MACKLIN HOUSE DAYCARE CENTER INC.

PARENT HANDBOOK

Updated: Shahina Lalani September 2017
Welcome to Macklin House Daycare!

Thank you for choosing our agency for your child’s care and welcome to our Family.

We look forward to forming a collaborative relationship with you and your child.

Kingly ensure that you are familiar with our policies and procedures outlined in this document. Please feel free to meet with the onsite supervisor to discuss any questions, concerns or gain clarification regarding the information in this document.

Together, we look forward to create, challenge and engage!

Shahina Lalani RECE
Executive Director

C. Everett Koop — ‘Life affords no greater responsibility, no greater privilege, than the raising of the next generation.'
Mission Statement

In pursuit of excellence in development, care and partnership with parents and the community, Macklin House Daycare Center Inc. endeavors to provide a safe and educationally enriched program for all children.

Our Philosophy

Macklin House Daycare Center Inc. recognizes that each child is an individual. Through experiences which invite children's interests and stimulate creativity, each child is given the opportunity to actively investigate the world around them and learn at his/her own pace.

We believe in the strength of our diversities and celebrate our unique cultures by forming partnerships with our families and the community.

Our qualified staffing team, in collaboration with children's families, encourage self-worth, value each child and family’s individuality and create opportunities for all of us to create, challenge and engage together.

Our program is designed to encourage children to become actively involved in the programming and some decision making of the program. Together, the children and educators endeavor to create an engaging environment that stimulates creativity, encourages critical thinking and fosters an engaging environment that nurtures learning and development.

PROGRAM STATEMENT GOALS AND DELIVERY

Macklin House Daycare follows “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)” as the guiding document under the Child Care and Early Years Act, 2014.

Our licensed centers are guided by the foundations of belonging, well-being, engagement and expression in children where the goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today).

Play-based learning allows children to learn at their own pace and comfort level. Through exploration, play and inquiry children are given the opportunity to be creative and innovative as they learn. Children have the opportunity to create, challenge and engage.

Macklin House Daycare believes children are competent, capable of complex thinking, curious and rich in potential. Enriched environments, nurturing adult interactions, support and the freedom to explore are the milestones that enable children to become self-motivated learners.

We endeavor to support children’s social and emotional growth. Trained and nurturing staff promote children’s social and emotional development, recognizing that these are key foundational skills for success later in life. Role modeling, full engagement in children’s play, and environments that are constructed with social and emotional health in mind, are just a few of the ways we do this.

We believe that there is strength in our differences and celebrate our diversity. Families come in various shapes and sizes. Parents are children’s first and most important teachers. We endeavor to partner with parents to raise resilient, healthy, successful people. Our program is designed to create a safe, warm and inviting place for families to learn and grow together. Parents are always welcome to participate, share, network and get involved.

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Belonging. Well-being. Engagement. Expression

Belonging
Refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Goal
Every child has a sense of belonging when he or she is connected to others and contributes to their world

Approach
We endeavor to deliver this foundation by providing children with familiarity and consistency. Children are grouped according to age and development.
Our program brings aspects of the child’s family, culture to the classroom. Celebrating diverse holidays, displaying photos of children’s homes, family members, artifacts, clothing, culturally diverse music and games exudes a sense of familiarity, security and belonging.

Well-being
Addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Goal
The health, safety, nutritional needs and well-being of children are very important and we know are foundational to children’s ability to learn. Health and safety practices and these are reviewed by all staff on a regular basis and promote health, safety, nutrition(well-being) in children
We endeavor to achieve this goal by:

- visual check to ensure children that arrive to the center are healthy on a daily basis
- To reduce the transmission of illness, staff and children wash their hands upon arrival, before and after snacks and meals, after toileting, before and after water play and other times as needed
- Regular disinfection of toys and equipment
- We accommodate dietary or religious food requirements for children in our program.
- Serve snacks and meals in accordance to the Canada’s Food Guide
- Our menus are available on our Parent Board
- Ensuring Safe Sleep Room practices are in place daily
- Work with children in small groups to allow and foster personal interactions with children

Engagement
Suggests a state of being involved and focused. Play and exploration are the foundations of early learning. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Goal
Every child is an active and engaged learner who explores the world with body, mind and senses.
**Approach**

Children and families are able to experience a variety of safe, clean, age appropriate and interesting environments that nurture children’s healthy growth and development.

**Foster children’s emerging independence, self-confidence, and skill development.**

Provide a positive, inviting, accessible environment. Our play based rooms encourage investigating materials, promote problem solving and critical thinking and foster the children’s exploration, play and inquiry.

Staff will provide a resource rich environment for children to discover and experience.

Programmed activities are a combination of children’s interests, and collaborating with parents to identify current curiosities.

**Provide child-initiated and adult-supported experiences**

Play is children’s work and is essential to healthy development. We all learn best when we are engaged and interested in an experience.

Our Staff are committed listen and observe children to facilitate a deeper understanding of children’s interests and perspectives.

Provide children ample opportunity to direct their play and explore new ideas and expand old ones. The role of adults in children’s play is to enhance the children’s experiences, not to take over or determine the direction of the play.

Adults support idea’s, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement.

Children will have the opportunity to:

- Explore, and manipulate a variety of materials that promote discovery
- Have the opportunity to share interests with staff, peers and parents
- Opportunity to have individual and group activities
- Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported

**Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported**

Working collaboratively, staff and children learn together. Here is much to learn from children and through inquiry, open ended questions, provocation and hands on experiences, our staff extend children’s learning and challenge thinking.

Documenting children’s learning allows children to visualize their work and promote self-esteem and encourage children to revisit and think about their experiences.

In addition, the documentation helps the adults to better understand children’s perspectives and ideas, and when appropriate work with children to encourage further exploration of knowledge and ideas.

Staff will provide children the opportunity explore and discover. Through the use of program postings, monthly reflections and documentation, staff will offer insight and feedback about children’s learning and activities while participating in the program.
Expression
communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviors. Language-rich environments support growing communication skills, which are foundational for literacy.

Goal
Every child is a capable communicator who expresses himself or herself in many ways.

Approach
The ability to express thoughts, emotions, needs and wants is an essential part of healthy growth and development for children. Children who are able to express themselves in a variety of ways feel more competent, and are able to develop and communicate effectively.

Expression through music, dance, song and art, storytelling, conversation and behaviour are all forms of expression.

Our program will enhance children’s abilities by offering children a variety of ways to explore and develop communication competence.

We are committed to:
• Respond to children’s efforts to communicate, whether it is pointing, gesturing, requesting, crying, or through body language. Staff are there to understand and support children’s needs
• Recognizing that challenging behaviour is often an expression of difficult feelings and/or unmet needs.
• Seek to understand what children are expressing and help them to verbalize their feelings and meet their needs.
• Use visual tools to help communicate with the children.
• Facilitate language development through the extension of language, modeling and encouragement.
• Facilitate conversations between children and adults, support language development and expression.
• Using a variety of open ended materials and art mediums, children are encouraged to express themselves creatively.
• Fostered and encourage experiences.
• Provide opportunities for dance, music and song as expressive outlets.

SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS AMONG CHILDREN, PARENTS STAFF AND COMMUNITY PARTNERS

Goal
Macklin House Daycare Center fosters collaborative partnerships with children, parents, staff and community partners. A positive environment is based on open communication, parallel goals and trust among all of the individuals that provide care for each child and among children.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

Approach
We endeavor to deliver this goal by providing a positive, welcoming environment that promotes a sense of belonging for children and each person that is associated with care of each child.
Our program endeavors partnering with children to attain positive relationships and create opportunities for children to develop positive behaviors and self-concept.

Behavior guidance is set by a positive, age appropriate manner that is reinforced by clear guidelines and limits. Children are given the opportunities to interact, learn and develop respect for themselves, others, and their environment.

Appropriate and consistent limits will be established, based on the children’s ages and developmental needs, in order to ensure a safe and healthy environment for both the children and the adults in the program.

By providing the above, children are better able to cope with emotions and self-regulate from a negative circumstance.

The classroom belongs to everyone, and is reflective of the cultures and diversity of the children, families and staff. We endeavor to create a sense of belonging, familiarity, comfort by ensuring that each child, family, staff, is represented in the classroom via mediums such as photos, music, and art crafts.

Our staff will promote positive interactions by listening to children, accommodate children’s needs, use positive body language, interacting with them at their level and responsive to cues from the children. Staff will use positive, age appropriate language (no yelling) with children.

We endeavor to work alongside with parents to gain insight into children’s needs and capabilities. Parents know their children best – this will assist us in learning about each child’s interests and limits. This will assist us in creating experiences that will enable children to grow.

Children, staff, parents, caregivers and community partners are a team. We encourage positive conversations among all and a daily basis.

**ENCOURAGE POSITIVE INTERACTION, COMMUNICATION AND ABILITY TO SELF – REGULATE IN CHILDREN**

**Goal**

*Delivering age appropriate, play based learning environments facilitate positive interaction, communication and the ability for children to self-regulate.*

**Approach**

We endeavor to deliver this goal by organizing our programs (classrooms) according to age and development. Each room is equipped with age and developmentally appropriate equipment and furnishings that facilitate exploration through play.

Each classroom has small groups that facilitate personal attention and relationships between children and educators. Small groups and consistent staff create opportunities and facilitate positive interactions, trust, and communication between children and between children and educators. Educators are able to facilitate exploration of materials, conversations and exploration. In small groups children are better able to focus on activities, avoid distractions and explore at their own pace and staff are able to model positive interaction and behavior.

By giving children the opportunity to recognize and reflect on how their actions may affect another child we are able to teach them about consequences of their actions, resolve conflicts, be responsible and give them an opportunity to self-regulate.
FOSTER CHILDREN’S EXPLORATION, PLAY AND INQUIRY

Play-based learning allows children to learn at their own pace and comfort level. Through exploration, play and inquiry children are given the opportunity to be creative and innovative as they learn. Children have the opportunity to create, challenge and engage.

Goal

We understand children as competent individuals, capable of complex thinking, curious and rich in potential and we will value and build on their strengths and abilities.

Approach

We endeavor to deliver this goal by providing a positive, inviting, accessible environment. By providing age appropriate equipment and materials, our play based rooms encourage investigating materials, promote problem solving and critical thinking.

Our program offers a variety of daily activities such as creative arts, music, science, nature, language and opportunities for gross motor play.

Programmed activities are a combination of children’s interests, and collaborating with parents to identify current curiosities.

PROVIDE CHILD INITIATED AND ADULT SUPPORTED EXPERIENCES

Focusing again on the foundation that children are competent, capable, and curious and rich in potential

Goal

Provide child initiated experiences that are facilitate with adult support

Approach

We endeavor to deliver this goal by providing and encouraging children to be independent during daily routines (remembering to bring and take care of their belongings, serving snacks, setting up and tidying activities. Leading activities and discussions).

Our classrooms are set up to encourage children to expanding their knowledge, experiences, be independent, and successful. Children are encouraged to choose and independently explore activities, materials and equipment at their own pace – while educators support and facilitate the experience to optimize the experience.
PLAN FOR AND CREATE A POSITIVE LEARNING ENVIRONMENT IN WHICH EACH CHILD’S LEARNING AND DEVELOPMENT WILL BE SUPPORTED

Goal

Provide a positive, diverse and age appropriate learning environments that facilitate play based learning and supports individual inquiry.

Approach

We endeavor to deliver this foundation by providing children with familiarity and consistency. Children are grouped according age and development.

Setting age appropriate limits and expectations.

Providing a learning environment that is play based.

Recognizing that each child is an individual that explores, learns at their own pace thereby giving opportunity to explore at own pace.

Each classroom has small groups that facilitate personal attention and relationships between children and educators.

Our program brings aspects of the child’s family, culture to the classroom. Our classroom will represent children and families by displaying photos of children’s homes, family members, artifacts, clothing, culturally diverse music and games. This will create an environment in which children feel safe and secure while they play and learn.

Our program activities are based on children’s interests and curiosity. Activities are designed to engage children by giving them opportunities be creative, challenging them to ask questions and engage them in working either independently or in groups to problem solve and evoke critical thinking.

INCORPORATE INDOOR, OUTDOOR, ACTIVE PLAY/REST AND QUIET TIMES WITH THE CONSIDERATION TO THE UNIQUE NEEDS OF CHILDREN RECEIVING CARE

Children benefit from rich and stimulating programs that include outdoor, indoor, active play and quiet times.

Goal

Our programs include indoor, outdoor play, active play and at quiet times that give consideration to the needs to the children receiving care throughout the day.

Approach

Our daily routines include opportunities for outdoor, indoor, active play as well as quiet times.
Outdoor

Our daily routine includes an outdoor time (weather permitting) of two hours when children are in care for more than six hours per day.
School Age children will have the opportunity for outdoor play for a minimum of thirty minutes on regular school days and two hours on full day (weather permitting)
We will have opportunities for children to experience the outdoors i.e. bring in a bucket of snow, leaves) indoors and also take our indoor activities outdoors
Go on community walks
Providing outdoor environments that are safe, age appropriate and developmentally suitable
Providing outdoor equipment that are age appropriate and promote the development of muscles, strength, and coordination
Planning and implementing outdoor activities that are reflective of children's interests.
Provide opportunity for children to investigate the outdoors.

Rest Time

Providing an area where children can relax and de-stress following CCEYA mandates.

FOSTER ENGAGEMENT AND ONGOING COMMUNICATION WITH PARENTS ABOUT THE PROGRAM AND THEIR CHILDREN

Families are experts who know their children best

Macklin House Daycare Center recognize that families as experts who know their children better than anyone and have important information to share with us.

Goal

Fostering engagement and working collaboratively our program endeavors to create an environment of open communication with parents.

Approach

We endeavor to achieve this goal by having open door policy. Fostering communication on a daily basis, publishing newsletters informing parents regarding center activities and events, sending memos regarding initiatives and inviting parents to information seminars, work-shops and social events such as our annual parent’s day bbq and holiday concerts and charity events.

Parents and Educators working together on projects. Having opportunities to have projects that start at the daycare and continue at home or vice versa -such as raising money for charity, planting, sharing photos, writing journals and scrap booking.
COMMUNITY INVOLVEMENT

Goal
Macklin House Daycare recognizes that positive partnership with the community partners.

Approach
We endeavor to achieve this goal by working closely with child care service providers from the Region of York fostering engagement and resources from Public Health, Health Babies, Child Subsidy, and Early Intervention Services.

