

Manning Crossing Daycare Centre



Parent/Guardian Handbook Policies & Procedures

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Introduction

Welcome to the Manning Crossing Daycare Centre (MCDC). We hope that your involvement with our Centre will be a positive experience for both you and your child. We ask that you review the information provided in the Policy and Procedure Manual, which includes the policies, procedures and philosophy of our center. In order to look after your child's every need, it is up to all of us to work together. If you have any inquiries please contact Rukhsana Panhwer Director/Owner, at 780-478-2271 or email us at info@mcd daycare.ca

Who We Are

Manning Crossing Daycare is a family business of Rukhsana Panhwer and Nawaz Panhwer started from scratch in November 2014 to better serve the needs of our families. Before starting this business Rukhsana Panhwer was running a day-home care since 2006

The Center's leadership consists of the following individuals and positions: Director: Rukhsana Panhwer
Executive Director: Nawaz Panhwer

In addition, we have a Parent Advisory Committee, whose membership consists of parents, staff and community members who want to contribute their time, ideas, and efforts to help improve Manning Crossing Daycare for our children. Current membership rosters are available through the Director of the Center.

Mission Statement

Our program focuses on the 'whole child'. Children are respected and accepted unconditionally, regardless of family dynamics, ethnic background or origin, culture, socio-economic status or physical or mental challenges. Our program plan is implemented through the 'learning through play' philosophy. Children learn through direct interaction with others and their environment. Keeping this in mind, it is our intent to offer challenging activities in which children's curiosity and creativity is sparked, ultimately leading to learning.

We believe that childcare should be an extension of the home, supplementing what the child is learning at home. Manning Crossing Daycare Centre provides a special kind of learning experience focusing on all areas of a child's development: social, emotional, intellectual, physical and creative. We strive, as you do, to encourage children to grow in self-respect, self-control, responsibility and independence.

Daycare Program Philosophy

At Manning Crossing Daycare Centre our philosophy is based on "Learning through Play". The primary focus of this program is intellectual development of good work habits. In order to enhance the children's development as a whole person, we offer a variation of the Montessori program that is more flexible.

Our goal is to provide an environment that will enable the child to develop to his/her optimum potential in all aspects of development. Our qualified staff members facilitate this environment and work to enhance the children's sense of self-respect, self-control, responsibility, and independence. When the child enters in the morning he is greeted by his/her teachers and then he/she is given the freedom to explore the various learning activities and interest centers that have been prepared before his/her arrival: House Keeping/Dramatic Play Center, Library and Music Center and the Sand/Water Centre. The centers are always available and the materials in them are changed weekly based on the children's interests. The learning centers are not arranged for ease of movement and convenience of use but rather for maximum challenge to the body and mind. A teacher is always nearby to support the child when needed. They are always available to answer questions, offer a challenging statement or make a suggestion in keeping with each child's current level of achievement, interest, ability and needs. The children are given time to grow and experiments, discover, play and to be a child.

Out of School Care Philosophy

At Manning Crossing Daycare Centre we believe that children are entitled to opportunities that support and encourage their emotional, intellectual, social, cognitive and physical development. We believe that children are important individuals who develop at different rates and in their own ways. We seek to stimulate and develop children's creative thinking and problem solving skills through both staff and child directed activities. We strive to promote a positive self-image for each child by encouraging exploration, fostering the development of social skills and cultivating friendships. We encourage children's involvement in the broader community to help promote a strong sense of community giving children opportunities to participate in community projects and special events. We believe that children learn through play and personal experiences that foster each child's growth and development. We believe that children's programs should create an environment of trust where friendships are encouraged and each child learns a positive sense of him/herself. We support and encourage cooperative partnerships between parents and staff in order to meet the needs of all the children in our care.

The most important goal of our program is to give children a positive sense of themselves. Children are encouraged to try new things, ask questions and express themselves. Our staff members spend a lot of time interacting with the children, continuously making positive comments about children's activities, curiosities and accomplishments. We strive to help children develop confidence, independence and a desire to learn. Our program sets goals for each child in all areas of development:

Social, Emotional, Physical, Cognitive and Creative.

Goals

The following are the basic goals for the children who are in our care:

Emotional:

- to become independent and learn to be in control of their emotions
- to be able to express and deal with the emotions they have
- to learn how others express and deal with emotions
- to develop empathy with others

Social:

- to be able to interact effectively with others, regardless of perceived differences
- to be able to respect others and the property of others
- to be able to function well in a group setting
- to be able to understand why they should cooperate with others
- to be able to develop meaningful friendships

Physical:

- to develop large and small motor skills
- to learn the importance of good nutrition and good hygiene
- to develop lifelong, healthy habits

Intellectual:

- to develop a lifetime love of learning
- to learn observation and discussion skills
- to build a love for reading
- to build upon natural curiosity
- to develop the foundation needed to advance in the primary grades

Parent Orientation

Once you have been accepted into our program and have returned the required documentation, you will receive a Welcome Letter and current Policy and Procedure Manual emailed to your family. The welcome letter will inform you on where to find information regarding your child's day and our program, confirm start date, drop off and pick up times, as well as, invite you and your family to set a date to visit our center.

