



FAMILY DAY

Home Child Care Family Handbook



Your Caregiver/Educator

Name: _____

Address: _____

Telephone: _____

Email: _____

Your Home Child Care Coordinator

Name: _____

Telephone: _____

Email: _____

After Hours Emergency

An after-hours emergency is one that happens on a weekend, or before 8:30 a.m. or after 4:30 p. m. on a weekday. It is a situation that requires immediate attention and can't wait until the next business day (e.g., your Caregiver/Educator is not able to provide care on the next working day).

What to do:

Call _____

A recorded message will give you the phone number for our after-hours answering service.

Call the after-hours answering service and tell them it is an emergency call for Family Day. Leave your name, phone number, and the names of your Coordinator and Caregiver/Educator.

The after-hours answering service will contact a member of Family Day's staff who will return your call.

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We Believe...

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



Welcome to Family Day

We are pleased that you have chosen Family Day. This handbook will give you information about our Home Child Care program.

At Family Day, our dedicated staff and Caregivers/Educators will work to offer 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 environment that 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 learning experience.

Diane Daley
Chief Executive Officer

About Family Day

Family Day Care Services is a non-profit, charitable organization with a long and distinguished history of providing services to children and families. For more than 165 years, we have maintained a strong legacy of innovation. We were one of the first organizations in

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.



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.

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

Extended Day and School Age Programs Our programs offer before- and after-school activities for children aged six to 12 year of age. Children are encouraged to play, learn and become more independent through programs that are safe and stimulating.

EarlyON Child and Family Centres & Family Resource Programs 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.

The Toronto Integration Services Program Our program provides support to child care centres and home child care agencies to fully include children with extra support needs in their programs.

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

Summer Camp Programs Family Day's summer camp programs offer children aged four to 12 years of age a wonderful summer experience that includes field trips and enrichment activities in sports, art and drama.

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.

Family Day Program Statement

TO BE REVIEWED ANNUALLY

Family Day caregivers are independent contractors who work in close partnership with our Home Child Care Co-ordinators to provide quality programs to the families and children we serve. Home Child Care Co-ordinators collaborate with families to help support their children's ongoing needs and development. 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 caregivers are required to adhere to, and which guide their work with children and families.

Health, Safety and Nutrition

Health, safety and nutrition contribute to the healthy development and growth of the children we serve. To ensure that all children, families and caregivers (educators) are safe within our programs, Family Day has developed policies and procedures that support a culture of well-being and belonging. All of our caregivers (educators) have been trained in standard First Aid and infant CPR. We partner with families to provide quality child care and give families peace of mind, knowing their children are safe and developing as they interact with our caring and knowledgeable caregivers (educators).

Healthy eating is essential. Family Day respects and accommodates special diets and food restrictions, our menus reflect both children's

food preferences and the cultural diversity of the home. 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, home child care programs are offered two nutritious snacks and a lunch daily. Caregivers (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 are offered a healthy morning and/or afternoon snack.

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 caregivers (educators) share valuable information with families on a daily basis.

The caregiver's (educator's) role is to provide consistent care in a way that maximizes the potential for learning in all experiences. They are responsible for overseeing children's care routines, observations, discussion with families, and setting appropriate learning objectives. When a caregiver consistently responds to a child's distress in sensitive and supportive ways, a secure attachment is formed. Caregivers (educators) and children develop genuine and respectful relationships.

Caregivers (educators) also promote respectful interactions among children and their peers, and between 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 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 caregiver (educator) to reduce stressors. Children are taught how to negotiate, communicate and compromise, independently and with the support of a caregiver (educator). Using the conflict resolution models, children are competent and capable of solving problems encountered in play.

Caregivers (educators) are trained in developmentally appropriate conflict resolution models and child guidance that emphasize acknowledgement of feelings first before resolving conflicts – helping the child to develop self-regulation skills. The home child care coordinator monitors the impact of the training on an ongoing basis.

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

Family Day's Program Statement Implementation Policy supports the

development of self-regulation as it promotes respectful interactions between children and caregivers and prohibits: corporal punishment of the child; physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will. (CCEYA #48)

Learning Through Play

Family Day home child care program uses the high quality, evidence-based *"I Care for Kids, I Care for Quality"* home study guide, 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. This approach is called "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 caregiver (educator) as competent, capable of complex thinking, and rich in both potential and experience. In our home child care programs the caregiver (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 inquiry.