We believe in the value of bringing the community to our center – with visits from partners such as the fire department, Police Department, the local dentist, and taking our children to visit the community – such as with visits to local farms, grocery stores, community gardens. Participate in local charity initiatives (food bank, charity walks)

SUPPORTING STAFF IN CONTINUOUS PROFESSIONAL LEARNING

Our educators are from all backgrounds, bringing the value of diversity and cultural acceptance to our programs.

Goal
All staff are respected, supported and treated fairly. Facilitate and support professional learning

Approach
We endeavor to achieve this goal by implementing the following:

All educators are respected, supported and treated fairly. Each educator brings value and experience to our programs. Our educators facilitate child-initiated and adult-supported experiences. Engaging with children as co-learners, educators provide opportunity to incite curiosity giving children the opportunity and resources to create, challenge and engage on a daily basis.

We recognize that learning is a life long journey. Our agency supports continuous professional development and networking opportunities for all educators that are employed with us. Our program requires all staff to attend mandatory meetings once a month. Meetings include review and discussion regarding policies, procedures and give the opportunity to staff to discuss any concerns as a group.

Macklin House Daycare Center is commitment to continuous professional learning for all staff. Every staff must complete a minimum of two professional development workshops a year. In addition, the agency will facilitate Workshops are either offered “in-house” or offered in collaboration with the region.

Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators are accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.

We recognize that learning is a life long journey. Our agency supports continuous professional development and networking opportunities for all educators that are employed with us.
DOCUMENT AND REVIEW THE IMPACT OF STRATEGIES ON CHILDREN AND THEIR FAMILIES

Macklin House Daycare Center recognizes the importance of pedagogical documentation.

Our educators will document daily (thru photography, video, and other mediums) highlighting observations made on activities, children’s engagement, conversations, curiosity and expressions.

These documentations will aid us in planning for future activities.

Engage children, families and educators in conversations regarding children’s experiences. Macklin House Daycare’s management team will review the Program Statement and goal deliverance on an annually ensuring that is aligned with the Minister’s policy statement.

Our Program Statement and goals are to be adhered to by all Educators, Students and Volunteers.

Macklin House Daycare is YOUR child’s and family’s home away from home.

There is strength in diversity – we respect each family and celebrate our multicultural values

We are all unique, and we can learn from each other

Parents are our partners - together we can provide the best opportunities for children to learn and explore

We encourage your participation in daily and special events

How can we work Collaboratively?

“Individually, we are one drop. Together we are an ocean.” Ryunosuke Satoro

Make the center is an extension of your family. We will be spending a lot of precious time together…

It is important that just as we share what happens at the center, you share what is happening at home.

Make a commitment to speak with your child’s teacher daily to share - How was child in the evening? Did you go anywhere on the weekend? Is there a family member visiting?

Share with us so that we can enhance these experiences!

Other ways to keep in touch:

➢ Newsletters
➢ Tablet photo captures
➢ Parent Board
➢ Join or get information regarding the parent advisory committee

Have an idea, suggestion, concern? Email the onsite supervisor!

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Our Teams

Our Management Team is comprised of:

Executive Director
Operations Manager
Center Supervisor

Our Center staffing is comprised of:

Center Supervisor
Each supervisor is a member in good standing with the College of Early Childhood Educators.

All Staff, Students, Volunteers must submit a Vulnerable Sector Screening check prior to joining the center.

All Staff must be certified in First Aid and
Cpr – Level C

Qualified Early Childhood Educators

Qualified Primary Division Teachers
OCT certification

Assistant Teachers

Casual/Supply Staff

Staff-to-Child Ratios

The number of staff in each centre is based on staff to child ratios according to CCEYA.

Children generally arrive and depart at different times, depending on their families’ schedules. For this reason, each child care centre is allowed some flexibility in the numbers of staff required in the early morning (7:00 – 8:30 a.m.) and late afternoon (5:00 – 6:00 p.m.) when the number of children in attendance fluctuates.
WELCOME TO OUR FAMILY!
The start of an excellence experience and relationship!

Gentle Reminders
Before your child starts with our program, we recommend that you visit the center and the classroom your child will be placed in. Please get acquainted with the staff, the surroundings.

We require the following BEFORE your child starts!
- Fully completed application forms, including immunization records where applicable
- Ensure we have multiple contact numbers/email addresses where you can be reached
- Ensure you review authorized pick up list with the onsite supervisor
- Ensure you review any allergy/food restrictions with the onsite supervisor
- Individual Anaphylactic Protocol (where applicable)
- Individual Support Plan (where applicable)
- Individual Medical Support Plan (where applicable)
- Add our contact information to you listing of important numbers
- A PIC OF YOUR BEAUTIFUL FAMILY! 😊

DAILY ROUTINE
Please ensure that your child has the opportunity to share quality time with you each morning. Please be sure that your child eats breakfast and ensure that you have time to spend a few minutes when you are dropping off at the center.

Please ensure that you speak with the classroom – let us know how the morning was. Did your child have a good evening the night before? Did the child sleep well? How was the morning? Did the child have breakfast? Is the child feeling well? Are there any messages for the day? All this information will enable us to ensure that your child has an amazing day!

CENTER HOURS/ DROP OFF AND PICK UP TIMES
Our center opens at 7am sharp and closes at 6pm sharp.

Drop off
Children must be signed in and out every day. Please ensure that you let the teacher know that your child has arrived, sign the child in – indicating time and initials and the attendance.

Our arrival time is set from 7am – 10 am. If your child is going to arrive after 10am please ensure that you inform the center supervisor ahead of time, otherwise the child will be marked absent for the day.

Pick up
Our open door policy allows you to see/pick up your child any time. Please note that if your child has difficulty settling after seeing you – we may ask you to end the day.

Children must be picked up by 6pm. Please ensure that you see/confirm with the teacher that you are there to pick up your child and be sure to sign the child out – indicating time and initial on the attendance.

If you are going to have an alternate person pick up – please ensure that the person is listed on the child’s application form as an authorized pick up

***Please ensure that you inform the onsite supervisor that an alternate person will be picking up your child (listed or not listed)
– giving the person’s name, and approximate time of pick up.
The alternate must have photo ID and be 18 years of age or older

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OUR PROGRAMS

INFANTS
Our infant program hosts a maximum of nine babies. Before your baby starts in the Infant room; we ask you to complete an infant profile – listing as much information about the baby as possible. This helps us get to know your baby – the likes, dislikes, fears, before the baby starts.

The infant room is designed to be a warm, caring place where the babies in our care can explore, play, inquire, and learn.

Each day we ask you to start the daily sheet by telling us how the baby was the evening/night before and morning prior to coming into the center. We will continue this documentation so that you will have a glimpse of how the day went when you take the baby home.

We ask that you bring sanitized bottles * as many as required for your baby to the center each day.

Formula
You may either pre- mix the formula or train the RECE to make the Formula.
You may bring in pumped human milk – refer to the policy.

Our babies are offered snacks and a lunch every day. If your baby is not on solid foods the foods must be supplied in consultation with the onsite supervisor.

Naps
Infants sleep, eat at their own schedule. Each Infant will have a designated crib. Parents to bring in a blanket if required.

Walks
Daily walks around the neighborhood are facilitated *weather permitting.

