

MTT Melrose Parent Handbook

March 2026

Date Policy and Procedures Established: December 12th, 2023

Date Policy and Procedures Updated: March 23rd, 2026



About Us

Welcome to Midtown's Tiny Tots (MTT)! It is our mission to provide a warm and caring environment while also being a stimulating place to learn, grow and make new friends.

Founded in 2010, Midtown's Tiny Tots is a non-denominational child care centre located in Midtown Toronto that offers education and childcare for children aged 18 months to 6 years. Our full-day program includes toddler and preschool groups designed to support children's social, emotional, and developmental growth through play-based learning experiences.

The MTT Melrose program operates as a full-day program. Students are expected to attend full-time (8:00 am – 6:00 pm) and participate year-round.

MTT Melrose is conveniently located inside Melrose Community Church, accessible by transit and within walking distance of numerous apartment buildings and family homes in the surrounding community.

As part of our commitment to building a strong and supportive learning community, Midtown's Tiny Tots values family partnership and offers opportunities for parent engagement through optional community contribution initiatives that support program enrichment and accessibility.

CWELCC Participation Status

Midtown's Tiny Tots currently operates as a **private fee childcare program** and is **NOT enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) system.**

- Tuition fees are privately set and reflect the quality of care, staffing ratios, and program offerings.
- CWELCC fee reductions do not apply.
- If program participation in CWELCC changes in the future, families will be notified in writing.

Our Philosophy

Children are a part of a family, community and a busy, interactive world. Our Center's curriculum reflects the importance of connections between all of these relationships with each other, their family, their culture, their community and the world around them.

Through active learning experiences that incorporate what the children are interested in, the children are encouraged to be the authors of their own learning. We believe that in natural connections through play, they engage in self-discovery, problem-solving and collaboration with their peers. As they explore the environment, examining relationships between objects, actions and people, the children learn a variety of concepts that they will later apply to new situations and experiences.

Children are adventurers and explorers, and as educators, we are guides assisting them in the understanding and expansion of their discoveries. We believe that this gives them a foundation to move forward within the world.

Mission Statement

To provide families with a high-quality child-care option where parents and teachers work together in raising the next generation.

Staff

All the teachers employed at MTT have successfully completed an Early Childhood Education (ECE) and/or Early Childhood Assistant (ECA). Our staff are also trained in standard CPR/First Aid. Our staff adhere to all policies and procedures at MTT as well as guidelines/policies set out by the Ministry of Education, Health and Fire Departments. All staff annually (or when needed) review all policies and procedures and sign off to indicate their knowledge and understanding of all of our policies. Records are maintained at MTT for a minimum of 3 years in a safe/secure location.

Parent Involvement

Midtown's Tiny Tots encourages parents to share their ideas, feedback, and suggestions as valued partners in their child's learning experience. We believe that strong collaboration between families and educators supports children's development and strengthens our community.

Various opportunities are available for dialogue and engagement, including Parent-Teacher Conferences, field trips, and Curriculum Nights.

As part of our commitment to building a supportive and connected community, Midtown's Tiny Tots also offers an optional Community Contribution Program, which provides families with opportunities to participate in centre

initiatives and support program enrichment. Participation may include approved volunteer roles that contribute to the learning environment and may offer fee reduction opportunities, subject to eligibility and program requirements. Full details are outlined in the Tuition & Fees section of this handbook.

Parent Issues & Concerns

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, MTT supports positive and responsive interactions among the children, parents/guardians, child care providers and staff, and fosters 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 licensee 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.

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, home child care providers, other persons in the home child care premises, 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).

An initial response to an issue or concern will be provided to parents/guardians within two (2) business day(s). 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.

Conduct

Our agency maintains high standards for positive interaction, communication and role-modelling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian and/or staff member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Director.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Program-Related E.g: schedule, toilet training, indoor/outdoor program activities, menus, etc.	Raise the issue or concern to the classroom staff directly or the supervisor/ designate or director.	Address the issue/concern at the time it is raised; or arrange for a meeting with the parent/guardian within 2 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. 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 2 business days 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.
Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
General, Agency or Operations Related E.g: fees, placement, etc.	Raise the issue or concern to: director or licensee.	Address the issue/concern at the time it is raised; or arrange for a meeting with the parent/guardian within 2 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. 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 2 business days 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.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Provider, Staff-and/or Licensee Related E.g: conduct of provider, agency head office staff, etc.	Raise the issue or concern to the individual directly or the licensee. All issues or concerns about the conduct of the provider or staff that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.	Address the issue/concern at the time it is raised; or arrange for a meeting with the parent/guardian within 2 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. 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 2 business days 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.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Related to Other Persons at the child care premises	Raise the issue or concern to - the supervisor/designate directly or the director and/or licensee All issues or concerns about the conduct of other persons in a home child care premises that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.	Address the issue/concern at the time it is raised; or arrange for a meeting with the parent/guardian within 2 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. 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 2 business days 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.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Student Volunteer Related	Raise the issue or concern to the person responsible for supervising the volunteer or student or the supervisor/designate, and/or director and/or licensee. Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.	Address the issue/concern at the time it is raised; or arrange for a meeting with the parent/guardian within 2 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. 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 2 business days 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.

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 Director.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15 must 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.

Serious Occurrences

All serious occurrences are to be reported to CCLS (Child Care Licensing System) within 24 hours of the occurrence. Examples of a serious occurrence at the centre may include: death of a child, a missing or unsupervised child, allegation or suspicion of abuse, a life-threatening injury or illness, disruption to the normal

operation of the centre (fire, flood, gas leak, etc.). A notice is to be posted in a conspicuous place for a minimum of 10 days.

Minor Occurrences

Our staff are trained in Standard CPR/First Aid and, as such, are capable of handling common non-life-threatening accidents or injuries. Staff are expected to complete an Accident/Incident Report and share that with parents on the same day as the occurrence. Copies of the report are given to parents and maintained at the school for a minimum of 3 years.

Volunteers & Students

MTT accepts volunteers and students looking to get experience and/or complete placements at the centre. All students/volunteers must be familiar with MTT's policies and procedures PRIOR to starting their placement at the centre. They are required to sign off on policies/procedures indicating their knowledge and understanding. These records are maintained at the centre for a minimum of 3 years. In accordance with our policies, no volunteer or student is left unsupervised with a child and is not responsible for the care of children at the centre. Volunteers and students are always supervised by a paid staff member of MTT Melrose. (section 11.1 of Ontario Regulation 137/15)

Duty to Report - Child and Family Services Act

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.