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. Continuous professional development is offered on a monthly basis to our caregivers, which supports engaging and collaborative learning environments in our homes.

Caregivers (educators), in partnership with their child care coordinator, 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, where possible. Materials are carefully chosen so that they are varied, open ended and plentiful, and reflect children's family lives and communities.

"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

Caregivers (educators) and their coordinator design the daily routines that provide a social framework – an emotionally safe and predictable environment supporting children's well-being. Caregivers (educators) intentionally limit interruptions and transitions to maintain a sense of calm. Caregivers (educators) partner with specialized community partners to support the implementation of Individual Plans and support the diverse needs and abilities of all the children.

Active learning is embedded in all parts of the daily routine. Caregivers (educators) and families work together to support children's seamless transitions between home, school and child care; this supports a sense of community. Families and caregivers are supported by home child care coordinators who facilitate the process of choosing a caregiver who best meets their needs. Coordinators advocate for families and assist in the coordination of services.

“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. Caregivers (educators) and children explore nature in the outdoor environment together; they dig, plant, observe nature, and share their curiosities and discoveries.

Parent Engagement

At Family Day we believe that child care is a shared responsibility

between families, caregivers (educators) and home child care coordinators. There are many ways information is shared with families, both formally and informally. Family Day home childcare program invites families to a pre-placement visit prior to entering into care. This helps to foster responsive relationships between families and the caregivers (educators). We encourage families to share their home cultures and integrate these into our homes.

Daily communication with a child’s caregiver (educator) is encouraged, either verbally or written. Daily written logs are recorded and available to share with families. Coordinators and families exchange information through regular contact.

In continuing to foster responsive relationships between families and caregivers (educators), Family Day employs a variety of additional

techniques including parent surveys and information sessions and events. Parents’ perspectives are encouraged, taken forward and carefully considered. Technology helps to foster our ongoing communication with families through social media.

Community Partners

The role of our partners is multi-faceted. Partnerships with the Ministry of Education and municipalities are established, and assist in making our services accessible for families. Our partnerships also help to keep our caregivers (educators) and families informed, and ensure we are using evidence-based approaches in learning and in the care of children. Coordinators and specialized agencies support inclusion of children with exceptional needs in our programs, strengthening the caregiver’s (educator’s) role and the 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. As a leader in the sector, Family Day supports and provides opportunities for coaching and mentoring through our student placements. The students gain valuable and practical experience working with children and families through a sharing of knowledge.

To connect children and build their relationships with their communities, they are encouraged to visit Ontario Early Years Child and Family Centres, 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).

Family Day is committed to supporting continuous professional development in policy and practice for all of its caregivers (educators). Family Day offers monthly in-house training and ongoing coaching and mentoring facilitated by the child care coordinator through regular home visits. Family Day ensures all opportunities for professional development align with **How Does Learning Happen? Ontario’s Pedagogy for the Early Years** (Ministry of Education, 2014).



Documentation/Review and Impact

Quality Assurance Documentation

- Annual licencing and other regulated inspections under the Ministry of Education – utilizing feedback to address and ensure ongoing compliance under the Child Care and Early Years Act, 2014
- Internally, the program quality assessment “*I Care for Kids, I Care for Quality*” home study guide is used to assess and define training plans and goals
- Home child care coordinators facilitate quarterly Health and Safety inspections in the caregiver’s (educator’s) home – ensuring a plan to address non-compliances
- Serious occurrences are documented and analyzed for trends
- Daily observations and reflections of the program by caregivers (educators) are used to inform and reflect children’s areas of interest and developmental learning goals
- Caregivers’ (educators’) contracts are reviewed annually; monthly visits are conducted and documented; to ensure quality control in all areas of the Child Care and Early Years Act
- Evaluations of the monthly training and professional development are reviewed and analyzed to identify future training plans.
- Interactions between caregivers/educators (and their family members) and children are documented through behaviour management monitoring – to ensure alignment with the Behaviour Management Policy



Parent Engagement

- Annual parent surveys ensure ongoing feedback gets captured and analyzed to assess impact, and to address or respond to deficiencies brought forward
- Social Media – a variety of forums

Program Statement Review

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

All caregivers (educators), home child care coordinators, students and volunteers review the Program Statement prior to interacting with children and at any time the Program Statement is modified.