TODDLERS
Our Toddler room hosts a total of fifteen toddlers. All personal belongings must be labeled with the child’s name.

Your baby has grown! Now a Toddler, a new found excitement and independence has been found! Toddlers are on the go – they full of energy and ready to explore their surroundings and things within them.

To encourage and maximize their curiosity our Toddler program works in small groups of four to five children. This allows the teacher to focus and engage with the children.

Toddlers are introduced to music, dance, imaginative play, Sensory play, and puzzle- cause and effect toys.

To continue the adventure a scheduled time is allocated for a Two hour required outdoor play in the Toddler playground every day.

Daily observations and documentation is available for parents to view.

Each Toddler will take a two hour nap as per the CCEYA mandate on their own cot to nap on – and this cot is situated in the same area of the room every day.

Please ensure that you have a sippy cup and a blanket available for your toddler everyday

Ready for Toilet Training? Working collaboratively, we will decide together when your toddler shows readiness to toilet train. In order to succeed, we must do this together – at home and at the center. We will ask you to bring in Pull Ups to facilitate the training.
PRESCHOOL

Our Preschool Rooms host a total of up to twenty-four children. I’m a big kid now! Preschoolers are little people who thrive on mimicking and learning about the world around them. Our goal is to give each child an opportunity to be creative, challenge their minds and abilities while engaging them with each other.

Program plans are reflective of children’s interests. In Small groups of seven to eight-children have the opportunity to explore concepts that they have expressed interest in as well as opportunities in music and movement, science, construction and culinary arts and storytelling.

Children go outdoors for two hours every day to continue their exploration of the world around them and engage in interactive games.

From time to time, to further explore the world around them, preschool children also go on neighborhood walks and on field trips.

An opportunity a two-hour rest time is available each day. Children who do not require a two Hour nap are encouraged to rest for one hour and provided with quiet activities.

To make your child as comfortable as possible please ensure a water bottle (container for water), full change of clothes, blanket and seasonal outer wear are available at the center at all times.
All personal belongings must be labeled with the child’s name.

KINDERGARTEN AND SCHOOL AGE PROGRAMS

In pursuit of excellence in care, development, and education of children in our community, Macklin House KidZone in partnership with families, will endeavor to provide safe and educationally enriched alternatives for elementary school children during non-school hours.

Through exploration, play and inquiry children will have an opportunity to create, challenge and engage in a variety of activities that will promote critical thinking and problem solving, while enjoying the process of learning.

By providing an extension of the school day our program Macklin House KidZone endeavors to provide a safe caring, and positive environment that facilitates challenges and nurtures the growth of school age children.

Our program is designed to encourage children to become actively involved in the programming and some decision making of the program. Together, the children and educators endeavor to create an engaging environment that stimulates creativity, encourages critical thinking and fosters an engaging environment that nurtures learning, development and independence.
KINDERGARTEN AND SCHOOL AGE PROGRAM REMINDERS

BUSSING:

We endeavor to ensure all children get to and back from school safely and in a timely manner.
➢ If your child will not be using the am bussing services, kindly call the center and let us know by 7:30 am.
➢ Your child must arrive at the child care by 7:30 am
➢ If you arrive late and our bus has already departed, you will be responsible to get your child to school
➢ If you know that your child does not need bussing in the afternoon –please ensure you let us know by 10am.
➢ Ensure your child understands where and what time to be at the allocated area for pick up
*Frequent delays and non-calls will result in suspension of our bussing services.

BUS CANCELLATIONS

Bussing may be cancelled due to inclement weather. Our policy for cancellation is parallel to that of the York Region District School Board. If the “yellow” busses are cancelled, so are ours. In case of bus cancellation, a message will be left on our center voice mail. Parents who only use the afternoon pick up bussing will be called to be informed. If you choose to send your child to school when our bussing is cancelled, you must arrange transportation.
During inclement weather cancellations, children may stay at the child care for full day. Please consult with the onsite supervisor.

CHILDREN CODE OF CONDUCT

Macklin House Daycare Center Inc. is committed to providing a safe, nurturing, environment for children that are registered in our School age and Kindergarten programs. Our goal is to provide an environment that is positive, respectful and non-discriminatory. This environment can be achieved when behavioral expectations and accountability is collectively shared and in partnership with parents and children.

What we can do to promote a safe environment
• Take responsibility to follow rules
• Understand and realize that there is consequence to each behavior
• Respect Others
• Respect center property
• Treat People with kindness, dignity

The following behavior will result in immediate suspension from our program
• Use of profane or improper language
• Bullying or intimidation towards another child/adult
• Acts of physical/verbal aggression
• Threatening to inflict serious bodily harm
• Swearing at a teacher or another person of authority
• Engaging in conduct that is injurious to the physical or mental well-being of others
• Committing an act of vandalism within Center property
• Demonstrating persistent opposition to authority
• Possessing alcohol or illegal drugs
• Being in possession of a weapon
The following behavior will result in immediate expulsion from our program

- Persistent opposition to center rules and authority
- Using a weapon to cause or threaten bodily harm to another person
- Causing bodily harm to another person that requires medical attention
- Upon being suspended if a child does not adhere to rules and expulsion will be applied.

INCLUSION POLICY

Macklin House Daycare is a place for all children. It is our intention to work collaboratively to include all children in our program, including those that may need or require special attention/have identified special needs.

In cases where we are unable to provide the necessary care, we will meet with families to offer referral to alternate services.

INFORMATION UPDATE

Parents are responsible to ensure that all information in the application is current:

Keep the following information updated:
- Parents Home Address
- Parents Home Telephone Number
- Parents Work Address
- Parents Work Telephone Number
- Doctor's Address and Telephone Number
- Emergency Contact Address and Telephone Numbers

HEALTH REQUIREMENTS

IMMUNIZATION

An updated record of immunization record of all children who are not attending a school system must be submitted to the office and retained in your child's file at all times

MEDICATION

All prescribed medications must be brought in the original container with the child’s, name, name of the drug, dosage instructions, storage instructions and date of purchase.

Parents must fill out the appropriate medication form in order for any medications to be administered. Medication will not be given without a signed consent form.

Our license does not permit the administration of non-prescribed medications such as fever medication, cough remedies and herbal remedies.

In the case of Fever medication that may be required due to a child’s condition – febrile convulsion – a doctor’s note giving clear permission and direction to administer the medication is required and can be kept on file. In the event that your child does spike a fever while in our care, we will contact you immediately. If the medication is administered, the child must be picked up from the center.

Should a child become ill while at the program, and unable to participate in the program parents will be contacted to pick the child up. Children with any contagious virus will be excluded from the program and may return with a written notice from a physician.
WHEN YOUR CHILD IS NOT WELL

Our center follows the guidelines of the York Region Health Department and the Ministry. Every effort is made to keep the Center safe for all children.

If your child is not feeling while in our care, we will contact you immediately.

Your child should not attend the center when:
- The child is not well enough to be actively involved in the daily routine including outdoor time.
- Is requiring more one on one attention than normally due to not being well.
- Has a fever (over 38 degrees C)
- Has Diarrhea
- Is vomiting
- Has and is in pain
- Has discharge from the eyes/pink eye
- Persistent cough
- Head Lice

The above is not an inclusive listing, rather examples of children not being well.

