Child Care Centre Family Handbook

February 2026

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, please call Family Day's administration office at 416-922-9556.

My Centre

In 2026, Family Day programs are closed on

New Year's Day	Family Day	Good Friday
Victoria Day	Canada Day	Civic Holiday
Labour Day	Family Day Professional Development Day	Thanksgiving Day
Christmas Day	Boxing Day	***Please see Program Closures (Page 18) for details.***

Table of Contents

Welcome to Family Day ***4***
We Believe... 4
About Family Day 4
Family Day Program Statement 5
Family Portal 6
Health, Safety and Nutrition 7
Positive Adult / Child Interactions 7
Self-Regulation 7
Learning Through Play 8
Learning Environments 8
The Daily Routine 9

Canada-Wide Early Learning and Child Care System (CWELCC) ***11***

Documentation / Review and Impact ***12***
Quality Assurance Documentation 12
Parent Engagement 12
Program Statement Review 12
How You Can Be Involved 13
Sharing Information 13

Our Approach to Learning ***14***
How Does Learning Happen? 14
The HighScope® Curriculum 15
HIGH FIVE® 15

Our Early Learning and Care Team ***16***
Educator-to-Child Ratios 16

Before You Start ***17***
Pack the following to take to the centre 17

General Program Information ***18***
Planned Program Closures 18
Absences 18
Drop-off and Pick-up 18
Arriving Late 19
Lunch and Snacks 19
What is Healthy Food? 20
Clothing 20
Personal Items and Toys 20
Primary Caregiver Model 21
The Daily Routine 21
Arrival and Departure 21
Choice Time 21
Group Times 21
Outdoor Time 21
Lunch and Snacks 21
Rest Time 21
Toileting Routines 21

Preschool Classrooms **22**
Greeting Time 22
Small Group Time 22
Large Group Time 22
Outdoor Time 22
Lunch and Snacks 22
Rest Time 22
Child Guidance **23**
Prohibited Practices 23
Resolving Conflict Among Children 23
Inclusion **24**
Children with Special Needs 24
Celebrations and Birthdays 24
Medication 25
Sunblock 25
Allergies 25
When Should a Child Stay Home? 25
Infection Control, Respiratory Etiquette and Universal Precautions 26
Safety Inspections 26
Sanitizing Toys & Equipment 26
Photo I. D. Badges 26
Outdoor Play 26
Off-Premises Activities 26
Security 27
Emergencies / Unplanned Closures 27
Emergency Contact Information 27
Vacations 29
Family Day Policies **30**
Anti-Racism Policy 30
Child Protection — Our Duty to Report 30
Confidentiality and Sharing Information 30
Conflict of Interest Policy 30
Child Care and Early Years Act (CCEYA) 31
Reporting Serious Occurrences 31
Safe Arrival & Dismissal Policy 31
Smoke-Free Policy 34
Violence and Harassment in the Workplace Statement 35
Withdrawal from the Program 35
Complaints Process **36**
Parent Issues and Concerns Policy 36
Reporting Suspected Child Abuse and Neglect 37
Escalation of Issues or Concerns 38
Concerns about the Suspected Abuse or Neglect of a Child 38
Child Care Subsidy 39

Welcome to Family Day

We are pleased that you have chosen Family Day. This handbook will giveyou information about our Early Learning & Child Care Centres.

At Family Day, our dedicated staff and Educators will work tooffer your child the best possible care and early learning opportunities.

Our programs are based on developmentally appropriate practices and are supported by well-researched and well-supported early learning curricula. Our approach provides children with a solid foundation for lifelong learning. The children experience a happy and secure environmentthat helps them to feel more confident as they gain new knowledge and 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 learningexperience.

Diane Daley
Chief Executive Officer

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.***

About Family Day

Family Day is a non-profit, charitable organization with a long and distinguished history of providing services to children and families. For more than 170 years, we have maintained a strong legacy of innovation.

We were one of the first organizations in Toronto to provide orphanages in the 1850s, were a leader in the development of supervised foster care in the 1920s, and were one of the first in Ontario to develop day nurseries in the 1940s. Today, Family Day offers a wide range of services to children and their families in locations across the Greater Toronto Area providing programs year-round—from January through December.

Child Care Centres & Early Learning and Family Centres
We provide care for infants, toddlers and preschool children. Our educators follow the research-based HighScope® approach that encourages children to be active learners while being supported and challenged by caring adults.

Licensed Home Child Care | Family Day offers family-style care for children from infancy to 12 years of age. Caregivers/Educators are carefully selected by the agency and given training to assist them with the development of child care businesses in their own homes.

Before and After School Programs | Our programs offer before- and after-school activities for children aged 4- to 12-years of age. Children are encouraged to play, learn and become more independent through programs that are safe and stimulating.

EarlyON Child & Family Centres | We offer free programs and resources for families with children up to six years of age. These programs help children develop social, communication, and early literacy skills, and help parents enhance their parenting skills.

Toronto Integration Services - Special Needs Resourcing Program | Our program provides support to child care centres and home child care agencies to fully include children with special needs in their programs.

The Creative Zone | The Creative Zone is a great resource for recycled creative materials for child care educators and school teachers in the Region of Peel.

