



The Family Place

Parent Handbook

familyplace1982@gmail.com

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

You can click on any policy in this handbook which will take you to the full policy on our website.

Table of Contents

Chapter One – General Information

Chapter Two - Health, Safety and Routines

Chapter Three - Community Involvement

Chapter Four – Bishop Reding Location, Milton, your registration package will include supplemental info for your child's program day to day

Chapter Four-Heritage Glen Location, Oakville, your registration package will include supplemental info for your child's program day to day

Chapter One: General Information

The Family Place is a non-profit organization, run by a Board of Directors. It consists of two childcare 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.”

Board of Directors

The Board of Directors is a group of individuals who represent the community’s 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 via zoom. Generally, the meetings last about one to 1 hour. 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 2 years to 10 years of age (Grade 5). 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 childcare 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 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
- Always ensure supervision, 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 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 following 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 whiteboards
- 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, zoom 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 in a team approach
- 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, Quality Engagement.
- 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 allows the centres to assess potential employees.

Child Development

- Acknowledge that children's actions and ideas are key to their growth and to the educator's growth. Using 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 parents, 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 parents 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 to 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 neighborhoods, local wildlife, picnics and arranged water park days.
- As both our centres are in schools, allowing The Family Place to feel a part of their community.

Support staff who interact with children at a childcare 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 educator's growth. Using 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 neighborhood 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

Behavior 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.

- Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.
- Transitions, children are given notice prior to a transition.
- Positive Social interactions with children, families and staff.

-Self-regulation offers children time to absorb their surroundings, acknowledge their feelings, offer fidget toys and quiet areas for children to relax. Looking 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 each other *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 childcare 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 Behaviors

In cases where behaviour is non-compliant 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 behaviors continue, the child may be asked to leave childcare. This decision will be made by the Executive Director, only after a behaviour plan has been given a reasonable try.

[AODA link P33 & P34-click for link](#)

AODA refers to the Accessibility for Ontarians with Disabilities Act, a provincial law in Ontario, Canada, designed to make the province barrier-free. It requires nonprofits to create accessibility standards for goods, services, facilities, employment, and buildings to prevent and remove barriers for people with disabilities. The act mandates training and policy development, with specific requirements for areas like customer service, information and communication, and transportation.

[Workplace Violence, Harassment, and Sexual Harassment Policy P24-click for link](#)

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:

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 in 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:

[Nutrition Policy PR28-click for link](#)

We follow the recommendations set out in Health Canada's *Eating Well with Canada's Food Guide* and *Nutrition for Health Term Infants*. **Wholesome Foods** supplies our children with nutritious hot lunches, approved by a registered dietician.

We don't allow 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/allergy 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 Supervisor/Executive Director. The caterer requires two days' notice to make any changes.

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 always with them. Staff are responsible for reviewing and following through with food restrictions.

Individual Anaphylaxis and Medical Plans

[Anaphylaxis Emergency Alert Plan and Policy PR27 click for link](#)

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 always with the child.

Some of our children and staff are allergic to certain foods, medicines, insects and latex. When they encounter these items, they have a severe allergic reaction. When a family comes to us acknowledging that 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

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 always with the child.

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 support 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 always with the child.

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 children'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 click to link](#)

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 adhere to 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:

[Progressive Discipline Policy \(A17\) Click to link](#) & [Termination Policy \(A19\) click to link](#)

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. With each violation or apparent problem, the employee will be provided with a written

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.

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 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 progress.

[Inclusion Policy \(PR26\) click to link](#)

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. Please review the policy for Halton Region 3-Tiered Services.

[Volunteer and Student Supervision \(PR25\) click for link](#)

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 always supervised by a designated employee. 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.

[Waitlist, Admission, Withdrawal Policy \(PR34\) click to link](#)

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.

Hours:

Both centres operate from 7 a.m. to 6 p.m. Monday through Friday, all year long, except for statutory holiday, Christmas Break closures and any additional closures approved by the Family Place Board.

Exceptions, School Age in Oakville (see The Family Place Year Calendar on our website and centre foyer) The school-age program closes for the winter break as outlined by the School Board break closure. [Hours of Operation \(PR02\) click to link](#)

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

[New Year's Day, Family Day, Good Friday, Easter Monday \(Oakville Sacc\)](#)
[Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day,](#)
[Christmas Day, Boxing Day](#)

The Family Place childcare centres are closed from Christmas Eve to New Year's Day, these dates are subject to change with the School Boards closure schedule.