You are invited and encouraged to bring your child for a visit during the week prior to their first day. This gives him/her an opportunity to become familiar with the centre, our staff and to meet the other children in the program. You must remain with your child during this visit, as they are not yet registered in our program. During the initial period of adjustment, tears are a very natural occurrence for younger children. Our staff have specialized skills to help your child over a difficult time. Our staff can assist you both as you say good-bye. A routine that is consistent from day to day gives children a specific way to understand time. Once your child has participated in the sequence of the daily routine a number of times, he/she will begin to understand time as predictable sequence of events without depending upon an adult to tell what happen next.

Admission Policy

Admission is open to all children from new born baby - 12 years old whose individual needs and family needs can be met through our program. Children are allocated in spaces in such a way as to meet their developmental needs and maintain our staff to children ratios in accordance with governmental regulations. Manual and Registration form. In order to be admitted, the registration form is to be completed and returned along with a \$50 nonrefundable registration fee and a \$150 deposit. The deposit will be deducted from your first month's childcare fees. This form asks for basic background information about your child including medical information and contact information. It is essential that you notify the Director, in writing, of any changes with respect to addresses, phone numbers, emergency arrangements, family status, child allergies and/or medical problems. The number of children we can accept into our program is limited. If all of our spaces are filled, we will put your child on a waiting list and hold a space for you. Spaces are not saved for children leaving the center for the summer months or for extended periods of time during the year unless the space is being paid for. Children's names may be placed on the waiting list for re-entry into the program.

A *one-month* written notice is required when you withdraw your child from the center. We reserve the right to refuse care of your child. This includes any reason the Director and or license holder deems necessary. This includes late fees, not meeting your child's needs, illness, etc... In such case you will be given a termination notice from the Center.

Fees

Fees are due on the FIRST day of each month for that month. Postdated cheques are required to be left upon registration to avoid late penalty fees. The Centre charges a late penalty fee of \$20 and 24% interest per year. There is a \$20 NSF fee for each cheque returned.

Notices of late payment will go out on the 5th day of each month.

Our fees are as follows:

Full Time:

- 0 month to 11 months \$1000 per month
- 12 months - 18 months \$900 per month
- 19 months - 3 years \$850 per month
- 3 years - 4.5 years \$850 per month
- Kindergarten Children \$550 per month Centre will provide Transportation
- Out of School Care (OSC) \$500 per month Centre will not provide Transportation
- Part Time: 13 months - 6 years \$50 per day (max 7hrs)
- OSC Mornings only \$10 per morning OSC Full Days \$50 per day
- OSC Regular Dismissal \$25 per afternoon
- OSC Noon Dismissal \$40 per afternoon
- OSC Early Dismissal 2:30pm \$30 per afternoon

Childcare fees are required to be paid in full in order to maintain a space for your child. There is no holding fee for your time away from the center for holidays, vacations or extended leaves of absence. Part time families are required to pay for their designated days regardless if they have been sick or away. Please do not ask us to make an exception. The fees include art and music classes.

Any extra activities such as fieldtrips are not included in the regular monthly childcare fees; parents will be required to pay the associated fees in addition to the monthly fee. Subsidies are available from the Provincial Social Services to those parents who qualify. Subsidy Application Forms and Information Sheets can be obtained by visiting the Government of Alberta, Child and Youth Care Services website at www.child.alberta.ca. To be considered for a full time space, subsidized families must have their children in the centre for a minimum of 100 hours per month. Termination notice will be given to a parent who is behind in payment of their fees.

Hours of Operation

Our hours of operation are Monday to Friday 6:30 am to 6:00 pm. Children may attend for a maximum of 10 hours per day unless individual arrangements are made with the director.

There may be an additional charge for additional staffing if children are attending over the maximum hours per day. We will be closed on all Statutory Holidays and other designated days.

Holidays Closures

Manning Crossing Daycare will be closed on regular statutory & civic holidays

New Year's Day
Family Day – Alberta
Good Friday
Easter Monday
Victoria Day
Canada Day

Heritage Day – Alberta Labour Day Thanksgiving Day Remembrance Day Christmas Day Boxing Day
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Generally when one of the listed holidays fall on a Saturday or Sunday it will be observed the following Monday

School Closures

Parents are responsible for providing written notification at least one week in advance to Manning Crossing Daycare Centre of all non school days, PD days, non-instructional days, holidays, and schedule changes

Severe Weather Conditions

In the event of severe weather conditions, Manning Crossing Daycare will generally follow the Edmonton School Board in determining whether or not to close the Center. Employees are instructed to listen to local radio and television stations for emergency closing information in these circumstances.

Employees are also instructed to contact the Director or Assistant Director for further instructions. Employees are instructed to contact the Director by 6am and again at 8am for further instructions.

Emergency Closures

Due to severe weather conditions or other emergency situations, there may be times when Manning Crossing Daycare may be closed. Emergency closing is at the discretion of the Director.

Other situations, including but not limited to electrical power failure, lack of water, lack of heat or air conditioning, hazardous road conditions, or other situations which could endanger the safety or health of children and employees, may result in Manning Crossing Daycare being closed at the sole discretion of the Director. Employees will be advised of their obligations in these situations.

