



The Family Place

Milton Parent Handbook

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**You can find all of our policies on our website at
www.thefamilyplacechildcare.com.**

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Chapter One: General Information

The Family Place is a non-profit organization, run by a Board of Directors. It consists of two child care centres; one based in Bishop Reding High School in Milton and the second in Heritage Glen Public School in Oakville.

Mission Statement

“Committed to the provision of child care for children, from infancy through to ten years of age, in a supportive, child-centred environment, where discovery and challenge lead to learning and well-being.”

History

The Family Place was the brainchild of a group of people in the early 1980s that saw a need for extended services for children and their families in the Milton area. The group worked with the community and especially the Children’s Aid Society in creating the plans for a child care centre focusing on infants and toddlers, as well as servicing high risk families who were in need of support with their parenting skills. In 1982, a centre for 10 Infants, 15 Toddlers and 16 Preschoolers, was opened in an empty wing of the Regional Senior’s Home in Milton, now known as Allendale. 10 of the 41 spots were reserved for children of high risk families that

might have otherwise been sent to foster homes. While the children gained developmental strengths in the program at the centre, their parents participated in a Parenting Program that involved them in both counselling and actual observing in their child's classroom. It was a tremendous success and blended with an Intergenerational Program with the seniors, created a program that won the Margaret Fletcher Award in 1983 for outstanding innovation in child care.

Over the years, funding sources have changed and the involvement with the Children's Aid Society has changed. The centre's Parenting Program became part of the Children's Assessment and Treatment Centre (CATC), providing community-wide family support. Allendale was redeveloped and the child care centre found a new home in 1991, at Bishop Reding High School in Milton. In 1995, with a desire to expand, The Family Place opened a second centre in Heritage Glen Public School in Oakville. This provided an opportunity to expand our program to older children in a school-based setting where the emphasis would be on creating a virtually seamless day between child care and the school. Again, we have been overwhelmed with our acceptance and learned so much from creative school-age staff and elementary educators.

Having two centres about 20 kilometres apart, is a challenge for any organization, but we feel we have overcome many hurdles and work very hard to see ourselves as a team in two rather different settings.

Board of Directors

The Board of Directors is a group of individuals, who represent the community interests in the governance of the organization. Anyone may seek nomination to the Board. Parents are encouraged to be active on the Board or on one of the committees acting on behalf of the Board. The board meets every other month, taking a break over the summer. Meetings are held alternately at the Milton or Oakville centres or currently viz zoom. Generally, the meetings last about one to two hours. Please contact the Executive Director or your centre Supervisor if you wish to speak with the Board President and get more information on attending a meeting. These meetings will give parents a more in depth look at governance and operations of the centres. The Annual General Meeting is held every May. Ballots are emailed to parents, where parents can nominate the individuals in the positions of President, Vice President, Secretary, and Treasurer.

Organizational Structure

The organization is made up of two centres. The centre in Milton located in Bishop Reding High School takes children 10 months to 4 years of age; the centre in Oakville located at Heritage Glen Public School, takes children 18 months to 10 years of age. The Family Place operates as a non-profit organization which means it is run by a group of citizens instead of a private owner. The Board of Directors is a governance Board run by parents and community members. Staff is welcome to attend Board meetings, but as employees, have no vote. The Executive Director answers directly to the Board. Staff concerns may be expressed through the Executive Director to the Board

Program Statement

The Family Place is a non-profit child care providing high quality programming in an enriched atmosphere, with a commitment to provide respect and dignity towards culture, race, religion and abilities. We meet the individual developmental needs of the whole child. We believe that children bring their own unique talents to our classrooms as competent, capable and curious individuals rich in potential. Our number one priority is to ensure all children and their families are nurtured, feeling that they are a part of our family.

The Family Place follows a play based learning program model that reflects the *Early Learning Framework (ELECT)* and *How Does Learning Happen? (HDLH)*, Ontario's Pedagogy for the Early Years, and the Minister of Education's Policy Statement on programming and pedagogy made under the *Child Care and Early Years Act, 2014 (CCEYA)*.

What is Emergent Curriculum

Emergent Curriculum is responsive to children's interests by enabling them to engage in meaningful exploration in their surroundings. Children learn best when their interests and curiosity are captured. Our educators foster the children's exploration, play and inquiry by offering a variety of activities in and outside of the classroom. This free flowing play structure allows the children to move throughout the classroom discovering how activities can be used in different ways.

The educators encourage the children to have child-initiated play with adult supported experiences. By taking the child's lead, the staff and children build an interactive space which enhances their imagination and creativity. The educators engage the children during play, listening, responding and encouraging dialogue to expand their play by taking the children's cues and enhancing the classroom activities, allowing the children to build onto their own knowledge.

At The Family Place, the Educators will ...

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

- Greet each child and their families, creating a connection
- Complete a daily health check prior to the child entering the classroom
- Ensure supervision at all times, keeping within ratios
- Balance the children's days through various transitions
- Offer variety of open-ended activities which change with the interests of the children
- Offer well-balanced and timely snacks/lunch for their growing minds and bodies
- Transition to our natural playgrounds that offer children physical, emotional, social and cognitive well-being.
- Offer exploration and discovery for developing healthy movement skills

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

- Get to know each child in their group, their interests, backgrounds and current life happenings and respect each child's individual differences, thoughts and ideas
- Spend time each day listening to the children and observing the children at play and follow the child's lead and interest during play.
- Get down to the child's level to support play with the children and have many face to face interactions.
- Role-model respect, open communication and positive interactions/responses with children and adults.
- Acknowledge children's accomplishments and work by describing what they have done
- Be patient, nurturing, support the children in problem solving, give the children choices, talk about emotions and develop realistic expectations.
- Give simple, clear explanations and encourage independence and exploration
- Offer picture schedules as a means of communication to allow the children to know what is happening next
- Support the child's ability to self-regulate by allowing them the time to process their actions, reactions and to move beyond the situation. Our educators participate throughout the process to ensure all parties feel heard and a solution is acceptable to all parties. We believe children are more apt to retain information when they are part of the process, a skill for lifelong learning.

Pedagogical Documentation

- Observe the children during their play, taking pictures/videos, making notes on the child's specific development, expanding the play, documenting the conversations and saving the artwork or creation for expanding the play.
- Discuss these findings with their peers
- Document findings during the assigned planning time
- Document their findings on their white boards
- Offer open dialogue with parents through open discussions, phone calls or in person meetings
- Observe and evaluate the children's development twice a year, The children are assessed through play for a baseline in October/November giving the children time to adjust to the classroom. In May/June, educators reassess the children's development, complete a check list and write-up of the children's development, offer parent teacher interviews in person or via telephone in June.

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

- Strive to establish and maintain reciprocal relationships among educators and families, and view families as important contributors with unique knowledge, experiences, and strengths.
- Offer daily communication and the exchange of information with families and staff
- Ensure all educators have the ability to speak with parents, as each educator can offer a different outlook through culture and experiences..
- Respect and value input from parents, whom we encourage to be part of the decision-making process.
- Support families by consulting with all professionals who are involved with their child. We believe in a team effort to support the entire family.

- Communicate with parents to keep them informed about upcoming events and happenings at the programs
- Open-door policy, where parents are encouraged to talk to their classroom educators and offer feedback to the centre Supervisor and Executive Director. We have a wealth of knowledge in child development along with connections to our local community partners: Heritage Glen Public School, Bishop Reding Catholic Secondary School, Halton Region, THRC, and Quality First. - Ensure students who are enrolled in the Early Childhood Educators program at several local colleges have placements at each centre, enabling them to gain hands-on experience in the field. This benefits the centres by bringing in new ideas, and also allows the centres to assess potential employees.

Child Development

- Acknowledge that children's actions and ideas are key to their growth and to the educators growth. Through the use of open-ended questions and meaningful conversations
- Observe the children, document their progress, alerting the educators to possible speech & language, physical and/or intellectual delays. Our educators ensure they take the time to get to know your child, have conversations with the parent, discuss concerns with their team and bring these concerns to the Supervisor.
- Once a full review is completed via observations in many different forms, a meeting would be scheduled with the parents, the educator and the Supervisor to discuss the concerns more in-depth. The parent would be asked to call 311 intake to start the process of getting some additional resources in the classrooms. If Halton Region Children's Services decides that the possible delay requires a Resource Consultant, your child will be put on a waitlist and then assigned the Resource Consultant who works with the centre.
- An inclusive environment is one that supports all individuals. The experience of the educators along with the support from the Resource Consultant, will support not only your child but the other children in the classroom. We believe that inclusion means all children are given the opportunity to learn from each other and any outside services.