Summer Break Programs | Families currently enrolled in our Before & After School programs will be provided a full-day Summer Break Care programs. The Summer Break Care program is similar to our PA Day, March Break, and December Break programs.

Homework Plus (York Region) | Our innovative program offers enrichment and skill-building tools to children aged six to 12 years of age. The program is referral-based and offers academic, social skills and family support to children to help them reach their full potential.

OPEN DOORS | Our outdoor learning brand, *OPEN DOORS,* highlights our commitment to outdoor learning in all weather during all seasons. Shared opportunities in the outdoor environment benefits both children and Educators and supports physical development and mental health wellness.

Family Day Program Statement

Reviewed annually

Family Day has a long history of serving families and children throughout Toronto and the surrounding communities. The 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.

Family Portal

The Portal is Family Day's secure online system that helps us manage important information about your child and your family in one place. With care offered across dozens of child care centres, school age programs, and licensed home child care providers, The Portal allows us to keep information accurate, up to date, and easy to access. It helps ensure the right information is available when it's needed to support your child's care.

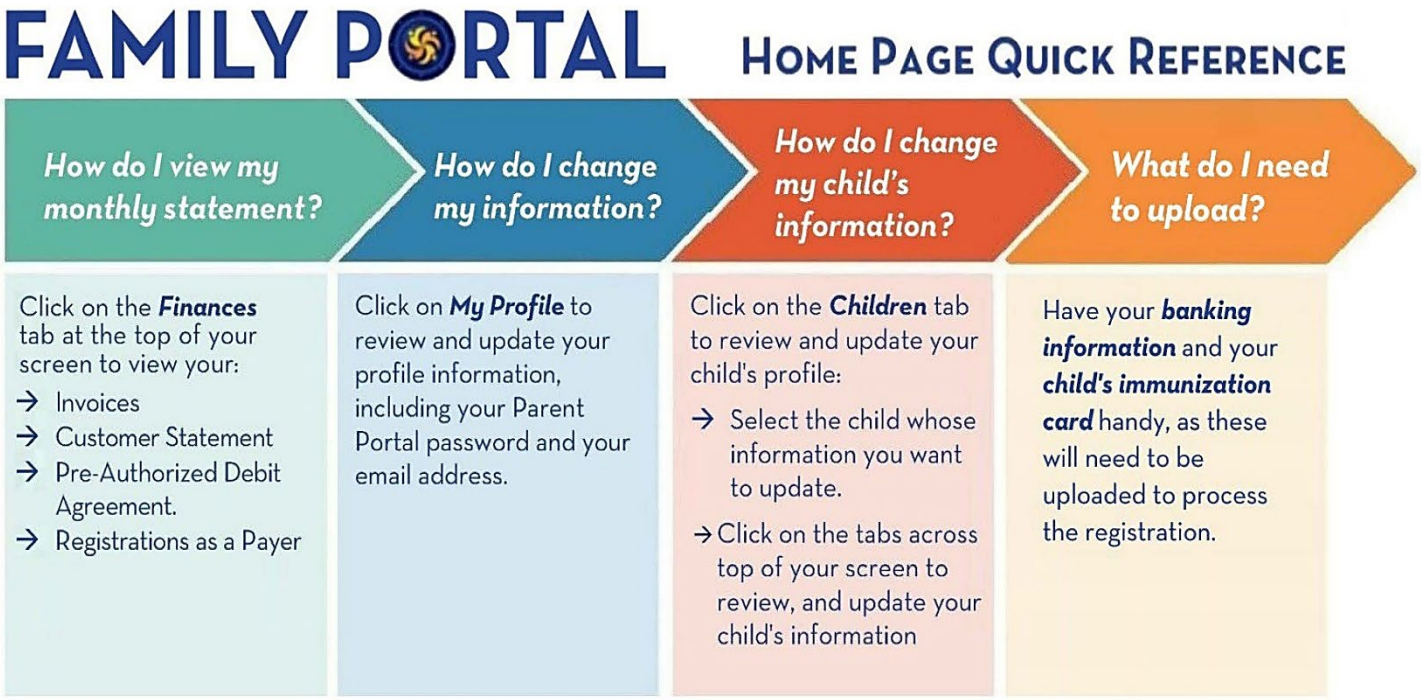
For families, The Portal is designed to be simple and convenient. You can enter and update your own registration details, helping to reduce paperwork and ensure changes—such as contact information or care needs—are reflected right away. The Portal also supports clear communication and the secure handling of information. Your data is protected through personal login credentials. Overall, The Portal helps us work more efficiently so we can focus on what matters most: providing high-quality care for your child.

Using The Portal, families can expect:

- **Family-friendly access** – one login and one account for your entire Family Day family
- **Real-time updates** – easily keep important information up to date, including health details such as allergies, dietary requirements, and medical treatment plans
- **Improved communication** – clearer and more efficient information sharing
- **Simple, web-based access** – available on computers, laptops, smartphones, and tablets with internet/Wi-Fi access
- **Simplified waitlists**
- **Secure storage and access to your information**

If you need further information or assistance, you can also speak with one of our Child Care Services representatives by calling 416-922-3434 | 1-800-263-9703 or emailing childcareservices@familydaycare.com between 8:30 AM to 4:30 PM, Monday through Friday. Should they be unable to take your call, please leave a message and they will respond as soon as possible.

