



**FAMILY  
DAY**

**Child Care Centre  
Family Handbook**



## My Centre: Contact Information

Family Day's child care centres offer a positive and safe environment that nurtures children socially, emotionally, intellectually and physically; this type of environment encourages the development of happy, self-motivated and independent children. Our educators are committed to providing stimulating and creative programs that are flexible and adapted to children's needs.

### **Please speak to your Centre Supervisor if you have any questions.**

If you would like to speak to a Program Manager, Family Day's administration office is open Monday to Friday, 9:00 a.m. to 4:30 p.m.

#### **Family Day programs are closed on:**

New Year's Day	Family Day	Good Friday
Victoria Day	Canada Day	Civic Holiday
Labour Day	Thanksgiving Day	Christmas Day
Boxing Day		

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## **We Believe...**

- ✓ **Every child is unique.**
- ✓ **Every child has a natural desire to learn.**
- ✓ **Children learn best when they are actively involved with people, materials, ideas and events.**
- ✓ **Early learning and care programs should provide positive and healthy environments and be inclusive of all children.**
- ✓ **Parents/guardians are the most important caregivers for their children.**
- ✓ **All families should have equal access to our programs and services.**



## **Welcome to Family Day**

We are happy you have chosen Family Day for your child care needs. This handbook will give you information about our child care centres.

At Family Day, our dedicated educators offer your child the best possible care and early learning experience. Our programs are based on developmentally appropriate practices, and are supported by well-researched, early learning curricula. Our approach provides children with a solid foundation for lifelong learning. Children at Family Day enjoy a happy and secure environment that helps them feel more confident as they gain knowledge and an understanding of their world.

Our relationship with you is as important as our relationship with your child. Together, we will provide your child with a wonderful early learning experience.

A handwritten signature in cursive script that reads 'Joan Arruda'.

**Joan Arruda**  
Chief Executive Officer

## Family Day Overview

**Family Day Care Services** is committed to high-quality early learning and care. We are a non-profit, charitable organization with a long and distinguished history of providing services to children and families. In 1851, we opened one of the first

**Child Care/Early Learning Centres** provide care for infants, toddlers and preschool children. Our educators follow the research-based HighScope® approach to learning. HighScope® encourages children to be active learners with physical, emotional, and intellectual support from caring adults.



**Extended Day Programs** provide before- and after-school activities for children who attend Full-Day Kindergarten. Family Day partners with school boards in the GTA so that it may deliver a research-based program. This program works well with the learning outcomes in “How Does Learning Happen? Ontario’s Pedagogy for the Early Years.”

orphanages in Toronto. In the 1920s, we became a leader in the development of supervised foster care. In the 1940s, we opened one of the first day nursery programs in Ontario. Today, we offer a wide range of services to children and their families in locations across the Greater Toronto Area (GTA).

**School Age Programs** offer before- and after-school activities for children from six to 12 years of age. Children are encouraged to play, learn and become more independent through safe and stimulating programs.

**Licensed Home Child Care** offers family-style care for children from infancy to 12 years of age. Caregivers are carefully selected and trained to offer well-rounded programs for the children in their homes.

The **Toronto Integration Services Program (Special Needs Resourcing)** is part of the City of Toronto’s ‘Every Child Belongs’ program. Four, full-time Integration Services Coordinators support children with special needs to be included in home child care and child care centres within Toronto East. They provide consultation, training and support to educators and work with other service providers and specialists to facilitate early identification and assessment, and make referrals as needed.

**Ontario Early Years Child and Family Centres** offer free programs and resources for families with children from infancy to six years of age. Programs help young children develop social, communication and early literacy skills, and help parents develop their parenting skills.

**Summer Camp Programs** offer children ages four to 12 years of age a great summer experience that includes field trips and enrichment activities in sports, art and drama.

**The Creative Zone** is a partnership among Family Day Care Services, the Peel District School Board, Dufferin-Peel Catholic District School Board, YMCA Greater Toronto, PLASP Child Care Services, and the Region of Peel. Educators are encouraged to take resources from this cache of recycled materials to use in their programs.

**Homework Plus – York Region** provides enrichment and skill building tools to children aged six to 12 years. The program is referral-based and offers academic, social skills and family support to children identified by the school or their family as failing to reach their potential or facing barriers to academic success in school.

# Family Day Program Statement

TO BE REVIEWED ANNUALLY

*Family Day has a long history of serving families and children throughout Toronto and the surrounding communities. The New Child Care and Early Years Act requires all programs to have a program statement that is consistent with the Minister's policy statement on programming and policy (O.Reg. 137/15, ss 46 1-4). Our program statement aligns with our policies and procedures, which educators are required to adhere to, and which guide our work with children and families.*

## **Health, Safety and Nutrition**

Health, safety and nutrition contribute to the healthy development and growth of the children we serve.

To ensure all children, families and educators in our programs are safe, Family Day has developed policies and procedures that support a culture of well-being and belonging. All of our educators have been trained in standard First Aid and infant CPR. We partner with families to provide quality child care and give them peace of mind, knowing their children are safe and developing as they interact with our caring and knowledgeable educators.

Healthy eating is essential. Family Day respects and accommodates special diets and food restrictions, and our menus reflect both children's food preferences and the centre's cultural diversity. Our menus have been reviewed by a registered dietitian, and the healthy meals and snacks we serve contain whole food ingredients, are high in naturally occurring nutrients and fibre, and

are low in saturated fat, sodium and added sugars. The food does not contain trans-fats or artificial colours and flavours. We follow Canada's Food Guide, the Child Care and Early Years Act, 2014 (CCEYA) and Family Day's guidelines to provide healthy foods that children enjoy.

Children who attend our full-day programs are offered lunch and two nutritious snacks each day. Educators share these meals with children, helping to model positive attitudes to healthy eating and create a family-style environment. Children in our before-and after-school programs receive healthy morning and afternoon snacks.

## **Positive Adult/Child Interactions**

Our Family-Centred Practices view the family as competent, capable, curious and rich in experience. Families are valuable contributors to their children's learning and are their children's first teachers. Our knowledgeable, reflective and resourceful educators share valuable

information with families on a daily basis.