Involve local community partners and allow those partners to support the children, their families and staff well-being and engagement.

- Plan for periodic visits from and to community partners (e.g., librarian, police, fire, vets, dentists etc,) to enhance the children's experiences.
- Explore the community through walks to local stores, local neighbourhoods, local wildlife, picnics and arranged water park days.
- As both our centres are located in schools, allowing The Family Place to feel a part of their community.
- Our children observe the older children throughout their comings and goings from school, showing our children the enjoyment of attending school, and their positive interactions on the school property.

Support staff who interact with the children at a child care centre in relation to continuous professional learning

- Reflect on child development theories with co-workers and professionals in our field to support and enhance the growth of each child
- Reflect on their experiences with the children to build a continuous learning forum that enhances both the child's and the educator's own development
- Acknowledge that children's actions and ideas are key to their growth and to the educators growth. Through the use of open-ended questions and meaningful conversations
- Minimum of four hours of professional development required. Educators attend workshops, conferences and webinars, sharing their experiences during team meetings, staff meetings, allowing all our educators the ability to enhance their development.

The Environment as a Third Teacher

- Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day
- Incorporate outdoor play into the daily schedule (weather permitting), which may include activities on the adjacent classroom playgrounds or walks in the neighbourhood and nature trails. Outdoor activities provide the necessary gross motor opportunities for development along with an opportunity to connect with and explore the natural world.
- Opportunities for children to explore, care for, and interact with the natural world in both indoor and outdoor environments
- Rest periods are scheduled in all classrooms, while staff are mindful of each child's unique needs and parental direction related to rest schedules, keeping in mind the health and safety of the children and educators.

Behaviour Guidance

Behaviour guidance is a technique of using positive strategies that enhances a sense of belonging and wellbeing for children in our care. Once a child enters our program, we need to build caring, respectful relationships with them. We need to look at each situation from the child's perspective. Behaviour guidance is an ongoing process.

Environment - Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.

Transitions - Give children notice prior to a transition, work with small groups during transitions which gives children more time with a teacher.

Positive Social Interactions – Role model positive interactions with children, families and staff.

Self-regulation – Offer children time to absorb their surroundings, acknowledge their feelings, offer fidget toys and quiet areas for children to relax. Look at the child's emotional state, are there outside sources affecting their emotional state.

Look at our own judgments – Are we emotionally open, do we support in the classroom are we free from judgment, and patient with ourselves.

BEHAVIOUR GUIDANCE IS:

- Related to the nature of the behaviour
- Appropriate to the developmental level of the child
- Used in a positive and consistent manner
- Aimed at separating the behaviour from the child (the deed from the doer)

- Designed to assist the child in learning appropriate behaviour and self-regulation
- Discussed with parents if a difficult situation arises or is ongoing with a child

Procedure

- Approach quickly and calmly to stop hurtful or unsafe behaviour right away,
- Acknowledge each child's feelings,
- Gather information from each child involved,
- Identify and state the problem to the children,
- Brainstorm solutions with the children,
- Allow the children to develop a solution and use it, if the child is having difficulty coming up with a solution, give them choices
- Follow through, facilitate the interaction with the children if need be

Prohibited Practices

THE CHILD CARE EARLY YEARS ACT STATES THAT NO OPERATOR SHALL PERMIT:

1. Corporal punishment of the child;
2. 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;
3. Locking the exits of the child care centre 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;
4. 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;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Dangerous or Disruptive Behaviours

In the case where behaviour is out of control on a consistent and regular basis, the staff, in conjunction with the Supervisor and/or Executive Director, will meet with the parents. With input from both sides, a behaviour plan will be outlined that will identify the areas of concern and map out strategies to be implemented both at home and at the centre. Where the child is in the school-age program, a contract may be signed with the child.

In severe cases where dangerous or disruptive behaviours continue, the child may be asked to leave child care. This decision will be made by the Executive Director, only after a behaviour plan has been given a reasonable try.

Children attending The Family Place in Oakville are expected to adhere to the Code of Student Behaviour adopted at Heritage Glen Public School since the child care centre is located in and participates with the elementary school.

Code of Student Behaviour - <http://hgp.hdsb.ca/behaviour>

Workplace Violence, Harassment, and Sexual Harassment Policy (P24)

The Family Place (FP) is committed to providing a safe, healthy and supportive working environment for all by treating our employees and clients with dignity, respect, fairness and sensitivity. FP is also committed to the principles set out in Bill 168, Bill 132 and in the Ontario Human Rights Code that every employee has a right to freedom from violence, sexual violence, harassment and sexual harassment in the workplace. Each employee must equally assume responsibilities in achieving this result. The management of FP will make every reasonable effort to identify potential sources of violence and harassment and to eliminate or minimize these risks through our Workplace Violence and Harassment Prevention Policy and Procedures.

Health and Safety: All H policies

The Family Place meets or exceeds all health and safety requirements of the Ministry of Education and Halton Region. The Family Place promotes health and safety through our policies and procedures, which are approved by our Board of Directors. All staff and parents are required to read and follow all policies and procedures. All policies and procedures can be found on our website.

All educators are trained in Standard First Aid and CPR/AED Level C. Staff recertify in CPR/AED every three years. Staff, volunteers, and students over 18 must have a recent Police Vulnerable Sector Check (PVSC) prior to employment at The Family Place. Each one presents an original copy of their PVSC prior to working at The Family Place. On the anniversary of this PVSC, everyone will sign a Declaration of Offense each year for four years and on the fifth year; they are required to produce a new PVSC. Staff/students and volunteers cannot work or volunteer at The Family Place without a current PVSC.

Nutrition Policy (PR28)

The Family Place realizes that children in child care receive a large portion of their daily nutrition away from home. In order to ensure that your children receive the nutrition they need while at our centres, we follow the recommendations set out in Health Canada's *Eating Well with Canada's Food Guide* and *Nutrition for Health Term Infants*. Whole-some Food supplies our children with nutritious hot lunches, approved by a registered dietician. Our Supervisors purchase and our floaters prepare nutritious snacks daily, ensuring that two food groups are served at each sitting. Children are supervised at all mealtimes for safety and to encourage positive mealtime practices.

We don't allow for parent preferences. If a substitute is required it will need to be followed up by a doctor's note. The substitution needs to be for a medical reason/allergies and noted in the child's file on the Diet, Rest and Exercise form. If there are cultural understandings for substitutions, this needs to be added to the Diet, Rest and Exercise form, while still getting

approval from the Executive Director. It takes 2 days of notice for the caterers to change the child's menu.

Food Intolerance and Restrictions

Allergy lists contain the child's name and food intolerance or food restriction. The allergy lists are posted in the kitchen, serving area, classrooms and attached to the emergency contact classroom binder, to ensure this form is with them at all times. Staff are asked to review these allergy lists daily prior to meal time.

Individual Anaphylaxis and Medical Plans

When a parent declares that their child is anaphylaxis to an agent or has a medical need, the Supervisor will provide the appropriate individual plan to the parent. The parent will fill out the form, returning it to the Supervisor. The parent can train the staff, Supervisor or bring in a doctor to train the staff. This is at the parent's discretion.

Prior to the child starting at the centre, each individual Anaphylaxis and Medical plan will be reviewed by the Centre Supervisor with staff, volunteers and students (excluding high school students working towards their community hours), as to the parents' specific instructions and the centre's plan. The staff, volunteers and students (excluding high school students working towards their community hours) will sign the back of the original plan prior to commencing work/educational placement, and thereafter, annually or whenever there is a change. Parents will be requested to review their children's plans annually.

The original plans are kept in the office, where a copy is posted in the child's classroom, and (kitchen and serving area for Anaphylaxis plans) and in the emergency contact classroom binder, to ensure this form is with the child at all times.

Anaphylaxis Emergency Alert Plan and Policy (PR27)

Some of our children and staff are allergic to certain foods, medicines, insects and latex. When they come in contact with these items, they have a severe allergic reaction. When a family comes to us acknowledging their child is anaphylactic to a certain substance or item, we take it very seriously.

Parents will fill out the Emergency Anaphylaxis Plan, outlining:

- the child's allergens,
- type of reactions and if so, symptoms
- type of Epi-pen

This form is reviewed by the parents annually, prior to the expiry date of the Epi-pen.