Prohibited Practices

Unacceptable behaviour will include intentional hitting, biting and injuring other children, spitting and destroying school property. If a child participates in any of the above behaviours, they will be removed from the situation and redirected.

The following will not be permitted:

Corporal punishment and or any form of abuse to a child by an employee, person in charge, volunteer, visitor, another child or group of children. Deliberate, harsh or degrading measures used on a child that would humiliate or undermine a child's self-respect. Deprivation of a child's basic needs, including food, shelter or clothing. Use a locked or lockable room or structure to confine a child who has been withdrawn from other

children. Lock or permit to be locked for the purpose of confining a child, the exits of the building by the operator, staff, placement students, volunteers or visitors.

Consequences of Contravention:

If any person does any of the above practices while employed by, or on the premises of MTT Melrose, the practices would be documented, the employee/person involved would be interviewed and depending upon the severity, either a warning would be given or instant dismissal. If necessary, a serious occurrence form would be filed, and appropriate officials and agencies would be notified.

This policy is to be reviewed and signed off on annually by all staff members.

Prohibited Practices Ontario Regulation 137/15

(1) No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care, (a) corporal punishment of the child; (b) 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; (c) locking the exits of the child care centre or home child care premises 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 the licensee's emergency management policies and procedures; (d) 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; (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or (f) inflicting any bodily harm on children including making children eat or drink against their will. (2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

Inclusion Policy

MTT is committed to equal opportunity for all children, students, employees and candidates for positions, regardless of physical disability, race, ethnic origin, colour, religion, ancestry, age, sex, sexual orientation, marital status, family status, place of origin, citizenship, or any other factor unrelated to job/daily routine performance. MTT will reasonably accommodate the needs of persons with disabilities in a manner that respects their dignity and helps maximize their potential as a student or their contribution to the school as an employee.

Anti-Bias Policy

In keeping with the official policy of the Province of Ontario that inappropriate attitudes and behaviour based on race will not be tolerated, MTT is committed to providing an environment where parents and children of diverse backgrounds, cultures and ethnic origins may feel welcome. Our aim in doing so is to promote an understanding of unity in diversity. Staff will ensure:

- That every effort be made to positively reinforce a child's identity and self-worth. • That each child is treated equally regardless of age, race, sex and/or physical disability
- That programming reflects and integrates cultural differences.

Program Statement

The program offered by MTT Melrose is a reflection of research, theory and practice and is consistent with Ministry of Education policies, pedagogy and curriculum. As we continue to explore curriculum and advance our pedagogical leadership, we reference the following Ministry documents.

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Ontario Early Years Framework
- Think Feel Act: Lessons from Research about Young Children
- Early Learning for Every Child Today

Practical Life

- To develop fine motor skills, eye and hand coordination, concentration and confidence.

Sensorial

- Refine each of the senses and dexterity

Math

- Counting, decimals, arithmetic, multiplication, division, and even basic geometry and algebra.

Language

- Phonics, reading, writing, even grammar and sentence structure.
 - MTT also offers French and Spanish as part of our program.

Culture

- Including Arts, Sciences, Geography, History, Music, and learning Social Skills.

Others

- Arts and crafts, music, daily opportunities for physical literacy and active outdoor play, rest time for children who require it and based on their developmental needs.

Children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and wellbeing of all children. This is the foundation of our program.

At MTT, we believe children grow and thrive when they feel a sense of Well-Being, Belonging, Expression and Engagement. These foundational conditions are seeded and nurtured through the ELECT (Early Learning for Every Child Today) based program and environment we provide at MTT.

Engagement is achieved by offering opportunities for children to explore and learn via their natural curiosity and enthusiasm for the world around them. Through inquiry-based activities, children develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Domains of development include cognitive (math/science/music), communication (literacy/language/communication) and emotional, physical, and social. At MTT, children express themselves through many forms.

Through their bodies, words, and use of materials, we support their growing communication skills. Expression is important for building literacy and also for advancing social skills and developing meaningful relationships and friendships.

A sense of belonging and connectedness is essential for feeling valued and for forming strong relationships. MTT is a unique, neighbourhood-based centre, where the sense of community is very strong. We embrace all cultures and celebrate a diverse range of traditions. Children and families develop wonderful friendships that often continue long beyond MTT.

MTT Melrose will...

A. Promote the health, safety, nutrition and well-being of the children

MTT fosters the well-being of all children by providing a program that nurtures children's healthy development through:

1. Physical play.
2. Healthy snacks that reflect cultural, medical and nutritional requirements as identified by families and are delivered in a safe, clean and positive environment. Our staff are aware of each child's medical conditions, allergies and food restrictions.
3. A variety of play environments geared towards the children's learning needs.
4. Program and environmental adaptations that allow every child to participate.
5. Support in learning to make healthy and safe choices for oneself.
6. Support in recognizing and managing stress, emotions, attention and behaviour. 7. Family-centred practices.

B. Support positive and responsive interactions among the children, parents, students, volunteers and staff

MTT takes into account the need for positive interaction with all important contributors to a child's well-being. Forming trusting relationships with children and their families is paramount to creating a happy, safe and challenging daily experience. These relationships are achieved by:

1. Engaging children and staff as co-learners.
2. Honouring and respecting the unique characteristics and gifts of each child and family with respect to their beliefs, culture, language, gender and life experiences.
3. Family-centred practices, including but not limited to, the intake process and goal setting.
4. Providing opportunities for parent/team/community social interactions. 5. Policies and procedures that reflect and stress the importance of positive interactions

C. Encourage the children to interact and communicate positively and support their ability to self-regulate

MTT values the importance of every child and family feeling safe, connected and that they belong at the school. Children are provided with support and understanding of their emotional and sensory needs to communicate and interact positively by:

1. Supporting and providing for verbal and non-verbal communication strategies.
2. Supporting children in managing their behaviour and emotions.

3. Encouraging children to test their limits and thereby increase their competencies.
4. Supporting children's ability to manage stress and recover.
5. Creating an environment that is inclusive, calm and stress-free.