The Primary Caregiving Model is one in which an educator is responsible for a small group of children. The educator's role in this model is to provide consistent care in a way that maximizes the potential for learning. Educators are responsible for overseeing children's care routines, observations, discussion with families, and setting appropriate learning objectives. This allows a strong, secure attachment to develop between the child and the educator. When a caregiver consistently responds to a child's distress in sensitive and supportive ways, a secure attachment is formed. Educators and children develop genuine and respectful relationships.

Educators also promote respectful interactions among children and their peers, and among children and adults, through evidence-based practices. Some of the positive strategies we use include: sharing control with the children, focusing on children's strengths, supporting children's play, and adopting a problem-solving approach to social conflict.

These practices and strategies enable children to freely and confidently express their thoughts and feelings, and experience true partnerships with adults in play and conversation.

## **Self-Regulation**

At Family Day we provide a consistent daily routine, choice, visually calming spaces, soft spaces, private spaces, and shared control between child and educator to reduce stressors.

Children are taught how to negotiate, communicate and compromise, independently and with the support of an educator. Using the conflict resolution models, children are competent and capable of solving problems encountered during play.

Educators are trained in developmentally appropriate conflict resolution models and child guidance that emphasize acknowledgement of feelings before resolving conflicts – helping the child to develop self-regulation skills.

Self-regulation is the ability to control one's physical, behavioural and mental impulses. Improving children's ability to self-regulate will improve their life outcomes (Stuart Shanker's video-self-regulation). Self-regulation is how a child effectively and efficiently deals with, and recovers from, stress.

Family Day's Program Statement Implementation Policy supports the development of self-regulation as it promotes respectful interactions between children and caregivers and prohibits: corporal punishment of the child; physical restraint of the

child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre 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; use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will. (CCEYA #48)

### **Learning Through Play**

***“An approach to learning is the foundation that affects how children learn in every content area. It encompasses children’s engagement, motivation and participation in the classroom. Researcher Ross Thompson (2002) says that when young children are curious, interested and confident about discovering the answers to their questions, they are best able to benefit from learning opportunities.”*** (H/S Preschool Curriculum) Approaches to Learning, Ann S. Epstein, PhD., HighScope Press 2012.

Family Day uses the HighScope curriculum, a high-quality, research-based approach to learning which supports children in becoming strong, independent learners. This curriculum approach aligns with ***How Does Learning Happen? Ontario’s Pedagogy for the Early Years*** (Ministry of Education, 2014) (HDLH)

Research shows that children learn best when they are actively involved in personally meaningful activities with people and things. The High-Scope curriculum calls this approach “active participatory learning,” where children:

- ✓ Choose to pursue their own interests (well-being);
- ✓ Are able to manipulate many open-ended materials (engagement);
- ✓ Express/talk about what they

are discovering (expression);

- ✓ Are supported by an educator who connects old information to new information, “scaffolding” the learning experience (belonging).

This approach to learning supports the view of the child and the educator as competent, capable of complex thinking, and rich in both potential and experience. In our programs the educator and the child are partners in shaping the learning experience. In an active learning environment, children develop a sense of belonging by forming authentic relationships with others and being part of a diverse community of learners. The structure of the day provides a balance of child- and adult-guided/supported experiences, designed to engage children’s natural curiosity and enquiry.

### **Learning Environments**

***“Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems and make meaning from their experiences – especially when the spaces contain interesting, complex, open-ended materials that children can use in many different ways.”*** (HDLH, pg. 20)

Well-designed environments support children’s growth in all areas of development, including a sense of belonging.

Educators use their knowledge of child development to design a positive learning environment that is intentionally and clearly divided into interest areas which support different types of play. Materials are carefully chosen and are: varied, open-ended and plentiful, reflect children’s family lives and communities, and are labelled to promote the find = use – return cycle. New materials are introduced to the children by the educator before being placed in the environment. Within the interest areas, the materials are systematically arranged by function and labelled to support children’s thinking and play.

***“The environment is the context in which learning takes place. The environment was described by Loris Malaguzzi as “the third teacher” and is valued for its power to organize, promote relationships and educate. It mirrors the ideas, values, attitudes and cultures of those that use the space.”*** (Malaguzzi, 1993)

### **The Daily Routine**

The daily routine provides a social framework – an emotionally safe and predictable environment supporting the child’s well-being. Educators intentionally limit interruptions and transitions to maintain a sense of calm. A natural flow from one activity to another allows time for educators to support the diverse needs and abilities of the children, and to support the implementation of Individual Program Plans (IPPs).

Active learning is embedded in all parts of the daily routine. Educators and families work together to support children's seamless transitions between home, school and child care; this supports a sense of community.

The daily routine includes time for large and small group activities, and group and individual work times, and times to meet the children's nutritional needs.

***“A growing body of research suggests that connecting to the natural world contributes to children's mental, physical, emotional and spiritual health and well-being. Providing daily opportunities to explore, care for and interact with the natural world helps to strengthen these connections.”*** (HDLH, pg. 21)

Outside time presents many opportunities for learning, not only in the area of physical growth, but in all the other areas of development. The outdoor environment is viewed as an extension of the indoor environment. Educators and children explore nature in the outdoor environment together; they dig, plant, observe nature, and share their curiosities and discoveries.

### **Parent Engagement**

At Family Day we believe child care is a shared responsibility between family and educators. There are many ways information is shared with families, both formally and informally. Family Day embraces an open door policy and invites families to visit our programs prior to, and during, their child's care. This helps to foster responsive relationships between families and the educators. We encourage families to share their home cultures and integrate these into our programs.

Daily communication with a child's primary caregiver is encouraged, either verbally or written. For our youngest children, detailed daily written logs are shared with families. The Nipissing screening tool is used to help facilitate discussions with families regarding their child's development.

In continuing to foster responsive relationships between families and educators, Family Day employs a variety of additional techniques including parent surveys, Parent Advisory Groups, information sessions and events. Parents' perspectives are encouraged, taken forward and carefully considered. Educators use technology to document various moments throughout the day, and we foster our ongoing communication with families through social media. Our Family-Centred Practice helps to define how we support our families.

### **Community Partners**

The role of our partners is multifaceted. Partnerships with the Ministry of Education and municipalities are established with shared space agreements, and assist in making our services accessible for families. Our partnerships also help to keep our educators and families informed, and ensure we are using evidence-based approaches in learning and the care of children. Specialized agencies support inclusion of children with exceptional needs in our programs, strengthening the educator's role and relationship with the child.