The original plan is kept in the office, where a copy is posted in the child's classroom, kitchen, serving area, and a copy is kept in the emergency contact classroom binder, to ensure this form is with the child at all times.

PR 27 - Anaphylaxis Policy

*“Anaphylaxis is a serious allergic reaction and can be life-threatening. Anaphylaxis means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock”.
“Food Allergy Canada”*

The most common anaphylaxis reactions are to food, insects and medications. Anaphylaxis requires immediate medical attention, including the injection of an Epi-pen, as well as a trip to the emergency room. If not treated, it can be life-threatening.

The Family Place recognizes the potential health dangers that arise from anaphylaxis. Measures are in place to reduce the risk of accidental exposure and to respond appropriately in an emergency. The staff of The Family Place are trained and prepared to handle the risk and to respond in an emergency for anaphylaxis, in reflection of “Sabrina’s Law 2005”.

Procedure

1. Strategies that reduce risk:

Staff, volunteers and students are made aware of all children and staff who are anaphylactic. If a doctor has prescribed an Epi-pen, parents and staff are required to fill out our Anaphylaxis Emergency Alert form (PR27a). These forms are then posted in the office, classrooms, and kitchen and anywhere the children may play. Staff are required to advise the Supervisor of the location of their Epi-pen within the centre.

Food

- *Parents are made aware that our environment strives to be NUT FREE. This is stated on our website, in the Parent Handbook, Anaphylaxis Policy, and Nutrition Policy. Parents are informed during their tour, as well as reminded prior to their child’s first day by the Centre Supervisor.*
- *We highly discourage any foods coming into the centre. If for any reason, foods are brought in for the children, the Supervisor must approve and the foods must be brought in their original containers to show the ingredients listed on the items.*
- *All food coming into the centre is checked for potential allergens. Peanut and tree nut products are not allowed in the centre. Many products may say “May Contain” certain potential allergens; where this is a concern for a particular parent as indicated on Form PR27B Potential Allergy, this product will not be given to that child and that will be noted on the posted Allergy List.*
- *We don’t allow for parent preferences. If a substitute is required it will need to be followed up by a doctor’s note. The substitution needs to be for a medical reason/allergies and noted in the child’s file on the Diet, Rest and Exercise form. If there are cultural understandings for substitutions, this needs to be added to the Diet, Rest and Exercise form, while still getting approval from the Executive Director. It takes 2 days of notice for the caterers to change the child’s menu.*
- *A licensed caterer with an allergy management program is used to cater our lunches within the centre.*
- *Centre Supervisor /Designate shop for snacks, where all ingredients are reviewed prior to serving the centre.*
- *The staff are trained to avoid labels that read “May Contain Nuts” when purchasing creative materials or sensory materials. Trained staff will oversee new staff, volunteers or students to ensure that items or food with “May Contain Nuts” are not brought into the classroom.*

Insects

- Staff are aware of which children may be Anaphylaxis to insects. Their Epi-pens and Alert forms (PR27a) travel where the child goes outside the centre.

Medication

- The Alert forms (PR27a) are posted in the office, kitchen and the child's classroom. One person per classroom is designated to administer medication in the centre. If that person is away, another person is the designated. When a parent brings in medication, they are required to fill out a Medication form. A discussion on reactions to the medication is discussed at this time and noted on the form.

2. A communication plan:

- A brochure on Anaphylaxis and a poster on signs and symptoms of Anaphylactic reactions are posted on the Parent Board
- Parents are required to indicate allergies on their registration form. Once they have noted an allergy, they are required to fill out either Form PR27A – Anaphylactic Emergency Plan or Form PR27B Potential Allergy, depending on the severity of the allergen.
- Form PR27A – Anaphylaxis Emergency Plan is a form that the centre Supervisor and the parents fill out together, please see below for Emergency Plan.
- Form PR27B – Potential Allergy is a form that the parent fills out to inform the staff that their child may have non-life threatening allergies.
- Form PR27 A and PR27 B are posted in the kitchen, office, classrooms, eating areas and in each classrooms Emergency Binder
- Each individual Anaphylaxis Emergency Plan will be reviewed by the Centre Supervisor with all staff, volunteers and students, as to the parents' specific instructions and the centre's plan. The Centre Supervisor will update the Allergy list as per needed, posting the list in the kitchen, office, eating areas, classrooms and in the classroom Emergency binders. Staff, volunteers and students will review the updated Allergy list. The Centre Supervisor will meet with the child's
 - classroom teachers and the kitchen staff to review for the potential for appropriate food substitutes
 - Children are educated on the harm of specific allergens within the centre. This is done through natural circumstances. (e.g., No peanut butter)

3. Individualized Anaphylaxis Plans and Emergency Procedures:

- Parents are required to identify any serious allergies. In the case of Anaphylaxis allergy, parents are required to fill out the Anaphylaxis Emergency Plan (PR27A) that includes the type of allergy, triggers, symptoms and the adult response to a reaction.
- The Centre Supervisor will review the form with the parent, ensuring the parents views are taken into consideration. The parent must sign PR27A.
- Parents will be encouraged to come forward and inform the Centre Supervisor of any updates to the allergens, plans, new symptoms, or if the child has outgrown the allergy and no longer requires the medication. If parents do not come forward, this form is reviewed by parents and the Centre Supervisor annually, upon the expiration of the medication.

The Individual Plan

- The Emergency Plan would include:
 - A description of their child's allergy
 - The centres strategies to monitor and avoid these allergens

- *The signs and symptoms of their child's reaction or possible reactions to the allergen*
- *The actions the staff will take with their child during an allergic reaction*
- *Parents signed consent to administer the allergy medication located on the Anaphylaxis Emergency Plan*
- *Emergency contact information including parents, and an alternate emergency contact person*
- *All staff, volunteers and students are trained on the Emergency Plan upon completion and annually thereafter prior to the expiry date of the medication. Parents must review the Emergency Plan annually.*
- *This form is posted in the child's classroom, office, and any serving areas. A copy is kept in the emergency contact classroom binder, to ensure this form is with them at all times.*

Emergency Administration of Epinephrine:

If an employee has reason to believe that a child is experiencing an anaphylactic reaction, the employee may administer an epinephrine auto-injector, even if there is no pre-authorization to do so.

Training:

- *Staff are trained in Standard First-Aid and CPR, where the instructors discuss in detail types of allergens, including allergens that can cause anaphylactic shock to children and adults. They are taught the signs and symptoms and how to perform emergency services.*
- *Parents will be asked if they would like to train the staff. A staff meeting will be set-up immediately prior to the child's start date.*
- *Medication is kept in an area inaccessible to the children within the child's classroom. The Epi-pen's are then transferred by a teacher to their outdoor bags when outside their classroom.*
- *With our School Age program, we follow the parent's lead on whether their child carries their own medication or whether it is located on the staff's persons. This medication can be an Epi-pen, antihistamine or puffers. The parent's permission will be kept in the child's files.*
- *The children who carry their own medication, will be checked by staff prior to entry into their program.*

Individual Plan for Medical Needs

Some of our children come to us with medical needs. The Medical plan will support the inclusion of children within our program.

Parents will fill out the Medical Plan, outlining:

1. steps to reduce exposure to the agent or situation,
2. description of medical devices and instructions
3. procedures to be followed in event of reaction or medical emergency
4. description of supports available to your child
5. procedures to be followed in the event of an evacuation or field trip

The original plan is kept in the office, where a copy is posted in the child's classroom and a copy is kept in the emergency contact classroom binder, to ensure this form is with the child at all times.

Individual Program Plan

As an inclusive environment, any child who is on integration will have an Individual Program Plan prepared by the Resource Consultant. All staff in the child's classroom are to review and sign off on the Program Plan, annually and whenever there are changes. The sign-off sheet will be placed in the Individual Program Plan binder

Implementation and Review of Policies, Procedures and Individualized Plans (A09)

The Family Place will ensure that all policies and procedures are implemented and kept current at each centre. All staff, volunteers, students and outside agencies working with our children will be required to read the policies and procedures prior to commencing work/educational placement, and whenever there is a change in any policy and procedure.

At the Family Place, we believe that any person working with our children should be implementing all our policies, procedures and individualized plans daily.

The Board of Directors review and approve all policies prior to being uploaded onto our website. The Executive Director creates, edits or reviews the policies along with the Supervisor's input. Four to five policies are placed on the agenda for Board of Directors meetings, where a discussion of the content is reviewed. A copy of the approved policies is placed in the office, along with the Policy Sign-Off form which lists the specific policies approved. The staff are instructed to read the policies, and sign that they will abide by the policies. The Policy Sign-Off form is then kept in the Policy binder in the centre, along with the updated policies. Parents will be informed of the edited or new policy through email.