D. Foster the children's exploration, play and inquiry

MTT respects that play is a child's primary work. MTT supports children's learning by providing for their interests; viewing staff and children as co-learners; and providing materials and experiences that allow a child to learn in a meaningful and safe manner. In these ways, we support engagement, belonging, expression and well-being. The individual learning of each child is encouraged by:

1. Ensuring that the space and experiences provided promote play and inquiry-based learning and increase awareness and understanding of key concepts such as literacy and numeracy.
2. Recognizing that the learning styles and needs are different for each child.
3. Providing equipment, adaptations and support to ensure all children participate to the best of their abilities within an inclusive learning environment.

E. Provide child-initiated and adult-supported experiences

MTT views our team as co-learners with the children. Respecting the child as a curious learner, we support the child's sense of belonging, well-being and expression by:

1. Participating with children as a co-investigator, co-learner, and co-planner.
2. Seeking new ideas to facilitate children's exploration and understanding of the world around them.
3. Working with families and community partners to facilitate optimal learning experiences.

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

MTT believes every child is rich in potential. It is our goal to create the environment and opportunities for inclusive, creative and inquisitive learning and development through play by:

1. Planning and providing active and developmentally appropriate learning experiences that are creative, relevant and meaningful to each child.
2. Providing materials and activities that are open-ended and that encourage literacy and numeracy.
3. Providing daily routines that are seamless and require minimal transitions.
4. Documenting each child's interests, activities and learning outcomes.
5. Providing an environment and program adaptations that support children to participate and that acknowledge and value diversity.
6. Supporting children as co-planners.
7. Developing and establishing goals in collaboration with families, i.e. including parents as partners.

G. Provide indoor play, as well as active play, rest and quiet time in the day and give consideration to the individual needs of the children

Children's health, well-being and engagement are fostered both indoors and outdoors, while respecting and being aware of each child's physical and developmental strengths and challenges. We provide regular daily opportunities for children to be physically active, limiting activities where children are sedentary for an extended period of time by:

1. Using our play space as the classroom
2. Making changes to our indoor environment to keep it stimulating and engaging for children with various interests, abilities and needs.
3. Being flexible in providing for the daily needs of the children; e.g. active vs. quiet activities, being attuned to children's varied sensitivities and arousal states.
4. Changing the classroom environment/set up to facilitate necessary quiet areas vs. active play.

H. Foster engagement of and ongoing communication with parents about the program and their children

MTT recognizes that parents are the first and most powerful influence in their children's learning, development, health and well-being. We endeavour to engage the child and family in these critical early years, creating a sense of community and empowerment as well as increasing parental knowledge of and access to services by:

1. Daily written communication with toddler families.
2. Daily program observations are recorded and are available to parents.
3. Use of email communication with consent.

I. Involve local community partners and allow those partners to support the children, their families and program staff.

MTT welcomes community partners to collaborate and share in developing the physical and mental health of the children, with written permission from parents/guardians. In this process, we expect collaboration and sharing from the community partners. This collaboration serves to promote the overall health and well-being of the children as well as create a sense of community and belonging through:

1. Partnering with outside agencies and medical professionals.
2. Providing opportunities to expose the children to such community partners as the library, police, firemen and neighbours.
3. Welcoming and mentoring high school, college and university students.
4. Facilitating connections to community co-learners, including volunteers, service groups, and businesses.

J. Support the staff who are working with the children by providing daily program support as well as professional development throughout the school year.

MTT values the expertise of its interdisciplinary staff and encourages each professional's creativity, innovation and forward thinking in order to build a sense of engagement and belonging and ultimately an optimal service to children and families. We accomplish this by providing Professional development via continuing education courses.

First Aid and CPR training Policy and Procedure reviews Speakers

- Time for staff meetings
- Time for planning
- Daily classroom support from the Supervisor/Director

K. Provide documentation and review the impact of the strategies set out in clauses (A) to (J) on the children and their families.

MTT's Director will provide documentation through our monitoring form that looks at concrete, achievable outcome markers for evaluation of responsibilities under program 12 statements (A) through (J) by:

1. Including monitoring of performance on the program statements in the staff evaluation
2. Surveying families regarding their satisfaction and obtaining their input.

Monitoring will also include staff discussions and be a standing item at staff meetings. MTT will continue to look at our Program Statement as a living document and make changes and additions that reflect our true practice and the expectations of “How Does Learning Happen?”

All staff (new and returning), students and volunteers will review this program statement annually, prior to interacting with children and whenever the statement is modified. We encourage our families to refer to our Parent Handbook for other pertinent information about the structure of your child’s day at MTT, the staff and policies and procedures that guide our practices. We will be responsive to your questions and concerns and appreciate your input into your child’s first early learning experience.

Off-premise activities

From time to time, the children may participate in community walks. In the event of such an activity, parents will be informed of the event through the Parent app. When children are off premise, at least one educator in the group will have access to the Parent app to ensure constant communication with families as well as the classroom emergency phone line.

Hours of Operation/Closures

Program Schedule & Closures – MTT Melrose

MTT Melrose operates from January to December, 5 days a week from 8:00 am to 6:00 pm. MTT is closed for all statutory holidays, Easter Monday, Winter break, March Break, summer break and Professional Development days. Scheduled closures are paid days, with the exception of March Break.

This means the facility is closed:

Scheduled Closures

March Break

- Monday, March 16 to Friday, March 20, 2026* (NO CHARGES)

Summer Break

- August 1-15, 2026* (NO CHARGES)

Winter / Christmas Break

- Monday, December 21, 2026 to Friday, January 1, 2027

2026 Professional Development Days (Centre Closed)

- Thursday, April 2
- Friday, July 31
- Friday, October 9
- Friday, December 18

2026 Statutory Holidays (Centre Closed)

- Monday, February 16 – Family Day
- Friday, April 3 – Good Friday
- Monday, April 6 – Easter Monday
- Monday, May 18 – Victoria Day
- Wednesday, July 1 – Canada Day
- Monday, August 3 – Civic Holiday
- Monday, September 7 – Labour Day
- Monday, October 12 – Thanksgiving Day

Drop-off/Pick-up Policy

Children enrolled in the full-day programs must be dropped off and picked up at their designated class times. Staff are responsible for signing in/out all children at the centre upon arrival/departure and for logging absences. Parents are expected to bring their child to the door and ensure that the child is under the supervision of a caregiver before leaving. Equally, parents are expected to wait outside the door when picking up their child.