Family Day's commitment to supporting life-long learning and enhancing excellence in our sector has developed into the mutually beneficial practice of hosting placement students from community colleges and high schools. As a leader in the sector, Family Day supports and provides opportunities for coaching and mentoring through our student placements and volunteers. The students gain valuable and practical experience from working with children and families through a sharing of knowledge.

To connect children and build their relationships to their communities, we visit local libraries, grocery stores, parks and nature trails. These excursions enhance the outdoors as a learning environment.

### **Continuous Professional Learning**

***“Educators are competent and capable, curious and rich in experience. They are knowledgeable, caring, reflective and resourceful professionals. Educators are life-long learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience and their understanding of the individual children and families they work with.”*** ***How Does Learning Happen? Ontario's Pedagogy for the Early Years*** (Ministry of Education 2014)

Aligning with the College of Early Childhood Educators' Standards of Practice, Family Day is committed to supporting continuous professional development in policy and practice for all of its educators. Family Day offers in-house training and supports opportunities for educators to participate in external professional development. Family Day ensures all opportunities for professional development align with ***How Does Learning Happen? Ontario's Pedagogy for the Early Years*** (Ministry of Education, 2014)

# Documentation/Review and Impact

## Quality Assurance Documentation

- Annual licencing and other regulated inspections under the Ministry of Education – utilizing feedback to address and ensure ongoing compliance under the CCEYA
- Annually, internal assessments reflecting best practice include: Program Quality Assessment (PQA), Operating Criteria, and Assessment for Quality Improvement-utilizing feedback to assess agency training needs
- Developmental screening tools for young children that assess and document developmental learning goals, are completed on a regular basis – results are used to develop developmental learning plans
- Agency-wide health and safety inspections – on-site, documented and reviewed – addressing deficiencies
- Serious occurrences are documented and analyzed for trends
- Daily observations and reflections of the program by educators – to inform and reflect children’s areas of interest
- Staff Performance Reviews – contribution reviews, ongoing supervision meetings and team meetings are documented – used to encourage reflective practice, and ongoing career planning
- Interactions between staff and children, through child guidance-behaviour monitoring – documented to ensure alignment with the child guidance policy



## Parent Engagement

- Annual parent surveys ensure ongoing feedback gets captured and analyzed to assess impact, and address (or respond to) deficiencies brought forward
- Parent Advisory Meetings take place three times per year and capture and document parent feedback
- Social Media – a variety of forums

## Program Statement Review

The development of the Program Statement is a document that educators, students and volunteers will review prior to working with children; they are required sign off on this statement once they understand the expectations and anytime the Program Statement is modified.

Educators receive training on the Program Statement and policies and procedures prior to working with children and families.

The Program Statement aligns with our policies and procedures, which educators are required to adhere to, and which guide their work with children and families.

These policies and procedures, along with the Program Statement, are reviewed annually to ensure they are in alignment with *How Does Learning Happen? Ontario’s Pedagogy for the Early Years* (Ministry of Education, 2014). The Program Statement will be reviewed and updated; when this occurs, educators, students and volunteers will review and sign off on the statement and all related policies and procedures.





## Family-Centred Child Care

*At Family Day, we believe child care is a shared responsibility between families and educators. A respectful relationship between parents and Family Day educators contributes to the overall success of the child's experience.*

Parents are welcome to visit the centre at any time of the day.

We follow these guiding principles to support the partnership between families and educators:

- ✓ Families are unique.
- ✓ All families have strengths.
- ✓ Children and their families are part of a community.
- ✓ Families are experts about their children and are their first and most powerful influence.
- ✓ Parents have interests, roles and responsibilities in addition to their family duties.
- ✓ There are many ways for a family to be involved in a child's care.
- ✓ The child, family and child care centre all benefit from sharing information.

### **How You Can Be Involved**

Family Day encourages all parents and guardians to become involved in different aspects of our programs and services. There are many ways to get involved:

- ✓ Talk to your child's educators
- ✓ Visit the classroom
- ✓ Go on field trips and community walks
- ✓ Attend special events like open houses, curriculum family nights and seasonal events
- ✓ Share your interests, skills and hobbies
- ✓ Share your family's cultural background (i.e., family traditions, special recipes, language)
- ✓ Participate in centre fundraising events
- ✓ Participate in a Regional Parent Advisory Group. The groups meet three times per year. Speak to your child care Centre Supervisor for more information



### **Sharing Information**

We want you to know all about your child's experiences at the child care centre. We share information with families in many ways, including:

#### **Centre**

##### **Communications:**

- Daily conversations
- Message Board
- Parent Board
- Daily routines posted in each classroom
- Storypark
- Individual parent-educator meetings as needed

#### **Family Day**

##### **Communications:**

- Agency newsletters
- Annual Report
- Social media (Twitter/Facebook)
- Email

You are the expert on your child. Please let us know about any events, unusual circumstances or changes in your child's life that may affect his or her participation at the centre. Knowing this information helps educators support your child. Please talk to the educators or Centre Supervisor any time you have questions or concerns.

We will ask you for your email address for billing and other important communication including modifications to the Parent Handbook. We will not share your email address with anyone outside of Family Day Care Services.

## Our Approach to Learning

Research shows children learn best when they are actively involved in personally meaningful activities with people and things. Children learn through play, and Family Day's early learning programs reflect this approach to learning.

### How Does Learning Happen?

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) is a professional learning resource for educators and administrators. The four foundations of HDLH are intended to guide program development and implementation. HDLH pedagogy encourages:

- A view of children as competent and capable of complex thinking, curious and rich in potential
- Goals for children, expectations for programs, and questions for reflection

These areas are organized around four interconnected foundations: 1) belonging, 2) well-being, 3) engagement, and 4) expression.

Pedagogical approaches provide the "how" for working toward goals for children. Grounded in research, theory and practice, these approaches include:

- Responsive relationships
- Learning through exploration, play and inquiry
- Educators as co-learners
- Environment as the third teacher
- Pedagogical documentation
- Reflective practice and collaborative inquiry

We build on the principles outlined in HDLH by using the Hanen Program's "Learning Language and Loving It"™ to support the development of language, literacy and social skills. For more information, visit [www.hanen.org](http://www.hanen.org)

We plan experiences that encourage participatory learning by following the well-researched, HighScope® curriculum.

