is not their own. If there is a problem or if you observe any unacceptable behaviour, let the staff know and allow them to do their job. Remember we all want what is best for your child.

### **Complaint / Parent Concerns Policy**

A complaint is a "concern that is expressed by an individual or group of individuals such as community persons, government agency, staff members, parents and children, etc."

Differentiating between a "comment" and a "complaint" is important. A complaint is generally an issue that cannot be resolved at the first level (staff and/or Executive Director) and proceeds further to the Board of Directors and/or Government Agency. An issue that can be resolved by the person receiving the "complaint" should remain objective and try not to personalize the issue. He/she should:

- Allow the "complainer" to express their concern(s) thoroughly.
- Listen carefully to what is being said
- Avoid responding defensively.
- Ask for clarification to ensure that the nature of the "complaint" is understood.
- Advise the person/group you need time to investigate (if applicable) and that you will get back to them as soon as possible, within up to 10 business days, to acknowledge receipt of the concern.
- Document the incident and the action taken. This is to be signed by both Executive

- Director and the parent.
- Inform the Executive Director or the Board of Directors immediately of the incident.

If parents have any suggestions and/or requests regarding any aspect of the program, they are encouraged to put these ideas in writing in a sealed envelope and give it to a staff on duty or to the Executive Director.

### **Complaints Addressed to Teachers**

Parents are asked to address concerns directly to the program teachers. Staff members should provide feedback, and recognize the importance and the urgency of a response.

Discussions between parents and staff members must take place in an appropriate time and location, where confidentiality can be adhered to and the classroom will not be disturbed. The first priority for staff members on program as per the CCEYA is supervising and facilitating the children at all times. Anyone who has a concern or any parent who would like to discuss an aspect of the program or their children's progress, is invited to call the centre to set up an appointment for a meeting. Staff members on program are not to be removed from supervising the children under any circumstances.

### **Complaints Addressed to the Executive Director**

If a parent feels that a teacher does not adequately resolve his/her concerns, they then must approach the Executive Director. Teachers may direct the parent to the Executive Director if they feel that they are unable to solve the matter or if the matter should be addressed at management level.

The Executive Director will contact the person/group who made the "complaint", investigate the specifics of the "complaint" and make every effort to resolve the issue. All communication will be documented.

If, after addressing the issue with the Executive Director, the parent continues to feel that the complaint has not been resolved, he/she may ask, in writing, for the matter to be brought to the Board of Directors. The Executive Director may also advise the parent that the matter must go to the Board if the parent is not satisfied with the actions or response of the Executive Director.

### **Complaints Addressed to the Board of Directors**

The Board of Directors, collectively with the Executive Director, will make every effort to resolve the issue(s). During the course of discussion with the parents, the Chair or any Board member must remain neutral and ensure that the outcome/answer suggested remains undetermined until the Board has met as a whole and a relevant resolution is passed.

The Board of Directors will contact a lawyer if deemed necessary.

A written statement providing the outcome of the Board's decision will be delivered promptly to the parent(s) who issued the complaint.

## **Other Important Information**

### **Provincial License and other Inspections**

MACCP was granted a provincial license initially under The Day Nurseries Act in August 1985, and now under the CCEYA (Child Care Early Years Act). The Program Advisor of the Ministry of Education inspects the centre for annual license renewal.

MACCP also has a Purchase-of-Service Agreement with Toronto Children's Services. Centres must meet the City's Assessment for Quality Improvement (AQI) in order to provide child care services.

Toronto Public Health inspectors also inspect child care centres spontaneously to make sure we provide a healthy and safe environment for the children and staff.

### **Reporting Child Abuse and Neglect**

Ontario's Child and Family Services Act (CFSA) provides for a broad range of services for families and children, including children who are or may be victims of child abuse or neglect. The Act recognizes that each of us has a responsibility for the welfare of children. It states clearly that members of the public, including professionals who work with children, have an obligation to report promptly to a Children's Aid Society if they suspect that a child is or may be in need of protection.

### **Registration and Maintenance of Current Information**

As required by the CCEYA, personal and medical information on all necessary forms must be completed before your child can enter the program. The onus is on the parents to inform the centre of any address change at home or work. We also must be kept updated of any phone number changes at home or work, as well as any changes in emergency contact.