If a third party, not listed on your child's emergency contact list, is to pick up your child, please send us a note before the pick-up date with your signature.

Inclement Weather

The supervisor or Director may authorize a school closure or a delay in opening (late start) should severe weather conditions or inclement weather, including a snow/ice storm, develop during the evening, overnight, or early morning hours, thus having an impact on the safety of children, parents and staff when travelling and arriving at school. In addition, should extreme weather conditions develop during the day, the supervisor or Director may decide to close the school earlier, thus an earlier dismissal time. In these conditions, parents are required to make alternative arrangements to have their child picked up from the school by the stated time, after which time, late fees may be waived at the Director's discretion during emergency weather events.

Parents are required to find or make the necessary alternate care arrangements for their child. MTT strongly suggests that parents make these alternate care arrangements and plans beforehand, and well in advance of inclement weather conditions occurring. Such alternate care arrangements or plans may include having a parent be prepared to leave work earlier, having relatives or friends pick up your child or having another parent pick up your child. (must authorize in writing, and a record must be in the child's file).

If school is cancelled, or there is a late start or an early dismissal, events scheduled to take place at school or any location will also be cancelled. Please note that no refunds or reduction of fees will be provided under any of the above circumstances; this will include all predetermined closure dates as posted in our School Calendar found on our website <https://www.mttmelrose.com/mtt-parent-resources>.

MTT will make every attempt to inform parents promptly of school closures, late school starts, and/or early dismissals, but it is the parents' responsibility to contact the school in inclement weather conditions and be

prepared for such events. Since the school schedule begins at 7:30 am. All cancellation decisions will be made by 6:30 am. An email will be sent to ALL parents and the school's voice mail system will be updated as well.

Nutrition at Midtown's Tiny Tots (MTT)

At MTT, we ensure all snacks provided are both nutritious and appealing to children. Our menu is guided by Canada's Food Guide and reflects cultural sensitivity. We accommodate dietary and religious food requirements as part of our inclusive program.

Participation in our catering program is not mandatory; however, we strongly encourage families to join so that all children can take part in family-style eating, which promotes social interaction and healthy eating habits.

Bringing Food from Home

We have a strict snack box policy that requires prior permission. If your family chooses to send food from home, please ensure the following:

- All containers are clearly labelled with your child's name
- Any homemade food or items not in original packaging must include a full ingredient list
- No nuts of any kind are permitted

Please note: Prepared food without an ingredient list will not be served and will be returned home. To proceed, we require a disclaimer on your child's profile.

Snack Box Disclaimer (To be sent as an email or app message)

"I, (caregiver's name), caregiver to (child's name), prefer to provide food from home due to (please specify: allergies, dietary needs, cultural or religious reasons, etc.)."

This helps us respect your family's preferences while maintaining a safe and inclusive environment for all children.

Thank you for your cooperation and continued support.

Medications

To administer medication to a child, it must be prescribed, and parents are required to complete an authorization form. All medication must be clearly labelled with the child's name, dosage, duration, expiry date and must be prescribed by a doctor authorized to practice in the Province of Ontario. Non-prescription medication will NOT be administered by staff at MTT. All records are kept on file for a minimum of 3 years.

MTT Melrose Anaphylactic Policy and Procedures

Purpose

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet

the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at the child care centre.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with Sabrina's Law, 2005.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies

- Before attending the child care centre, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends the child care centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation (the form in Appendix A may be used for this purpose).
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept on the communication board.
- All individualized plans and emergency procedures will be reviewed with a parent of the child yearly to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes or in their bag.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre.

- Do not serve foods where the ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies, and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for the diet provided by a parent will be implemented.

- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.

Rules for Parents Who Send Food with Their Child

- Ensure that parents label food brought to the child care centre with the child's full name and if applicable, the date the food arrived at the child care centre.
- Parents must advise the child care centre of **all ingredients** in food supplied by the parent or any ingredients to which children may be allergic.

Communication Plan

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at the child care centre through the communication boards.
- A list of all children's allergies, including food and other causative agents, will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- The caterer, cook, individuals who collect groceries on behalf of the child care centre and/or other food handling staff, where applicable, will be informed of all the allergies at the child care centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate

with the caterer/cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.

- The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

Drug and Medication Requirements

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed, including the completion of a parental authorization form to administer drugs or medications.
- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.

Training

- The Director will ensure that the supervisor/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.
- Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training. The form in Appendix B may be used for this purpose.

Confidentiality

- Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
A. child exhibits an anaphylactic reaction to an allergen	1. The person who becomes aware of the child's anaphylactic reaction must immediately: a. Implement the child's individualized plan and emergency procedures; b. Contact emergency services and a parent/guardian of the child, or have another person do so where possible; c. Ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy). 2. Once the child's condition has stabilized or the child has been taken to hospital, staff must: a. Follow the child care centre's serious occurrence policies and procedures; b. Document the incident in the daily written record; c. Document the child's symptoms of ill health in the child's records.
B. A child is authorized to carry his/her own emergency allergy medication.	1. Staff must: a. Ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication; b. Ensure that the medication remains on the child (e.g., fanny pack, holster) and is not kept or left unattended (e.g. in the child's cubby or backpack); c. Ensure that appropriate supervision is maintained of the child while carrying the medication and of children in their close proximity so that other children do not have access to the medication; d. Where there are safety concerns relating to the child carrying his/her own medication (e.g. exposure to other children), notify the centre supervisor/designate and the child's parent of these concerns, and discuss and implement mitigating strategies. Document the concerns and resulting actions in the daily written record.

Glossary

Anaphylaxis: a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Symptoms can vary for different people, and can be different from one reaction to the next, including:

- Skin: hives, swelling, itching, warmth, redness, rash
- Breathing (respiratory): coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/swelling, hoarse voice, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- Stomach (gastrointestinal): nausea, pain/cramps, vomiting, diarrhea
- Heart (cardiovascular): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste in mouth

(Source: <http://foodallergycanada.ca/about-allergies/anaphylaxis/>)

Causative Agent (allergen/trigger): a substance that causes an allergic reaction. Common allergens include, but are not limited to:

- Eggs
- Milk
- Mustard
- Peanuts
- Seafood, including fish, shellfish, and crustaceans
- Sesame
- Soy
- Sulphite,s which are food additives
- Tree nuts
- Wheat
- Latex
- Insect stings

Epinephrine: A drug used to treat allergic reactions, particularly anaphylaxis. This drug is often delivered through an auto-injector (e.g. EpiPen or Allerject).