A doctor’s note confirming that a child is able to return to the center is required.

ANAPHYLACTIC ALLERGIES

All parents who have children that have been diagnosed with an Anaphylaxis must:
- Complete our Anaphylactic Allergy Protocol and have it signed by the family physician.
- If an Epinephrine Injector is required, an injector must remain at our program.
- Parents must provide a photo of the child that will be posted along with the signed protocol form in the child’s classroom.

Parent will consult and train staff in the use of the injector prior to the start of care and yearly thereafter.

Allergy and Anaphylaxis Policy Statement

The Center may from time to time have to consider the issue of a child with allergies that may be life threatening. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life threatening allergic shock brought about by exposure to certain foods and other substances. Peanuts and peanut by-products, such as peanut oil and peanut butter, are the most common allergies that trigger an anaphylactic reaction. Other foods, however, such as eggs, strawberries, fish, shellfish, wheat and soy as well as non-food items such as latex and bee-stings, can also bring about a life threatening allergic reaction.

The staff of Macklin House Daycare receive annual training regarding the signs and symptoms of anaphylaxis and Epinephrine use. The Anaphylactic Policy is reviewed and signed off by each employee prior to start of employment.

Although the center does not prepare nor serve foods that contain nuts or nut products, it cannot be deemed to be free of foods and nonfood items that may lead to a severe allergic or anaphylactic reaction. The center will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy and in light of the physical and cultural circumstances of the day care itself. Creating an environment...
which reduces the risks to severely allergic or anaphylactic children will require the cooperation of all parents, staff members and visitors to the program. The parents of a severely allergic or anaphylactic child must discuss their child’s condition and any concerns they have with the Center’s policies and procedures at any time with the Supervisor or the Director.
As with other policies at the center, parents, children and staff are expected to comply with this policy.

**Awareness and Notification**

Parents of children who are known to be allergic or anaphylactic must inform the center of the child’s condition, the foods and non-food substances that trigger a reaction, the symptoms of a reaction and the required treatment before the child is admitted to the center.

The parents of the child must review and discuss this information and this policy with the center before the child is admitted to the day care. The Supervisor and the parents will discuss the policies of the center and the limitations on the Provider’s ability to accommodate certain conditions. These limitations include the physical condition of the premises, the number of children attending the day care and the fact that the day care Provider may attend other facilities or organizations during the day.

The center may refuse to admit a child when the Provider is uncomfortable. The parents of a child who is enrolled at the day care will be asked to sign a consent that reflects the conditions under which their child will be admitted into the day care. Further, once registered the center may request that the child be removed from the center in the event that the center is not comfortable that the child’s condition can be reasonable accommodated. The parents will be asked to sign a consent that reflects the conditions under which their child will be permitted to continue to attend the program.

In the event a child is diagnosed with a severe allergy or anaphylaxis after being admitted to the center, the parents must also inform the center of the child’s condition, the foods and non-food substances that trigger a reaction, the symptoms of a reaction and the required treatment. The parents of the child must review and discuss this information with the Supervisor immediately upon learning of the child’s condition.

Once admitted to the center, the identity and condition of the child will be communicated to the staff, students and /or any volunteers at the center. The parents of the other children at the day care will also be informed that a child (children) with a severe allergy or anaphylaxis is attending the center.

**Outside Food**

Parents are encouraged not to bring outside food/snacks into the day care but if you provide your own food/snacks you must clear your meal plan with the center to make sure the allergen is not present.

It is also recognized that there are certain festive occasions, such as Halloween, Easter, Christmas, Passover and other occasions, that feature foods that cannot be guaranteed not to contain an allergen that may trigger an allergic or anaphylactic reaction. The Provider will make every effort to manage the introduction of foods associated with these occasions. The center will notify the parents of the anaphylactic child of the occasion, the foods and the precautions that are being taken to protect the child.

**Non-Food Allergens**

The Center will make reasonable efforts to take precautions to prevent reactions to non-food allergens. This will include the removal of insect nests and the proper storage of garbage. Other less common allergens will be dealt with on an individual basis.

**Prevention and Response**

It is the responsibility of the parents of the anaphylactic child to ensure that the center is properly informed of their child’s condition on an on-going basis. the foods that trigger an allergic or anaphylactic reaction, the symptoms of a reaction, the treatment protocol supplied by the child’s doctor and that the center is supplied sufficient epinephrine injectors to treat an anaphylactic reaction. This information will be summarized in an allergy report, which, together with a photograph of the child, will be maintained in both the child’s classroom and in the office.
Epinephrine injectors are to be provided by the parents and will be kept at the center in an accessible and well-marked place. Parents are responsible for ensuring that the information concerning their child’s condition is current and that the supplies of epinephrine are maintained. Parents will also be required to train the supervisor on procedures to be followed in the event a severe allergic reaction occurs. The Supervisor will be responsible to train the staffing team of the same. A signed consent form allowing the center staff to use epinephrine injectors when they consider it necessary.

Parents must ensure that the center is informed of the child’s condition and that this information is reviewed on an annual basis or earlier if any changes have taken place. The Anaphylactic protocol will be submitting along with a physician’s signature.

Please consult with your onsite supervisor before any food products are sent in.

Although we encourage and monitor that these products do NOT enter our facility - we cannot guarantee their exclusion.

INDIVIDUAL SUPPORT PLAN

Macklin House Daycare supports the inclusion of all children. An individual support plan will be completed for children that may require special attention and/or support.
An Individual Support Plan (ISP) is one way to formally identify the needs, strengths, abilities, and preferences for a child in our care.
An ISP should be a collaborative effort between the parent, professional health care i.e. physician, early interventionist, therapist) and the center.
The implementation of an ISP is a shared responsibility and effort between the individual and his entire support team.

The ISP must reflect the goals, preferences, and needs of the child.
The following is key information that may be used to develop an Individual Support Plan:

- Strengths
- Abilities
- Likes/dislikes
- Needs
- Relationships
- Cultural and religious background
- Communication
- Relevant medical history
- Current medical considerations
- Professional support and/or consultation
- Formal diagnosis (if necessary)
- Physical considerations
- Emotional considerations
- Invention practices
- Previous direct service or support
- Goals
- Outcomes

The ISP will be reviewed as required and on an annual basis at a minimum by with the parent and any other associated service as required.
The ISP document will be stored in the child’s file for 3 years.

Implementation and Review of Individualized Support Plans
Macklin House Daycare will ensure that it has an Individualized Support Plan for any children that require it.

All staff, students and volunteer must read and understand our policy and procedures for Individualized Support Plans so that they are more aware of their roles and responsibilities and are better equipped to provide for the health, safety, and well-being of children receiving care. Plans will be reviewed:

- Prior to the start of employment and yearly thereafter.
- Each time the plan is updated
- Document with date of each time the ISP is reviewed
- Records will be kept on site for three years

**INDIVIDUAL MEDICAL NEED SUPPORT PLAN**

An individualized Medical Support plan for a child with medical needs will be completed with registration to ensure the child’s inclusion in the program.

An IMSP shall be developed in consultation with a parent of the child and with any regulated health professional who is involved in the child’s health care and who, in the parent’s opinion, should be included in the consultation. Parent, professional health care i.e. physician, early interventionist, therapist) and the center.