In our school age programs, educators are trained through High Five® – Principals of Healthy Child Development (PHCD) for children's recreation and sport (please see next section).

### The HighScope® Curriculum

HighScope® is a high-quality, research-based approach to early learning that supports young children as they become strong, independent learners. The curriculum is organized into eight main content areas:

1. Approaches to Learning
2. Social and Emotional Development
3. Physical Development and Health
4. Language and Literacy and Communication
5. Mathematics
6. Creative Arts
7. Science and Technology
8. Social Studies

Within these content areas there are Key Developmental Indicators (KDIs), statements that identify an observable behaviour that reflects a child's knowledge and skill. Educators use KDIs to set learning goals and to design activities and experiences that encourage children to grow and develop.

HighScope® is based on more than 40 years of research. It shows that children who attend quality early learning programs have enhanced social responsibility, higher income and greater academic success as adults. For more information, visit [www.highscope.org](http://www.highscope.org)



### HIGH FIVE® – Principles of Healthy Child Development (PHCD) in School Age Programs

Educators in our school age programs are trained in PHCD, a program developed by HIGH FIVE® program. HIGH FIVE® was developed by Parks and Recreation Ontario in 2001 after years of research. Researchers found positive experiences with recreation and sport at an early age can help children become capable, caring adults who contribute more effectively to the community. Family Day follows the HIGH FIVE® program to offer high-quality recreation and sports programs for school age children. For more information, visit [www.highfive.org](http://www.highfive.org)

## Our Early Learning and Care Team

Our centres are staffed by highly trained teams of early childhood educators. Each centre has an early learning and care team that includes:

- An experienced Centre Supervisor who is a Registered Early Childhood Educator (RECE)
- RECE Educators
- Assistant Educators
- A Cook or Housekeeping Aide
- A Casual/Supply Educator

RECEs are graduates of an accredited college or university Early Childhood Education program. They are registered with the College of Early Childhood Educators and are responsible for developing early learning environments that meet the needs of all children.

Our centres offer field placements to students from accredited college- and university-based Early Childhood Education programs. Volunteers and summer students are also important members of the team. Our 'Supervision of Children - Students and Volunteers Policy' states that no child is ever supervised by a person who is less than 18 years of age, and that a child is never left alone with a student or volunteer; an educator is always present.

**For more information about the Supervision of Children-Students and Volunteers policy, please visit our website: [Programs/Family Day Policies](#)**

Family Day has Program Consultants, who specialise in evidence-based curriculum development, including:

- HighScope® curriculum, (Visit "Our Approach to Learning" section or [www.highscope.org](http://www.highscope.org))
- Early Learning for Every Child Today (ELECT), the Ontario government's Early Learning Framework ([www.edu.gov.on.ca/childcare/oelf](http://www.edu.gov.on.ca/childcare/oelf))
- Learning Language and Loving It™ - The Hanen Program for Early Childhood Educators/Educators, which focuses on developing and enhancing children's language, literacy and social skills ([www.hanen.org](http://www.hanen.org))

The Program Consultants provide ongoing support, as well as individual and group training to all centre educators.



### **Educator-to-Child Ratios**

The number of educators in each centre is based on educator-to-child ratios listed in the Child Care and Early Years Act. Children generally arrive and depart at different times, depending on family schedules.

#### **Classroom Educator-to-Child Ratios**

Infant	1 educator for every 3 children
Toddler	1 educator for every 5 children
Pre-school	1 educator for every 8 children
Kindergarten	1 educator for every 13 children
School Age	1 educator for every 15 children (6-12 years of age)
	or
	1 educator for every 20 children (9-12 years of age)

# General Program Information



Regular daily drop-off and pick-up times help your child know what to expect. We recommend you try to arrive and leave at the same time each day. Drop-off and pick-up times are also good times to give centre educators any messages or information about your child.

## Absences

If your child is not going to be at the centre for the day, please phone the centre educator by 9:00 a.m. You may leave a message on the centre's voice mail. If your child will be away on vacation, please advise the Supervisor of the dates your child will be absent. In order to maintain your child's space in the program, your fees will still apply when your child is absent due to illness or vacation.

## Before You Start

We encourage you to spend time with your child in the centre during his or her first week. This helps your child transition into the centre.

### Before you start:

- ✓ Return completed forms to the Centre Supervisor
- ✓ Be sure your contact information (and the information for any authorized pick-up person) is up-to-date
- ✓ Put the Centre Supervisor's business card in your wallet
- ✓ Add the centre phone number to your cell phone contact list

### Pack the following to take to the centre:

- Blanket for rest time, labelled with your child's name
- A soft toy, labelled with your child's name
- A complete change of clothing for your child
- Extra socks and underwear
- A picture of your family for your child's room
- Diapers, wipes, diaper cream and training pants (as needed)
- Formula and infant food for babies

Please make sure to label all personal belongings, clothes, formula and food with your child's name.



## Drop-off and Pick-up

Your child's safety is very important to us. Educators are not permitted to accept children before the centre opens. You must take your child to the classroom and be sure the educator has greeted your child and marked attendance.

All children must be picked up and signed out on the attendance sheet before the centre closes at 6:00 p.m. For your child's safety:

- We will only allow your child to leave the centre with you or someone who is listed on the consent form as an authorized pick-up person.
- If someone other than you or an authorized pick-up person is picking up your child, please tell your child's educator. They will ask that person to show photo identification.

## Arriving Late

**Our centre closes at 6:00 p.m. every day. It is extremely important to your child and to our educators that you arrive on time to pick up your child.** If you think you might be late:

- Call the centre right away. This allows the educators to tell your child what is going on.
- Have a back-up plan. Find someone else who can pick up your child.
- Call the educator to tell them who will be picking up your child.
- Call back later to be sure your child was picked up.
- Educators will make a note of the late pick-up on your record.
- Late pick-ups are unacceptable and may result in losing a space at the centre.