Staff (Employee): Individual employed by the licensee (e.g. program room staff).

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as “parent” in the policy).

Regulatory Requirements: Ontario Regulation 137/15

Anaphylactic policy

1. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care or in-home services has an anaphylactic policy that includes the following:
 - a. A strategy to reduce the risk of exposure to anaphylactic causative agents, including rules for parents who send food with their child to the centre or premises.

- b. A communication plan for the dissemination of information on life-threatening allergies, including anaphylaxis.
 - c. Development of an individualized plan for each child with an anaphylactic allergy who, 1. receives child care at a child care centre the licensee operates, or
 - d. Is enrolled with a home child care agency and receives child care at a premises where it oversees the provision of home child care or in-home services.
- 2. Training on procedures to be followed in the event of a child having an anaphylactic reaction.
 - a. The individualized plan referred to in paragraph 3 of subsection (1) shall,
 - b. 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; and
 - c. include a description of the procedures to be followed in the event of an allergic reaction or other medical emergency.

Illness

In order to safeguard the health and well-being of all our students, parents are required to keep their ill child home. If your child has a fever of over 38 degrees Celsius, they are to stay home. If your child develops a fever at school, parents will be contacted to pick up the child. Children must be symptom-free for a minimum of 24 hours before returning to school.

Smoke Free Policy

No person shall smoke or hold a lit cigarette or cannabis at MTT, including in the outdoor pick-up/drop-off area. This will apply at all times, even when children are not present. Any person refusing to comply is contravening the Smoke-Free Ontario Act.

Emergency Management Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

- 1. Immediate Emergency Response;
- 2. Next Steps during an Emergency: and
- 3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation. In the event of an emergency, parents will be notified through the Parent app. MTT Melrose will post a note for parents/guardians on the childcare centre entrance with information on the evacuation site, where it is possible and safe to do so.

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located at: South side of the back parking lot along the fence. If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at Melrose Physiotherapy, Toronto, at 368 Melrose Ave.

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the director or other designated staff will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the director or supervisor in the daily written record.

Waiting list policy

Purpose

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children. The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Note: definitions for terms used throughout this plan are provided in a Glossary at the end of the document.

Policy

General

- MTT Melrose will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

Additional Policy Statements

Due to the nature of our limited enrolment, when a class is full, parents will be offered the option to be put on our "Waiting List". If an opening occurs, parents who are on the list will be called, based on the date they called and their child's age. We will not accept children on our wait list who are under 18 months old. Children will only be on our list when they are eligible to start. To be put on the waiting list, admissions will be received by email, phone or in person. Parents/Guardians will be provided the date of submission and be notified to retain

the date in order to access their position on the waiting list. The status of your child on our waiting list will be determined by the date we last received the request. Children already enrolled in our school will be given first priority of class vacancies, followed by children on our waiting list.

Procedures

Receiving a Request to Place a Child on the Waiting List

- The licensee or designate will receive parental requests to place children on a waiting list via online application or in-person meeting.

Placing a child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled, children of staff, and children of employees of nearby organizations.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via email communication that a space has become available in their requested program.
2. Parents will be provided a timeframe of 24 hours in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents Who Inquire About Their Child's Placement on the Waiting List

1. The director or supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The director or supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list, and therefore, only the child's position on the waiting list will be provided to parents.

2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Glossary

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as “parent” in the policy).

Regulatory Requirements: Ontario Regulation 137/15

Waiting Lists

- 75.1 (2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,
 - explain how the licensee determines the order in which children on the waiting list are offered admission; and
 - provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

CHILD CARE FEES

Deposit and Payment Policy

A non-refundable one-month deposit and a registration fee are required for each child to secure a spot at Midtown's Tiny Tots (MTT). These payments, along with a signed welcome package, must be submitted to confirm enrollment.

- If a child does not enroll at MTT after the deposit and registration fee have been paid and an admission date is confirmed, both the deposit and the registration fee will be non-refundable.
- The deposit will be held and applied as payment for the child's final month at MTT, provided that the required notice of withdrawal is given.

Fee Adjustments:

In the event of schedule adjustments, the deposit must be “topped up” to match the new monthly rate.

Absences:

There are no refunds, price reductions, or replacement days for absences from the program. Fees are not reimbursed for absences due to illness or vacation. To maintain program stability, no withdrawals will be processed during the months of December and January.

Please note - No withdrawals, schedule changes, or reductions will be processed during December and January, regardless of notice provided.

Payment Schedule:

- Payments are due on the 28th of each month for the following month.
- If the 28th falls on a weekend, payments are due on the preceding Friday.
- Automatic Withdrawal, E-transfers or cash will be the only methods of payment accepted.

Fees and Payment Policy

Base Fees

- Toddler Turtles: \$1,700 per month
- Preschool Penguins: \$1,600 per month

Registration & Deposit

- A one-time, non-refundable registration fee of \$175 is required upon enrolment.
- A one-month deposit is required to secure a space in the program.
 - The deposit is applied to the final month of care with a proper written withdrawal notice.

Sibling Discount

Midtown's Tiny Tots supports families with multiple children enrolled.

- Second child: 5% discount on the lower tuition fee
- Third child or more: 10% discount on the lowest tuition fee

Discounts

- Apply to base tuition only
- Cannot be combined with Community Contribution credits without administrative approval
- Are subject to availability and may be adjusted by the administration

Non-Base Fees:

To ensure the smooth operation of MTT programs, the following additional fees will apply monthly regardless of attendance:

- Late Pick-Up Fee: \$1 per minute
 - If late pick-up occurs, the fee will be added to the next invoice.
- Late Payment Fee:
 - Payments are due by the 28th of each month. A \$5.00 per day late fee will be applied to overdue payments starting from the 28th of the month. If fees remain unpaid after three days, the child will not be permitted to attend the facility until the outstanding balance is paid in full. If paying via e-transfer, late fees will still be calculated from the 28th unless a written request for an exception has been approved in advance.
- Insufficient Balance Fee: \$75 per returned balance
 - If an invoice is returned as NSF, a \$75 fee will apply. Additionally, all future payments must be made in cash or e-transfer

General Fee Conditions

- Tuition is non-refundable.
- Fees are not prorated for absences.
- Additional program costs or policy changes may be implemented with written notice.
- Midtown's Tiny Tots reserves the right to revise fees and policies with advance notice to families.