The development of the program statement is a document that caregivers will be required to sign off on once they understand the expectations. Caregivers (educators) receive training on the Program

Statement and policies and procedures prior to working with children and families.

The Program Statement is in alignment with our policies and procedures, which caregivers (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 that they are in alignment with **How Does Learning Happen? Ontario’s Pedagogy for the Early Years** (Ministry of Education, 2014).

The Program Statement is a document that will be reviewed and updated; when this occurs, caregivers (educators), students and volunteers will review and sign off on the statement and all related policies and procedures.





Family Day's Home Child Care Program

About Home Child Care

Family Day Care Services, a child care agency licensed by the Ministry of Education, arranges child care in homes and centre settings for children from birth to 12 years of age. In all of our program areas, integrated home child care is available for children with extra support needs.

In placing children, we strive to meet their individual needs. Caregivers/Educators provide quality child care in stimulating and nurturing learning environments. Our Home Child Care Coordinators provide professional support to Caregivers/Educators. Family support and referrals for children and their families is also provided.

At Family Day, Caregivers/Educators are trained to provide a healthy, caring and safe home for your child and a play-based program that supports your child's growth and development. This includes indoor and outdoor play, quiet and active play, and individual and group activities.

Family-Centred Child Care

At Family Day we believe child care is a shared responsibility. Parents are welcome to visit the Caregiver/Educator's home. A respectful relationship among parents, Caregivers/Educators, and Family Day staff contribute to the overall success of a child's experience.

We follow these guiding principles to support the partnership among families, Caregivers/Educators and Family Day staff:

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

Getting Involved

Family Day encourages all parents and guardians to be involved in different aspects of the home child care program. There are several ways for you to be involved:

- Talk to your Caregiver/Educator
- Visit your Caregiver's/Educator's home
- Share your family's cultural background
- Share your interests, skills and hobbies
- Participate in fundraising events
- Complete Family Day's Annual Parent Survey

Sharing of Information

We want you to know all about your child's experiences in Home Child Care. Information is shared with families in many ways, including:

- Daily conversations
- Bulletin boards/message boards
- Posted daily routines, menus and program plans
- Agency newsletters
- Annual report
- Monthly e-bulletins
- Emails
- Social media (i.e.,  Twitter,  Facebook)

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 participation in Home Child Care. Knowing this kind of information helps your Caregiver/Educator and Coordinator support your child. Please talk to them any time you have questions or concerns.

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



Our Approach to Learning

Research shows children learn best when they are actively involved in personally meaningful activities with people and things. Play is the way children learn. Family Day's Home Child Care program reflects this approach to learning.

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 of belonging, well-being, engagement and expression.

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

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

For more information on HDLH, visit: www.edu.gov.on.ca



Your Caregiver/Educator

Your Caregiver/Educator is self-employed and has a signed contract with Family Day (available on their premises) outlining the policies and procedures they are expected to follow. Caregivers/Educators are carefully recruited, screened, trained and supported by our Child Care Coordinators.

Caregivers/Educators complete and maintain a current Standard First Aid certification including infant and child CPR, and attend trainings offered by Family Day and other community organizations. Training topics include child development, child guidance, communication, health and safety, nutrition, creative programming, and setting up a home for child care.

Your Home Child Care Coordinator

Home Child Care Coordinators ensure government regulations are met and agency policies are followed. They also provide support to Caregivers/Educators, children and parents.

It is important that there is good communication with your Caregiver/Educator and your Coordinator. Your Coordinator will be in contact with you regularly.

Your Coordinator will discuss topics with you and your Caregiver/Educator such as child guidance, food preferences and child development. Your Coordinator will help you with any problems or concerns that you may have with your child care arrangements.

Child Care and Early Years Act, 2014

This provincial legislation sets out the standards and regulations for child care in the Province of Ontario, which covers both licensed home child care programs and child care centres. The purpose of the legislation is to ensure quality care for all children. Family Day's standards **meet** or **exceed** the standards of the Child Care and Early Years Act, 2014.