The centre must receive immediately copies of any court orders, divorce decrees or separation agreements that affect the child. The centre must receive immediate notification of any changes in the custodial care of the child (e.g. babysitting arrangements) in writing.

### **Communication**

The staff offer parent-teacher interviews twice a year (January and June). However, at any time parents are encouraged to discuss any issues, to make suggestions, or to provide input to any of the staff, the Executive Director, or the Board Members. Newsletters will be provided to inform parents of events and activities. As well, please refer to the Parent's Information Board directly across from the office, beside Room 102 (Toddler Room) for other information about the centre. After a Serious Occurrence is reported, a Notification Form will be posted for ten business days on the Parent Board.

### **Items to Bring for your Child:**

#### **Infant Program:**

2 prepared formula bottles or empty bottles for milk and 1 bottle/sippy cup for water.

Disposable diapers, wipes, diaper cream, extra clothing (2 complete sets), pacifier if needed (to be left at the centre), a sleep sack or a light blanket, a family photograph to post in the classroom and an individual photo to post on their hallway basket. Sorry, no toys or stuffed animals of any kind are allowed in the crib. **\*label all items please**

### **Toddler Program:**

Disposable diapers, wipes, diaper cream if necessary, 2 sippy cups (1 stays at the centre for milk, 1 for water that will come with the child in the morning and taken home when you pick up), extra set of clothing, a light blanket, a family photograph to post in the classroom and an individual photo to post on their hallway basket. **\*label all items please**

### **Preschool Program:**

Extra set of clothing, a spill-proof water cup, a light blanket, a family photograph to post in the classroom and an individual photo to post on their hallway basket. **\*label all items please**

All children should have a complete change of clothes left at the centre. Only a light blanket is needed for children's nap time. Sun hat and sun block lotion is required for the summer. (Please put your child's sunscreen on every morning prior to coming. We will re-apply the sunscreen prior to the afternoon outdoor time). Mittens, boots and a winter hat are required for the winter. **All clothing/items should be labeled with your child's name.**

### **Food**

McNicoll Avenue Child Care Program provides a nut free environment for your child/ren. Please help us to protect our children by not bringing in any treats with peanuts or nuts. The Toddlers and Preschoolers are provided with a hot, nutritious lunch and two snacks everyday. Infants over 1 year of age; lunch and snacks will be provided. Infants under 1 year of age; parents need to bring in their formula, juice, cereal, crackers, vegetables and fruits etc. **All food from home must be labelled with the child's name and the food identified (to avoid any allergens within the room).**

Weekly menus are posted on each classroom's Information Board. If your child has dietary restrictions or a food allergy, please notify the staff immediately in writing.

### **Special Circumstances:**

If the child has or develops an allergy while in care and it potentially compromises the nutritional and/or health and safety of the child himself or the other children in care, the case will be reviewed by the ED in conjunction with the Board as soon as possible.

### **Birthday Celebration**

If you wish to celebrate your child's birthday at the centre, you may bring in mini cupcakes or other nutritious treats to share with his/her friends, **but they must be peanut and nut free and have an ingredient list attached.** Due to allergies, food that contains nuts (cashews, hazelnuts, peanuts, walnuts, pistachios, pine nuts, almonds) is not allowed in the centre. In the event that you do not choose to send in a treat, please let the staff know and they will make sure we still sing Happy Birthday at the afternoon snack time.

Loot bags and party items are unnecessary. Being present for the birthday time snack is also unnecessary. However if you do want to join us, please limit your birthday visit to just the parents at the afternoon snack time only, as it can be unsettling to the other children to have too many adults and others in the room at any one time. Thanks for your understanding with this matter.

### **Rest Period**

All the children will have rest period according to the CCEYA. Children in the Toddler and Preschool groups have a rest period not exceeding 2 hours in length; and are permitted to sleep, rest or engage in quiet activities based on the child's needs. To make this time more comfortable, please send a light blanket from home for your child.

### **Toys**

Please encourage your child to leave all other possessions (toys, books, games and sports equipments.... etc.) at home, with the exception of a soft toy for sleep time (for Toddlers and Preschoolers only). The centre has a more than adequate supply of toys for the children to use. The centre will not be responsible for lost, broken or stolen items.

The Preschool class allows 1 toy to come to school to show for Show and Tell. **Fridays only please.**

### **Field Trips**

An off-site field trip may be planned for the Preschool children. The purpose of the trip is to provide aesthetic, cultural, intellectual, athletic, and/or social experiences. Individual parental consent forms will be sent home when the trips involve the use of transportation.