CLICK HERE to access The Portal.



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, including our Safe Arrival and Dismissal Policy (available to view or download on Family Day's website), that support a culture of well-being and belonging. All of our Educators have been trained in standard First Aid and Level C 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-fat 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 the 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 inter- actions 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.

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 HighScope® 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 the inclusion of all children, while supporting growth in all areas of development.

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 Plans.

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 is designed to meet the individual and group needs of the children. This includes large and small group activities, group and individual work times, rest and quiet periods, as well as meeting 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. We go outside in all kinds of weather when it is safe to do so.

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 logs are shared with families. The Look See Checklist™ by NDDS 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, 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 Child- hood 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)

Canada-Wide Early Learning and Child Care System (CWELCC)

In March 2022, Ontario and the federal government signed an agreement as part of the **Canada-Wide Early Learning and Child Care System (CWELCC).**

Family Day Child Care programs are participating in the Canada – Wide Early Learning and Child Care (CWELCC) system and our fees are base fees unless it's mentioned. Base fees are mandatory, charged to families for providing childcare including all that is required to be provided under the CCEYA and the CWELCC.

For more details, visit our website:

https://familydaycare.com/canada-wide-early-learning-and-child-care-plan/

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 checklist 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 analysed 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 our Program Statement Implementation Policy.

Parent Engagement

- ✓ Annual parent surveys ensure ongoing feedback gets captured and analysed to assess impact, and address (or respond to) deficiencies brought forward
- ✓ 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.

You can download a copy of Family Day's Program Statement **HERE**.

Family-Centred Child Care

At Family Day, we believe child care is a shared responsibility between families and educators. A respectfulrelationship 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. We support each of our families in different ways.*
- ✓ *All families have strengths.*
- ✓ *Children and their families are part of a community.*
- ✓ *Families are experts about their children and are their first and have the most influence on their children.*
- ✓ *Parents have many interests, roles and responsibilities*
- ✓ *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. Families and child care professionals have something to offer each other. Both our educators and our home child care caregivers have opportunities to develop family centred child care practices.*

How You Can Be Involved

Family Day encourages families to take an active role in their child's development.

- ✓ *We do this by suggesting activities which families and guardians and their children can do together.*
- ✓ *We let families know about events and activities before they occur. In this way families can choose to participate.*
- ✓ *We invite caregivers to participate in our events.*
- ✓ *We hold activities at different times in an effort to be convenient for all families*
- ✓ *We offer a variety of activities, so that families have plenty of activities to choose from.*
- ✓ *Families can participate as much as they want to. It is their choice.*
- ✓ *Grandparents, aunts, uncles, other family members or those close to our families are also welcome to participate in activities.*
- ✓ *We appreciate all family contributions to programs.*
- ✓ *If it is possible to do so, we make our activities, meetings and workshops convenient for families by providing child care, food and appropriate seating for adults.*

Sharing Information

We promote partnerships with families through communication.

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

Family Day Communications

- Agency newsletters
- Annual Report
- Social media (Facebook, Twitter, Linked In)
- Email
- Individual parent-educator meetingsas needed

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.

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: belonging, well-being, engagement, and 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 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. The research shows that children who attend quality early learning programs have enhanced socialresponsibility, higher income and greater academic success as adults.

For more information, visit 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 Parksand Recreation Ontario in 2001 after years of research. Researchers foundpositive 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 PHCD principles and design guidelines in our program.

Our Early Learning and Care Team

Our centres are staffed by highly trained teams of Registered Early Childhood Educators (RECE).

Each centre has an early learning andcare 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 'Supervisionof 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, supervising the student or volunteer.

For more information about the Supervision of Children-Students and Volunteers policy, please visit our website → Programs / Family Day Policies

Family Day has Pedagogical team, who specialize in evidence-based curriculumdevelopment, including:

- ✓ HighScope® curriculum (read "Our Approach to Learning" section or go to **www.HighScope.org**
- ✓ **Early Learning for Every Child Today (ELECT)** , the Ontario government's Early Learning Framework (www.edu.gov.on.ca/childcare/oelf)
- ✓ The Pedagogical team provides ongoing support and mentoring 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 ratioslisted in the Child Care and Early Years Act. Children generally arrive and depart at different times, depending on family schedules.

Classroom	***Educator to Child Ratio***
Infant	*1 educator to every 3 children*
Toddler	*1 educator to every 5 children*
Pre-School	*1 educator to every 8 children*
Kindergarten	*1 educator to every 13 children*
School Age (6 to 12 years of age)	*1 educator to every 15 children*
School Age (9 to 12 years of age)	*1 educator to every 20 children*

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

- ✓ Finalize and submit your child/children's registration on Family Day' parent Portal

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
- ✓ Extra clothing appropriate for the season
- ✓ Extra socks and underwear
- ✓ A picture of your family for your child's room
- ✓ Diapers, wipes, diaper cream and training pants (as needed)
- ✓ Formula/breast milk and infant food for babies
- ✓ Outdoor clothing appropriate to the weather. See **Tips for Dressing in the Winter Months** and **Tips for Dressing on Hot and Extremely Hot Days**

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

General Program Information

Planned Program Closures

Family Day child care programs operate in a calendar year from January 1 to December 31. During this period, we provide licensed child care services Monday to Friday. Please see the location information page for your child care centre for details on daily hours of operations.