**If your child is not picked up by 7:00 p.m., and we have not been able to contact you or one of your emergency contacts, we are required, by law, to call the Children's Aid Society.**

## Lunch and Snacks

Our full-day program includes a nutritious lunch, in addition to morning and afternoon snacks. We offer a variety of healthy foods and encourage children to try new foods.

For infants, parents will provide formula and infant foods. Once a child begins to eat table foods, the centre provides blended, chopped and solid foods, and homogenized milk.

We use *Canada's Food Guide*, the *Child Care and Early Years Act*, and Family Day's guidelines to plan our menus. Our menus are child-friendly and culturally inclusive. We respect and accommodate special diets and food restrictions.



At some centres, lunches and snacks are provided by a catering company. This company meets Public Health requirements for food handling, the *Child Care and Early Years Act* requirements, and Family Day's guidelines for healthy foods.

## What is Healthy Food?

Family Day believes healthy foods:

- Contain whole food ingredients that are minimally processed
- Are high in naturally occurring nutrients and fibre
- Are moderate in calories and low in saturated fat, added sugars and sodium
- Do not contain trans-fats
- Do not contain artificial colours or flavours

## Clothing

Your child should be dressed in comfortable, washable clothes so he or she can play and explore without worrying about getting dirty. Children go outside on a daily basis, so please dress your child for the season and weather. Please label all items of clothing with your child's name, including boots, mittens, hats, coats and bags.

Please make sure your child has the following in the classroom each day:

- Indoor shoes
- A change of pants, socks, top and underwear (kept at centre)

The outdoors is an environment that extends a child's learning and promotes physical activity. Dressing appropriately for the weather is very important in ensuring your child is comfortable and participates while outside. In winter, please make sure your child has:

- Snow pants
- An outdoor jacket or coat
- Mittens (two pair)
- Warm boots
- A hat that covers ears
- A neck warmer (no scarves)

During spring, summer and fall, please make sure your child has a sun hat.

## Personal Items and Toys

You may bring items for your child's comfort, such as a stuffed animal and a blanket; please label these items with your child's name. Please do not bring any other toys from home, as we cannot assume responsibility for personal items brought to the centre.

# Infant and Toddler Programs

Parents of infants and toddlers will provide:

- ✓ Six (or more) diapers per day for infants and toddlers who are not toilet trained
- ✓ Diapering cream and baby wipes
- ✓ A change of clothing
- ✓ Training pants during toilet training
- ✓ Formula in bottles, bottles for milk, and jars of baby food

Please mark all clothing and food and formula containers with your child's name.

## Primary Caregiver Model

Infants and toddlers are explorers. At this young age, we group children with the same one or two educators every day. This approach helps infants and toddlers feel safe and supported. The primary educator pays close attention to children's actions, facial expressions, sounds and words to learn about their skills, likes and dislikes. They cuddle, hold, play, and talk with children in a warm, unhurried, give-and-take manner. They take cues from children rather than impose their own ideas. These strong relationships give children the confidence to explore and experiment.

Infant and toddler caregivers can never take the place of a parent, but they are consistent, responsive, dependable, trusted adults for children when parents are away.

## The Daily Routine

**The Daily Routine is posted in the classroom each day.** Check it to learn more about your child's day. Knowing what your child's day was like is very important. Each day, an educator will give you a written record.

## Arrival and Departure

Parents and educators work together to make arrival and departure times pleasant and reassuring for children.

## Group Times

Children explore materials provided by an educator, based on the educator's observations of children's interests. Children are free to make choices about materials and how to use them.



## Choice Time

Children play and explore their environment at their own pace with physical and emotional support from the educator.

## Outdoor Time

- Infants go outside twice per day
- Toddlers explore the outdoor world in their own playground every day; they may go for short walks in the immediate neighbourhood
- The *Child Care and Early Years Act* states that children go outside for two hours every day

## Lunch and Snacks

- Each infant follows his or her own feeding schedule
- Toddlers have lunch and snacks in a small group with the same primary educator each day

## Rest Time

- Each infant follows his or her own sleep schedule
- Toddlers have a rest time after lunch

**For more information about our Sleep Supervision Policy, please visit our website: [Programs/Family Day Policies](#)**

## Toileting Routines

Toilet training is not done at a specific age as each child develops at a different pace. Talk to your child's educator when you feel your child may be ready to begin toilet training.

# Preschool Classrooms

**The Daily Routine is posted in the classroom each day.** You can check the daily routine to learn more about your child's day. Each child is part of a small group, led by the same educator. This group is together for small group time and lunch.

## Greeting Time

Educators welcome the children and share messages about upcoming special events, visitors, and new materials. Messages are written on the message board using pictures and words, so children of all literacy levels can "read" them.

### Plan > Do > Review

- 1. Plan:** Children make plans involving choices about materials, actions and people.
- 2. Do:** Children carry out their ideas - they carry out activities to achieve their goals.
- 3. Review:** Children reflect on the experience to review what they did and what they learned.

## Small Group Time

Activities are planned by educators and are based on math, science and literacy experiences.

## Large Group Time

Children participate in various activities in the classroom or playground, such as music and movement, storytelling, or a discussion about something important to the children.

## Outdoor Time

Outdoor play is an important part of your child's learning. Activities like running, jumping, throwing, swinging, digging and riding all promote social and physical development. The *Child Care and Early Years Act* states children benefit from going outside for two hours every day. We go outside in all kinds of weather when safe to do so. Please make sure your child has clothing that is appropriate for the weather.



Children will play outside for at least two hours every day. Children and educators may go for walks in the neighbourhood to interesting places such as the library and stores. These walks are based on the children's interests and are wonderful learning opportunities.

## Lunch and Snacks

Children eat together with an educator in a very social environment. Children serve themselves and are encouraged to make choices.

## Rest Time

Children are provided with comfortable spaces to take a rest or nap as per CCEYA. Children who do not need to nap are encouraged to rest for a short period, and are then given a quiet activity.

## Child Guidance

Family Day promotes respectful interactions among children and their peers, and among children and adults. All educators receive ongoing training to help them support and guide children's behaviour in positive ways. Some of the strategies we use to guide children's behaviour include:

- Redirection
- Logical and natural consequences
- Setting limits
- Modelling
- Providing choices
- Anticipating conflict

We do not allow educators, volunteers, students, family members or children to use the following actions: corporal punishment of the child; physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre 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; use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will (CCEYA #48).