Since field trips and outdoor education experiences are part of our activities, it is expected that all Preschool children will participate. There is no alternate care provided should you choose not to have your child join in the scheduled field trip.

Some parent volunteers are needed to accompany us on any off-site field trip. A Volunteer Trip Policy is in effect and must be read, signed off and adhered to, annually by any and all volunteers/parents. This includes proof of a CLEAR police reference check and vulnerable sector screening or proof of application (paid for by the parent) and a signed offence declaration that the parent has not committed any offences listed on the form. Failure to provide these documents will result in the centre's refusal to allow the parent to volunteer on any / all field trips.

### **Fundraising**

Since McNicoll Avenue Child Care is a non-profit centre, program enrichment (i.e. extra toys, supplies, new equipment) may require from time to time, extra money collected through fundraising. The centre encourages all parents to participate in our various fundraising drives as needed.

### **Smoke Free Environment**

McNicoll Avenue Child Care Program provides a smoke-free environment for the staff, children

and their families. Smoking prohibiting signs are posted throughout the child care area including the entrances and exits. It is unacceptable for staff, volunteers, parents and visitors to smoke on the premises or in the presence of the children (i.e. field trips, walks etc.)

### **Standing and Recreational Bodies of Water**

MACCP prohibits the use of and access to all standing bodies of water (e.g., ponds) and recreational in-ground / above-ground swimming, and/or portable “kiddie” wading-type pools, during operating hours. As physical exercise, play-based learning, and sensory exploration are important to children’s healthy development, MACCP encourages the use of sprinklers, hoses or water tables, under close supervision of staff as safe alternatives during cooling or play/sensory activities in the summer months.

### **Parental Code of Conduct**

MACCP provides a summary of guidelines that aim to highlight the values of the Centre. MACCP recognizes the important role that parents have to play in achieving the program’s mandate to provide a stimulating and nurturing environment for the children. This Code reinforces our commitment to foster the spirit on which the program is based between our Board of Directors, the Staff and Parents.

## ***OUR VALUES***

### **Open and Honest Communication**

Without good lines of communication between the Board of Directors, Staff and parents, MACCP will fall short on its goal to provide an atmosphere in which all children feel free, safe and comfortable to learn and thrive. For this reason, we require parents to communicate with Staff in an open, non-confrontational manner when expressing concerns about their children or the program. Where a Staff member is not in a position to resolve the issue to the parent’s satisfaction, the Executive Director is available for further discussion should the parent request it. Concerns should not be brought to the Board of Directors until the Executive Director has had the opportunity to discuss the matter with the parent with a view to resolving the issue. Where the Executive Director is not able to resolve the issue, the parent will have an opportunity to forward concerns to the Board of Directors. When parents, Staff and the Board of Directors engage in respectful, open and honest communication, conflict is kept to a minimum and the interests of the children are best served. MACCP cannot tolerate confrontational, disrespectful or mean-spirited behaviour as it is disruptive to the Centre’s curriculum.

### **Providing a Safe and Comfortable Environment for the Children**

MACCP prides itself on providing an environment that encourages children to develop a love of learning. This is not possible without the co-operation and support of the parents. To achieve this goal, parents must abide by the policies of the Centre that seek to provide the tools necessary for fostering a safe and caring environment.

Parents must respect and abide by all of the policies contained in this Parent Handbook.

These policies are the tools that enable the Centre to provide a safe, healthy and nurturing environment for the children.

## **Graduated Behaviour Guidance**

As a child progresses through each developmental phase, there will often be times when a child exhibits certain behaviours that can have negative consequences for both the child and the other children in the Centre. In most cases, this behaviour will correct itself through the use of Behaviour Guidance techniques such as resolve/reason, redirect, remove and natural consequences. These techniques seek to ensure the developmental growth and safety of all children as they learn appropriate and acceptable behaviour.

There will be times, however, when children are unresponsive to these behaviour guidance techniques. In such circumstances, it is imperative that parents be supportive of the Centre's attempts to correct the behaviour in question. Any failure on the part of the parent to be fully cooperative in any of these circumstances could result in the withdrawal of the child/family from the Centre.