Compliance and Contraventions:

A17 – Progressive Discipline Policy and A19 Termination Policy

The Supervisors have a daily presence in each of the classrooms. They are aware of the teacher's abilities, and observe compliance of the policies, procedures, Individual Plans and/or Program Statement at The Family Place. If an employee of THE FAMILY PLACE violates company policies, procedures, individualized plans and/or Program Statement, they will follow our Progressive, multi-step disciplinary process.

Typically, progressive discipline proceeds through these steps:

1. Performance/Coaching Interview
2. Verbal warning (formal);
3. Written Warning (formal)
4. Suspension (formal); and
5. Termination.

With each violation or apparent problem, the employee will be provided with a written document to alert them of the problem and, if applicable, provide a copy of the company policy being violated; advise them of the consequences for further infractions; and suggest a method for improvement.

Annually, the Supervisors evaluate the staff on their performance: Areas of Attendance, Trainings, Program Development, Relationships, Supervision, Health and Safety, Leadership, Contribution to the Organization and Administration. These topics cover the internal policies, procedures and individualized plans. Strengths and needs are discussed and then goals and strategies are set by the Supervisor and the staff member. A timeline is noted and a meeting is set to discuss the progress.

Inclusion Policy (PR26)

The Family Place strongly believes that every child is an individual and is unique. We work diligently to ensure we offer an inclusive environment where children of all abilities are treated with respect and dignity. All children have equal access to and participate in our meaningful programs. All children's abilities are considered and needs are met so each child can develop to their fullest potential.

Volunteers and Students Supervision (PR25)

The Family Place recognizes the value of having parent volunteers, co-op students and students in ECE placements. However, we also recognize the necessity of providing a safe environment for our children.

Volunteers and students are not permitted to have unsupervised access to the children. The volunteers and students will be supervised by a designated employee at all times. They are not permitted to be left alone with any child. Volunteers, students and agency staff who may be working in the classroom, are not to be counted in the adult:child ratios.

Volunteers and students will have an orientation with the Supervisor and their designated staff member prior to their start date. They will review the policies and procedures.. We believe that if a volunteer or student is interested in becoming a part of The Family Place, they should be immersed in the daily routines of the programs. Volunteers and co-op students are not permitted to partake in any bathroom or diapering routines. ECE students are permitted as this is part of their learning process from their College or University; again they will never be left alone with any child.

The Program Statement is a living document that will evolve and change. It is reviewed by all Educators, Providers, students and volunteers prior to work and placement with the children, and annually thereafter, after it is revised.

Wait List, Admissions, Withdrawal Policy (PR04)

The Family Place maintains a wait list when there are no spots available or for a future spot in a program. Parents are encouraged to place their child's name on the waitlist which can be completed on our website. These forms are date and time stamped to ensure fairness when filling spots. The Supervisor will review the Wait List book once a spot opens up, contacting the parent on a first come, first served basis depending upon the available space and to match the age of the child in the correct program. See our full policy on our website.

PR34 - Wait List Policy

Policy

The Family Place maintains a wait list when there are no spots available or for a future spot in a program. Parents are encouraged to place their child's name on the waitlist which can be completed on our website. These forms are date and time stamped to ensure fairness when filling spots. The Supervisor will review the Wait List book once a spot opens up, contacting the parent on a first come, first served basis depending upon the available space and to match the age of the group in the room.

When filling a spot, The Family Place will prioritize admission (in their respective order) while continuing to maintain order through the date and time stamp from the waitlist.

- 1. Internal Families*
- 2. Students and staff of Bishop Reding High School*
- 3. Previous families in good standing with The Family Place*
- 4. Community families*

Procedure

- 1. Parents who phone or email a request for registration at The Family Place, are directed to fill out the wait list form found on our website. There is no charge for being on the waitlist.*
- 2. The waiting list contains:*
 - date of request*
 - child's name*
 - child's date of birth*
 - parent's name*
 - telephone number where available during the day*
 - date when care required*
 - centre requested*
 - a list of any professionals or services involved with the child*
 - any comments regarding abilities, moving dates, visits to the centre, etc.*
- 3. The wait list form will be emailed back to the Family Place email address, where the Supervisors will review the wait list form. The Supervisors will send a confirmation email to parent(s).*
- 4. If a parent asks for a tour, the Supervisor will contact the family to set up a tour. During the pandemic, there is a virtual tour available on our website.*
- 5. The Supervisor prints off the waitlist form and places it in their Waitlist book according to age of the child and desired start date.*
- 6. When a parent requests their position on the waitlist, the Supervisor will invite the parent into the centre to review the wait list binder. The Supervisor will prepare the wait list pages of the specific age group by folding the pages in half to ensure privacy of other families. The Supervisor will count the number of pages ahead of the parent, showing*

them their position on the waitlist. If a parent prefers to be told of their position over the phone, the Supervisor will count the number of families ahead of them in the specific age group.

- 7. When a spot opens up, the Supervisor will review the Waitlist binder, and then contact the next person in the specific program. The Supervisors will look to the date to ensure they contact parents on a first come first serve basis.*
- 8. Once contacted, the family has 48 hours to respond to the offer of the open spot. If the parent does not respond within this time frame, the Supervisor will move on to the next person on the waitlist. It is up to the parent who did not respond in time to inform the Supervisor if they would like to remain on the waitlist. The parent will be informed of this policy when they are initially contacted for the open spot. If the parent requests to stay on the waitlist, they will become the next person in line for an open spot. If we do not hear back from the parent within 48 hours, we will assume they do not want to be on the waitlist any longer. The hard copy will be discarded, as we have the soft copies archived.*
- 9. Once the parent has chosen to take the spot, the Supervisor will email the parent information on the steps to register their child with their start date. To guarantee the spot, the parent must pay a Parent Security Deposit. The Parent Security Deposit must be e-transferred the day of the email or the next day at the latest. This deposit guarantees the spot at the centre for their child's specific start date.*
- 10. The Parent Security Deposit is only refundable once the child attends the child care centre, where the child is considered enrolled in the centre. If a parent registers their child and changes their mind, the Parent Security Deposit will not be refunded.*
- 11. If parents have not heard from the centre 3 months after the parents **requested start date**, they will need to either reapply or contact the office to update their waitlist information.*

Hours of Operation (PR02)

The Family Place operates to provide service to parents who need child care Monday through Friday during the daytime.

Hours have been established to meet the needs of the majority of parents while still maintaining the financial viability of the centres. The centres are open for child care children and school-age children from 7 a.m. to 6 p.m. Monday through Friday, all year long, except for statutory holiday closures and additional closures approved by the Family Place Board.

Statutory Holiday Closures: The centres close for the Statutory Holidays listed below: Parents are informed of these dates on their child's monthly calendar and also on the centre's Parent Bulletin Board.

New Year's Day
Family Day
Thanksgiving Day
Boxing Day

Victoria Day
Good Friday
Civic Holiday

Labour Day
Canada Day
Christmas Day

Winter Break (Christmas to New Year's Day):

The school-age program closes for the winter break as outlined by the HDSB school break closure.

The child care centres close at 2 p.m. on Christmas Eve when it falls on a weekday. When Christmas Eve falls on a weekend, the centre will close at 2 p.m. on the Friday prior.

The Family Place child care centres are closed from Christmas to New Year's Day, inclusive.

At the discretion of the board, if New Year's Day falls on a weekend, the closure may extend to the following Monday. The Board of Directors will make this decision once HDSB and HCDSB have approved and published their annual calendar.

Inclement Weather: The centres may need to close for inclement weather or where safety cannot be assured. Parents will be notified to pick up their child if closure occurs during the day. If closure occurs after hours, parents are asked to listen to local media for closures of the Halton District School Board (Oakville centre) or Halton Catholic District School Board (Milton centre). The centres are required to follow school board closures. See Inclement Weather Policy (PR8) for more detailed information.

Safe Arrival and Departures***PR29 - Safe Arrival and Departure Policy***

The Family Place is dedicated to ensuring the safety of the children, families and staff while involved in our programs. One part of this safety plan is that children's arrivals and departures from the centres are monitored, restricted and safe within the parameters that we can control.