In 2026, our programs will be closed on the following days and **fees are charged** to families:

• New Year's Day	January 1, 2026
• Family Day	February 16, 2026
• Good Friday	April 3, 2026
• Victoria Day	May 18, 2026
• Canada Day	July 1, 2026
• Civic Holiday	August 3, 2026
• Labour Day	September 7, 2026
• Family Day Professional Development Day	September 30, 2026
• Thanksgiving Day	October 12, 2026
• Christmas Day	December 25, 2026
• Boxing Day	*To be determined*

Fees for these closure dates are already included in your monthly fees.

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 base fees will still apply when your child is absent due to illness or vacation.

Drop-off and Pick-up

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.

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 PM 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 PM, 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/breast milk 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:

- ✓ Contains whole food ingredients, fruits, vegetables, whole grains, legumes, seeds, dairy products, lower fat beef, fish, and poultry
- ✓ Are high in naturally occurring nutrients and fibre
- ✓ Are moderate in calories and low in saturated fat, added sugars and sodium
- ✓ Contains no Trans fat
- ✓ Contains minimal artificial colours, flavours, or preservatives

Family Day endeavours to provide an allergy-safe environment. Our menus are child-friendly and culturally inclusive. We respect and accommodate special diets and food restrictions. At registration time, parents indicate any dietary needs their child may have and in collaboration with the Centre Supervisor, menus are reviewed to meet the needs of all children in the centre.

Any food brought into the child care centre to support a child's special diet, must be labeled with the child's name and in its original packaging; it will then be stored according to package directions. All food brought into the child care centre must avoid all food allergens or other causative agents that currently exist within the child care centre.

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

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 veryimportant 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)

See Tips for Dressing in the Winter Months and Tips for Dressing on Hot and Extremely Hot Days.

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/breast milk 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 detailed record of your child's day.

Arrival and Departure

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

Choice Time

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

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.

Outdoor Time

- ✓ Infants go outside twice per day
- ✓ Toddlers explore the outdoor world in their own playground twice per 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
- ✓ **CLICK HERE** to learn more about the many benefits to children learning in the outdoors.

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, actionsand people.
2. ***Do:*** Children carry out their ideas – they carry out activities toachieve their goals.
3. ***Review:*** Children reflect on the experience to review what they didand 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

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.

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.

CLICK HERE to learn more about the many benefits to children learning in the outdoors.

Lunch and Snacks

We provide a nutritious lunch and two snacks daily. We use Canada's Food Guide, the Child Care and Early Years Act and Family Day's guidelines for healthy foods to plan our menus.
Children and educators eat together 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
- Setting limits
- Providing choices
- Logical and natural consequences
- Modelling
- Anticipating conflict

Prohibited Practices

At Family Day, the safety, well-being, and dignity of every child are our highest priorities. In accordance with Ontario's Child Care and Early Years Act (CCEYA) and Ministry of Education licensing requirements, the following practices are strictly prohibited in all Family Day programs:

- 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 #4)

Resolving Conflict Among Children

At times, all children feel angry and frustrated. When conflict arises between children (age 4 to 12), Educators support the children by using HighScope's® "Six Steps to Resolving Children's Social Conflicts" model used in our infant, toddlerand preschool groups:

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

For older children (4 to 12 years of age), our educators are trained to use the PHCD – Conflict Resolution Model. For more information,see the Before and After School Family Handbook

We review our Program Statement Implementation Policy annually with all educators, students and volunteers. Please speak to your Educator orCentre 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 ourprograms. When a child needs extra support, we work with our community partners to find additional resources:

- **Peel Inclusion Resource Services (PIRS)** is a free service that helps children who need extra support to participate fully in licensed child care. PIRS resource consultants will develop a plan with you and your child care provider that focuses on your child's strengths and areas of development. A diagnosis is not needed. **CLICK HERE** for more information.
- **Every Child Belongs (City of Toronto)** is a program that supports inclusive child care for children with extra needs. Resource Consultation Staff work with families and licensed child care programs to develop individualized support strategies and strengthen inclusive environments. **CLICK HERE** for more information.
- **York Region Early Intervention Services (EIS)** delivers programs that support families who have children with special needs in their homes or licensed child care settings. The years between birth and school-entry are critical to a child's development. York Region Early Intervention Services assists children and their families in this important period. **CLICK HERE** for more information.

If you have any concerns about your child's development and progress, weencourage 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 manychildren 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 and send a bottle of sunblock with your child each day. Be sure to label the bottle with your child's name. Educators will reapply sunblock as necessary during the day using the sunblock you provide. We ask you to fill out a sunblock permission form each year for your child to give the necessary consents.