This plan shall include:

- Steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency;
- A description of any medical devices used by the child and any instructions related to its use;
- A description of the procedures to be followed in the event of an allergic reaction or other medical emergency;
- A description of the supports that will be made available to the child in the child care centre or premises
- Any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off-site field trip.

The IMSP will be reviewed as required and on an annual basis at a minimum with the parent and any other associated service as required.

**Implementation and Review of Individualized Medical Support Plans**

Macklin House Daycare will ensure that it has an Individualized Medical Support Plan for any children that require it.

All employees, students and volunteers will review each individualized plan to supports the child(ren)’s ability to participate in the child care program, and provides staff with all necessary information to deal with any medical situation pertaining to the child.

- Prior to the start of employment and yearly thereafter.
- Each time the plan is updated

**EMERGENCY MANAGEMENT POLICY AND PROCEDURES**

Macklin House Daycare has a Emergency Management and procedure policy. This policy is designed to provide clear direction for staff and licensees to follow to deal with emergency situations to ensure the safety and wellbeing of everyone involved. In case of Emergency, Parents/Guardians will be notified via telephone/email. A complete policy can be obtained from the onsite supervisor. It is imperative that we have your updated contact information at all times!
PERSONAL BELONGINGS

All personal belongings, including gaming toys (ipads, ipods, collective and game cards) are not permitted in our program.
Our program is not responsible for any broken/missing/personal belongings

OUTDOOR PLAY

Physical activity and organized sporting opportunities are an important component of children’s growth, development and extension of learning.
As per licensing guidelines, all programs that offer care for more than six hours are required to have an opportunity for outdoor play for two hours per day.
Please ensure your child has clothing that adequate clothing that reflect each season.

GENERAL POLICIES AND PROCEDURES

ATTENDANCE

Infant, Toddlers, Preschool Children
Parent/Guardian must sign child in – indicating time of drop off and initial and out indicating time picked up each day.

Kindergarten and School Age Children
Arrival to Child care: Parent/ Guardian must sign the child in – indicating time of drop off and initial
Departure from Childcare to school: Staff will sign the child in – indicating time of arrival and initial
After School: Staff will sign the child in – indicating time of arrival and initial
Pick Up from childcare at the end of day: Parent/Guardian must sign the child out –indicating time of pick up and initial

LATE FEES

We understand that our days don’t always go as we plan. Our center closes at 6pm. A charge of $2 per minute will be applied.

In the event we have a child who has not been picked up by 7pm and we have not been able to contact parent/guardian or emergency contacts– our mandate is to call the York Region Children’s Aid society

Please ensure that you have alternate persons available for pick up:

➢ If you think that you are going to be late – please ensure that you call the center to inform the staff you are running late.
➢ Let us know your if an alternate person is coming to pick up
➢ Ensure this person has photo ID and is 18 years of age or older
➢ Let us know the approximate time of pick up

ABSENCE FROM CENTER

Please ensure that you call the onsite supervisor regarding absence from the program by 10 am. All fees are applicable for any absence due to illness, vacation or other.

CENTER CLOSURES

Our center is closed on the following days:

Updated: Shahina Lalani September 2017
Our center closes at 1pm on Christmas Eve and New Year's Eve

**LUNCHES AND SNACKS**

Our center strives to be nut free and Pork free. We therefore ask all parents to refrain from sending any foods to the center. In the event that you would like to send something for the child to eat – we ask that you consult with the onsite supervisor BEFORE the food is brought in.

Our center provides nutritious snacks and a lunch every day. *(with the exception for infants who are still on baby foods – in which case these foods are reviewed with the onsite supervisor and brought)*

Our foods are provided by a catering company who is regulated by the Health Department and adheres to the Canada’s Food Guide.

We have a four week rotating menu that is posted on the parent board.

**NUT FREE ENVIRONMENT**

*Allergies and Restrictions*

Our center endeavors to be both Nut Free and Pork Free.

All allergies and Restrictions are to be discussed with the onsite supervisor prior to the child starting in our program. It is the parent’s responsibility to ensure we are updated of any changes, additions, exclusions.

Since we provide snacks and lunches, we ask that you refrain from sending any food products to the center.

Any Foods that are sent to the child care – including infant snacks, meals must be approved by the onsite supervisor.

As per our licensing requirements, all meals, snacks and beverages must be nutritious, nut free and in line with the Canada’s Food Guide. Ideas for nutritious snacks and lunches can be found at www.eatrightontatio.ca

Although we encourage and monitor that both Nut and Pork products do not enter our facility – we cannot guarantee their exclusion

**AUTHORIZED PICK UPS**

A child will not be released to anyone other than the parents/legal guardians of the child. A note/email/call from a parent/legal guardian giving authorization for release **must** be received. Identification must be provided.

**PARKING LOT SAFETY**

Our parking lot is very busy! When dropping off or picking up. Your child, please park only in the designated areas in order to avoid any aggravation or inconvenience to other parents.

Please assist your child in and out of the car in order to avoiding possible accidents.

DO NOT LEAVE A CHILD UNATTENDED IN THE CAR AT ANY TIME

Kindly do NOT park around the circle – this is a fire emergency area and must remain clear at all times.

Your cooperation during busy times is appreciated. Remember the safety of your child at all times!
BEHAVIOR GUIDANCE POLICY

Macklin House Daycare’s Behavior Guidance Policy intends to ensure that there is a partnership of trust, safety and positive relationship between adults and children in the program. Our program endeavors partnering with children to attain positive relationships and create opportunities for children to develop positive behaviors and self-concept.

Behavior guidance is set by a positive, age appropriate manner that is reinforced by clear guidelines and limits. Children are given the opportunities to interact, learn and develop respect for themselves, others, and their environment.

Appropriate and consistent limits will be established, based on the children’s ages and developmental needs, in order to ensure a safe and healthy environment for both the children and the adults in the program.

By providing the above, children are better able to cope with emotions and self-regulate from a negative circumstance.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

Macklin House Daycare will incorporate methods of encouraging acceptable behaviour by:

- Providing sufficient and a varied number of developmentally appropriate activities.
- Providing activities based on children’s interests
- Being aware of the developmental levels of the children
- Being aware of interactions occurring within the classroom and redirecting negative or inappropriate behaviours in a positive manner
- Allowing children to make choices as often as possible
- Providing reminders of the established limits
- Clarifying and reinforcing limits
- Providing age appropriate explanations, for the limits that have been established
- Promoting the child’s development of independent self-control
- Giving children cues about transition times so they know what to expect
- Redirecting negative or inappropriate behaviours to positive ones before they escalate
- Staff modelling appropriate and acceptable behaviours (respect for others, personal space)
- Focussing on the behaviour rather than the child by establishing clear limits in a positive and specific manner.
- Providing positive reinforcement for all positive behaviours exhibited by the children in order to promote the children’s understanding of what behaviours are expected and encouraged.
- Providing time and guidance and encouragement to self-regulate.
PROHIBITED PRACTICES

MACKLIN HOUSE DAYCARE DOES NOT ALLOW THE FOLLOWING AT ANY TIME

- Any form of corporal punishment or any other form of disciplinary practices that may be harmful to the emotional and physical well-being of children. (hitting, spanking, grabbing, kicking, squeezing, pushing, pulling, shaking pinching, biting).

- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.

- locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of emergency management policies and procedures.

- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;

- inflicting any bodily harm on children including making children eat or drink against their will.

CHILD ABUSE REPORTING

In Ontario, it is the Law that anyone dealing with children in a professional relationship who suspects a child has been abused, whether suggested by the physical condition or from something the child says, is obliged to call Children’s Aid for advice and then to follow that advice.

The Centre does not investigate or lay blame, it simply reports and follows the Agency’s directions. Similarly, if a parent, staff or other, accuses a staff member of abuse, it is the duty of the center to report the accusation to the Children’s Aid Society and follow the direction given.

The role of the Society is to protect children. Most reports to them are followed up if they believe there is substance to them.

The Centre may not, under Labour Law, dismiss a staff on an accusation. Abuse would have to be proven through investigation by the Children’s Aid Society.

SERIOUS OCCURRENCE REPORTING

All Licensed Child Care Centers are to report any accident or incident that is deemed to be a Serious Occurrence to the Ministry.

All Serious Occurrences will be posted within 24 hours of the incident for a period of ten days on the parent board as per our policy on the parent board located adjacent to the office.

In the case of an abuse allegation, the notice will be posted within the 24 hours of the investigation being completed and will remain posted for a period of ten days.

SUPERVISION OF STUDENTS AND VOLUNTEERS

Macklin House Daycare from time to time accepts students and volunteers at the program.

All volunteers/Students/Parents will require a criminal reference check. As per our policy Volunteers and Students must be directly supervised by a staff member.

Volunteers/Students/Parents are not permitted to have unsupervised access to any child at any time.
VULNERABLE SECTOR SCREENING
Our agency requires that all staff, students, volunteers and others must submit a Vulnerable Screening Report.

FIRST AID AND CPR
Our agency requires that all staff are trained in Level C Infant and Child First Aid and CPR

REST TIMES
All children are required to take a two-hour nap daily. Older preschool children may rest for one hour and continue quiet activities during rest time.

ACCIDENT AND INCIDENT DOCUMENTATION
All accidents or incidents that occur while your child is our care are recorded. Parents will be informed of any accident or incident that occurs while at the center. An accident or Incident form documenting and giving details of the accident/incident will be completed. A copy of the report will be given to the parent.

OFF SITE ACTIVITIES AND EXCURSIONS
Occasionally the center will go offsite, on walks and organized field trips. Supervision of children will be maintained at all times.

CENTER INITIATED WITHDRAWAL
Upon registration, the Director reserves the right (upon consultation with the Operations Manager, Site Supervisor and front line staff) to initiate notice to withdraw from the center.

COMMUNICATION AND PARENT PARTICIPATION
Our center is committed to providing an environment that fosters co-operation and open communication between parents and center staff. Communication between parents and the program staff and supervisor is essential.

Working collaboratively, we can help your child reach their full potential. Communication regarding behavior challenges, changes in the family environment, or any other component that may have an impact on your child’s day while at the center should remain transparent. We may request team meetings to discuss progress, information sharing to set goals.

Parental involvement in the program is encouraged. Parents are encouraged to be involved in center events. Memorandums regarding special events will be sent out to inform parents regarding events and trips.

Parents are also asked to complete a program evaluation periodically throughout the year. Feedback and suggestions are welcome any time!

INCLUSION POLICY
Macklin House Daycare is a place for all children. It is our intention to work collaboratively to include all children in our program, including those that may need or require special attention/have identified special needs.
In cases where we are unable to provide the necessary care, we will meet with families to offer referral to alternate services.

PERSONAL BELONGINGS
All personal belongings, including gaming toys (iPad, iPod, collective and game cards) are not permitted in our program. Our program is not responsible for any broken/missing/personal belongings
WAIT LIST POLICY

Macklin House Daycare strives to accommodate all registration requests, however there may be times when space may be unavailable.

No Fees are associated with placing your child on our wait list. Our waitlists are managed by supervisor of each location. Our wait list information maintains the privacy of the children listed on it however, the information regarding the status and the position on the wait is available to the parents.

VIOLENCE AND HARRASMENT IN THE WORKPLACE

To ensure the safety of everyone, according to requirements of Bill 168, Macklin House Daycare has strict protocols in place.
All forms of workplace harassment towards staff, children, students, volunteers, parents and community members, including the use of physical force, bullying, offensive jokes or referrals, intimidation, including telephone, email transactions and text messages are strictly forbidden.

CONFIDENTIALITY AND SHARING INFORMATION

All information in the children’s and staff including names, contact numbers, and health can be reviewed by for our licensing process.
Macklin House retains this information for this purpose and does not share the personal information about children with any other agency, unless we are required to share by law.

PARENT CODE OF CONDUCT

Macklin House Daycare has a clear standards of behavior that apply to all individuals who work, volunteer, learn within our programs – this includes members of the community, parents, and guardians These standards apply while within the center or at agency sponsored events and activities.

➢ All members of the organizations community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by Ontario’s Human Rights Code.
➢ All adult members have the responsibility to act as models of good behaviour. Foul language (swearing, name-calling, shouting) is not appropriate.

Individuals engaging in such behaviour will be asked to leave the premises immediately.

Inappropriate behaviour or harassment of any kind towards a student, parent, guardian, teacher, volunteer (any person who is involved with our agency) will result in immediate intervention up to and including the family’s expulsion from the centre and/or police intervention.

➢ This type of behaviour includes, but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language.
➢ No weapons are allowed within our property or at any event that is organized by our agency. The consequences for failure to comply will include, but is not limited to the family’s expulsion from the organization.

The privacy and confidentiality of our parents, guardians, teachers, volunteers and students is important to us. All concerns and comments should be addressed with the teachers, onsite supervisor, area supervisor or director.

Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the hallways, the parking lot or via electronic mediums such as Facebook, Myspace, personal blog sites or other forms of electronic information sharing.
Any pictures taken at any of our programs or during events are for the private use of the family only. These pictures cannot be posted on ANY online photo albums (i.e. Photobucket, Facebook, Myspace, etc.)
Children’s cubbies are to be used solely for the purpose of communicating between parents and our agency. They are not to be used for business promotion.

This code of conduct is a condition on registration to our program. By registering your child, you have agreed to all stipulations set forth above. Failure to follow can result in immediate expulsion from our program and legal action.

SUBMISSION OF COMPLAINTS AND RESOLUTION

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the Centre Supervisor, and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or Operations Manager/licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children’s Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the “Duty to Report” requirement under the Child and Family Services Act.