For more information, visit:

www.edu.gov.on.ca/childcare/licensingstandards.html

Number of Children/Maximum Capacity

Under the Child Care and Early Years Act legislation, Caregivers/Educators can have up to a **maximum of six children in care** in their home at any given time. This includes any and all children placed by Family Day, by another home child care agency, private children, and a Caregiver's/Educator's own children under the age of four.

There can only be three children under the age of two in a home. This includes the Caregiver's/Educator's own children who are less than two years of age. If Caregivers/Educators have children of their own who are under four years of age, they must be counted in the total number of six children in the home.

Before placing a child in a home, Family Day and the Caregiver/Educator will consider whether the placement would provide safe accommodation for the child and any other children in the home. For this purpose, Family Day will consider a variety of factors in determining the maximum capacity of the home.

The Daily Routine

The Daily Routine in the Caregiver's/Educator's home is predictable but flexible and provides children with a sense of control over the events of the day. The daily routine is posted and available for you to review in the home. Reviewing the daily routine will give you a better understanding of your child's day. Caregivers/Educators do their best to communicate with parents daily about their child's day.

Outdoor Time

Your child's daily routine must include time planned for outdoor play daily. *The Child Care and Early Years Act* requires children to go outside for two hours every day.

When planning for daily outdoor time, Caregivers/Educators take the weather into account and will be flexible in making their plans. During good weather, more time will be spent outdoors, and in very hot or very cold weather, plans may be adjusted. Please ensure your child is dressed appropriately for all types of weather.

General Program Information

Admission to Care

Family Day always attempts to place your child in a home that meets your family's needs. A pre-placement interview that accommodates your schedule will be arranged for you and your child to meet the prospective Caregiver/Educator. When a mutual agreement of care has been confirmed, you will be asked to complete a registration package.

Before You Start

- Attend the Caregiver's/Educator's home for a pre-placement visit
- Return completed registration package to your Coordinator
- Ensure all contact information is current and accurate for you and any people authorized to pick up your child
- Put your Coordinator's business card in your wallet
- Add the Caregiver/Educator and Coordinator phone numbers to your cell phone contact list

Pack the following to take to the Caregiver's/Educator's home:

- A complete change of clothing for your child
- Extra socks and underwear
- A blanket for nap time
- A soft toy, if desired
- Diapers/training pants, wipes and plastic coated change pad
- Diaper cream (if medicated it must be accompanied by a doctor's note)
- Infant formula, bottles and baby food (if applicable)

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

Drop-off and Pick-up

Regular 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. Arrival and departure times are good opportunities to share any information or messages with your Caregiver/Educator.

Your child's safety is very important to us. When you arrive, you must take your child directly to the Caregiver/Educator and be sure your child is marked in attendance.

For Your Child's safety:

- We will only allow your child to leave the Caregiver's/Educator's home with you or with someone who is listed on the consent form as an authorized pick-up person.
- You must notify the Caregiver/Educator ahead of time if someone other than you or someone listed on the consent form is going to be picking up your child.
- Caregivers/Educators will ask new people to show photo identification the first time they pick up your child.
- It is extremely important to your child and Caregiver/Educator that you arrive on time. If you think you might be late:
 - Call the Caregiver/Educator right away. This allows them to re-assure your child that you are on your way
 - Have a back-up plan. Find someone else who can pick up your child on time
 - Call the Caregiver/Educator to advise who will be picking up your child
 - Call back later to ensure your child has been picked up
 - The Caregiver/Educator will make a note of the late pick up on the attendance sheet
 - Chronic late pick-ups are unacceptable and may result in the loss of your child care space

If your child has not been picked up within one hour of your normal, contracted pick-up time and we have not had any contact from you, we are required, by law, to call the Children's Aid Society.



Absences

If your child is not going to be at the Caregiver's/Educator's home for the day, please phone them prior to your child's regular start time. If your child will be away on vacation, please advise your Caregiver/Educator and Coordinator of the dates your child will be absent. In order to maintain your child's space in the program, fees will still be charged whenever your child is absent due to vacation or illness.

Nutrition

Family Day supports Caregivers/Educators in providing healthy, nutritious menus.