Inclement Weather: The centres may need to close for inclement weather or where safety cannot be ensured. 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 Departure Policy \(PR29\) click to link](#)

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 childcare centre as expected, as well as steps 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.

Canada Wide Early Learning Child Care (CWELCC)

The Family Place opted into the Canada Wide Early Learning Child Care (CWELCC) system in 2022. We will continue to lower the fees according to the CWELCC mandate.

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>

Childcare Parent Fees [Policy \(PR12\) click to link](#)

Invoicing and Payments

Childcare fees are set either by CWELCC or by the Board of Directors depending on the program. Infant, Toddler, Preschool and JK/SK programs up to 6 years of age are set by the Provincial government through CWELCC. School Age programs from 6-10 years of age are set according to the ongoing operational costs reviewed annually or on an “as-needed” basis.

All invoices are sent on the first of each month automatically and are due no later than the 15th. Fees are paid by (electronic funds transfer (EFT). Failure to pay on or before the 15th will incur a \$50.00 late payment charge on your next month’s invoice

You will receive a reminder via email regarding your unpaid invoice, which will need to be paid that day. Failure to pay immediately could result in either pause or termination of your childcare.

It is the responsibility of the client to inform the centre supervisor if an invoice has not been received.

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 exception 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.

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.

Families may qualify for a partial or full government subsidy for childcare services through Halton Region that is directed from guidelines set out by the province. The region determines eligibility using an income test. If a family overpays due to change in subsidy or receiving subsidy, an e-transfer of the difference will be sent to the family member who pays the monthly invoices.

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’s information with written instructions on registering 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 as outlined in the email confirmation sent. 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 childcare 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 prepare the registration package, which will need to be completed and returned within the guidelines outlined in the email. Where one month of withdrawal notice is given, this deposit will be reimbursed via an e-transfer to the parent who makes the monthly payments, once their account is clear. A subsidized client is still required to give 1 months' notice. School Age clients who terminate care between July 1 and Aug 31 will not receive their security deposit.

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 next month's invoice. The late parent will be required to sign the Late Book. The amount of the Late Pickup Fee will be paid directly to the staff. Parents who are late picking their child up, three times within a ninety-day period, will be contacted by the Supervisor to discuss an alternate pick-up plan. If the child is picked up late, three times after the new arrangement, childcare may be terminated.

[Financial Policy \(A18\) click to Link](#)

[Police Vulnerable Sector Check Policy \(P12\) click to link](#)

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 center's, 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 events, 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 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.

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 to other families must be approved by the Centre Supervisor, before it can go out. Each program in Milton and Oakville have emails, parents are encouraged to send messages directly to your child's classroom email. This can be found in your enrollment package.

Partnerships

It is important for everyone at The Family Place to understand the role of partnership that exists at our centers.

Families: A strong relationship between the families and our educators contributes to high quality care for the children. Your input and feedback are important to us. We will endeavor to adapt the program, where possible, around the family's needs and concerns.

Licensing: Ministry of Education, Child Care

Quality/Development: The Halton Resource Connection, Quality Engagement, Region of Halton Inclusion Services, ROCK, Speech and Language.

Health and Safety: Region of Halton Health Department, Halton Region Fire Department
The above services provide support and guidance to our programs as well as accountability.

Dismissal Policy (PR32) [click to link](#)

The Family Place endeavors 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) [click to link](#)

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

Parent and Visitor Code of Conduct (PR41) [click to link](#)

We all have the right to be safe and feel safe in our childcare 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 (PR 40) [click to link](#)

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.

Chapter Two: Health, Safety and Routines

Child Wellnes Policy ([PR 17](#)) [click to link](#)

When a child becomes ill during his or her day at childcare, 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.

Outside Play

Our playgrounds are inclusive, set-up to support all our children's abilities. 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 group, based on experience and training. Consideration as to the circumstances of their location and the time of day will be considered. 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 childcare, 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.

Risky Play

In conjunction with the Ministry of Education – Child Care and Early Years Act - Risky play can have many different forms but ultimately it is about giving children the space to build confidence and test their capabilities on their own terms.

- Play with heights (where there is a risk of falling)
 - Play with high speed (situations involving uncontrolled speed and pace potentially leading to collision with people or objects)
 - Play with dangerous tools (where there is a risk of minor injury)
 - Play near dangerous elements (involving the possibility of falling into or from something)
 - Rough and tumble play (where children can harm each other)
 - Play where children can hide or be out of the sight of adults
-
- Have realistically high expectations of children's capabilities and make informed decisions about when to stand back or when to intervene.
 - Develop shared understandings and expectations in relation to acceptable risks Develop a positive attitude towards challenge and uncertainty
 - Develop a language to talk about risk and safety that supports children in gradually taking responsibility for their own safety
 - Teach each child skills that help them to do things safely

Sleep Safety Policy ([PR33](#)) [click to link](#)

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 childcare 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.