For more information, visit http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx
## Procedures

<table>
<thead>
<tr>
<th>Nature of Issue or Concern</th>
<th>Steps for Parent and/or Guardian to Report Issue/Concern:</th>
<th>Steps for Staff and/or Licensee in responding to issue/concern:</th>
</tr>
</thead>
</table>
| **Program Room-Related**  | Raise the issue or concern to:  
- the classroom staff directly or  
- the supervisor / operations manager/ licensee. | - Address the issue/concern at the time it is raised or  
- arrange for a meeting with the parent/guardian within one business days.  
Document the issues/concerns in detail.  
Documentation should include:  
- the date and time the issue/concern was received;  
- the name of the person who received the issue/concern;  
- the name of the person reporting the issue/concern;  
- the details of the issue/concern; and  
- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. |
| **General, Centre- or Operations-Related** | Raise the issue or concern to:  
- the supervisor /operations manager/ licensee. |  
Provide contact information for the appropriate person if the person being notified is unable to address the matter.  
Ensure the investigation of the issue/concern is initiated by the appropriate party within one business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.  
Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |
| **Staff-, Duty parent-, Supervisor-, and/or Licensee-Related** | Raise the issue or concern to:  
- the individual directly or  
- the supervisor/operations manager/ licensee.  
All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. |  |
| **Student-/ Volunteer-Related** | Raise the issue or concern to:  
- the staff responsible for supervising the volunteer or student or  
- the supervisor/operations manager/licensee.  
All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. |  |
**Escalation of Issues or Concerns:**
Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Operations Manager. Wherein the issue/concern has not resolved with consultation of the Operations Manager, the Operations Manager will contact the Licensee. The Licensee will address/respond in 48 hours.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPERVISOR</td>
<td>Maria Ally</td>
<td>905-472-6200</td>
<td><a href="mailto:maria.ally@mhdc.ca">maria.ally@mhdc.ca</a></td>
</tr>
<tr>
<td>OPERATIONS MANAGER</td>
<td>Sarah Traccitto</td>
<td>905-472-6201</td>
<td><a href="mailto:sarah.traccitto@mhdc.ca">sarah.traccitto@mhdc.ca</a></td>
</tr>
<tr>
<td>EXECUTIVE DIRECTOR</td>
<td>Shahina Lalani</td>
<td>905-472-6201</td>
<td><a href="mailto:shahina.lalani@mhdc.ca">shahina.lalani@mhdc.ca</a></td>
</tr>
<tr>
<td>HEAD OFFICE INFORMATION</td>
<td>Macklin House Daycare Center Inc.</td>
<td>2501 Denison Street Markham, ON L3S 2P9</td>
<td></td>
</tr>
<tr>
<td>MINISTRY OF EDUCATION – LICENSED CHILD CARE HELP DESK</td>
<td>Tel: 1-877-510-5333 Email: <a href="mailto:childcare_ontario@ontario.ca">childcare_ontario@ontario.ca</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REGISTRATION AND FEES**

All children must be registered in our program. A registration fee and complete registration form, including immunization for children who are not attending a school system must be submitted before a child can start into our program.

The registration fee is non-refundable and is in place until your child withdrawals from the program. If a child is withdrawn and re-registered at a later time, this fee is applicable again.

Parents who are registering an Infant should submit a completed and comprehensive Infant profile so that we can facilitate baby to the best of our ability.

Parents with children who have an Anaphylactic Allergy that required special attention – that require an emergency medication, such as an epinephrine injector or inhaler must be submitted. A completed protocol outlining the directions of how we may support the child in case of emergency. Parents with children who require emergency medications must submit the medications (i.e. epinephrine injectors, puffers) review the completed information with the onsite supervisor and train the supervisor and staffing team where applicable before the child starts at the center.

Parents with a child that requires an Individual Support Plan (ISP) must submit the completed forms prior to the start of the program.
Parents who have a child that requires an Individual Medical Support Plan (IMSP) must submit the completed form prior to the start of the program.

Once registered, the registration is ongoing until the time when a written notification to withdraw is received. A notice of one month is required to withdraw from the center.

All fees are applicable, regardless of absence due to illness, vacation or other.

Fees are applicable for Statutory Holidays as outlined.

**Registration Fee, Deposit and Withdrawal**

**Registration Fee**
The registration fee to enter into our program is $40. A fee of $25 per subsequent child (if more than one child from the same family) registered.

Registration fees are non-refundable.
Registration Fees are not covered by Subsidy.

**Deposit**
A deposit of one month is due at the time of registration. This fee is to hold your child’s space in the program.

Deposit is not required for families who are receiving subsidized care from the Region of York. The space is guaranteed by the Region according to your contract.

The deposit will be either applied to your last month’s payment OR refunded at the time of withdrawal.

**Withdrawal**
A written notice of one month to withdraw must be submitted to the onsite supervisor.

As per our contract with the Region of York - Families who are receiving subsidized care must submit written notice of 10 business days to withdraw must be submitted to the onsite supervisor.

Notices to withdraw are taken on or by the first day of each month and the withdrawal takes place at the end of the that month.

Notices given mid-month shall be applied to the first of the next month.

**FEE PAYMENTS**

**PAYMENTS FROM FAMILIES PAYING FULL FEE**

There are two methods of payment:
Preauthorized Electronic Payment or cash payments are accepted.
*We do not accept cheques.
An official receipt for tax purposes will be issued in February.
**Pre-authorized Electronic Payment**
A pre-authorized Electronic Payment form must be completed and submitted to the office at the time of registration.

Fees must be available in the specified account for withdrawal on by the 1st of each month.

An NSF charge of $25 will applied to for each NSF payment.
Parents who have had more than two NSF payments will be required to submit a cash payment/money order/bank draft.

Payments must be up to date at all times. If your account is in frequent arrears, an interruption in services will be placed until the account is up to date.

**Cash Payments**
Parents submitting cash payments must submit a weekly payment on each Monday of the month.

Parents submitting payment on a monthly basis must submit payment on the First of each month.

A late payment few of $25 will be applied to each late payment.

Payments must be up to date at all times. If your account is in frequent arrears, an interruption in services will be placed until the account is up to date.

**PAYMENTS FROM FAMILIES RECEIVING SUBSIDIZED CARE**

Preauthorized Electronic Payment or cash payments are accepted.
*We do not accept cheques.*
An official receipt for tax purposes will be issued in February.

**Pre-authorized Electronic Payment**
A pre-authorized Electronic Payment form must be completed and submitted to the office at the time of registration.

Fees must be available in the specified account for withdrawal on by the 1st of each month.

An NSF charge of $25 will applied to for each NSF payment.

Cash payments must be paid on a monthly basis – paid on the 1st of each month.

A late payment fee of $25 will be applied to each payment.

An NSF charge of $25 will applied to for each NSF payment.
Parents who have had more than two NSF payments will be required to submit a cash payment/money order/bank draft.
Payments must be up to date at all times. If your account is in frequent arrears, an interruption in services will be placed until the account is up to date.
## Our Contact Information

<table>
<thead>
<tr>
<th>Role</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Phone Number</td>
<td>905-472-6200</td>
<td></td>
</tr>
<tr>
<td>Center Fax Number</td>
<td>905-472-1373</td>
<td></td>
</tr>
<tr>
<td>Center Supervisor</td>
<td>905-472-6200</td>
<td><a href="mailto:Maria.ally@mhdc.ca">Maria.ally@mhdc.ca</a></td>
</tr>
<tr>
<td>Maria Ally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Office Number</td>
<td>905-472-6201</td>
<td></td>
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<tr>
<td>Operations Manager</td>
<td>Ms. Sarah Traccitto</td>
<td><a href="mailto:Sarah.traccitto@mhdc.ca">Sarah.traccitto@mhdc.ca</a></td>
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<td>Executive Director</td>
<td>Ms. Shahina Lalani</td>
<td><a href="mailto:Shahina.lalani@mhdc.ca">Shahina.lalani@mhdc.ca</a></td>
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**MHDC**  
CREATE.CHALLENGE.ENGAGE  

The greatest gifts you can give your children are the roots of responsibility and the wings of independence.