Parents of children under one year of age should provide their Caregiver/Educator with a feeding schedule. If your child requires bottles and baby food, you must supply formula or milk in baby bottles, and baby food in containers – all labeled with your child's name. As your child starts to eat table foods, keep your Caregiver/Educator informed of new foods that can be provided.

Children who are eating table food and are attending the home for full days will be given a nutritious lunch and two snacks per day from the Caregiver/Educator.

Caregivers/Educators plan their menu following the *Canada's Food Guide*, *Child Care and Early Years Act*, and Family Day's guidelines for healthy eating. Menus are child-friendly, culturally inclusive and offer a variety of foods to encourage children to try new foods. Caregivers/Educators respect and accommodate special diets and food restrictions when possible, and will provide afterschool snack for children who attend school all day.

If your child has any food restrictions or allergies, inform your Caregiver/Educator and Coordinator. You may need to provide extra or alternate food items if your requested foods are noticeably different from your Caregiver's/Educator's meals. **It is your responsibility to provide breakfast for your child.** Please give your children a healthy breakfast before they come to the program so they can have a good start to the day.



Clothing

Children should be dressed in comfortable, washable clothes so they can play and explore without worrying about getting dirty. Children go outside on a daily basis so please dress them for the season and weather. Please label all items of clothing, including boots, mitts, hats, coats and bags. Please make sure children always have an extra change of clothes at the Caregiver's/Educator's home.

In winter please make sure your child has:

- Snow pants
- Outdoor jacket or coat
- Mittens (two pairs)
- Warm boots
- Hat that covers ears
- Neck warmer (no scarves)

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



Child Guidance

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

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

Caregivers/Educators will never use: corporal punishment of the child; physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will. (CCEYA #48)

To view our Program Statement, please see Programs/Family Day Policies on our website at: www.familydaycare.com

Resolving Conflict Among Children

All children feel angry and frustrated sometimes. When conflict arises, Caregivers/Educators support the children by using the following

Six Steps to Resolving Children's Social Conflicts:

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

We review our Program Statement Implementation Policy annually with all staff, Coordinators, Caregiver/Educators, volunteers, students, and people who are ordinarily residents of the premises or are regularly at the premises. Please talk to your Coordinator or Caregiver/Educator to discuss any issues about child guidance or behaviour guidance.



Inclusion

Family Day believes each child is unique and, in partnership with families, is committed to meeting the developmental and learning needs of all children. Our inclusive programs strive to find ways to include all children and remove barriers that prevent children from actively participating.

Children's extra support needs can vary from physical disabilities to intellectual delays, from social and behavioural challenges to communication difficulties. Disabilities may be visible or invisible. Children may be born with them or they may emerge or change over time.

To support inclusive child care, we partner with families to ensure appropriate community supports are accessed. This helps us to best meet the needs of the children and families in our programs.

It is important that our program is right for your child. If your child's needs are not being met by the program, or if the safety and needs of the group are not being met, your Caregiver/Educator and Child Care Coordinator will discuss this with you, work in partnership with you to explore options and make appropriate recommendations and referrals.



Health Information

Medical Records

A Family Day Medical Form must be completed by you and returned to Family Day prior to the placement of your child in a Caregiver's/Educator's home. This is a requirement of the Child Care and Early Years Act, 2014. You must tell your Coordinator every time your child is immunized.

Epinephrine/Inhalers

If your child requires Epinephrine or an inhaler, you must either bring one to your Caregiver's/Educator's home every day or leave it with them. You will also be required to complete an annual Individual Anaphylaxis Plan (including a photo) for your child that details the allergy and symptoms to watch for. You are also required to train your Caregiver/Educator on the use of the injector prior to your child beginning care.

Medication

Your Caregiver/Educator will administer prescription medication when prescribed by a doctor. Prescription medication must be given to your Caregiver/Educator in the original container. The medication must be clearly labeled with the child's name, date and name of medication, and instructions for storage, dosage and administration. You must complete and sign the Family Day Medication Consent Form before any medication can be given.

Caregivers/Educators are not allowed to administer non-prescription medication such as cough syrup, vitamins or Tylenol to your child unless your doctor provides a signed note and you supply the medication. You must complete the Family Day Medication Consent Form before your Caregiver/Educator can give your child the non-prescription medication.