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

A child will only be released to the person(s) named on the child's Registration Form, as being designated, to pick the child up from the centre. There will be NO exceptions, unless authorized by a parent/guardian. The person designated to pick up must be 18 years of age or older and will be asked for photo identification.

Safe Arrival Procedures:

1. Children are not permitted to arrive at a program site unattended. Parents/guardians must accompany their child to their classroom when arriving at the child care centre programs and the before school programs.

2. Parents/guardians must inform program staff if their child will be absent or arriving late to the program by email. We will provide both the centre email and the classroom email.. Staff will

record this information on the attendance forms related to each day to document the confirmed absence/late arrival in the classroom attendance.

3. Upon a child's arrival into program, staff must:

- Ensure the child's time of arrival is documented in the classroom attendance.
- If the parent/guardian indicates that someone other than the parent/guardian will be picking up the child, confirm the person is listed in the child's file as an emergency contact and has authorization to pick up.
- If the person is not listed, have the parent/guardian provide authorization in writing (i.e., a written note or email).

4. If a child does not arrive in the program as expected and the parent/guardian has not confirmed the child's absence:

- The staff will, at their first opportunity, attempt to contact the parent/guardian by phone. If unable to reach the parent/guardian, staff will leave a voicemail message, if possible, and document the attempt to reach the parent/guardian in the classroom's daily log book.

Safe Dismissal Procedures:

1. Children will only be released to their parents/guardians unless written authorization has been provided allowing for another individual to pick up their child. Children will not be allowed to leave care on their own.

2. If the staff does not recognize the person picking up the child, they must confirm with another staff member if the person is the child's parent/guardian or authorized individual. If another staff member is unable to confirm, staff must request photo identification to confirm the person is listed as an authorized individual in the child's file.

3. If a parent/guardian is unable to pick up their child before the program closes, it is their responsibility to inform the staff and arrange for another authorized individual to pick up the child.

4. If the program has closed and the child has not been picked up, staff will call the parent/guardian. If unable to reach the parent/guardian, staff will then call the child's emergency contacts.

5. If unable to connect with either the parent/guardian or the emergency contacts, staff will contact the Program Supervisor and call CAS of Halton at 905.333.4441 .

Issues of custody

Parents/guardians have the right to enter and have access to their child when they are in our care. In the event of a child having separated parents, divorced parents, or a single parent, information will be in the child's file as to who has legal custody and if both parents may pick up the child. In the absence of a legal document stating otherwise, the child may be picked up by either parent providing appropriate identification.

The Family Place Supervisor will ensure that any parent requesting restricted spousal access, brings a court document to support their position. This documentation will be kept in the child's file and the file marked as having "Restricted Access" information. Staff will be notified. If a non-custodial parent does try to remove the child from care, the custodial parent and the Police will be notified immediately.

Concern for Safety

Where safety of the child is a concern upon pick up, staff of The Family Place may suggest alternate arrangements for the child. Where the concern is considered serious by staff, the staff can refuse entry into the premises and the parent/guardian can be denied access to the child. The Police will be contacted immediately, as well as the CAS of Halton at 905.333.4441.

If a staff member believes a parent is unsafe to take their child from the centre, because of alcohol consumption or any other reason, the staff may offer to call a spouse or a taxi. They cannot refuse to release a child to their parents or designate. Staff should not endanger themselves or the children. In severe cases, the Police should be called and given the details such as time of departure from the centre, any information about the vehicle and the assumed destination. Staff must inform the Executive Director or Supervisor immediately if Police have been called, as well as, CAS of Halton at 905.333.4441 .

If a staff member believes that a parent/guardian could be a danger to the child or is behaving in a disruptive manner, The Family Place can prevent the parent/guardian from entering the building and/or giving access to their child. This is only done when the staff feel that they can handle the situation. Staff should not endanger themselves or the children. The Police and CAS of Halton at 905.333.4441.

Canada Wide Early Learning Child Care (CWELCC)

The Family Place opted into the Canada Wide Early Learning Child Care (CWELCC) system in 2022. Effective December 31, 2022, we will further lower our child care fees for children 0-6. Your child care fees will be reduced by 52.75% from the fees that were charged on March 27, 2022 to a minimum of \$12 per day. This equates to a 37% reduction on the already 25% reduced fees that your family paid between April 1, 2022 - December 31, 2022. If your family has a child under the age of six in receipt of fee subsidy, you will see your parental contribution amounts reduced by 50% from the parental contribution charged prior to our participation in the CWELCC System. This reduction will take place effective December 31, 2022.

As part of the CWELCC System, child care fees will be lowered further in September 2024, with a final reduction by September 2025 to an average of \$10 a day. If you would like to learn more about the CWELCC System, I encourage you to check the Children and Parenting page on halton.ca <https://www.halton.ca/For-Residents/Children-and-Parenting>

January 1, 2023

Based Fees per day

Infant –	41.05
Toddler –	35.26
Preschool –	29.34

Non Based Fees

Late Pick-up	30.00 per every 15 minutes after 6:00 p.m.
Late payment fee	50.00 after non payment fees after the 15 of month

Fee Policy (PR12)

Billing

Parents will be charged for every enrolled day of the year, including statutory holidays, sick days, vacation days, and any closures due to inclement weather. The only exceptions will be if the Board of Directors approves additional holiday closures (outside of statutory holidays).

With Board permission, a statutory holiday may be moved to create a long weekend. Parents will receive written notice in September of each year. This would apply, in most cases, only to Canada Day.

Although The Family Place is a non-profit organization, child care fees must be charged to cover the reasonable expenses of the business. Fees are subject to change.

Fee Payment

Fees will be set annually by the Board of Directors. Parents will be notified of any change in writing. There is no registration fee at The Family Place.

As of September 1, 2019, we are only offering e-transfer as the form of payment. Cash and cheque is not permitted.

E-Transfers Instructions –

- Add Contact – sandravieira@thefamilyplacechildcare.com
- Notify by: Email
- Include your child's full name and centre (Oakville or Milton). We have no way of referencing the e-transfer back to you without your child's full name and the centre your child attends
- Your email address – Full name and email address
- We have arranged for auto deposit, where there is no need for a password

Parent Security Deposit

Once the parent has chosen to take the spot, the Supervisor will email the parent information on the steps to register their child and their start date. To guarantee the spot, the parent must pay a Parent Security Deposit . The Parent Security Deposit must be e-transferred the day of the email or the next day at the latest. This deposit guarantees the spot at the centre for their child's specific start date. The Parent Security Deposit is only refundable once the child attends the child care centre, where the child is considered enrolled in the centre. If a parent registers their child and changes their mind, the Parent Security Deposit will not be refunded.

Once the Parent Security Deposit is received, the Supervisor will email the registration package, which will need to be completed and returned within one week of receiving the package. If the start date is earlier than one week, the Supervisor will arrange an earlier date. The Supervisor and parents can discuss transitioning their child to the centre.

Where one month withdrawal notice is given, this deposit will be reimbursed to the family once their account is clear. If a subsidized client's situation changes, adjustments will be required. These cheques will be deposited upon receipt.

Payment Due

Parents are invoiced monthly. The invoice reflects the month each child is currently attending the centre. All fees must be dated for and placed in the fee box, no later than the 15th of each month. A late fee of \$50 will be incurred on each payment date or received after the 15th of the month.

Late Pick-up Fee

A fee will be set by the Board and charged to the parents if a child is picked up past our closing time of 6 p.m. Parents must exit the centre prior to 6:00 p.m. with their child. After 6:00 p.m., a late fee of \$30.00 will be charged for every 15 minutes or part thereof that the parent is late. The charge will be per family not per child. It will be invoiced to the family on their next month's invoice.

The late parent will be required to sign the Late Book.

-In the **Oakville centre**, the time of pick-up will be determined by the satellite clock located in the centre. This time will be recorded on the Late Pick-up Book.

-In the **Milton centre**, the time of pick-up will be determined by the Supervisor's computer, linked to the keypad.

The amount of the Late Pickup Fee will be paid directly to the staff who stayed late through petty cash. Parents, who are late picking their child up, three times within a ninety day period, will be contacted by the Supervisor, to discuss alternate pick-up persons. If the child is picked up late, three times after the new arrangement, child care could be terminated.

Financial Policy (A18)

Child care fees are set according to the ongoing operational costs, are reviewed annually or on an "as-needed" basis, are due on a regular schedule, and are paid by (electronic funds transfer (EFT)).

The major source of child care funding required to keep the programs operating are client/parent fees. Fees are usually increased on an annual basis and parents/clients will be notified two months prior to the increase of fees.