In the event of an emergency closing in the middle of the day, the Director or Assistant Director will instruct employees during the emergency. Employees are required to remain at the Center as long as there are children present. In rare instances, this may require employees to remain after normal closing hours. Employees must be mindful that compliance with Licensing Regulations must be maintained even in emergency situations (ratios, general policies, and the like). The Director/Assistant Director will inform employees when they are able to go home. Employees who refuse to cooperate during an emergency closing situation may be subject to disciplinary action up to and including termination.

Arrival and Departures

Upon arriving at the centre, we ask that parents accompany their child to their room. Parents are to help their child get ready for their day and inform staff of their arrival. Parents must also sign in their child's arrival time in the attendance record book and are encouraged to say goodbye to their child before leaving the centre. If a child is to be absent, we would appreciate that the Director is informed by 9:30 am. At the end of the day, parents must mark their departure time in the attendance record book and inform the teacher of the child's departure.

Release of Children

Children will only be released to persons identified in the authorized pick up list. Staff may ask for identification. We ask that you inform the Director if someone other than yourself will be picking up your child either by note or a phone call. We will not release a child to an adult who is intoxicated or under the influence of non-medical drugs. Alternate arrangements will be made by the staff to ensure the safety of the child at the parent's expense.

Irregular Attendance

For children attending part time or with irregular schedules parents must submit a weekly or monthly attendance calendar in advance.

Late Pick up Policy

Parents must ensure arrangements have been made for pick up of their child by the designated time on the registration form. The centre closes at 6:00 pm. The Director will take into consideration late pick up due to RARE and unusual circumstances i.e. car accident, excessive snowstorm, or car breakdown. However, a phone call is appreciated. High traffic volumes and accidents slowing down traffic are regular occurrences and will be considered late. **A late fee of \$1.00 for each minute past 6:00 pm will be charged.**

Daily Routine

Our daily routine includes active and quiet times, time with friends and time to play alone. Many opportunities are given for your child to interact individually or as part of a group. Arts and crafts, music, science, language activities, dramatic and outdoor play ensue a well balanced day that combines learning with fun. **Outdoor play is mandatory part of our daily programming. Please ensure that your child comes with appropriate outdoor wear each day.**

Transportation

Manning Crossing Daycare Centre will provide transportation to and from schools and transportation is a component of our program (temporary). Prior to registering your child please check with your child's school to

familiarize you're self with the school's transportation policy as well.

Open-Door Policy

- Manning Crossing Daycare Centre maintains an open-door policy and families are welcome to visit at any time.
- We encourage parental involvement, through volunteering and in classroom participation.
- We provide families with an opportunity to discuss their child/children's progress. (biannually)
- We shall support the diversity and uniqueness of our families through various celebrations & events.
- We encourage families to participate, make suggestions, provide input, and welcome any feedback.
- The centre's shall ensure there is a consistent exchange of daily information through verbal and written communication, between the staff and families.

Inclusion and Diversity

At Manning Crossing Daycare Centre, cultural heritage is an integral part of programming. We ensure a variety of cultural and inclusive activities and materials are provided and available to children. We encourage all children and families to share their cultural traditions and celebrations. Staff members provide children with opportunities to celebrate individual differences and unique qualities. Manning Crossing Daycare Centre will accept children of diversity depending on our ability to meet their needs and provide the type of environment they require.

Program Planning

Program planning is based on children's interests and developmental needs. Through observations, engagement with children and discussions with parents, teachers will determine current interests in the room. This will be the topic of the program plan. There may be more than one interest in a room at any given time.

Program plans must be completed and posted every Monday morning. It is your responsibility to ensure the environment correlates with your program plan and your program plan is based on the children's interests. Children must be provided with a large variety of open-ended activities in all developmental domains prior to their arrival. Program plans must also include developmentally appropriate activities that promote literacy, math, social studies, science, etc.

Most experiences must be open-ended, especially for infants and toddlers and must include all developmental domains.

Outdoor Play

The children have daily opportunities for outdoor play in a safe, stimulating and developmentally appropriate environment usually at our playground

The play yard is meant to be an extension of our classroom. The items that are in the classroom are items that can be adapted for outside use. For instance: the easel. Typically, an easel is set up in the classroom, but outside it becomes different experience for the children. The same goes for the discovery table, dress up, dramatic play, blocks, science, etc. Outside we also play games and, best of all, we get to do lots of things that are unacceptable inside, like yelling and running.

We may also the Henry Legay Park, or community walking trails. Staff carry an emergency backpack at all times when offsite. The Emergency Backpack contains; emergency phone numbers, children's emergency contact information, first aid kit, tissues, wipes and garbage bag. During the summer we also carry water, extra shirts, sunscreen, and bug spray. Children are to be appropriately dressed for the weather at all times.

Circle Time

Children are not to be forced to participate in circle time therefore, alternative activities must be available. Circle time is meant to be a fun and interactive time where children can experience large group activities. Where appropriate (older preschool and kindergarten), children learn about the days of the week, the months, the weather (and weather predictions), the alphabet, and counting. They also find out their jobs of the day.