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)
- Undiagnosed rash/skin condition
- Communicable disease
- Thick, coloured discharge from eyes
- Persistent cough
- Diarrhea
- Vomiting
- Persistent pain
- Head lice

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, Respiratory Etiquette and Universal Precautions

Our Educators are required to follow infection control, respiratory etiquette and universal precaution procedures to prevent the spread of contagious illnesses.We use these procedures when:

- ✓ Diapering and toilet training
- ✓ Sharing personal items
- ✓ Cleaning up blood or other body fluids
- ✓ Handling waste
- ✓ Preparing food
- ✓ Cleaning and sanitizing toys and equipment
- ✓ Hand washing
- ✓ 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 out door time.

Off-Premises Activities

- ✓ Infants & Toddlers may go for short walks in the immediate neighbourhood
- ✓ Preschool children 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.

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 keypadaccess system with a code that is changed on a routine basis.

Emergencies / Unplanned Closures

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. Whenthis 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 benotified 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.

You can view or download our Emergency Management Policy and Procedures Policy at **Family Day Policies - Family Day**

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 thisinformation 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. This contact can be made through the parent portal, a sub-site of Family Day's online child information management system which is accessible through the agency's website.

Once an intake is received by our system, the intake is distributed to the appropriate program location. Email confirmation that a child has been placed on the wait list will be sent within one (1) business day of the initial request. This intake form is not an application and does not guarantee the child's enrolment into a program.

The individual program supervisor will reach out to the parent/guardian within three business days to discuss space availability and next steps.

Waitlists are confidential, and positions of children on the waitlist are only discussed with the individual child's parent/guardian. Parents/guardians, who wish to inquire, 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 log into the Parent Portal registration system and change their information. 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, parents/ guardians are contacted by phone, or email 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 a parent/guardian has been contacted three (3) times within a six (6) month period and has declined the space; they will be removed from the wait list.

If the parent/guardian declines the offered space, the next parent/guardian on the list is contacted; 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.

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 first month of care. If a child is withdrawn from a program and would like to be readmitted, they begin the wait list procedure over again.

View or download our Waitlist Policy at **Family Day Policies - Family Day**

Child Care Fees

At Family Day, Parent's base fee will cover expenses for their child/children in Family Day programs including morning snack, lunch, afternoon snack and all supplies for programs and related activities. Families are not charged a fee to place their child on the waitlist.

Clicking on the following link will take you to our current fees listing on Family Day's website. The fees listed on the website represent all base, and non-base, fees.

https://familydaycare.com/daycare-programs-peel-york-toronto/daycare-fees/

It is very important to pay your base fees on time so we can continue to provide a high quality program for your child. Child care base 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 base fees using a Preauthorized Debit Agreement. Base fees will be automatically withdrawn from your bank account on the 16th of each month (or on the first business day following the 16th).
- ✓ If a payment is returned for non-sufficient funds an NSF non-base $50.00 administration fee will be charged. This will also occur if your banking information is not up to date on the Parent Portal. Should that be the case, please update your banking information. Should you require assistance with updating your information on the Parent Portal, please contact your Centre Supervisor.
- ✓ 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.
- ✓ Refunds due to withdrawals will be issued for base fees charged provided two weeks' notice is given in writing. If written notice is not received a charge for the 2 weeks of care will be applied.
- ✓ Rebates or incentives provided by Municipalities will be credited or refunded as directed by the Municipalities.
- ✓ Refunds will not be issued for the following circumstances Statutory holidays, absences due to illness or vacation, and occasional emergency closures (i.e., bad weather).

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. In order to save your child/children's spaces in the program, fees are still paid when your child is absent on vacation

Family Day Policies

You can view or download our policies at **Family Day Policies - Family Day**

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 fromcommunity organizations.

View or download our Reporting Suspected Abuse Policy at **Family Day Policies - Family Day**

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 aConfidentiality Policy.

Conflict of Interest Policy

We acknowledge and appreciate the desire of parents and children to recognize the quality of service our Educator provides. However, becauseour educators are expected to make impartial and objective decisionsduring day-to-day operations, Educators who work directly with children may only receive ***small*** tokens of appreciation on special occasions (such as gifts under $ 20.00).

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

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 willbe posted at the centre for 10 business days. The report will respect the privacy of the people involved in the incident.

You can view or download our Serious Occurrence Policy at **Family Day Policies - Family Day**

Safe Arrival & Dismissal Policy

This policy and the procedures will help support the safe arrival and dismissal of children receiving care in our child care and school age programs.

This policy will provide Educators, 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 to be taken when a child does not arrive at the child care centre outside of their typical schedule, 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.

Scope

This policy applies to all potential and existing Family Day employees who work directly with children, including students and volunteers who are over eighteen (18) years old. All Family Day Educators, Students and Volunteers will ensure that any child receiving 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 to the child care centre allowing them to be released to such person.

Family Day Educators will only dismiss children into the care of their parent/guardian or another authorized individual.

Parents are expected to inform the child care program if their child will be late or absent from the program from expected schedule.

- A parent/guardian may request that a child who is 10 years old or older be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal on the Authority and Release – Unescorted Form.
- A parent/guardian may request that a child who is 10 years old or older be authorized to pick up a younger child from care. Parents/guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal on the Authority and Release - Escorted Form.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.