When Your Child is Sick

Children with fever, diarrhea, vomiting or an infectious disease are not allowed to be in care. **You should be prepared to make alternate arrangements for care when your child is ill.**

If your child becomes ill while in care, your Caregiver/Educator will call you. You are expected to pick up your child as soon as possible.

If you are called by your child's school and asked to pick up your child due to injury or illness, you must pick up your child. Your Caregiver/Educator cannot pick up your child for you.

Family Day's health policies are based on guidelines from the local Public Health Department. If your child becomes ill while in care your Caregiver/Educator will contact you immediately and ask you to pick up your child.

Children should not come to care when:

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

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

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

If a child shows signs of ill health, you may be asked to provide the Caregiver/Educator with a doctor's note to explain the child's health. Children with diagnosed communicable diseases are not permitted to attend the program.

Emergency Contact Information

Family Day must have up-to-date contact information in case we need to reach you in the event of an emergency. You will be asked for this information when you register. We are required by law to keep this information current. It is very important that you tell us immediately when the contact information changes for you or anyone else who is authorized to pick up your child.

Infection Control and Sanitary Practices

Our Caregivers/Educators are required to follow infection control and sanitary practices and procedures to prevent the spread of contagious illnesses. We use these procedures when:

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

Caregivers/Educators encourage children to wash their hands frequently to help reduce the spread of contagious illnesses. Please remind your children to wash their hands at home.

Sanitizing Toys and Equipment

All toys and equipment in the Caregiver's/Educator's home are sanitized on a regular schedule and as needed.

Safety Inspections

- The Ministry of Education inspects a percentage of our homes every year as part of our licensing process
- Each Caregiver's/Educator's home must meet all local licensing requirements
- Family Day Caregivers/Educators conduct daily, weekly and monthly safety inspections of their homes
- Your Coordinator conducts quarterly safety inspections of the home
- Caregivers/Educators conduct monthly fire drills with the children
- Caregivers/Educators inspect their outdoor play space daily



Fees And Attendance

Child Care Fees

You will be billed on a monthly basis. Your child care fees will be paid through a pre-authorized payment plan. If your account is not kept up-to-date, Family Day cannot continue to offer you child care.

You must pay your regular daily fee for any days you do not bring your child to care, including vacations, statutory holidays, sick days and other absent days. The current fee schedule is included in your registration package. If a payment is returned for non-sufficient funds (NSF), you will be charged an administration fee.

Receipts for income tax are mailed/emailed to you each February. This receipt includes child care fees paid by you up to the previous December.

To view our fees, please visit: www.familydaycare.com



Attendance

Your Caregiver/Educator must keep daily attendance records. You are required to sign the completed attendance form at the end of every month to verify your child's attendance in the child care home. Your monthly bill is based on this attendance record.

You are required to notify your child's Caregiver/Educator if your child will be late or absent. If your child is going to be absent for three or more days, you must contact your Coordinator.

Hours of Care

Family Day offers both full- and part-time care, 52 weeks per year. Homes with our agency offer child care at different hours. Before your child starts child care, you will discuss the hours of care required with your Caregiver/Educator and Coordinator. The hours will be outlined in a confirmation letter. It is important that you drop off and pick up your child at the times listed in your confirmation letter. Any changes in your hours of care must be discussed with your Coordinator and Caregiver/Educator.

Child care is provided all year, with the exception of the following statutory holidays:

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



Withdrawal From Care

If your child's needs are not being met by our program, or if the safety and needs of the group are not being met because of an individual child, the Coordinator will discuss this with you, work in partnership with you to explore options, and make appropriate recommendations and referrals to other programs as necessary.

Withdrawing your child from the program is always the last step. However, in the rare instance this happens, we will:

- Treat your family in a fair and equitable manner
- Provide consistent notice with clear documentation of meetings and discussions regarding the processes of program adaptation and accommodation
- Provide, when possible, one-week written notice of withdrawal when program adaptation, resources, and community agency support have all been tried and the program is still not able to meet the needs of your child

If your child is asked to leave or denied admission due to the program's inability to accommodate the child's needs or family circumstances, Family Day will:

- Provide referrals to other services where appropriate
- Document the use of support services and meetings with parents
- Notify the Children's Services Consultant (where appropriate)
- Notify the Associate Director, Community Programs

In the extreme instance that the behaviours of the child pose a safety risk to children or a Caregiver/Educator, Family Day reserves the right to give immediate notice to a family.