We note that this Parental Code of Conduct is meant to be a supplement to the Parent's Handbook and parents are expected to adhere to all the policies contained in the Parent's Handbook, whether or not they are specifically referred to in this Code of Conduct. *You are asked to sign the form in the Registration Package where indicated to confirm that you have received, reviewed and agree to abide by this Parental Code of Conduct and the Parent Handbook.*

## **Privacy Policy**

McNicoll Avenue Child Care Program has provided this privacy policy to describe how we handle personal information, and to assure of our continuing commitment to protect all personal information in our custody and/or control.

### **Identified Purposes**

McNicoll Avenue Child Care Program collects uses and discloses personal information for purposes limited to those, which are related to the provision of child care services. Such purposes include the following:

- To meet legislative, regulatory and licensing requirements;
- To process, track and maintain child enrolment and re-enrolments;
- To process enrolment fees, subsidy and receipts for child tax credit purposes;
- To record, process and collect outstanding enrolment fees;
- To assess and implement centre policies, practices and programs;
- To maintain up-to-date records;
- To communicate with parents/guardians;
- To meet and respond to daily care needs;
- To respond to emergencies, including communication with emergency contacts, hospitals and/or medical practitioners;

- To provide the centre's personnel and third parties with necessary medical information (e.g. dietary restrictions, allergies);
- To provide financial institutions with the necessary information to process payments.

### **Retention Policy**

Records containing personal information collected by the Centre may be retained indefinitely unless otherwise requested. In the event that you no longer wish the Centre to store your personal information, you may contact us and we will ensure that the records are destroyed, subject to retention periods required by law.

### **Safeguards**

McNicoll Avenue Child Care Program will protect your personal information by security safeguards appropriate to the sensitivity of the information. Safeguards will vary depending on the sensitivity, format, location, and storage of the personal information.

### **Access and Accuracy**

Individuals have the right to access their personal information that is held by the centre. All access requests must be made in writing. We will respond to written requests within a reasonable time (generally within 30 days).

We will use our best efforts to ensure that personal information that is used on an ongoing basis is accurate, complete, and up-to-date. If an individual successfully demonstrates the inaccuracy or incompleteness of personal information, we will amend the information as required.

### **Transfers and Disclosures of Personal Information**

In order to meet the purposes set out above, the centre may transfer or disclose your personal information to:

- Service providers, including an organization or individual retained by the centre to perform functions on its behalf, such as catering, administrative, and financial services;
- An organization or individual engaged by the centre to evaluate creditworthiness or to collect outstanding debts;
- The school administration which provides services and resources to the centre;
- Any third party or parties, including government agencies, where the centre has received consent for such disclosure or where disclosure is required or permitted by law.

When personal information is transferred by the centre to third parties, we use contractual or other means to ensure that the information is handled confidentially and in accordance with this policy and applicable privacy legislation.

### **Consent**

By submitting personal information to McNicoll Avenue Child Care Program you agree that we may collect, use and disclose such personal information in accordance with this Privacy Policy and/or as required by law. Subject to legal or contractual requirements and reasonable notice, you may refuse or withdraw your consent to our use of your personal information for certain purposes at any time. However, if you refuse to consent or withdraw consent previously given, we may be limited or unable to provide some or all of our services to your family.

The way in which we seek consent, including whether it is expressed or implied, may vary depending upon the sensitivity of the information. In addition, in certain circumstances as permitted or required by law, we may collect, use or disclose personal information without the knowledge or consent of the individual. These circumstances include: personal information which is subject to solicitor-client privilege or is publicly available; where collection or use is clearly in the interests of the individual and consent cannot be obtained in a timely way; to investigate a breach of an agreement or a contravention of a law; to act in respect to an emergency that threatens the life, health or security of an individual; for debt collection; or to comply with a subpoena, warrant or court order.

### **Changes to the Privacy Policy**

McNicoll Avenue Child Care Program reserves the right to modify or supplement this Privacy Policy at any time. If we make a change to this policy, we will make the revised policy and changes available upon request.

### **Inquires or Further Information**

Any questions or concerns related to this Privacy Policy or the handling of personal information by the Centre should be directed to the Executive Director at (416) 499-9743. If you are not satisfied with our response to a privacy-related matter, you may contact the Office of the Privacy Commissioner of Canada at 1-800-282-1376 or at [www.privcom.gc.ca](http://www.privcom.gc.ca)

*You are asked to sign the form in the Registration Package where indicated to confirm that you have received, reviewed and understand the Privacy Policy in this Parent Handbook.*

### **Parent Contract Terms**

By signing this Parent Contract (“Contract”), parent members of McNicoll Avenue Child Care Program (MACCP) agree to abide by its terms, statements of principle and the rules and regulations of the Centre, and the parental responsibilities under the program in which the child is enrolled.