Procedures

1) Accepting a child into care

When accepting a child into care at the time of drop-off, The Educator 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 Educator must confirm that the person is listed on the child's pick-up list in the PORTAL, or child's profile. If the individual is not listed, the Educator must ask the parent/guardian to provide authorization for pick-up in writing (e.g., a signed note, email, or text message).
- Document the change in pick-up procedure in the centre communication book.
- Sign the child in on the classroom attendance record.

Where a child does not arrive in care outside of the child's typical schedule, or is not picked up as by closure of the centre, Educators must follow the safe arrival and dismissal procedures set out below

2) **Where a child has not arrived in care** within **their typical schedule**

Where a child does not arrive at the child care centre within their typical schedule and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up the prior day), the Educator in the classroom must:

- For children in the Infant, Toddler, Preschool programs and Kindergarten and School Age children attending full day, the Educator will notify the Supervisor/Designate and they must commence contacting the child's parent/guardian no later than 12:00 pm. Educators/Supervisor/Designate shall contact the parents/guardians by calling and leaving a detailed message. If no response is received, an email or text message will be sent to the parent/guardians advising them of the child's absence. After 30 minutes, if they do not successfully connect with the family, they must follow up again with a second phone call/text message or email. All attempts to contact parent/guardians and any actions taken are documented
- For school age children attending the before and after program, the Educators will notify the Supervisor/Designate, and they must commence contacting the child's parent/guardian. All attempts to contact parent/guardians and any actions taken are documented
- For school age children attending the after-school program, educators will notify the centre Supervisor/Designate. They will contact the parent/guardian by calling and leaving a detailed message. If no response is received, an email / text message will be sent to the parent/guardian requesting confirmation of absence. All attempts to contact parent/guardians and any actions taken are documented
- If the Supervisor/Designate/Educator are unable to confirm a child's absence as per the procedure above, they are to contact the child's emergency contact to assist in reaching the parent/guardian. All attempts to contact the child's emergency contact and any actions taken are documented

Once the child's absence has been confirmed, the Educator shall document the child's absence on the attendance record and any additional information about the child's absence in the centre's communication book.

3) Releasing a child from care

Educators must only release a child to:

- A parent or guardian – the child's parent or guardian
- Authorized individuals – an individual with written authorization from child's parent/guardian on file
- Unescorted departure – a child for whom a signed "Authority and Release Form – Unescorted - Child Care Centres and Before & After School Programs" is on file, permitting the child to leave the centre unescorted.

- **Where the Educator does not know the individual picking up the child (i.e., parent/guardian or authorized individual), the Educator must do the following:**
  - Confirm with the Centre Supervisor 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 parent may tell you not to release a child to the other parent**

  Unless a court order has been provided prohibiting the parent from seeing or picking up the child or children, a child or children cannot be withheld from the parent. A court order may also state what days and times the parent can see/pick up the child or children.

- If a parent asks you not to release a child to the other parent but does not have a court order saying so, follow these steps:
  - Tell the parent that you cannot stop the other parent from picking up their child, unless you see a court order that says this. Only a court of law can take away a parent's right to be with their child.
  - If the parent is still concerned that the other parent may come, the Supervisor will set up a meeting to discuss this concern and how it can be resolved.
  - If the parent tells you that the other parent may be abusing the child, please follow the procedures in the Reporting Suspected Child Abuse and Neglect Policy, including calling the Children's Aid Society in your Region.

- **Where the parent has a court order stating when each parent may have the child, but the parents want to switch days.**

  In this case, ask for a written note telling you who should pick up the child each day. If a parent comes on a different day, follow these steps:

  1) Tell the parent who has come to pick up the child that you must call the other parent to make sure that it is okay to release the child.
  2) Call the parent who is supposed to pick up the child on that day. Ask for permission to release the child to the other parent. You must get an email / text message permission note or a message on the voice mail from this parent agreeing to the change. **Do not release** the child until you receive the email/text or phone message.
  3) If the parent insists on taking the child without permission, or begins to get upset, angry, or threatening in any way, release the child to them and call 911.
  4) If you know that there is a restraining order, condition of bail, or prohibition order that does not allow the person to be near the child, call the police immediately when that person arrives at the centre. You cannot let a parent visit a child if you know there is a court order against this, even if the other parent says it is okay.
  5) Call the Children's Aid Society if the child tells you that someone who is not allowed to be near the child has been visiting or seeing the child.
  6) Notify your Supervisor/Designate.

- **Where a parent/guardian has completed the Authority and Release Form – Unescorted - Child Care Centres and Before & After School Programs to allow the child 10 years of age or older to leave the child care center unescorted.**

  Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one Educator in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the Educator shall review the written instructions for release provided by the parent/guardian on the Authority and Release Form – Unescorted Child Care Centres and Before & After School Programs and release the child at the time set out in the instructions. The Educator shall document the time of departure from care and include their initials on the attendance record.

Where a parent/guardian has completed the Authority and Release Form – Escorted – Child Care Centres and Before & After School Programs, to allow their child to be picked up by another child 10 years of age or older.