Additional Information:

Daycare fees are calculated based on scheduled days, not actual attendance, and are non-refundable, including for sick days, holidays and scheduled closures. Refunds or credits will not be issued for missed days.

Circumstances in Which Refunds or Credits Will Be Issued:

A credit will be applied to your account in the event of an overpayment. If the credit account is no longer active and/or the student is no longer enrolled in the program, a refund will be issued.

Withdrawal Policy

If you wish to withdraw your child from Midtown's Tiny Tots (MTT), you must provide one month's written notice, either in person or via email, to the center. Notices must be received by the 28th of the month to fulfill the one-month notice requirement.

Withdrawal Blackout Period:

To maintain program stability, no withdrawals will be processed during the months of December and January. ***Please note- there will be no changes to your regular schedule during these blackout periods.***

Your deposit will be applied to your child's final month's fees, provided that one month's written notice is given by the 28th of the month, which coincides with the payment due date. If proper notice is not received, your deposit will be forfeited.

Please note, withdrawing your child from the program does not guarantee re-enrollment. Should you wish to return, placement will depend on availability. If no spots are open, your child's name will be added to the waiting list.

Parents will be given at least two weeks' written notice of any changes to fees or policies.

Community Contribution Fee Program — Participation Requirements

Program Purpose

The Community Contribution Fee Program is designed to support family partnership, strengthen community engagement, and enhance the learning environment at Midtown's Tiny Tots. The program provides eligible families with the opportunity to participate in approved centre support roles that may qualify for monthly tuition fee credits.

Participation is voluntary and does not replace the role of qualified staff or interfere with licensed childcare operations.

Participation Eligibility Requirements

To participate in the Community Contribution Fee Program, families must meet the following requirements:

Administrative Requirements

- Be in good financial standing with Midtown's Tiny Tots.
- Have a child currently enrolled in the program.
- Submit a Community Contribution application.
- Complete required orientation and training.
- Sign a Community Contribution Participation Agreement.

Volunteer & Safety Compliance

Participants must:

- Fully comply with the Midtown's Tiny Tots Volunteer Policy.
- Complete all required background screening before participation, including:
 - Current Vulnerable Sector Police Check
 - CPR Certification
- Any additional screening required by licensing regulations or centre policy
- Provide updated documentation when required.
- Follow all health, safety, and supervision policies.
- Maintain confidentiality regarding children, families, and centre operations

Participation may not begin until all documentation has been reviewed and approved by the administration.

Participation Levels & Fee Credit Structure

Participation is assigned based on program needs, role availability, and administrative approval.

Contribution Level	Monthly Time Commitment	Example Responsibilities	Monthly Fee Credit
Standard Tuition	No Participation	No Community Role	No Reduction
Tier 1 - Community Support	2-3hrs	Light support tasks, event setup, classroom preparation	\$50 Credit
Tier 2 - Community Support	4-6hrs	Ongoing centre support, administrative tasks, resource preparation	\$100 Credit
Tier 3 - Community Leadership	8+hrs	Specialized roles, project leadership, approved professional support	\$200 Credit

Credit Conditions

- Credits apply to the following month's tuition.
- Credits have no cash value.
- Credits are non-transferable.
- Credits cannot be applied to deposits or registration fees.
- Credit eligibility is reviewed monthly.

Approved Contribution Role Categories

Roles may change based on centre needs and licensing requirements.

Environment & Classroom Support

- Toy sanitizing and organization
- Material preparation (cutting, laminating, sorting)
- Resource labelling or organization
- Seasonal classroom setup assistance

Administrative & Program Support

- Event preparation or cleanup
- Resource library organization
- Newsletter or communication support
- Workshop setup assistance

Community & Family Engagement

- Event welcome host
- Parent ambassador support
- Cultural activity contribution
- Community event assistance

Specialized Skills (Leadership Tier)

- Photography for centre events
- Garden or outdoor learning support
- Professional maintenance support

- Workshop facilitation (subject to approval)
- Professional consulting services

All roles must be approved by the administration.

Participant Responsibilities

Participants agree to:

- Follow staff direction at all times.
- Adhere to centre policies and procedures.
- Maintain professional conduct while on site.
- Respect privacy and confidentiality.
- Complete assigned tasks within agreed timelines.
- Notify administration of scheduling changes.

Participants may not:

- Supervise children independently.
- Provide direct care or instruction unless authorized.
- Access confidential information.
- Bring additional guests or children during assigned roles.
- Perform duties outside assigned responsibilities.

Program Expectations & Performance Review

Participation commitments must be fulfilled within the assigned monthly period. Administration monitors participation quality and completion.

- Failure to meet expectations may result in:
 - Loss of fee credit.
 - Removal from the program.
 - Suspension of participation privileges.

Scheduling & Availability

- Participation spaces are limited.
- Role assignments are based on centre needs.
- Families may be placed on a waitlist.
- Scheduling is coordinated by the administration.
- Roles may be modified or reassigned as needed.

Midtown's Tiny Tots reserves the right to discontinue or modify the program at any time.

Health, Safety & Licensing Compliance

To protect the safety and well-being of all children:

- Participants must follow all health and safety procedures.
- Participants must not interfere with classroom routines or supervision.
- Participation does not substitute required staffing ratios.
- All activities must comply with licensing requirements and centre policies.

Termination or Suspension of Participation

Participation may be suspended or terminated if:

- Policies or procedures are not followed.
- Screening requirements lapse.
- Conduct is inconsistent with centre expectations.
- Participation commitments are not met.
- Administrative or licensing requirements change.

Program Review & Changes

Midtown's Tiny Tots reserves the right to:

- Modify participation levels or fee credits.
- Change available roles.
- Adjust eligibility requirements.
- Update policies with written notice.