Child care fees are charged for all days that children are enrolled in our programs including vacation, regardless of the children's attendance. Fees are not adjusted, refunded, or credited for statutory holidays, absence due to illness, withdrawal without proper notice, or any other reason.

In the event of a circumstance that restricts our ability to access the premises/school (e.g. Ministry of Education or Board of Health closures), fees will remain in effect. Any changes will be at the discretion of the Board of Directors.

All parents will receive a tax receipt by the end of February for the previous year. Receipts are sent out in the name of the parent or parents who made the payments. It is the responsibility of parents to inform the Supervisor before the end of the year of any financial or legal situations that may impact the name on the receipt. In the event that further letters, receipts, or other documents or copies are required, fees may apply for the preparation of these documents.

Families may qualify for a partial or full government subsidy for child care services through Halton Region that is directed from guidelines set out by the province. The region determines the eligibility using an income test. More information to follow on the Canada Wide Early Learning Child Care Agreement.

Non-payment or delinquent payment of fees will be referred to the Board of Directors for action and may result in the loss of your child's enrolment in the child care. If there are circumstances beyond your control that you become aware of, please let us know as soon as possible.

Police Vulnerable Sector Check Policy (PR12)

According to the Child Care and Early Years Act (CCEYA), all employees, volunteers, students over 18 years of age and any person offering services to The Family Place are required to have a current Police Vulnerable Sector Check (PVSC) prior to working or providing services at The Family Place. See the full policy on our website.

Communication

An open door policy exists at the centres, meaning that parents are welcome to drop by anytime. We also encourage parents to talk to the staff as much as possible, to bring them up to date on family happenings, their child's situation or to ask questions about their time with us. Occasionally, demands in the classroom make it difficult to have a lengthy conversation at that particular time, so parents may wish to request that the educator call them later or you may set up a meeting to talk at a more convenient time. Any concerns, of course, may be brought to the attention of the Supervisor and/or Executive Director.

Written communication with families from the centre will be passed along either through the educators, left at their child's cubby or through email. General information may be accessed on our website www.thefamilyplacechildcare.com. Any information that a parent wishes to distribute needs to be approved by the Centre Supervisor, before it can go out.

Partnerships

It is important for everyone at The Family Place to understand the role of partnership that exists at our centres. A strong relationship between the families and staff members contributes to high quality care for the children. Establishing and maintaining a relationship that is based on mutual

respect is the responsibility of both parents and staff. We have several mechanisms in place to share information, like the Daily Log Book, but mutual respect comes from an acceptance that we are partners in the care of these children. Your input and feedback are important to us. We will endeavour to adapt the program, where possible, around the family's needs and concerns.

Dismissal Policy (PR32)

The Family Place endeavours to meet the needs of all the families registered in its programs. Before a family is asked to leave our centre, we will set up strategies that meet the needs of the centre, classroom, staff, and family. We must at all times consider the needs of all the children and staff in our centre. In all cases, we will try our best to connect families to agencies for the support needed. Unfortunately, there are times when the needs of the family cannot be met. When such situations arise, the family will be asked to leave. See the full policy on our website

Parent Issues and Concerns (PR39)

The purpose of this policy is to provide a transparent process for parents/guardians and the child care staff to use when parents/guardians bring forward issues/concerns. The Family Place believes effective communication is important to the provision of quality child care within a professional setting. For this reason, in the event of a controversial child care issue, established lines of communication will be followed by Board and Staff members. This ensures consistent, accurate and appropriate responses.

PR 39 - Parent Issues and Concerns Policy and Procedures

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians and the child care staff to use when parents/guardians bring forward issues/concerns. The Family Place believes effective communication is important to the provision of quality child care within a professional setting. For this reason, in the event of a controversial child care issue, established lines of communication will be followed by Board and Staff members. This ensures consistent, accurate and appropriate responses.

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) is/are experiencing within our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster engagement and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by our Supervisors, and/or the Executive Director and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

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

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

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and the Executive Director..

Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
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<p>Program Room-Related</p> <p><i>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</i></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the Supervisor and/or Executive Director 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - Arrange for a meeting with the parent/guardian within two business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - 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.
<p>General, Centre- or Operations-Related</p> <p><i>Eg: child care fees, hours of operation, staffing, waiting lists, menus, etc.</i></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the Supervisor and/or Executive Director 	<ul style="list-style-type: none"> - 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.
<p>Parent and Staff</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the Supervisor and/or Executive Director <p>All issues or concerns about the conduct of staff 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.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the Supervisor and/or Executive Director - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation. 	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Executive Director. If the parents/guardians are still not satisfied with the response or outcome of an

issue or concern, they may contact the Board of Directors in writing. The Board of Directors will respond with a written response to the situation.

Parent and Visitors Code of Conduct (PR41)

We all have the right to be safe and feel safe in our child care centre communities. The Family Place Code of Conduct is compliant with the current Ontario Human Rights Code, the Occupational Health and Safety Act including Anti-Harassment/Anti-Violence legislation and the Child Care and Early Years Act. The Code of Conduct sets clear standards of behaviour that apply to all individuals involved in our organization including parents or guardians, volunteers, staff, and/or Board members. These standards apply whether they are on the organization's property or at The Family Place sponsored events and activities. See full policy on our website.

Emergency Management Policy and Procedure (PR40)

The purpose of this policy is to provide clear direction for staff and management to follow when responding to emergency situations. The procedures set out steps for staff to follow to support the safety and wellbeing of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

PR 40 - Emergency Management Policy and Procedures

Policy

The purpose of this policy is to provide clear direction for staff and management to follow when responding to emergency situations. The procedures set out steps for staff to follow to support the safety and wellbeing of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

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

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

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation. (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Off-Site Meeting Places

The following is our off-site meeting place in case of evacuation:

Milton Centre – Milton Leisure Centre, 1100 Main St E, Milton, ON L9T 6H7

Oakville Centre – Glen Abbey Recreation Centre, 1415 Third Line, L6M 3G2

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

Procedures

Phase 1 - Roles and Responsibilities of Staff During an Emergency

Lockdown

When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.

- 1) *The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.*

- 2) *Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.*

- 3) *Staff inside the child care centre must:*
 - *remain calm;*
 - *gather all children and move them away from doors and windows;*
 - *take children's attendance to confirm all children are accounted for;*
 - *take shelter in closets and/or under furniture with the children, if appropriate;*
 - *keep children calm;*
 - *ensure children remain in the sheltered space;*
 - *turn off/mute all cellular phones; and*
 - *wait for further instructions.*

- 1) *If possible, staff inside the program room(s) should also:*
 - *close all window coverings and doors;*
 - *barricade the room door;*
 - *gather emergency medication; and*
 - *join the rest of the group for shelter.*

- 2) *The Supervisor or her designate will immediately:*
 - *close and lock all child care centre entrance/exit doors, will place heavy curtain over doors attached to the school, if possible; and*
 - *take shelter.*

Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.

Hold & Secure

When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.

- 1) *The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.*

- 2) *Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.*

- 3) *Staff in the program room must immediately:*
 - *remain calm;*
 - *take children's attendance to confirm all children are accounted for;*
 - *close all window coverings and windows in the program room;*
 - *continue normal operations of the program; and*
 - *wait for further instructions.*

4) *The Supervisor or designate must immediately:*

- *close and lock all entrances/exits of the child care centre;*
- *close all blinds and windows outside of the program rooms; and*
- *place a note on the external doors with instructions that no one may enter or exit the child care centre.*

Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.

A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call, bomb threat or receipt of a suspicious package.

1) *The staff member who becomes aware of the threat or the Supervisor or designate must:*

- *remain calm;*
- *call 911 if emergency services is not yet aware of the situation;*
- *follow the directions of emergency services personnel; and*
- *take children's attendance to confirm all children are accounted for.*

A. *Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.*

B. *Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.*

2) *Bishop Reding Secondary School process*

- *Administration at Bishop Reding will call Milton centre*
- *Will inform the centre that we are on standby when they are still investigating threat*
- *Will inform the centre to look for articles that may be suspicious inside and outside our area of the centre*
- *Will inform the centre to evacuate*

3) *Heritage Glen Elementary School process*

- *Administration at Heritage Glen will call Oakville centre*
- *Will inform the centre that we are on standby when they are still investigating threat*
- *Will inform the centre to look for articles that may be suspicious inside and outside our area of the centre*
- *Will inform the centre to evacuate*

Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) *The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster*

is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

- remain calm;*
- gather all children, the attendance record, children's emergency contact information and any emergency medication;*
- exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;*
- escort children to the meeting place; and*
- take children's attendance to confirm all children are accounted for;*
- keep children calm; and*
- wait for further instructions.*

3) If possible, staff should also:

- take a first aid kit; and*
- gather all non-emergency medications.*

4) Designated staff will:

- help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and*
- in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.*
- If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe area and ensure their required medication is accessible, if applicable; and*
- wait for further instructions.*

1) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

Disaster – External Environmental Threat

An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.