Where a parent/guardian has provided written authorization for their child to be released to another child 10 years of age or older, one Educator in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the Educator shall review the written instructions documented on the Authority and Release Form – Escorted Child Care Centres and Before & After School Programs. The staff shall document the time of departure from care and include their initials on the attendance record.

4) Where a child has not been picked up and the Centre is closed

If a child is not picked up by closing, and no one has called to say they will be late, follow these steps. (***Please Note Do not follow this procedure if*** *the parent has given you a reasonable explanation for being late. An example of a reasonable explanation would be there was a bad accident on the road, and the parent is stuck in traffic.)*

1) Wait 15 minutes for the parents to arrive. After 15 minutes try to contact parent(s)/guardians at all available phone numbers and leave messages and text messages.
2) Telephone the alternate pick-up person or emergency contact. If that person is not there or you get a voice mail leave a message with your name and phone number. Ask the person to call you back and let you know if they can pick up the child.
3) Notify your Supervisor or the backup Supervisor covering, or the Program Manager for your area.
4) If an alternate pick-up person you have never met responds to your call, ask them for identification before you release the child. Leave a message on the parent's telephone to let them know who has picked up their child and at what time this occurred.
5) If no one has arrived one hour after closing time, call the Children's Aid Society. If you get an answering service, leave your name and phone number and a Children's Aid worker will call you back. Tell the Children's Aid worker that you are a child care centre staff and that you are unable to reach anyone to pick up the child.
6) Wait for a Children's Aid worker to arrive. This may take several hours. Do not go out or drive the child anywhere. When a Children's Aid worker or police officer arrives at the centre, ask for identification before letting them in.
7) If the parent arrives before the Children's Aid worker arrives, release the child. Call Children's Aid to report when the child was picked up. Also, let the Children's Aid Society know the reason given as to why the parent was late.
8) Document the following in the communication book:
   - How long the child stayed with you past the pick-up time;
   - The reason the parent gave you for being late;
   - The name of the Children's Aid worker or police officer;
   - Any instructions that the police or Children's Aid gave you;
   - What happened when a Children's Aid worker or police officer came to the centre;
   - Inform your supervisor/Program Manager of what has happened.

You can view or download our Safe Arrival and Dismissal Policy on Family Day's website.

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 andHarassment 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 jokesor offensive or intimidating phone calls. We are required to have policiesand 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 Director, Programs

Parent Issues and Concerns Policy

1. Parents/guardians are encouraged to take an active role in our child care and EarlyON centres and regularly discuss what their child(ren) are experiencing within our programs. 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. 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.

3. 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.

4. Every concern will be treated confidentially, and every effort will be made to protect the privacy of individuals involved unless information must be disclosed for legal or statutory reasons. For example to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities, or Children Aids' Society.

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

Reporting Suspected Child Abuse and Neglect

Everyone, including members of the public, Educators, Volunteers, and Students who work with children are required by law to report a suspected case of child abuse or neglect

1. If a parent express concerns that a child has been abused or neglected, the parent will be advised to contact local Children Aid Society (CAS) directly
2. Person(s) who become aware of such a concern is also responsible for reporting this information to CAS as part of the "Duty to Report" requirement under the Child, Youth, and Family Act Services
3. Any incident of suspected abuse/neglect while in attendance at a child care centre, home child care or EarlyON program will be reported as a Serious Occurrence to the Ministry of Education and Family Day's Serious Occurrence Policy & Procedures or the applicable *EarlyON Serious Occurrence/Incident Guidelines* will be followed.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern	Steps for Educator and/or Licensee in responding to issue/concern
Related to the program (e.g. sleep arrangements, schedule, toilet training, indoor/ outdoor program delivery, feeding arrangements, etc.)	Raise the issue or concern to the classroom Educator directly *– or –* the Supervisor or Program Manager or Assistant Program Manager	• Address the issue/concern at the time it is raised *– or –* arrange for a meeting with the parent/guardian within 3 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 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Related to a centre, operations or of a general nature (e.g. child care fees, hours of operation, staffing, waiting lists, menus, etc.)	Raise the issue or concern to the Supervisor or Program Manager or Assistant Program Manager	
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 or Assistant 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.	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern	Steps for Educator and/or Licensee in responding to issue/concern
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/Assistant Program Manager All issues or concerns about the conduct of students and/or volunteers that puts a child's health, -being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.	• Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Every effort will be made to resolve any issue / concern with the Centre Supervisor or Program Manager/Assistant 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.

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 Program Manager or Assistant Program Manager who will review the issue or concern and how it has been handled thus far and will respond within 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, Programs who will review the issue or concern and how it has been handled thus far and will respond within 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 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. municipalities, 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.

View or download our Parent Issues and Concerns Policy at **Family Day Policies - Family Day**

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who workclosely 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 AidSociety (CAS) directly.

View or download our Reporting Suspected Abuse Policy at **Family Day Policies - Family Day**

Child Care Subsidy

A Child Care Fee Subsidy helps a family with the cost of licensed child care programs.