MTT Melrose

Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: MTT Melrose

Date Policy and Procedures Established: July 9 2025

Date Policy and Procedures Updated: July 9 2025

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

The safety of the children attending the MTT Melrose program is one of our top priorities. Strong communication is required to ensure all children are where they are supposed to be.

MTT Melrose will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

MTT Melrose will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's application form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised staff), the staff in the classroom must:
 - inform the Supervisor/on site Designate and they must commence contacting the child's parent/guardian no later than **9:30am**. Program staff shall email (through the communication app) the child's parent/guardian using the contact information provided by parents.
 - If the program staff has not received a response within 15 minutes from either parent/guardian, they will continue to contact parent/guardian while contacting the emergency/authorized contacts on the list. If no response is received, indicating the child is safe, the program staff will contact emergency/authorized pick up contacts for assistance in contacting the parent/guardian or to confirm absence.
 - **If no confirmation has been received by 10:15am confirming the absence police will be contacted.**
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by 6:00pm, the program staff shall contact the parent/guardian by email (through the communication app) and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must call and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed") .

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:15pm, staff shall ensure that the child is given an activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If after 15 minutes and the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the authorized individuals listed on the child's file. The child will be provided with a snack while waiting. Notify the supervisor/Executive Director or designate. If an alternate pick-up person is available to pick up, staff will confirm their identification before the child is released. Staff will leave a message on the parent's telephone to let them know who has picked up their child and at what time this occurred.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) **by 7:00pm** the staff shall proceed with contacting the local Children's Aid Society (CAS) 416-924-4646 Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home child care premises, or

(ii) a child is not picked up as expected from the centre or home child care premises.

MTT Melrose Parent Issues and Concerns Policy



Date Policy and Procedures Established: May 09 2024

Date Policy and Procedures Updated: May 09 2024

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Director: Individual responsible for managing staff and the daily operations of the centre.

Policy

General

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 MTT Melrose 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(s). 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 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/childrensaidthereportingabuse/index.aspx>

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 Director.

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.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within one to two 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;
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	- 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.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or 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.	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 [insert number] business days 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.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or 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.	

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

College of Early Childhood Educators 416-961-8558

Ministry of Labour: 1-800-531-5551

Ministry of Environment: 416-235-5743

Ontario College of Teachers: 416-961-8800

MTT Melrose Program Statement



Date Policy and Procedures Established: May 13 2024

Date Policy and Procedures Updated: May 13 2024

Welcome to Midtown's Tiny Tots Daycare (MTT)! We believe child care can provide a warm and caring environment while also being a stimulating place to learn, grow and make new friends. We want kids to LOVE coming to MTT.

At MTT, we believe children grow and thrive when they feel a sense of Well-Being, Belonging, Expression and Engagement. These foundational conditions are seeded and nurtured through the ELECT (Early Learning for Every Child Today) based program and environment we provide at MTT.

Engagement is achieved by offering opportunities for children to explore and learn via their natural curiosity and enthusiasm for the world around them. Through inquiry-based activities, children develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Domains of development include cognitive (math/science/music), communication (literacy/language/communication) and emotional, physical, and social. At MTT, children express themselves through many forms.

Through their bodies, words, and use of materials, we support their growing communication skills. Expression is important for building literacy and also for advancing social skills and developing meaningful relationships and friendships.

A sense of belonging and connectedness is essential for feeling valued and for forming strong relationships. MTT is a unique, neighbourhood-based centre, where the sense of

community is very strong. We embrace all cultures and celebrate a diverse range of traditions. Children and families develop wonderful friendships that often continue long beyond MTT.

MTT MELROSE will...

A. Promote the health, safety, nutrition and well-being of the children

MTT fosters the well-being of all children by providing a program that nurtures children's healthy development through:

1. Physical play.
2. Healthy snacks that reflect cultural, medical and nutritional requirements as identified by families and are delivered in a safe, clean and positive environment. Our staff are aware of each child's medical conditions, allergies and food restrictions.
3. A variety of play environments geared towards the children's learning needs.
4. Program and environmental adaptations that allow every child to participate.
5. Support in learning to making healthy and safe choices for self.
6. Support in recognizing and managing stress, emotions, attention and behaviour.
7. Family-centred practices.

B. Support positive and responsive interactions among the children, parents, students, volunteers and staff

MTT takes into account the need for positive interaction with all important contributors to a child's well being. Forming trusting relationships with children and their families is paramount to creating a happy, safe and challenging daily experience. These relationships are achieved by:

1. Engaging children and staff as co-learners.
2. Honouring and respecting the unique characteristics and gifts of each child and family with respect to their beliefs, culture, language, gender and life experiences.
3. Family-centred practices; including but not limited to, the intake process and goal setting.
4. Providing opportunities for parent/team/community social interactions.
5. Policies and procedures that reflect and stress the importance of positive interactions

C. Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

MTT values the importance of every child and family feeling safe, connected and that they belong at the school. Children are provided with support and understanding of their emotional and sensory needs in order to communicate and interact in a positive way by:

1. Supporting and providing for verbal and non-verbal communication strategies.
2. Supporting children in managing their behaviour and emotions.
3. Encouraging children to test their limits and thereby increase their competencies.
4. Supporting children's ability to manage stress and recover.
5. Creating an environment that is inclusive, calm and stress free.

D. Foster the children's exploration, play and inquiry

MTT respects that play is a child's primary work. MTT supports children's learning by providing for their interests; viewing staff and children as co-learners; and providing materials and experiences that allow a child to learn in a meaningful and safe manner. In these ways, we support engagement, belonging, expression and well-being. The individual learning of each child is encouraged by:

1. Ensuring that the space and experiences provided promote play and inquiry based learning and increase awareness and understanding of key concepts such as literacy and numeracy.
2. Recognizing that the learning styles and needs are different for each child.
3. Providing equipment, adaptations and support to ensure all children participate to the best of their abilities within an inclusive learning environment.

E. Provide child-initiated and adult-supported experiences

MTT views our team as co-learners with the children. Respecting the child as a curious learner, we support the child's sense of belonging, well-being and expression by:

1. Participating with children as co-investigators, co-learners and co-planners.
2. Seeking new ideas to facilitate children's exploration and understanding of the world around them.
3. Working with families and community partners to facilitate optimal learning experiences.