### Resolving Conflict among Children

At times, all children feel angry and frustrated. When conflict arises, educators support the children by using HighScope's® "Six Steps to Resolving Children's Social Conflicts" model used in our infant, toddler and preschool groups:

1. Approach calmly, stopping any hurtful actions
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for ideas for solutions and choose one together
6. Step back and give follow-up support as needed

**For older children (six to 12 years of age), our educators are trained to use the PHCD – Conflict Resolution Model. For more information, see the Extended Day & School Age Programs Family Handbook.**

We review our Program Statement Implementation Policy annually with all educators, students and volunteers. Please speak to your educator or Centre Supervisor to discuss any issues about child guidance.

## Inclusion

### Children with Special Needs

Family Day welcomes all children to our programs, regardless of ability. Some children have special needs such as physical disabilities, intellectual delays, social and behavioural challenges, or communication difficulties. Disabilities may be visible or invisible. Children may be born with these disabilities or they may emerge later on or change over time.

We work in partnership with families to find ways to include all children and remove barriers that prevent children from actively participating in our programs. When a child needs extra support, we work with our community partners to find additional resources.

If you have any concerns about your child's development and progress, we encourage you to speak with your educator or Centre Supervisor.

Some children may need more support than we can provide. If your child's needs are not being met by the program or if your child's participation affects the safety and needs of the group, the Centre Supervisor will meet with you. The Centre Supervisor will work in partnership with you to find solutions, explore options and, if necessary, make appropriate referrals to a more suitable program.

### Celebrations and Birthdays

We make every effort to honour the traditions and special celebrations of our families and educators. This supports a sense of belonging. Please share your special family traditions and celebrations with us.

We celebrate every child's birthday in the centre. **Please do not bring a birthday cake or any other food to the centre to celebrate your child's birthday.** We cannot serve food from outside of the centre because many children and educators have food allergies or restrictions. If your family does not celebrate birthdays, please let the educator know.



# Health Information

## Medication

If your child needs to take medication, please complete and sign the Family Day Medication Form.

Prescription medication must be in the original container and clearly labelled with your child's name, the date, the name of the drug, and instructions for the storage and administration of the drug.

**We must have a doctor's note to give your child non-prescription medicine (i.e., Tylenol, cough medicine).** All medication is stored in a locked container. If you feel your child still needs the non-prescription medication after 10 days, your child must visit the doctor, who will have to provide another written note.

If your child is prone to febrile convulsions, a doctor's note can be kept on file giving permission, when necessary, to give the fever-reducing medication that you supply. If your child starts to run a fever while in the centre, we will contact you immediately. We will give your child the fever-reducing medication one time. We expect you to pick up your child immediately in this type of situation.

## Sunblock

Please put sunblock on your child before you leave home each morning. Educators will reapply sunblock as necessary during the day. We use a sunblock with an SPF of 30+. We ask you to fill out a Sunblock Permission Form each year.

## Allergies

Many children and adults have allergies, some of which are extremely dangerous. Anaphylaxis is a severe allergic reaction that can be life-threatening. If your child requires Epinephrine, the Centre Supervisor will review Family Day's Anaphylaxis Policy with you. All educators are trained in the use of Epinephrine.

To ensure the health and safety of everyone in the centre:

- **Do not bring any food or drinks into the centre**
- Tell an educator if your child has any allergies, or if there are any changes to your child's health
- All Family Day centres strive to be "nut-free" environments

## When Should a Child Stay Home?

Family Day's health policies are based on guidelines from the local Public Health Department. If your child becomes ill while at the centre, an educator will contact you immediately and ask you to pick up your child.

Children should not come to the centre when:

- They are too ill to take an active part in the daily program, including going outside
- They need more individual care than the educators are able to provide without compromising the needs of the other children
- There is a risk of infecting other children or educators, as outlined in the guidelines below

Keep your child at home if he or she has any of the following symptoms:

- Fever (temperature above 38 °C)
- Diarrhea
- Undiagnosed rash/skin condition
- Vomiting
- Communicable disease
- Persistent pain
- Thick, coloured discharge from eyes
- Head lice
- Persistent cough

If a child shows signs of ill health, you may be asked to provide the centre with a doctor's note. Children with diagnosed communicable diseases are not permitted to attend our programs.

## Infection Control and Universal Precautions

Our educators are required to follow infection control and universal precaution procedures to prevent the spread of contagious illnesses.

We use these procedures when:

- Diapering and toilet training
- Preparing food
- Sharing personal items
- Cleaning and sanitizing toys and equipment
- Cleaning up blood or other body fluids
- Hand-washing
- Handling waste
- Applying first aid

We encourage children to wash their hands frequently to help reduce the spread of contagious illness. Please also remind your children to wash their hands at home.

# Safety Procedures

## **Safety Inspections**

- The Ministry of Education inspects all our centres every year to ensure each centre meets all local licensing requirements
- Family Day educators conduct daily, weekly and monthly safety inspections of the centre
- Educators inspect the playground before they take the children outside
- Each centre holds a monthly fire drill
- The local Public Health Department regularly inspects our centres

## **Sanitizing Toys & Equipment**

All toys and equipment in the centre are sanitized on a regular schedule as needed.

## **Photo I. D. Badges**

All Family Day educators wear photo I. D. badges. Students, volunteers and visitors to our centres wear a Family Day I.D. badge. For safety reasons, educators do not wear their I.D. badges when they are in our Infant rooms.

## **Outdoor Play**

- Our centre playgrounds are Canadian Standards Association (CSA)-approved.
- Educators conduct a safety inspection of equipment and the playground space before each playground time.

## **First Aid Training**

All educators are required to have current First Aid and Cardiopulmonary Resuscitation (CPR-C) certificates.

## **Security**

To support security measures, most of our child care centres have a keypad access system with a code that is changed on a routine basis.

## **Closures & Emergencies**

If a Board of Education closes a school during winter because of bad weather, the child care centre in that school will also be closed. When this happens, there will be a recorded message on the program phone announcing the closure as early in the morning as possible.



If there is an emergency situation at the centre you *may not* be contacted immediately, as the safety of the children is our first priority. Families will be notified as soon as possible.