### **Statements of Principle**

- MACCP is a non-profit, community based child care centre located in the former McNicoll Avenue Public School (the “School”).
- MACCP is a tenant of the Ministry of Infrastructure Ontario
- The Centre is committed to providing high quality child care and offers programs that provide a unique opportunity for the children to develop skills in social, physical, emotional, cognitive and creative areas.
- The program components strive to meet the needs of each child and to create an atmosphere that fosters co-operation and responsibility.
- The Centre is governed by a Board of Directors comprised of parents, Staff and community members.

### **Contract Terms:**

### **Personal Information**

1. I hereby consent to the collection, use and disclosure of my parental and my child(ren)'s personal information by MACCP for the purposes of providing child care services to my child(ren) enrolled in MACCP. I understand that the Centre protects the privacy of all personal information in its possession in compliance with prevailing privacy legislation and in accordance with the MACCP's Privacy Policy, which I acknowledge has been provided for my review and agreement.

### **Fees**

2. A non-refundable registration fee and a deposit are due at the time of registration. The deposit will be returned on the last day of care, as long as one month's written notice has been received and all outstanding fees have been paid in full. The deposit is non-refundable if I change my mind prior to my child's enrolment. Monthly fees are payable by cheque and are due on the first of the month for that month. Fees received after the 1st of the month will be subject to a \$30.00 late payment penalty.
3. A \$30.00 processing fee is imposed for NSF cheques and is payable immediately. In the event of a second, subsequent NSF cheque, cheques payable for monthly fees must be certified for a period of twelve months following the month in which the second NSF cheque was presented.
4. In the event of unforeseen circumstances requiring changes to the delivery of our program, or impacting the cost of operation of the Centre for any one day or for any period of time, the Centre reserves the right to charge additional fees.
5. The Centre reserves the right to increase its fees at any time in the event that any government funding to the Centre is reduced or eliminated. The Centre will use its best effort to provide parents with reasonable notice of any cuts to the government funding provided to the Centre.
6. Parents agree to pay any increased fees regardless of how much notice is given for the fee increase.

### **Days of Operation/Programming**

7. The normal days and hours of operation for the Centre are Monday to Friday, 7:30 a.m. to 6:00 p.m. The Centre will be closed on all statutory holidays. This includes Easter Monday and one extra day during the Toronto School Boards Christmas Break. The Board will annually determine the specific date of this day we will then inform everyone. We will close early in the afternoon on the last working day before Christmas Day and New Years' Day. You will be informed in advance of the exact time of closure.
8. The annual 2 week summer closure in August is not included in monthly fees. The fees for that month will be prorated to a daily rate, and the fees will be charged only for the remainder of days in August outside of the closure.
9. The Centre reserves the right to change its programming, or not to offer certain programming at all, in its sole discretion. This includes the decision to not open for business on any day or days.

### **Hours of Operation**

10. The Centre opens at 7:30 a.m. The Centre assumes absolutely no responsibility or liability for children left in or near the premises of the Centre prior to the opening at 7:30 a.m. Parents who leave children on or near the premises of the Centre prior to this time will be considered

in breach of this Contract, at minimum, and the Contract may be terminated. Police or other authorities may also be alerted.