Fieldtrip Policy

Throughout the year we do take the children off the premises as an enhancement to our program. Some of our programs will require the children to be transported by public and/or private transportation. Staff members enforce safety rules that comply with Transport Canada Guidelines. When a fieldtrip is planned, parents will be notified by newsletter, our website and in person. A written parental consent is required on the field trip form, which will also include the destination, mode of transportation, time of departure and arrival and supervision details. We require additional adults to accompany the group on many of our fieldtrips to ensure we meet or exceed the fieldtrip facilities minimum adult to child ratio. Parents are welcome to volunteer for any fieldtrips. Volunteers on fieldtrips are responsible for having fun and spending some fun quality time with their child. Volunteers are not allowed to be alone with any children other than their own and will be asked to stay with the group.

Before each fieldtrip the staff will prepare the children by explaining where they are going, what will happen, whom they will see and who they need to listen to. The staff will also review the safety rules with the children and parent volunteers prior to each fieldtrip.

Technology/Movie Viewing Policy

To enhance an activity or interest in a room, staff may wish to have the children watch a movie. With this in mind, the following guidelines must be adhered to.

1. Only movies rated "G" are to be viewed.
2. Movies must be screened by staff prior, to ensure they meet the developmental needs of the Children and are appropriate
3. Other supervised activities are to be made available for children who do not wish to watch the movie
4. Staff are to sit with the children while they are watching the movie, still being able to supervise any children who do not wish to watch the movie.
5. The title of the movie, length and rating are to be recorded on the program planning sheet.
6. The theme or content of the movie must be related to what is being discussed/planned in the room.
7. Movie viewing shall not exceed the following:

Toddler Room -1 hour a month broken down to 1/2 hour every other week
2/3 Room -1 hour a month broken down to 1/2 hour every other week
3/4 Room - 3 hours a month broken down to 1.5 hours every other week
4/5 Room - 3 hours a month broken down to 1.5 hours every other week

Computer Usage

To enhance a theme or to provide an additional activity in a room, staff may wish to have the children play an education computer game. With this in mind the following guidelines must be adhered to.

1. Only programs/games rated "G" or any age are to be used.
2. Any program/game must be screened by staff prior to it being used.
3. Any program/game with violence or inappropriate language is not to be used.
4. The program/game must be education in content.
5. Computer usage is limited to 15 minutes at any one time.

Age Appropriateness

Child development research indicates that there are universal, predictable sequences of growth and changes that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, cognitive, emotional, social and intellectual.

Knowledge of the typical development of children within the age groups served by our programs provides the framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual Appropriateness

Each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, culture and family background. Both the curriculum and adults' interactions with children should be responsive to those individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people.

Child Discipline Policy

It is recognized that children are at different stages in their development of appropriate group behavioral skills. At our Daycare program, key rules will be established to maintain harmony and safety of all of the children. The children will be told the logical consequences that will result when the rules are broken. Staff will follow through in a calm, reasonable, and consistent manner when a child behaves inappropriately

Methods that will be used when guiding and redirecting behavior:

- Caregivers will communicate to children using positive statements
- Caregivers will communicate with children by getting down to their eye level and talking to them in a calm quiet manner about what behavior is expected
- After the child is reminded of the appropriate behavior, he/she will be redirected through alternatives/ choices to another activity or area
- Staff will promote and encourage appropriate behavior through knowledgeable program planning, modeling desirable behaviors, and socially acceptable language
- The goal that we are striving for is for children to take responsibility for their own actions and behaviors
- The goal that we are striving for is for children to take responsibility for their own actions and behaviors
- Any person, while on child care premises, shall not engage in any of the following actions toward children
- Inflict corporal punishment in any manner upon a child's body
- Hit, spank, beat, shake, pinch, or any other measure that produces physical discomfort
- Cruel, harsh, unusual, humiliating, or frightening methods of discipline, including threatening the use of physical punishment
- Placement in a locked or dark room
- Public or private humiliation, yelling, or abusive or profane language
- Staff shall not associate disciplinary action or rewards with rest, food, or toileting
- Caregivers shall not use time out for any child
- Caregivers shall not use time out for any purpose

Through discipline we help children develop self-control. We want children to feel strong and self-confident and at the same time respect adults and other children. Children who like themselves and feel esteemed by others rarely act rebellious or sullen. Discipline refers to actions taken by adults to help children control their behavior. These actions include identifying what kinds of behavior are acceptable and helping the child to understand the possible consequences of unacceptable behavior. Giving a child the reason for why he is not allowed to touch or do something helps him in learning to manage his own behavior in the future. Adults help children to develop self-control by being consistent, predictable and by modeling desirable behavior.

Our staff uses positive reinforcement to encourage the behaviors we want to see and to build self-esteem in the children. We will never use sarcasm, physical force, or embarrassment to discipline a child. Physical punishment of children, including hitting and spanking will not be allowed under any circumstance. Other discipline methods that are unacceptable include time outs, harsh or degrading measures that humiliate or undermine a child's self respect, isolating a child, or withholding basic needs such as food, shelter, clothing, bedding or affection.