- If the emergency means children must leave the centre, they will be taken to an evacuation site. You will be contacted and asked to pick up your child.
- Family Day is required to follow the Board of Education's emergency procedures, including the lockdown procedure in centres located in schools.
- Family Day's Emergency Management Policy and Procedures identify how families will be notified in the event of an emergency situation.

**To view our *Emergency Management Policy and Procedures*, please visit our website: [Programs/Family Day Policies](#)**

## **Emergency Contact Information**

Family Day requires up-to-date contact information in case we need to reach you quickly during an emergency situation; you will be asked for this information when you register at Family Day. We are required, by law, to keep this information current. It is very important that you tell us as soon as any contact information changes.



## Wait List Policy

A child is put on the wait list when a parent/guardian contacts Family Day's Child Care Services Department. This contact can be made online via the agency's website or over the phone.

Once an intake is received by the Child Care Services Department, the intake is distributed to the appropriate program location. Confirmation that a child has been placed on the wait list will be received within three (3) business days of the initial request by the individual program supervisor or designate. This intake form is not an application and does not guarantee the child's enrolment into a program.

There is a separate wait list for each program and each age group within that program. Wait lists are confidential, and positions of children on the waitlist are only discussed with the individual child's parent/guardian. Parents/guardians may contact the child care centre supervisor to determine their position on the wait list and approximate wait times.

If parents/guardians want to make changes to their intake profile, they must contact our Child Care Services Department or the program they are requesting care at. Duplicate or incomplete intake information may cause a delay in processing the child's wait list intake. Intake forms are filed in the order in which they are received by Family Day program location.

A space in a child care program is created when a child leaves a centre or changes programs. Spaces can become available at any time throughout the year. When a space becomes available, parent/guardians are called in the sequential order of their placement on the wait list. After being contacted, parents/guardians must notify a centre within two (2) business days of their intention to either accept or decline the space. If the parent/guardian declines the offered space, the next parent/guardian on the list is called; this process continues until the space is filled.

There are various circumstances that affect wait list times and access to programs:

- Priority is given to families with siblings already in the child care program
- Children transferring from one Family Day program to another
- Ages of children in the younger age group and their readiness to progress to the next age group the parent/guardian may be waiting for
- Ages of children in the current age group and space availability in the next grouping they are due to move into

- Number of children already on the wait list
- Intakes identified as “high-risk” would have a priority placement.

When parents/guardians decline an offered space but either want to remain on the list or fail to respond within two (2) business days, the child’s intake date will be changed to reflect the date of decline.

Once a child is officially offered a space and the space is accepted, the parent/guardian will be required to pay one month’s fee. This will be applied to their child’s last month of care, provided the appropriate notice of withdrawal is given. If a child is withdrawn from a program and would like to be readmitted, they begin the wait list procedure over again.

Children will remain on a program’s wait list until the child ages out of the program or a parent/guardian asks for the name to be removed.

## Child Care Fees

At Family Day, families are not charged a fee to place their child on the waitlist. Once a space has officially been offered and accepted, you will be required to pay one month’s fees that will be applied to your child care fees.

It is very important to pay your fees on time so we can continue to provide a high quality program for your child. Child care fees are based on the number of days your child is enrolled in care, including statutory holidays, absences due to illness or vacation, and occasional emergency closures (i.e., bad weather). If you do not keep your payments up to date, Family Day can’t continue to offer care to your child:

- You must pay your fees in advance, at the beginning of every month, using a pre-authorized payment plan from a bank account.
- Child care fees are tax deductible. Each February, you will receive a receipt for fees paid in the previous calendar year to file with your income tax return.
- If a cheque is returned for non-sufficient funds (NSF), you will be charged an administrative fee.

### Vacations

Please tell your Centre Supervisor when you are taking vacation as soon as you know the dates. This helps our educators plan properly plan activities.



## Family Day Policies

*A copy of Family Day’s Policies is available on Family Day’s website.*

### Anti-Racism Policy

Family Day provides quality child care and family support without bias or judgment. We treat every individual with dignity and respect. Family Day’s Anti-Racism Policy applies to our Board of Directors, educators, caregivers, families, students, volunteers and visitors. The four basic elements of the policy are:

- **Employment:** we promote equal opportunities for all
- **Recruitment:** we strive to reflect the communities we serve
- **Community Relations:** we strive to promote accessibility and equity to help meet the diverse needs of the communities we serve
- **Programs and Services:** we support diversity and inclusivity in all areas of our organization and actively work towards creating an environment of acceptance of all.

### Child Protection – Our Duty to Report

In Ontario, any adult who suspects that child may need protection from harm or abuse must report their concerns to a local Children’s Aid Society. People who work closely with children, including all Family Day educators, must report suspected abuse or risk being fined for not doing their duty.

If our educators are worried that a child might be in need of protection, they must contact a Children’s Aid Society and ask them to investigate.

Educators are required to report concerns about:

- Sexual abuse: inappropriate touching or involvement in a sexual activity or exploitation
- Neglect: basic needs for food, clothing, shelter and safety are not met
- Physical abuse: signs of physical harm or injury
- Emotional abuse: humiliation, insults, threats and other behaviour that harms a child's emotional state
- Exposure to family violence

The Children's Aid Society will investigate to find out whether the concerns are serious and if the child needs protection from the police or support from community organizations.

### **Confidentiality and Sharing Information**

As part of our licensing regulations, we are required, by law, to keep up-to-date records on each child, including name, contact information, attendance and health information. We must share this information with the provincial licensing inspector and the municipality for inspection and quality compliance reasons.

Family Day will not share personal information about you or your child with anyone outside of the agency unless we have your permission or unless we are required to share information by law. All educators sign a Confidentiality Policy.

### **Conflict of Interest Policy**

We acknowledge and appreciate the desire of parents and children to recognize the quality of service our educator provide. However, because our educators are expected to make impartial and objective decisions during day-to-day operations, educators who work directly with children may only receive **small** tokens of appreciation on special occasions (such as gifts under \$10.00).