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.**

Day Trips – Off Premise Policy (PR31) [click to link](#)

The Family Place believes that our children can bridge their exploration of the world around them by going on local walks around our neighborhoods. We walk to parks, stores, community buildings, and splash pads. We are lucky enough to have the opportunity to use splash pads near both our locations.

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 schools, both centers 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 the majority of our children attend both, interaction between the centre and the school is more frequent. We share space and are involved in the kindergarten programs.

Chapter Four, Part A – Bishop Reding, Milton

Included in your registration package you will receive a supplemental page of information and notes pertaining to the group your child will be in, Infant, Toddler or Preschool. We encourage you to keep this as a reference.

Programs

The capacity of the Milton childcare 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, ratio 1:3
- 15 Toddlers from 18 months to 2 1/2 years, ratio 1:5
- 15 Toddlers from 18 months to 2 1/2 years, ratio 1:5
- 24 Preschool from 2 1/2 years to 3.8 years, ratio 1:8

January 1, 2026

Based Fees per day

Infant	22.00
Toddler	22.00
Preschool	22.00

Non-Based Fees

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

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 their current group, and the educators will support the next stage of their development until the spot becomes available.

Safe School

Keypad Entry: Keypads are located at entrances 17 and 20. Access is limited to parents and families who are enrolled in the program. The keypad is active from 7:00 am to 6:00 pm only. The code will be provide to you with your enrollment package.

Gates/Doors

For your child's safety, we ask that all gates and doors be opened and closed by an adult. This is for their own safety and becomes a habit and helps create a safe environment.

Nutrition:

We are required to have written feeding instructions from parents of children under 12 months of age. 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.

Infant and Toddler Sleep Policy. The Sleep Safety Policy is to ensure that all children are supervised. During the enrollment process, the Supervisor will review with the parent(s), the child's sleeping arrangements. [Sleep Safety Policy \(PR33\) click to link](#). Soothers are allowed in the Infant program during nap time only.

Toddlers and Preschool are allowed to bring a soft sleep toy and blanket from home.

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 has their own diaper wipes, we can further protect the hygienic change of your child.

In the Toddler Room, the parents and the educators 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 little 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 trained, as the layout of the classroom and washroom does not allow the ability to have a diaper change station as per the CCEYA (Child Care and Early Years Act).

Chapter Four, Part B – Heritage Glen, Oakville

January 1, 2026

Based Fees per day

Preschool	22.00
JK/SK Before School	12.00
JK/SK After School	12.00
JK/SK Before & After School	15.11
JK/SK Full Day	22.00
School Age Before School	13.10
School Age After School	23.88
School Age Before & After School	33.28
School Age Full Day	52.84

Non-Based Fees

Late Pick-up 30.00, every 15 minutes after 6:00 p.m.

Late payment fee, 50.00 after nonpayment of fees after the 15 of month.

Fees for the School Age Program 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.

The **capacity** of the childcare centre is limited by the license issued by the Ministry of Education.

16 Preschool-from 2 1/2 years to 3.8 years (This program can take a limited number of 2year olds)
13-20 JK/SK Before, After, Before and After and PD Day School Program-from 4 to 5 years of age
60- (30 per room) School Age Program Before, After, Before and After and PD Day School Program-
from Grade 1 – Grade 5.

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 teachers will support the next stage of their development until the spot becomes available.

P.D. Days and School Holidays

Full day childcare is available for all P.D. days and March Break. Parents of the Kindergarten and School Age programs MUST sign their children up for this additional service and full day fee will be invoiced.

Parents are sent an email one month prior to the date. Two weeks prior, all children signed up will be charged regardless of attendance. Our experienced staff work in advance to plan exciting full day programs. At the beginning of each term (September), The Family Place will send out a school year calendar outlining the days we do and do not offer care.

Bagged lunches: On P.D. days and March Break, parents provide their child's lunch, and The Family Place will provide snacks. It is important that your child's lunch provides healthy food choices and of course, **NO PEANUTS OR TREE NUTS**. Children are discouraged from sharing food or drinks due to allergies and hygiene.

We do not offer summer care for children currently enrolled in JK to Gr 5. You are not billed and your spot will be held until the next school year if