Guiding the Behavior for Infants and Toddlers

During the first years of life, bonding and trust are encouraged through the presence of a consistent and responsive caregiver. Security is strengthened in the infant when he knows that all of his needs will quickly met. The teachers follow these guidelines to help prevent undesirable behavior:

1. Give infants attention on an individual basis throughout the day. Develop a relationship with each child as if he/she were the only child in the center.
2. Plan a room arrangement that minimizes traffic and allows for everything to be at the child's level. Make it simple.
3. Prepare and put out interesting activities in all centers
4. Establish a routine that alternates quiet activities and active activities.
5. Meet an infant's needs promptly so that he/she may develop a strong, happy, and trusting relationship.
6. Have a close relationship with the parents and solicit information about their children.
7. Play on the floor, close at all times to encourage and reinforce appropriate behaviors with words of praise and positive reinforcements.
8. Set clear limits and be consistent.
9. Always focus on what the child is to do rather than what he is not to do.
10. Redirect if a child needs help with his/her behavior.

Toddlers:

1. Developmentally, toddlers feel everything is about them. It is important to have multiples of the same toys to avoid ongoing conflicts.
2. Develop a relationship with each child as if he/she were the only child in the center.
3. Arrange the room with defined play spaces and minimal open areas
4. Provide an environment that fosters independence
5. Ensure routines are consistent.
6. Establish close relationships with parents and solicit information about their children.
7. Encourage behavior you want them to continue with words of praise and positive reinforcements.
8. Set clear limits and be consistent.
9. Focus on what the child is to do rather than what he is not to do.
10. Redirect the child to another activity to give him/her the opportunity to change his /her behavior
11. When solving conflicts, provide choices so they feel they have some control
12. Prepare and put out interesting activities in all centers in keeping with each particular child's current level of achievement, interest, ability and needs.
13. Provide sensory play

Guiding the Behavior of Three, Four and Five Year Olds

- Develop a relationship with each child as if he/she were the only child in the center.
- Plan a room arrangement that minimizes traffic and discourages the children from running.
- Prepare and put out interesting activities in all centers in keeping with each particular child's current level of achievement, interest, ability and needs.
- Establish a routine that alternates quiet activities with active activities.
- Establish close relationships with parents and solicit information about their children.
- Take time to teach children to use the materials properly and be consistent in reminding them.
- Encourage behavior they want to continue with words of praise and positive reinforcements.
- Set clear limits and be consistent.
- Focus on what the child is to do rather than what he is not to do.
- Redirect the child to another activity to give him/her the opportunity to change his /her behavior.
- If s child continues the unacceptable behavior, he/she will be given the logical consequence of his/her actions.
- When children are fighting teachers will intervene immediately and stop the children from hitting each other. Teachers will teach them to solve the problem without hitting.
- If the child loses control of his emotions and is crying uncontrollably, shouting, or having a temper tantrum we will ensure they are safe and deal with the situation once they have released the negative behavior.

Guiding the Behavior of 6-12 year olds

- Develop a relationship with each child as if he/she were the only child in the center.
- These one on one interaction will help staff recognize the strengths and weaknesses of each child.
- Prepare a learning environment that minimizes traffic, promotes consistent routines and states well- defined expectations.
- Prepare and put out interesting activities in all centers in keeping with each particular child's current level of achievement, interest, ability and needs.
- Establish a routine that alternates quiet activities with active activities.
- Establish close relationships with the parents and solicit information from them about their children.
- Take time to teach the children to use the materials properly and be consistent in reminding them.
- Always encourage behavior you want to continue with words of praise and positive reinforcements.
- Set clear limits and be consistent.
- Always focus on what the child is to do rather than what he is not to do.
- Use problem solving where appropriate. Teachers and children will talk through the situation while staff asks supporting questions to enable the children to come up with another alternative or solution to their problem.
- If the child continues the unacceptable behavior we will give him/her the logical consequence of his/her actions.
- When a child causes physical or emotional harm to him/herself or other, the child will be removed from the situation in order to allow the child to calm down. Staff will talk with the children involved about alternate and appropriate behaviors. Children will then learn how to solve the problem without harming themselves or others.
- If the child loses control of his emotions and is crying uncontrollably, shouting, or having a temper tantrum, he/she will be removed from the group and given a quiet area to calm down. Once he/she has released his/her negative behavior the staff will then help the child to express him/herself in a safe appropriate way.

Child Guidance & Bullying

The center has clear rules that will be followed consistently with each individual child. When making rules we refer to the following guidelines:

- We cannot let children hurt other children
- We cannot let children hurt themselves
- We cannot let children destroy equipment or property
- We cannot let the children bully others in any way

The rooms will be set up and the program planned appropriately in order to prevent undesirable behavior. The teachers recognize when children are becoming bored and frustrated and when they need to change activities.

Illness and Medical Procedures

Upon enrollment at the centre, we require the medical status of the child, up to date immunization records and any known allergies or medical conditions. If a child becomes ill while attending the centre we will contact you promptly so that you may take your child home or to the doctor. An emergency contact including phone numbers and an address is necessary in the event that you cannot be reached. In an emergency the Director will take whatever immediate steps necessary to get medical help. You will be responsible for all costs associated for treatment and care. A sick child will be placed in the office or on a cot until the parent or guardian arrives. The child will be supervised during this time.

Parents are required to keep their child home if they display any of the following symptoms: fever, diarrhea, vomiting, undiagnosed rash/skin condition, obviously infected discharge, lethargy and irritability, persistent pain, cough, and communicable diseases as listed in Schedule 1 to the Communicable Disease Regulation (AR 238/85). A staff member who notices any of these symptoms when your child arrives will ask that your child be taken home or to a doctor for a note confirming that your child is healthy and not infectious.