### **Child Care and Early Years Act (CCEYA)**

Licensed child care in Ontario is regulated under the *Child Care and Early Years Act* by the Ontario Ministry of Education. This legislation is intended to protect the health, safety and well-being of children in care. Family Day's standards meet or exceed the standards of the *Child Care and Early Years Act*. For more information, please visit [www.edu.gov.on.ca/childcare/licensingstandards.html](http://www.edu.gov.on.ca/childcare/licensingstandards.html)

### **HIV/AIDS Policy**

In accordance with the Human Rights Code, Family Day does not discriminate against, or deny placement to, individuals who are HIV-positive or have AIDS. Individuals with AIDS or who are HIV-positive are not required to disclose. Educators at all Family Day centres are required to follow infection control and universal precaution procedures that apply to all infectious diseases at all times.

### **Reporting Serious Occurrences**

If there is a serious occurrence in a centre, Family Day must report it to the Ministry of Education and to the parents.

A report is submitted to the Ministry of Education through the Child Care Licensing System and a Serious Occurrence Notification form will be posted at the centre for 10 business days. The report will respect the privacy of the people involved in the incident.

### **Smoke-Free Policy**

All Family Day locations are smoke-free according to the *Smoke Free Ontario Act*. Please respect the smoking regulations and bylaws of the buildings in which our centres are located.

### **Violence and Harassment in the Workplace Statement**

According to Bill 168, Family Day must make sure that the work environment for our educators is free of violence and harassment. Bill 168 - Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009 defines workplace violence as the use of physical force or threats of physical force against a worker. Workplace harassment may include bullying, intimidating, offensive jokes or offensive or intimidating phone calls. We are required to have policies and procedures in place to protect our educators from violence and harassment, whether it comes from children, educators, parents or other community members. Please see the complete statement posted on your centre's bulletin board.

### **Withdrawal from the Program**

If you plan to withdraw your child from the program, you must tell us in writing two weeks before your child's last day. If you do not give us two weeks' notice, we will charge you the fees for two weeks of care.

We do our best to include all children in our programs, but some children have needs that we cannot meet and some have challenges that affect the safety and needs of the whole group. When we have concerns about a child the Centre Supervisor will work in partnership with families to explore options, make appropriate recommendations and, if necessary, make referrals to other programs. We will:

- Treat your family in a fair and equitable manner.
- Invite you to meet to discuss ways to adapt the program to accommodate your child.
- Introduce program adaptations, additional resources or community agency support to address your child's needs.
- Provide consistent notice of meetings and clear documentation of discussions.

If Family Day is unable to accommodate your child's needs or family's circumstances, and your child is asked to leave or denied admission we will:

- Provide two (2) weeks written notice of withdrawal
- Provide referrals to other services, including the Children's Services Consultant (where appropriate)
- Document the use of support services and meetings with parents
- Notify Family Day's Director, Development and Programs

***In the extreme event that the behaviours of the child pose a safety risk to educators or children, Family Day reserves the right to give immediate notice to the family.***

## Complaints Process

Our educators work hard to care for your child. If you have a concern or complaint, we invite you to speak to us right away. If your concerns are not addressed, here is the process we recommend:

- Speak to the educator person involved in the reason for your concern
- Speak to the Centre Supervisor
- Contact the Program Manager
- Contact the Associate Director, Community Programs
- Contact the Director, Development and Programs for Family Day who oversees programs and services.

### **Parent Issues and Concerns Policy**

1. Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their children 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 educators, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our educators are available to engage parents/guardians in conversations and support a positive experience during every interaction.

2. All issues and concerns raised by parents/guardians are taken seriously by Family Day 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.

3. 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

4. An initial response to an issue or concern will be provided to parents/guardians within 3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern</b>	<b>Steps for Educator and/or Licensee in responding to issue/concern</b>
Related to the program room (e.g., sleep arrangements, schedule, toilet training, indoor/outdoor program activities, feeding arrangements)	Raise the issue or concern to the classroom educator directly - or - the Supervisor or Program Manager	Address the issue/concern at the time it is raised - or - Arrange for a meeting with the parent/guardian within three (3) business days
Related to a centre, operations or of a general nature (e.g., child care fees, hours of operation, staffing, waiting lists, menus)	Raise the issue or concern to the Supervisor or Program Manager	Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> <li>&gt; the date and time the issue/concern was received;</li> <li>&gt; the name of the person who received the issue/concern;</li> <li>&gt; the name of the person reporting the issue/concern;</li> <li>&gt; the details of the issue/concern; and</li> <li>&gt; any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
Related to an Educator, Supervisor and/or Family Day (the agency)	Raise the issue or concern to the individual directly - or - the Supervisor or Program Manager  All issues or concerns about the conduct of an educator 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.

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern</b>	<b>Steps for Educator and/or Licensee in responding to issue/concern</b>
Related to a Student or Volunteer	Raise the issue or concern to the educator responsible for supervising the volunteer or student - or - the Supervisor and/or Program Manager  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.	Ensure the investigation of the issue/concern is initiated by the appropriate party within three (3) 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.
<p>Every effort will be made to resolve any issue/concern with the Centre Supervisor or Program Manager. The person who raised the issue will be contacted, the issue/concern will be reviewed and the agency will outline the findings and will explain how the agency proposes to resolve the issue/concern to the mutual satisfaction of both parties whenever possible.</p>		

**Escalation of Issues or Concerns**

Where parents / guardians are not satisfied with the response or outcome of the issue/concern, they may escalate the issue or concern to the Associate Director who will review the issue or concern and how it has been handled thus far and will respond within three (3) business days

If the issue or concern is not resolved to the satisfaction of the parent/guardian at this point, it may escalate to the Director, Development and Programs who will review the issue or concern and how it has been handled thus far and will respond within three (3) business days

If the issue or concern is not resolved to the satisfaction of the parent/guardian at this point, it may escalate to the Chief Executive Officer (CEO) who will review the issue or concern and how it has been handled thus far and respond within three (3) business days. The decision of the CEO is final.

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) where appropriate.

**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.

**Notes...**

Series of horizontal lines for taking notes.



***“Every child deserves to have someone’s eyes light up when they enter the room.”***

– DR. JEAN CLINTON




## FAMILY DAY

**Family Day**, in partnership with families and communities, is committed to leadership in developing and providing exemplary quality child care and early learning services to promote healthy child development.

**[familydaycare.com](http://familydaycare.com) | 416-922-9556**

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**United Way**  
Toronto & York Region