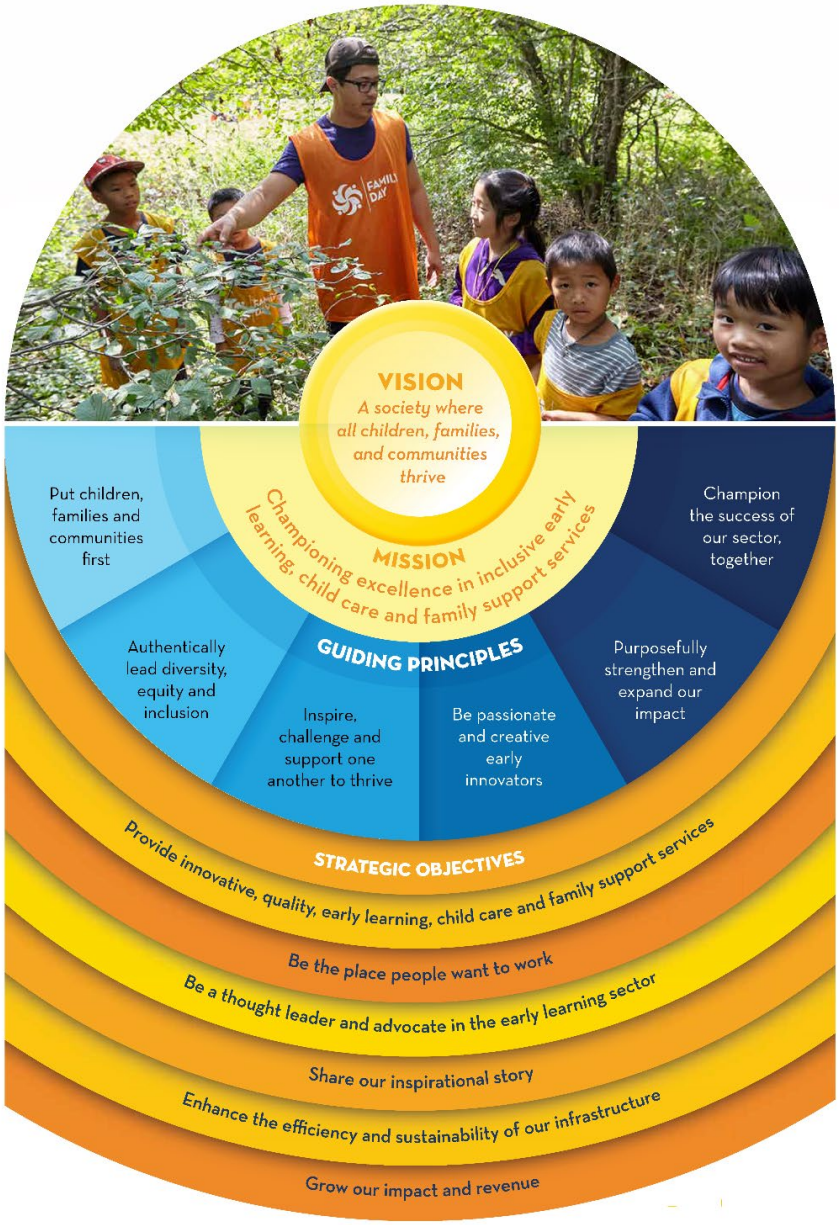
You may qualify for child care subsidy. You can apply for a fee subsidy as soon as you are expecting a child.

Click on the links below to contact Children's Services in the area you live for more information and to apply:

- **City of Toronto**
- **Region of Peel**
- **Region of York**

"Every child deserves to have someone's eyes light up when they enter the room."

— DR. JEAN CLINTON



Our Way Forward

Family Day's Strategic Plan | 2023 - 2025

Improving, increasing and expanding access to Family Day programs and services for children and families drives every aspect of our operations. While continuing to embrace the rollout of the Canada-wide Early Learning and Child Care plan (which aims to reduce the cost of child care to an average of $10 per day by 2026), we also continue our advocacy efforts to address fair compensation and the ongoing recruitment and retention challenges in the early learning & child care sector.

In collaboration with the Ministry of Education and our municipal partners, Family Day is working towards a more transparent, accessible, affordable and inclusive child care system for all families in Ontario. From creating and delivering evidence-based pedagogy, processes, programs and services, to strongly advocating for equity, diversity and inclusiveness, to sharing our knowledge across the globe through the World Forum, Family Day also remains committed to sector leadership and innovation.

The pandemic underscored the need for capacity and the ability to operate efficiently in evolving environments. It also highlighted the continuing need to invest in and support our people. Our teams have had to learn a lot to be responsive to the rapidly changing needs of our families and communities. In this post-pandemic environment, we are focused on overall wellbeing and creating a sense of belonging, for our teams and caregivers, and the children, families, and communities we support.

Our Way Forward, Family Day's Strategic Plan for 2023 to 2025, is a reflection of our ongoing efforts to meet the needs of our teams and the people we serve. It demonstrates our commitment to a modern, innovative, inclusive and responsive organization that puts children, families, and communities, first.

We genuinely care for our families and will continue seeking opportunities to welcome even more of them—today and tomorrow. Improving, increasing and expanding access—and service excellence—is ***Our Way Forward!***

FAMILY DAY

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Download our Strategic Plan