Discharge from Care

If you decide to withdraw your child from care, you are required to give your Caregiver/Educator and Coordinator a minimum of two weeks notice. If you do not provide this notice you will be billed the full cost of care for two weeks.

Closures and School Suspensions

If your child's school closes due to inclement weather, your child **may** be able to attend the Caregiver's/Educator's home all day. Should your child be unable to attend school due to a suspension, you must speak with your Caregiver/Educator and Coordinator prior to requesting alternate child care arrangements.

In both of these circumstances, your Coordinator and/or Children's Services Representative will discuss fee adjustments with you.

Backup Care

Occasionally, your Caregiver/Educator may be unavailable because of illness or vacation. Your Coordinator may be able to find care with another Family Day Care Caregiver/Educator, but **we cannot guarantee backup care**. If you make your own arrangements for backup care, Family Day will credit your account. If you require backup care you must contact your Coordinator as soon as possible.

Other Information

Transportation

Some Caregivers/Educators use their own vehicles during child care hours to transport children in their care. If so, they have the appropriate insurance and have met all the Family Day car safety requirements. If your Caregiver/Educator uses a car and you agree to its use, you will be asked to sign a Car Safety Agreement. Your Caregiver/Educator is not allowed to drive your child without a signed permission form.

When a child travels by school bus, you must give your Caregiver/Educator and Coordinator all of the busing information and sign an Authority to Release Form.

Supervision of Children

Your Caregiver/Educator is responsible for the supervision of your child at all times. For school-age children, a supervision agreement is drawn up for you, your Caregiver/Educator, and your Coordinator. The agreement is reviewed regularly and may apply to outdoor play and children walking on their own, to or from school. The agreement helps parents and Caregivers/Educators address a child's growing need for independence.

Supervision guidelines from the Ministry of Education help support the safety and well-being of children in licensed child care centres and licensed home child care programs. The guidelines include:

- Children in licensed, home child care programs are never to be left alone with either a volunteer or placement student. A student can never replace a Caregiver/Educator. **To view our Supervision of Children/ Students and Volunteers policy, visit Programs/Family Day Policies at: www.familydaycare.com**
- In unique circumstances, a Caregiver/Educator can make alternative supervision arrangements, in compliance with agency practices and expectations
- There can only be one Caregiver/Educator per home

Trips

Planned excursions from the home child care program are encouraged. Your Caregiver/Educator will inform you of any major outings.

Swimming & Wading Pools, Outdoor Ponds

Family Day strictly prohibits Caregiver/Educators from accessing and using swimming pools, wading pools and ponds that are on the premises of a private residence, including townhouse complexes and apartment buildings while they have children placed by Family Day Care Services in their care. If there is an outdoor pool or pond at a Caregiver's/Educator's home, it must be inaccessible during the home's operating hours and securely fenced and gated, according to municipal bylaws and Family Day requirements.

Family Day strictly prohibits Caregiver/Educators from accessing and using public/municipal swimming pools and wading pools while they have children placed by Family Day Care Services.



Family Day Policies

To view our all the policies discussed in this section, please visit: www.familydaycare.com and see the following section: **Programs/Licensed Home Child Care/Family Day Policies**

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 all Board members, staff, Caregivers/Educators, families, 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 for all

Harassment Policy

Harassment happens when someone is threatened, bothered or insulted by another person or group of people; this is illegal. Family Day's goal is to function as an organization that is free from discrimination and harassment, where everyone is treated with respect and dignity. Our policy and actions apply to staff, Caregivers/Educators and families. A copy of our Harassment Policy is available from your Coordinator. If you feel you are being subjected to a form of harassment, please speak with your Coordinator.

Conflict of Interest Statement

Family Day has a Conflict of Interest Statement to ensure Coordinators make impartial and objective decisions during day-to-day operations.

Child Protection and Our Duty to Report

In Ontario, any adult who suspects a child may need protection from harm or abuse must report his/her concerns to a local Children's Aid Society (CAS). People who work closely with children must report suspected abuse or risk being fined for not doing their duty.