1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

If remaining on site:

1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.

2) Staff must immediately:

- remain calm;*
- take children's attendance to confirm all children are accounted for;*
- close all program room windows and all doors that lead outside (where applicable);*
- seal off external air entryways located in the program rooms (where applicable);*
- continue with normal operations of the program; and*

- wait for further instructions.
- 1) The Supervisor or designate must:
 - seal off external air entryways not located in program rooms (where applicable);
 - place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and
 - turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).

If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.

Natural Disaster:

Tornado / Tornado Warning

- 1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.
- 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.
- 3) Staff must immediately:
 - remain calm;
 - gather all children;
 - go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;
 - take children’s attendance to confirm all children are accounted for;
 - remain and keep children away from windows, doors and exterior walls;
 - keep children calm;
 - conduct ongoing visual checks of the children; and wait for further instructions.

Natural Disaster:

Major Earthquake

- 1) Staff in the program room must immediately:
 - remain calm;
 - instruct children to find shelter under a sturdy desk or table and away from unstable structures;
 - ensure that everyone is away from windows and outer walls;
 - help children who require assistance to find shelter;
 - for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;
 - find safe shelter for themselves;
 - visually assess the safety of all children.; and
 - wait for the shaking to stop.
- 1) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
- 2) Once the shaking stops, staff must:

- gather the children, their emergency cards and emergency medication; and
 - exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
- 3) If possible, prior to exiting the building, staff should also:
 - take a first aid kit; and
 - gather all non-emergency medications.
 - 4) Individuals who have exited the building must gather at the meeting place and wait for further instructions.
 - 5) Designated staff will:
 - help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
 - In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
 - If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe area and ensure their required medication is accessible, if applicable; and
 - wait for further instructions.
 - 6) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Providing Additional Support for any Child or Adult who Needs it in Case of an Emergency

The Supervisor or designate will be responsible in retrieving any special medication that may be located outside of the classroom. Once everyone has left the premises, the Supervisor or designate will ensure the medication is given to either the Adult who requires their medication or to the teacher who administers medication.

Ensuring Children's Safety and Maintaining Appropriate Levels of Supervision During an Emergency

The Family Place ensures that all ratios are met throughout the day. Each staff member has 1 hour of planning per day and one 15 minute break. Staff who are on planning or on break will join the staff and children, increasing the level of supervision during an emergency. The Supervisor or Designate is always on the premises and if not the Executive Director is available to support the supervision.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the Executive Director/Supervisor or her designate must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.

- 3) *If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.*

Milton

List of Emergency Contact Persons:

Local Police Department: 911 or for non-emergencies 905 878-5511

Ambulance: 911

Local Fire Services: 911

Executive Director: Sandra Vieira

Board President: Allison McLean

Site Supervisor: Jennifer Courtemanche

Child Care Centre Site Designate: Bandita Khanal

Oakville

List of Emergency Contact Persons:

Local Police Department: 911 or for non-emergencies 905-825-4747 ext. 2205

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation

Chapter Two: Health, Safety and Routines

Child's Illness Policy (PR17) - see Covid policies as well

When a child becomes ill during his or her day at the child care, staff must determine the severity of the child's illness, the effects on the other children and the action that is needed. Our children's best interests are always foremost in the educator's decision process. We encourage everyone to make sure they have an alternate plan for their care if they become ill. See the full policy on our website.

Outside Play

Our playgrounds are inclusive, set-up to support all our children's abilities. In Milton, we have a separate play area for the Infants with artificial grass and sandbox. The Toddler and Preschool

playground has two climbing structures, a bike path, sand box and an artificial grassed area for building and reading.

Outside Play is a very important part of our program. Weather permitting, Infants, Toddlers and Preschool children go outside for about an hour in the morning and again in the afternoon. The School Age programs will go outside for at least 30 minutes each day. The educators will make the decision for their particular group, based on experience and training. Consideration as to the circumstances at their location and the time of day will be taken into account. The guidelines set out by the Public Health will be considered. Play times may be shortened in extreme conditions.

If your child is well enough to attend child care, he or she will be expected to go outside. Outside play, when your child is dressed for the conditions, is part of a healthy lifestyle. Fresh air and exercise contribute to the well-being of any person, and is an integral part of our program.

What to Wear

When you arrive in the morning, please have your child dressed for outside play, if your arrival occurs during your child's normal outside time. Once the rest of the group is ready it is difficult for an educator to be able to hold the whole group so that they can dress one child.

Always alert the educator to your child's arrival. Children must never be left unattended in the classroom, halls or playgrounds—regardless of age.

Children need to wear clothes in child care that allow them freedom to move about and have the independence of being able to dress themselves when appropriate. Jogging suits, pants with loose waistbands and easy-to-fasten closures are the best. Watch a group and see the confidence of a child who needs little adult assistance. One piece outfits, with zippers in the back or overalls with tight fasteners, frustrate a child who wants so much to "do it myself".

Each child, regardless of age, needs a change of clothes. Infants and Toddlers should have at least two complete outfits. Older children spill juice or slip in a puddle and need to be dry in their own clothes. If you are running low and haven't topped up, you will find a reminder note on your child's cubby. Please bring the change of clothes the next day. If your child does wear "Family Place" clothes home, please launder and return them as soon as possible. We have **few** extras.

Shoes are required and should have non-marking rubber soles. Party shoes are lovely but are too slippery for safe play and will not be allowed in the school gyms. Slippers do not provide enough support or traction for safe running and jumping. Outside, children need strong footwear that is seasonable, warm and dry. "Crocs" are not acceptable for outside play.

The winter brings many challenges to the child care centres. Please help us by assuring that your child has a snow suit that fits with extra room, warm boots, a hat that covers their ears, and

at least two pairs of waterproof mitts. Scarves or string on outside clothing are not permitted by the Board of Health. Neck warmers make an excellent substitute for scarves. Remember we go out every day, so please make sure your child is prepared for the weather.

Summer clothing needs to be considered carefully as well. Shorts and tee shirts, sun hats worn with a large enough brim to shade their face and ears, a jacket or sweater for chilly mornings and sturdy footwear are the ideal. Sandals fill with gravel and leave toes open for stubbing. No flip flops.

Sleep Safety Policy (PR33)

The Sleep Safety Policy is to ensure that all our children are supervised during their sleep time. This policy and procedure will be available on our website for parents to view prior to registering with The Family Place. During the enrollment process, the Supervisor will review with the parent(s), the child's sleeping arrangements and then throughout their child care at The Family Place. We will make the necessary changes within the guidelines of the Ministry of Education and within The Family Place Guidelines.

Drop-off and Pick-up

Children do best when they have a routine. Coming to the centre and being picked up at the same time each day is important. Even the Infants are aware of the routine times, and expect their parents at the same time each day. Older children are very aware and find it difficult to adjust to varying schedules. For this reason, we ask you to let us know if you are dropping your child off or picking up at a different time than usual.

Schedules - Our staff provide high quality programming throughout the day in many forms. The more formal programming (new cognitive concepts) are introduced between the hours of 8:30 a.m. - 10:00 a.m., with small group circles. We ask that parents drop off their children no later than 9:00 a.m. to ensure their children get the most of this special time prior to the classrooms going outside at 10:00 a.m.

In Milton, we ask that children in the Infant arrive no later than 9:00 a.m. in the morning. This allows them to settle in the playroom before lunch routine begins. Infants will not be accepted after 10:30 without the Supervisor's approval.

Appointments - Lunch is served between 11:15 - 11:30 a.m depending on the classroom. Washroom routine and naptime/rest time is scheduled between 12:00 to 2:30 p.m. Children sleep during this time, and it is very disruptive to these children when a child is brought into the program during this time. As per the CCEYA, ratios change to allow staff to have their lunch breaks during this time period. Parents, whose children have appointments throughout the daytime, need to be picked up before 11:15 a.m. and can return after 2:30 p.m. when sleep time is over. This ensures that all children are given the ability to have the best rest they can, to be ready for the afternoon programming of consolidating skills and reviewing on-going concept development.