11. The person dropping off the child shall ensure that the child is taken directly to a staff member, and that the child is signed in by a staff member.
12. The Centre closes at 6:00 p.m. If the child is picked up after 6:00 p.m., a late charge of \$1.00 per minute, per child will be levied. At 6:05 p.m. the Centre will call the child's home, parents' work and/or emergency contacts. If the Centre is unable to reach either the parents or a designate within one hour of the designated pick up time, the Children's Aid Society and the Police will be notified. **Parents who breach this provision will be documented and second or subsequent breaches are a cause for termination of this Contract.** At the discretion of the Executive Director, and as reported to the Board of Directors, the above procedure may be waived by the Executive Director in cases of bad weather, which causes **significant** delays on major traffic routes, or in the event of catastrophic circumstances on major roadways leading to blockage of the roadway(s). In such an event, the parent shall keep the Centre regularly updated on their progress towards having their child picked up and no record shall be kept of the late pick up. Irrespective of the above, the Executive Director may advise the Board of Directors and recommend action to be taken in any instance where the parent failed to keep the Centre apprised of efforts to pick up the child or where the parent was not impacted by the traffic or weather circumstances and action, including termination of this Contract, may ensue.
13. Only pre-authorized persons ("escorts") designated on the child's registration form/Emergency card may pick up the child. An escort who has not been designated on the child's registration form may pick up the child only if prior specific written or verbal consent to a Staff member of the Centre for that particular escort to pick up the child has been given. If the Staff member is not satisfied that the person picking up the child is the authorized escort, he/she will refuse to release the child to the person. All escorts must be 16 years of age or older (14 years of age or older if the escort is a sibling with written documentation).
14. In the event that the person picking up the child arrives in an intoxicated state or under the influence of drugs, in the opinion of the Staff or as noted by another parent or adult person, or appears to the Staff or other adult to be under the influence of or to have consumed any drug or alcohol, even if not impaired, in the opinion of the Staff member, the senior Staff member on the premises of the Centre at the time will use his/her discretion to determine whether the child can be safely released to the pick-up person. Staff are strictly prohibited from releasing a child to any person who appears to be under the influence of drugs or alcohol if the pick-up person is operating a motor vehicle. An emergency person and/or the police may be contacted by the Staff person to ensure the safe release of the child from the Centre. The parent will be given a warning that such behaviour is not tolerated by the Centre. Any violation may result in termination of this Contract.

### **Medical, Allergies, Illness**

15. The parent shall submit completed registration forms that include medical and health care information, immunization record and parents' consent for medical treatment form prior to the first day of attendance in the program. The parent shall keep the immunization record on file with the Centre up to date. The Centre can require that the parent update such a record at any time. Failure to comply with this requirement may result in termination.

16. Children who have been sent home the previous day(s) will only be re-admitted to the Centre if the child is 24 hours' symptom free. This includes, but is not limited to, instances of head lice.
17. In the event that the child has food or other allergies, such information must be disclosed to the Centre and the parent must provide a current treatment plan and medication if necessary. In the event of food allergies, in addition to the foregoing, the parent is required to provide alternate snack/lunches if the child cannot consume the snack/lunches provided by the Centre.
18. In the event that the child is anaphylactic, it is mandatory for the parent or child's physician to train the Staff on the use of the Epi-pen and assist in planning an individual emergency plan for their child. The parent must also provide the child care with an up-to-date auto-injection kit and ensure that their child's file is kept up to date.
19. All medication must be prescribed by a doctor. Medication must have an up-to-date label with the child's name on it and prescribing doctor and pharmacy contact information. Staff will only administer prescription medicine in the original bottle provided. Medication forms must be completed and signed or medication will **NOT** be administered.
20. Upon the determination or suspicion that the child has developed or is developing the symptoms of any illness, the parent or emergency contact, depending on the circumstances, will be notified immediately. The child must be picked up from the Centre within one hour of such notification. If the child is not picked up within the hour, the Executive Director must report the occurrence to the Board of Directors for review and consideration of action, ranging from a warning to termination, in the opinion of the Board.

### **Accidents**

21. An accident report will be completed and a copy provided to the parent for accidents that do not require medical attention. In case of a serious accident requiring medical attention, a Staff member will accompany the child to the hospital. The parent consents to the transportation of the child to the emergency department of the nearest hospital, by ambulance if necessary, with no liability to the Staff of the Centre. In the event of an emergency, if the parent is not immediately available, an attending physician may hospitalize and/or secure treatment as deemed necessary.

### **Required Attire**

22. Children who are not dressed according to the weather for outdoor play negatively impact the ability of the Centre to fulfill programming requirements. If a child is not appropriately dressed, he/she will be given Centre clothing to wear.
23. The child will have an extra change of clothing left at the Centre, labelled with his/her name on all items.

### **Parent Volunteers**

24. Each parent volunteer joining us on a Field Trip is required to read and sign off on our Volunteer Policy booklet annually.
25. Any breach of the Confidentiality Agreement by a parent volunteer or their designate will result in appropriate sanctions and consequences, to be determined by the Board of Directors, including but not limited to a prohibition on any further participation or termination. The

Board will consider a statement from the affected Staff member or other person (victim) in determining the consequence of the breach; however, the statement is merely one factor in that determination.