If your child has had a fever, diarrhea or vomiting we ask that your child is kept at home for 24 hours after all symptoms are gone without the aid of Advil, Tylenol or other fever reducing medication.

Supervised care for sick children

(MCDC) must ensure that a sick child is kept as far away as is practicable from the other children, and directly supervised by a primary staff member.

Medication Policy

(MCDC) may administer or allow the administration of medication to a child only where:

- the written consent of the child's parent has been obtained,
- the medication is in the original labeled container, and
- the medication is administered according to the labeled directions.

Where medication is administered to a child, (MCDC) must ensure that the following information is recorded:

- the name of the medication;
- the time of administration;
- the amount administered;
 - the initials of the person who administered the medication.

(MCDC) must ensure that

- all medication is stored in a locked container that is inaccessible to children,
- Medication that may be needed in an emergency is stored in a place that is inaccessible to children

Parent/guardian(s) must complete a form and send all medications for their child in the original container, clearly labeled with the physician's name, child's name, and date of issue, and instructions for administration. The Executive Director or Room Supervisor will only administer oral medications prescribed by a doctor. Non-prescribed medications will not be administered at the centre. Medications are kept in a locked cabinet (or locked container in fridge if appropriate). Once medicine has been given, the staff will watch for any reactions that could occur from the medication taken. Parent/Guardian will provide on medical form when medicine was last administered at home. All medication when finished will be given back to the parent for proper disposal.

Health care

(MCDC) may provide or allow for the provision of health care to a child only if

- the written consent of the child's parent has been obtained, or
- the health care provided is in the nature of first aid.

Children with Allergies

Our Daycare staff will to the best of their abilities, create an environment that minimizes the risk of exposure to allergies. This policy recognizes that the risk of accidental exposure can be reduced but not eliminated.

Each child needs will be assessed individually to determine if the centre can manage the allergy safely. The centre reserves the right to refuse registration if it is determined by the program director that the allergy is not safely manageable. Parents wishing to enroll their child(ren) in our program must discuss the child's allergies with the program director in advance of registration to determine if the centre can manage the child's allergies. To determine manageability we look at the following factors: a) type of allergy, b) number of allergies, c) level of severity, d) can exposure to allergen be managed safely and reasonably?, e) are staff and parents comfortable with level of risk that is inherent

Once it is determined that the allergy is manageable, then the following procedures must be followed before the child can be admitted into the program

The parent will provide an Allergy Information sheet that is signed by the child's physician:

- The parent will complete the allergy form that has been prepared by the centre. The parent will be able to meet and discuss this information with the centre's staff
- The parent will give written consent to advise other parents in the centre about their child's allergies and to allow us to post the child's Allergy Alert form in the center
- The parent will provide all necessary medications

- The parent will demonstrate the administration of the medication/ treatment to the program staff
- The program director and the parent will prepare a plan that outlines who will provide the food for the child (the centre or the parent or a combination of the two)
- The parent and program director will review the plan and the child's needs on a regular basis
- It is the parent's responsibility to notify the program coordinator, staff and cook of any changes to the child's allergy
- Any changes to the child's allergies must be noted and signed by the child's physician

Head Lice Policy

If lice are found at our center the following guidelines will be followed to prevent or eliminate further spreading, all children will be screened each day for signs of head lice. You will be notified should we discover your child has lice and will be requested to pick your child up from the Centre. Should you discover that your child has head lice you must notify us and take the necessary treatments for your child?

Your child must be receive head lice treatment and free from live lice and nits before returning to the Centre.

After treating your child for head lice and upon returning to the Centre a head check will be completed on your child before leaving your child at the Centre. Should we find any nits or signs of lice you will be asked to take your child and remove all nits before returning to the Centre? (This is because the head lice treatment only kills 80% of the nits. Removal of the nits eliminates any unaffected nits from the treatment from hatching)

The second treatment for head lice must be applied to your child and we will be requesting confirmation of application after 7 days. (Again, this is because the treatment only kills 80% of the nits the first time. The second treatment is very important!)

Please complete the additional at home treatment tasks to prevent a re-infestation.

This may seem a bit extreme to some families but it is the best way to prevent further spreading and to aggressively eliminate the head lice outbreak.

Potential health risk

Where a staff member knows or has reason to believe that a child is exhibiting signs or symptoms of illness as set out in this subsection, (MCDC) must ensure that the child's parent arranges for the immediate removal of the child from the program premises, and that the child does not return to the program premises until our Centre (MCDC) is satisfied that the child no longer poses a health risk to persons on the program premises.

Signs or symptoms of illness exhibited by a child include the:

- child vomiting, having a fever, diarrhea or a new or unexplained rash or cough,
- requiring greater care and attention than can be provided without compromising the care of the other children in the program, or
- having or displaying any other illness or symptom the staff member knows or believes may indicate that the child poses a health risk to persons on the program premises.

To assess if a child is ill within our program, a Program staff will take child's body temperature using a thermometer to assess for fever, observe child's general temperament and play pattern, observe child's bowel movement type and frequency, and vomiting if any and observe child's eating during meal times.