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

MTT believes every child is rich in potential. It is our goal to create the environment and opportunities for inclusive, creative and inquisitive learning and development through play by:

1. Planning and providing active and developmentally appropriate learning experiences that are creative, relevant and meaningful to each child.
2. Providing materials and activities that are open-ended and that encourage literacy and numeracy.
3. Providing daily routines that are seamless and require minimal transitions.
4. Documenting each child's interests, activities and learning outcomes.
5. Providing an environment and program adaptations that support children to participate and that acknowledges and values diversity.
6. Supporting children as co-planners.
7. Developing and establishing goals in collaboration with families; i.e. including parents as partners.

G. Provide indoor play, as well as active play, rest and quiet time, in the day and give consideration to the individual needs of the children

Children's health, well-being and engagement are fostered both indoors and outdoors, while respecting and being aware of each child's physical and developmental strengths and challenges. We provide regular daily opportunities for children to be physically active, limiting activities where children are sedentary for an extended period of time by:

1. Using our play space as the classroom

2. Making changes to our indoor environment to keep it stimulating and engaging for children with various interests, abilities and needs.
3. Being flexible in providing for the daily needs of the children; e.g. active vs. quiet activities, being attuned to children's varied sensitivities and arousal states.
4. Changing the classroom environment/set up to facilitate necessary quiet areas vs. active play.

H. Foster engagement of and ongoing communication with parents about the program and their children

MTT recognizes that parents are the first and most powerful influence in their children's learning, development, health and well-being. We endeavour to engage the child and family in these critical early years, creating a sense of community and empowerment as well as increasing parental knowledge of and access to services by:

1. Daily written communication with toddler families.
2. Daily program observations are recorded and are available to parents.
3. Use of email communication with consent.

I. Involve local community partners and allow those partners to support the children, their families and program staff

MTT welcomes community partners to collaborate and share in developing the physical and mental health of the children, with written permission from parents/guardians. In this process, we expect collaboration and sharing from the community partners. This collaboration serves to promote the overall health and well-being of the children as well as create a sense of community and belonging through:

1. Partnering with outside agencies and medical professionals.
2. Providing opportunities to expose the children to such community partners as the library, police, firemen and neighbours.
3. Welcoming and mentoring high school, college and university students.
4. Facilitating connections to community co-learners including volunteers, service groups, and businesses.

J. Support the staff who are working with the children by providing daily program support as well as professional development throughout the school year.

MTT values the expertise of its interdisciplinary staff and encourages each professional's creativity, innovation and forward thinking in order to build a sense of engagement and belonging and ultimately an optimal service to children and families. We accomplish this by providing: Professional development via continuing education courses

First Aid and CPR training
Policy and Procedure reviews
Speakers
Time for staff meetings

Time for planning
Daily classroom support from the
Supervisor/Director

K. Provide documentation and review the impact of the strategies set out in clauses (A) to (J) on the children and their families.

MTT's Director will provide documentation through our monitoring form that looks at concrete, achievable outcome markers for evaluation of responsibilities under program statements (A) through (J) by:

1. including monitoring of performance on the program statements in the staff evaluation
2. Surveying families regarding their satisfaction, and obtaining their input.

Monitoring will also include staff discussions and be a standing item at staff meetings. MTT will continue to look at our Program Statement as a living document and make changes and additions that reflect our true practice and the expectations of "How Does Learning Happen?"

All staff (new and returning), students and volunteers will review this program statement annually, prior to interacting with children and whenever the statement is modified. We encourage our families to refer to our Parent Handbook for other pertinent information about the structure of your child's day at MTT, the staff and policies and procedures that guide our practices. We will be responsive to your questions and concerns and appreciate your input into your child's first early learning experience.

MTT Melrose Waiting List Policy And Procedures



Date Policy and Procedures Established: May 09 2024

Date Policy and Procedures Updated: May 09 2024

As of September 1, 2016, the Ministry of Education requires daycare providers to provide full transparency in their waiting list administration. This policy outlines MTT Melrose's waiting list process to ensure it is fair while maintaining the flexibility required when running a child care facility. MTT Melrose will strive to accommodate all requests for the registration of a child at the child care centre. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.

Who can apply?

To be on MTT Melrose's waiting list, a parent or legal guardian must complete an online application form or send an email, and provide all required information accurately. A child can be placed on MTT Melrose's waiting list if the child has not yet been conceived, and a child can be placed on MTT Melrose's waiting list if the child has not yet been born. No fee will be charged to parents for placing a child on the waiting list.

Receiving a Request to Place a Child on the Waiting List

MTT Melrose will receive requests to place children on a waiting list via email or online application.

Placing a child on the Waiting List

MTT Melrose will place a child on the waiting list in chronological order, based on the date and time that the request was received. Once a child has been placed on the waiting list, MTT Melrose will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

The order in which children are placed MTT Melrose's waiting list is based on the following factors: 1. Date on which the electronic application is submitted and completed accurately and in its entirety 2. The requested month childcare would start 3. The age group a child would be when they would start at MTT Melrose 4. Whether the application is for a single child or siblings 5. The requested number of days per week – 5 days, 3 days (M/W/F), 2 days (T/TH) Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Parents should register for as early a start date as they would be willing to start at Midtown's Tiny Tots Daycare, i.e. if registered for care to start in February, a family would not be called if a January space becomes available unless all families on the January list decline the space. If parents defer a space or move the start date to another month, their space on the waiting list will be dependent on the date on which they originally registered for that child to be on MTT Melrose's waiting list. If a space is not available for the month a parent would like to start care, MTT Melrose will automatically move that application to the next month's waiting list.

The priority in the next month's waiting list will be based on the date of the original application. MTT Melrose gives priority to different groups which effectively moves them up the waiting list. The different tiers of MTT Melrose's waiting list are: 1. Siblings and alumnae: siblings of current MTT clients or of alumnae receive priority placement on MTT Melrose's waiting list. 2. Friends and family: MTT reserves the right to give priority to close friends and family of MTT Melrose's senior management team. 3. Staff: the children of MTT staff members receive priority placement on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via phone call and email that a space has become available in their requested program.
2. Parents will be provided a timeframe of 3 days in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, MTT Melrose will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. The managing director will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The managing director will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.