### **Pictures, Videotapes/DVD's**

26. Pictures and/or videotapes/DVD's of a child may be posted and/or shown in the various classrooms of the Centre as part of the various activities of the program. It is expressly prohibited for the Centre to sell or use the pictures or videotapes for any other purpose.
27. The Centre may video and/or monitor classroom activities and interactions involving the children and Staff (paid and volunteer) at any time for the purpose of monitoring employee development and training, and to ensure that quality child care is provided to all children. It is expressly prohibited for the Centre to sell or use the videotape/DVD for any other purpose. All videotapes/DVD's will be locked in the Executive Director's office. Videotapes/DVD's will be kept for a period of two (2) years from the date the video was taken and then destroyed. Videotapes/DVD's cannot under any circumstances be loaned or copied to parent members or others.

### **Notice of Withdrawal**

28. A minimum 30 days' **written** notice prior to withdrawal of the child from the Centre must be given. The security deposit and unused post-dated cheques will be returned on the child's last day of care.

### **Suspensions and Other Consequences**

29. The Executive Director may determine in any instance that a child cannot adjust to the program, or that a parent has breached the parental responsibilities under the policies and procedures of the program, in which event the provision of child care services will be terminated. The Executive Director will determine the applicable written notice of termination unless the circumstances warrant more immediate removal of the child/termination.
30. All parents, guardians, family members and escorts shall conduct themselves in the manner set forth in the Code of Behaviour. Any breach of the Code including, but not limited to, abusive behaviour on the part of any of these persons towards the children, Staff or premises of the Centre will be grounds for immediate termination of child care without prior written notice.

### **Unexplained Absences**

31. If the child is absent from the program for a 10-day period, and no phone call or contact is made with the Centre, child care services will be terminated on the 10th day of absence and any monies (including the deposit) will be forfeited. The parent will be notified in writing directed to the last address on file. Child care may only then be resumed if the parent places the child on the appropriate waiting list and a place becomes available. Re-registration fees would be applicable.

### **Shared Custody**

32. If the child is involved in a shared custody arrangement or if custody is in issue, the Executive Director must be immediately advised in writing, confirming who has custody, and provided with a photocopy of the custody agreement or other legal document pertaining to the custody. The Centre's relationship will be with the parent who executes this Contract and the Centre assumes no responsibilities with regard to any other parent or party. In the event

that the situation becomes unmanageable, in the opinion of the Executive Director, or in the event that the Centre cannot address the resource implications in any given situation, the Centre may terminate this Contract.

### **Grievances, Exemptions**

33. Any grievance or request for exemption from any of the requirements of this Contract must be brought to the attention of the Executive Director, who is responsible for presenting the matter to either the Executive of the Board of Directors or the Board as a whole in a timely fashion and in writing. The Board's response will be noted in the Minutes of the meeting. If the parent is dissatisfied with the Board's response, the parent may fill out a grievance form and the matter will be referred for arbitration to an outside person selected by the Board at the Board's discretion and expense. The decision of the arbitrator is binding on both the Board and the parent, and represents the final appeal of any issue.

### **Lost or Stolen Items**

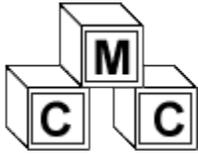
34. The Centre is not responsible for lost or stolen clothing or any other lost or stolen items.

### **Annual General Meeting**

35. All members are required to attend the Annual General Meeting of the Centre and any special meetings convened. Each member family is entitled to one vote at each Annual General Meeting or any special meeting convened.

**You are asked to sign the following Full Fee or Subsidized Contract where indicated to confirm that you have received, reviewed and agree to follow the policies and procedures of McNicoll Avenue Child Care Program outlined in this Parent Handbook:**

## Full Fee Contract (sample)



### McNicoll Avenue Child Care Program

155 McNicoll Avenue  
North York, Ontario M2H 2C1  
Telephone: (416) 499-9743  
Fax: (416) 913-9743

I \_\_\_\_\_ acknowledge receipt of the \_\_\_\_\_ Parent's Handbook  
(*Name of parent/guardian*) (Year)

of McNicoll Avenue Child Care Program. Having read and understood the policies and procedures of the Program, as outlined in the Parent's Handbook.