Our program will record and document on file children who are removed because of an illness. Form will provide information about name of child, date the child was observed to be ill, name of staff member who identified the child was ill, time the parent was initially contacted, name of staff person who contacted the parent, time the child was removed from the program, and the date the child returned to the program and evidence provided to warrant return to the program. Document will also include where symptoms/traits have changed if applicable, including where parents are not called to pick up child.

This subsection does not apply if the child's parent provides written notice from a physician indicating the child does not pose a health risk to persons on the program premises.

Our program will communicate how we manage children who are ill and require immediate removal during

parent-child orientation into our program, via email, parent handbook, and policy and procedures manual.

Incident and Accident Reporting

In this section, “incident” means a serious illness of or injury to a child that occurs while the child is attending a program, and any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child.

Our program will maintain an onsite incident/accident reporting form to report any occurrence for any child. Descriptors on form will include name of child, date of birth, time at which incident/accident happened, what was the incident or accident, where it happened, how it happened, form of first aid applied if applicable, who administered first aid treatment, time parents were notified of incident or accidents.

Reporting staff will sign and date form, program director will read, sign and date form, and parent/guardian will read, sign and date form as well. Parents will receive immediate telephone call to inform them about any bodily harm or injury to their child before arrival.

Any serious incidents will be reported immediately using prescribed form to our licensing office or Regional Child and Family Services office.

Serious incidents include any of the following:

1. Emergency evacuation
2. Program closure due to an emergency
3. Intruder on the program premises
4. A child removed from the program by a person without parent/guardian consent
5. An injury requiring medical attention
6. A lost child or a child left on the premises after operating hours.

Biting Incident:

This particular kind of incident is documented separately for children 3 and under. All other ages should use the Behavioral Incident form instead. As with the previous form, the Biting Incident will be documented for both children, withholding the identifying information as noted above. If the bite draws blood, the Director will be notified immediately, regardless of the age of the children involved.

Emergency Situations

Parents are immediately notified in the case of a medical emergency. Examples of medical emergencies include any suspected head related injuries or broken bones. Parents will be notified immediately. A child sustaining serious injuries will be taken via ambulance to a hospital, at the expense of the parents. A staff member will escort the child and stay with them until a parent arrives.

Fire Drills and Evacuations

Emergency procedures are posted at all emergency exits and fire drills are practiced with the children each month.

1. If a staff discovers fire, smells smoke or gas he/she will operate the fire alarm and warn other staff members and visitors at once. Staff will then start the evacuation procedure immediately. The Director or acting Director will take the emergency contact binder, the attendance book and phone 911.
2. Staff will remain calm and encourage children to stay calm and not run.
3. Staff will gather emergency back pack and attendance
4. All children and staff will exit out the nearest door and proceed to the meeting point (Muster Point) west of building at the NW corner of Parking lot.
5. The Director or alternate Director will check all the rooms and bathrooms and proceed to the meeting point. Staffs members will take a head count and roll call and ensure all children are accounted for
6. If anyone is missing, the Director will be sent to locate the missing child.

7. Staff and children will remain at the Muster Point until otherwise notified by the Fire Chief or other person in charge.
8. If re-entry into the building is denied, Staff and children will proceed to the AMA Building, located at 5040 Manning Drive. Once settled, parents will be contacted and asked to make arrangements for immediate pick up of their child(ren).

Nutrition

MCDC will provide a morning snack at 09:00 AM and an afternoon snack at 3:00 PM. We provide lunch at 11:45 AM that is hot and nutritious according Canadian Food Guide.

For out of school care program we provide them morning snacks at 7:30 AM and afternoon snacks at 3:30 PM.

Special food requirements due to allergies or other restrictions can be discussed with the Director to be determined who will provide food substitution. This will be done on a case by case bases. If you are bringing food for your child, please ensure that you are following the Canada Food Guide. Snacks must have a serving from two different food groups and lunch must have one serving from each of the four food groups. Please do not send any products containing nuts or products from the peanut and nut family.

We review our menu frequently to ensure it is meeting the changing nutritional guidelines and to incorporate new foods. If you have any ideas for meals, please let us know as we are always looking for new items to try out. All staff who are responsible for food storage and preparation have completed a food-handling course. Staff members will ensure hot foods are kept hot and cold foods are kept cold at all times. Food preparation and serving utensils and surfaces are sanitized after each use.

Menus

(MCDC) must ensure that menus for meals and snacks provided by us are posted in a prominent place on the program premises.

Manner of feeding

(MCDC) will ensure that the manner in which children are fed is appropriate to their age and level of development, children are seated while eating and drinking, and no beverages are provided to children while they are napping.

Infant and toddler meal procedures:

Infants who are bottle fed will be held for feeding. Infants who can eat solids will be encouraged to feed themselves with their hands. Staff may also feed with a spoon. Toddlers who can eat on their own will be encouraged to do so.

Children are always to be seated while eating or drinking.

Rest Policy

We feel that rest is an important part of the child's daily program. Quiet time is from 12:30 pm to 2:30 pm. Children are encouraged to lay quietly at the beginning of this time to allow other children to fall asleep. Children who are still awake are offered quiet activities after 1:30 pm. If your child has a special blanket or cuddly toy you may send it for rest time.