Staffing - The staffing of the centres is based on the number of children in attendance. When your child hasn't arrived by their usual time and we have not heard from you, staff assignments

may be re-organized to better meet the needs of the whole centre. Therefore, please notify the centre by 9:00 a.m. of absence or a change in normal arrival time.

Emergency Contact - We require the name, address and telephone number of a **local** alternate. This person will be called to pick up your child if necessary, if we cannot contact you. Your alternate must bring Photo Identification when picking up your child.

If you send someone else to pick-up your child, you must inform the centre of the name of the person prior to pick-up. They will need to show photo identification. The name the parent gives us will be matched to the id. **No child will be dismissed to anyone other than their parent without photo identification and confirmation from the parent.**

Saying Good-bye, Still Saying Good-bye

The first few days will be a trying time for children and their families, but as the children realize that their parents will be back and that they have a busy and happy day ahead, they settle in and those good-byes get easier. For you parents it is not as easy. You may have left a crying child who will be tired and cranky at pick-up time. For you, it seems like a very sad situation..... envisioning your poor child, crying all day. What you haven't seen is the laughing and sharing, the joyful time during the day. Please rest assured, we will let you know if your child is unhappy. Relax and go about your day and call part way through, if you wish; we are happy to let you know how things are going and will be honest with you.

As time goes on, most children say good-bye comfortably but some still have a bit of trouble with their parents leaving. For these children, a prolonged good-bye only emphasizes the present sadness. You may think you are giving them extra comfort by staying longer or coming back for a second hug or kiss. If your child continues to fuss over a long period of time, you may need to do a reassuring but quick good-bye, allowing the child to become involved and busy more quickly. Remember it takes about 2 – 3 weeks to adjust to a new surrounding or event, this is for the child and the parents. Our staff has many years of experience in saying good-bye, they will be happy to give you some helpful hints along the way.

Home Time (PR12)

Your child will be excited to see you at the end of the day, but they are tired. They have had many experiences throughout the day that they want to share with you. Try to leave some time to spend with your child to look at their classroom and the white board which outlines the children's development. Take a moment and speak with the educator about their day.

The centres close at 6:00 p.m. This is a policy established by the Board of Directors. It is important that parents arrive with sufficient time to have their child organized to be out of the centre by 6:00 p.m. Try to arrive at the centre by 5:50 p.m. to allow your child the time to have a relaxing pick-up, starting your evening on a positive note. There is a late fee charged for anyone leaving the centre after 6:00 p.m.

Items from Home

Please discourage your child from bringing toys from home. They can get lost or broken and can create jealousy among the children. There is more than sufficient equipment and activities at the centres for all to have a wide variety with which to play. Several of the age groups have regular “show and share”, and can then bring one item from home. **Guns, war toys and any toy of destruction should never be brought to the centres.**

Day Trips – Off Premise Policy (PR31)

The Family Place believes that our children can bridge their exploration of the world around them by going on local walks around our neighbourhoods. We walk to parks, stores, community buildings, and splash pads, and go on field trips throughout the year.

We are lucky enough to have the opportunity to use splash pads near both our locations. There is no standing water at the splash pads.

We typically take a few field trips each year that require children to be bused. We accept parents on these trips, but they are never counted in the ratio. Parents are not allowed to supervise any children other than their own. It is up to the parents' discretion if they wish to drive their child to the facility or pick them up. We would need to be aware of this ahead of time, due to numbers on the bus. Children do not pay for entrance fees or bus fees. If parents want to join us, it is their responsibility to pay for their entrance fee. See our full policy on our website.

Chapter Three: Community Involvement

Students Placements and Co-ops

Part of the multi-generational approach of our centres, is the offering of our programs for students for both high schools and colleges in the area. High School students complete their Co-op placements and their volunteer hours at the centres. Colleges request placements for their students registered in Early Childhood Education Programs. We welcome the fresh new ideas these students bring.

School Community

Being located within two beautiful schools, both centres have the ability to access school facilities. At Bishop Reding Secondary School, the children are involved with the Parenting class, as well as, using the school gyms when available.

Since Heritage Glen is an elementary setting and many of our children attend both, interaction between the centre and the school is more frequent. We share special events, space and are involved in the Kindergarten programs.

The Supervisors have worked very hard with the School Administration, educators, custodians and the School Board. Being attached to the schools does lend to some compromises on our part. Please support us in respecting the relationship we have built with both schools.

Quality First

The Family Place participates in a developmental model in quality improvement in Halton Region, www.thrc.ca/quality-first. This initiative provides all licensed child care programs within Halton with this opportunity. Their mission statement is to facilitate positive, meaningful and sustained change in the design and delivery of quality child care and learning.

The Family Place holds the highest level of quality, a Level 3. Throughout the year, the centres evaluate the environment, themselves through self-reflection, and the child to educator relationships, as well as, workshops for professional development. The Quality First representative visits the centres a few times a year, supporting the centre, evaluating the programs.

Chapter Four – Bishop Reding – Location - Milton

Programs

The capacity of our new Milton child care centre is limited by the license issued by the Ministry of Education, through square footage of the centre.

10 Infants	from 3 to 18 months
15 Toddlers	from 18 months to 2 1/2 years
15 Toddlers	from 18 months to 2 1/2 years
24 Preschool	from 2 1/2 years to 3.8 years

Children enroll within the appropriate age group. It is the policy of The Family Place to have children move up to the next age group, based on age, developmental readiness, and **space availability in the group**. Children can move to the next group only when a space is available; we cannot exceed the group size listed above. Where there is no space, the child will remain in the younger group, and the educators will support the next stage of their development until the spot becomes available.

Infant Feeding Schedule

We are required to have written feeding instructions from parents of children under 12 months of age. The Family Place provides Homo milk and the meals are catered from Food for Tots. All other food for your Infant is supplied by you. Please label all containers and bottles. Update, in writing, your child's feeding schedule when changes occur. See full Nutrition Policy (PR28) on our website.

Diapering and Toilet Training

For the children that are in diapers, we ask parents to supply disposable diapers, creams and diaper wipes. If each child their own diaper wipes, we can further protect the hygienic changing of your child.

In the Toddler Room, the parents and the educator's will begin to look for signs of toilet readiness. They need to be able to go a length of time with a dry diaper, show interest in using the toilet and be able to pull their pants up and down. Loose clothing is essential to make it easier for the children to manage. Please bring numerous clothes and shoes for changing – there WILL be accidents. Once your wee one is ready for toilet training, you will be a big part of the exercise by following through with your child in underwear when at home. Children go to Preschool toilet training.

Cubbies

Each child has their own "cubby", a place in the hall to hang their coat and a shelf for their things. Notes and invoices are hung above your child's cubby. Your child's very precious art work will go in their cubby. They have worked hard on this art, please take it home regularly.

Rest Time

Children enjoy having a soft, cuddly stuffed animal and a blanket from home for rest time and we encourage you to bring them in. We do have sufficient bedding for all the children. Soothers are discouraged for both Toddler and Preschoolers.

The Family Place strives to accommodate parent's preferences during sleep time. In our Sleep Safety Policy, we outline that Supervisors will discuss with parents their child's sleep preference prior to starting at the centre and whenever there is a transition into another classroom.

Please keep in mind that we must follow the Ministry guidelines at all times. The Family Place will accommodate to the best of our ability keeping within the confines of the classroom design, the needs of the other children in the sleep room and the staffing ratios that must be adhered to for the entirety of the day. We will work with families the best we can. Please understand that there are many variables that go on during this 2 hour sleep period.

Infants sleep on their own schedules or after lunch as they begin to get ready to move to the Toddler room. Each Infant has his or her own crib. A blanket from home comforts them for sleep time. Soothers are kept for sleep time, as much as possible. It is difficult in the playroom to make sure soothers are not shared between friends. The educators in the sleep room must do a physical check of all the Infants in 15 minute intervals. This is recorded in the child's file.

Gates/Doors

For your child's safety, we ask that all gates and doors be opened and closed by an adult. Please encourage your children to let "mommies, daddies or educators" open them. This is for their own safety. This becomes a habit and helps create a safe environment.

The Family Place is a family, supporting each other, making it a wonderful and positive environment for children, families, and staff. Please come join us at The Family Place. We look forward to having your family as part of our family.

You can find all of our policies on our website at www.thefamilyplacechildcare.com.

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