I hereby agree to enroll my child

\_\_\_\_\_ in the \_\_\_\_\_ Program.  
(*Name*) (Infant/Toddler/Preschool)

The monthly fee is \$ \_\_\_\_\_. The program will commence \_\_\_\_\_ 20\_\_\_\_.  
(*Amount*) (Date)

I acknowledge that failure to abide with the terms and conditions as outlined in the Parent's Handbook could result in the termination, by the Board, of this contract after two weeks written notice.

I acknowledge that I am required to give a minimum of one month's written notice prior to withdrawal. The security deposit will be refunded only when the centre receives a full month's written notice of my intended withdrawal and any outstanding fees have been paid in full. The deposit is non-refundable if I change my mind, regardless of the reason, prior to my child's enrolment.

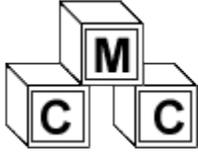
Parent/Guardian's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**On behalf of McNicoll Avenue Child Care Program,**

Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Lynn Lewis



**McNicoll Avenue Child Care Program**

155 McNicoll Avenue  
North York, Ontario M2H 2C1  
Telephone: (416) 499-9743  
Fax: (416) 913-9743

**Subsidized Parent’s Contract (sample)**

I \_\_\_\_\_ acknowledge receipt of the \_\_\_\_\_ Parent’s Handbook  
(Name of parent/guardian) (Year)

of McNicoll Avenue Child Care Program. Having read and understood the policies and procedures of the Program, as outlined in the Parent’s Handbook.

I hereby agree to enroll my child \_\_\_\_\_ in the \_\_\_\_\_ Program.  
(Name) (Infant/Toddler/Preschool)

The program will commence \_\_\_\_\_ 20\_\_\_\_.  
(Date)

The monthly fee is based upon the assessed daily fee contribution. I am responsible to fulfill all the requirements of the Toronto Children’s Services necessary to maintain the subsidy. If I become ineligible for subsidy, I am responsible for paying the full monthly fee.

**Also, if my child is absent for more than 35 days in the calendar year, and/or is absent for more than 20 consecutive days, I am responsible for paying the full fee daily rate for any subsequent absences.** My child must be in attendance here on their final day of care prior to withdrawal, or the full fee will be charged each day of absence, up to the withdrawal date.

I acknowledge that failure to abide with the terms and conditions as outlined in the Parent’s Handbook could result in the termination, by the Board, of this contract after two weeks written notice.

I acknowledge that I am required to give a minimum of one month’s written notice prior to withdrawal. The security deposit will be refunded only when the centre receives a full month’s written notice of my intended withdrawal and any outstanding fees have been paid in full. The deposit is non-refundable if I change my mind, regardless of the reason, prior to my child’s enrolment.

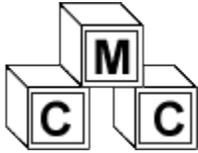
Parent/Guardian’s Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**On behalf of McNicoll Avenue Child Care Program,**

Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Lynn Lewis



**McNicoll Avenue Child Care Program**

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North York, Ontario M2H 2C1  
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Acknowledgement and Receipt of  
**Registration Fee and Security Deposit**

I hereby acknowledge I have been informed that each child registered for care at McNicoll Avenue Child Care, is required to pay \$50.00 non-refundable Registration Fee plus 10 days of the full fee as my Security Deposit.

I acknowledge that my Deposit is non-refundable if my child doesn't come into care, regardless of the circumstance. I acknowledge that the Deposit is refundable only upon receipt of 1 month's written notice of my child's intended date of withdrawal and no outstanding debts are incurred.

Child's Name: \_\_\_\_\_ Program: \_\_\_\_\_

Admission Date: \_\_\_\_\_

Amount:

Registration Fee: \_\_\_\_\_ (non-refundable)

Deposit: 10 days x \_\_\_\_\_ = \_\_\_\_\_ (refundable as per policy)

Total Amount owing: \_\_\_\_\_

Date of payment: \_\_\_\_\_

Cheque \_\_\_\_\_

Cash \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Staff's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Office Use:**

Date of Withdrawal: \_\_\_\_\_ One Month Notice Received?  Yes  No

Date and Amount of Deposit Returned: \_\_\_\_\_

Cheque#: \_\_\_\_\_

Deposit returned via:  mail  in person  on clipboard/cubbie