If our Caregivers/Educators or Coordinators are worried a child might be in need of protection, they must contact CAS and ask them to investigate. Caregivers/Educators or Coordinators are required to report concerns about:

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

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



Complaints Process

Parent Issues and Concerns Process

Our Caregivers/Educators and Coordinators all 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, we recommend:

- Speaking to your Caregiver/Educator about your concern
- Talking to your Coordinator
- Contacting the Program Manager
- Contacting the Associate Director, Community Programs

Parent Issues and Concerns Policy

1. As supported by our Program Statement, Family Day encourages positive and responsive interactions among children, parents/guardians and Caregivers/Educators and fosters the engagement of ongoing communication with parents/guardians about the program and their children.
2. All issues and concerns raised by parents/guardians are taken seriously, and every effort will be made to address and resolve issues or concerns to the satisfaction of all parties as quickly as possible.
3. Issues/concerns may be brought forward verbally or in writing. Every issue/concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e. g., to the Ministry of Education, College of Early Childhood Education, law enforcement authorities or CAS).
4. The person who raised the issue/concern will be kept informed throughout the resolution process.

Every effort will be made to resolve any issue/concern with the Coordinator or Program Manager. The person who raised the issue will be contacted, the issue/concern will be reviewed, and the agency will outline the findings and will explain how it proposes to resolve the issue/concern.

Nature of issue/concern	Steps for parent and/or guardian to report issue/concern
Program-related (e. g., schedule, toilet training, indoor/outdoor program activities, menus)	Raise the issue/concern to the Caregiver/Educator - or - the Coordinator and/or Program Manager
Related to a centre, operations, or of a general nature (e. g., fees, placement)	Raise the issue/concern to the Coordinator or Program Manager
Related to a Provider, Coordinator and/or Family Day (the agency) (e. g., conduct of Caregiver/Educator, coordinator, agency, head office staff, etc.)	Raise the issue or concern to the individual directly - or - Family Day Note: All issues or concerns about the conduct of the provider or staff that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.
Related to Other Persons at the Home Premises	Raise the issue or concern to the Caregiver/Educator directly - or - the Coordinator and/or Program Manager Note: All issues or concerns about the conduct of other persons in a home child care premises that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.
Related to a Student or Volunteer	Raise the issue or concern to the person responsible for supervising the volunteer or student - or - the Coordinator and/or Program Manager Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation.

Steps for Caregiver/Educator, Coordinator and/or Family Day in responding to issue/concern

1. Address the issue/concern at the time it is raised - **or** - Arrange for a meeting with the parent/guardian within three business days
2. Document the issues/concerns in detail. The 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
 - Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referrals
3. Provide contact information for the appropriate person if the person being notified is unable to address the matter.
4. Ensure the investigation of the issue/concern is initiated by the appropriate party within three business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
5. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Escalation of Issues or Concerns

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

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

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

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



Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

Confidentiality and Sharing Information

As part of our licensing regulations we are required, by law, to keep up-to-date records about 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 only.

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 by law. All staff and Caregivers/Educators sign a Confidentiality Policy.

HIV/AIDS Policy

In accordance with the Human Rights Code, Family Day does not discriminate against individuals who are HIV-positive or have AIDS. A person will not be denied service or placement with Family Day because that individual has AIDS or is HIV-positive. Individuals with AIDS or who are HIV-positive are not required to disclose their illness. Caregivers/Educators and Coordinators are required to follow infection control and universal precaution procedures that apply to all infectious diseases at all times.

Smoke-Free Policy

The Smoke-Free Ontario Act protects the health of all Ontarians by prohibiting smoking in all enclosed workplaces and public places. Under the act, smoking is prohibited at all times in a place where home child care is provided, whether or not children are present. Please refer to Family Day's Smoke Free Policy for Home Child Care.

Reporting Serious Occurrences

Home Child Care programs are required to report serious occurrences to the Ministry of Education through the Child Care Licensing System (CCLS).

Licensed child care programs must post information about serious occurrences in their program. A Serious Occurrence Notification Form must be posted in a visible area, while respecting the privacy of the individuals involved, for 10 days.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.



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

– DR. JEAN CLINTON



FAMILY DAY

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

familydaycare.com | **416-922-9556**

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United Way
Greater Toronto