Clothing

You are asked to send your child in comfortable clothing. We require an extra set of clothes to be left at the centre or brought every day. Children must be dressed appropriately for the weather as they are taken outside every day, weather permitting. Please ensure your child is sent with **outdoor boots or shoes, coat, etc.** for the winter and send **sunscreen, hat, sunglasses, etc.** for the summer time. Soft soled footwear or slippers must be provided for the children to wear indoors.

Supplies and Products

All arts and craft supplies used with the 13m - 6y old children are non-toxic. The OSC children only use toxic materials under direct supervision of staff. The use of aerosols is avoided wherever possible. The use of pesticides is avoided when children are present.

Physical Environment Policy

The centre shall provide an environment which will have a safety check conducted by staff daily prior to commencement of use. Any hazards will be fixed, removed or reported prior to children accessing the area to ensure safety of children and the risk is minimized.

Playground Safety

Our playground is located at the west end of the building, our outdoor play structures comply with CSA standards. Our play area is free of toxic plants. We have a small outdoor sand table that has a tight fitting cover that is kept on when the box is not in use. During the summer months we often use plastic and/or inflatable children's pools.

These pools are drained and folded up or tipped upside down when not in use. Staff will do a quick safety check before children enter the playground.

Smoking

In accordance with the Child Care regulation, our staff will ensure that no person smokes on the program premises. Also no staff member shall smoke at any time or place where child care is being provided

As children are not always able to move away from a smoker as adults are able to, we will strictly adhere to the smoke free environment policy. The objective of this policy is to protect all persons from the effects of environmental tobacco smoke, including passive smoking

Parents, family members or relatives of children enrolled at the service will not be permitted to smoke on the premises and will adhere to our Smoke Free Environment Policy

Custody Policy

While it is preferable to avoid becoming involved in an access dispute, the protection and best interests of the child will be our first priority. Access disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been determined by a court or formal agreement such as a consent order.

The following guidelines will be applied regarding whether or not to release a child: If you have any custody and access arrangements by way of consent or court order, we request a copy for your child's records. However, it is not the daycare's responsibility to interpret, determine and enforce these orders. If the child's mother or father that is listed on the registration form and/or that we have met comes to pick up their child, we will release the child to the parent. This will include anyone listed on the authorized pick up list on your child's registration. If you have sole custody and can provide a document that clearly defines the non-custodial parent's access, we will not release the child. Should the situation arise where a non-custodial parent comes to pick up a child, we will ask for supporting documentation for access and contact the sole custodial parent and the Edmonton Police if necessary. In these circumstances it is very important to have regular communication with your child's teacher and with the Director.

FOIP Policy

All information that is provided on your child's registration form and during your child's enrollment will be confidential and shared in accordance with the Alberta Government daycare licensing requirements and accreditation policies.

Communication & Website

We encourage open communication between the Owner/Director, and Staff members, Children, Families, Community Members and Schools. We have many ways to keep up to date and informed of our everyday activities. We have a wonderful website www.mcd daycare.ca, we send out newsletter to our families via our each month during the year and once during the summer. We ask that parents feel free to let us know if their child is going to be attending any special events, fieldtrips or any other exciting information in person, by email or phone.

Pictures/Photos

The centre regularly takes pictures of children for crafts; take home gifts, memory books, our website, newsletters, fieldtrips and other program areas. Sometimes when we are out and about there are photographers and media taking snap shots of us too! If you do not want your child's photo on our website please inform the Director prior to registration and indicate so on your registration form.

Inspection Visits

Family and Social Services inspect the center regularly. These are unannounced visits and the reports are available for the parents to view on the parent bulletin board by the main entrance.

The inspection reports are now available online at: <http://www.child.alberta.ca/home/ChildCareLookup.cfm>

Review of Policies and Procedures

An invitation shall be extended to staff and families to participate in the review of centre policies and procedures. A committee shall be formed with the interested parties. The committee shall meet annually prior to September 30 to review all policies and procedures. Any recommended changes shall be shared with other families and staff members via email. If there are no objections within 5 business days, the committee may proceed with the changes. Document the new policy or procedure with a date of amendment. If a family objects to the change in policy or procedure, they may meet with the committee. All efforts will be made to satisfy all parties involved.

Program Review Process

We are dedicated to providing quality childcare and are continually reviewing our program. We have at least two parent surveys each year; one at the end of June for your comments on programming throughout the school year and one at the end of the summer to see what you and your children thought of our summer program and fieldtrips. These are posted on our website and available at the center. We also have polls on our website for parents to complete. We always welcome feedback from parents and staff either in person, by email, phone or even notes in our suggestion/communication box. We use the feedback from parents in our annual review and to update our Quality Enhancement Plan.

Complaint Process

Please forward all complaints to the Director. If after you have directed your complaint to the Director and/or license holder you may direct your complaints regarding non-compliance to the Social Care Facilities Licensing Act and Day Care Regulations located at

Regional Day Care Services:
108th St. Building, 7th Floor,
9942 - 108 St., Edmonton, AB. T5K 2J5.

You can also phone at 780- 427-0444. Identity of the complaint is not divulged to the license holder and all complaints are investigated and will be responded to in writing. Complaints can be anonymous.

WELCOME TO OUR DAY CARE FAMILY!!