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# EYET Early Learning Centre Parent Handbook



*This Parent Handbook was last updated: September 2024*

**EAST YORK EAST TORONTO FAMILY RESOURCES**

947 Queen Street East, Toronto, ON · M4M 1J9 · 416-686-3390 phone · 416-686-8282 fax · [www.eyetfrp.ca](http://www.eyetfrp.ca)

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## Welcome to EYET Early Learning Centre

East York East Toronto Family Resources (EYET) is a not-for-profit multi-service community agency delivering a wide range of programs and services to families across the city. At EYET, we are committed to providing high quality licensed child care and hope that you will find your experience in our centre to be a positive and enriching one for you and your child.

Please take some time to review this handbook and complete all the necessary documents. If you have questions or need assistance, please don't hesitate to contact us. And again, welcome!

### **EYET EARLY LEARNING CENTRES**

#### **EYET Early Learning Centre - Annie's Place**

School: Secord Public School

101 Barrington Ave., Toronto, ON, M4C 4Y9

Phone: (416) 396-2454

E-mail: [anniesplace@eyetfrp.ca](mailto:anniesplace@eyetfrp.ca)

**AGES:** Preschool (2.5-4yrs), Kindergarten (JK/SK) and Schoolage (6-9 yrs)

Hours of Operation: 7:00 a.m. – 6:00 p.m.

#### **EYET Early Learning Centre – Crescent Town Centre**

2A The Market Place, Toronto, ON M4C 5M1

Phone: 647-696-4777

E-mail: [ctcentre@eyetfrp.ca](mailto:ctcentre@eyetfrp.ca)

**AGES:** Infant (3 months –1.5 yrs), Toddler (1.5–2.5 yrs),

Preschool (2.5–4 yrs) and Schoolage (6-9yrs)

Hours of Operation: 7:00 a.m. – 6:00 p.m.

#### **EYET Early Learning Centre – Crescent Town School**

School: Crescent Town Elementary School

4 Massey Square, Toronto, ON M4C 5M9

Phone: 416-690-0349

E-mail: [ctelc@eyetfrp.ca](mailto:ctelc@eyetfrp.ca)

**AGES:** Toddler (1.5–2.5 yrs), Preschool (2.5–4 yrs),

Kindergarten (JK/SK) and Schoolage (6-9yrs)

Hours of Operation: 7:00 a.m. – 6:00 p.m.

#### **EYET Early Learning Centre - Tom's Place**

School: St. Paul Catholic School

80 Sackville St., Toronto, ON, M5A 3E5

Phone: (647) 258-9794

E-mail: [tomsplace@eyetfrp.ca](mailto:tomsplace@eyetfrp.ca)

**AGES:** Toddler (1.5–2.5 yrs), Preschool (2.5–4 yrs) and Kindergarten (JK/SK)

Hours of Operation: 7:00 a.m. – 6:00 p.m.

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## **Hours of Operation:**

The Centre will be open Monday to Friday from 7:00 a.m. to 6:00 p.m. and remains open on all P.A. days, March Break, Winter Break and Summer Vacation.

The EYET Early Learning Centre will be closed on the following statutory holidays:

**New Year's Day**

**Family Day**

**Good Friday**

**Victoria Day**

**Canada Day**

**Civic Holiday**

**Labour Day**

**Thanksgiving Day**

**Christmas Day**

**Boxing Day**

The Centre will close early (3 p.m.) on Christmas Eve and New Year's Eve.

## **POLICY REVIEW**

EYET Early Learning Centres, as part of our admission procedures, requires parents/guardians to review the following policies, in full, prior to their child(ren) enrolling in our programs:

- Admission and Discharge Policy
- Program Statement
- Students and Volunteers Policy
- Supporting Self-Regulation through Positive Interactions
- Health and Wellness Policy
- Safety Policy
- Child in Need of Protection Policy
- Reportable Incidents Policy
- Inclusion and Access
- Anti-Racism, Access and Equity Policy (including responding to incidents)
- No Smoking Policy
- Complaints by Non-Employees Policy

## **THINGS PARENTS/GUARDIANS NEED TO KNOW**

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

EYET is participating in the CWELCC program which supports quality, accessibility, affordability and inclusivity in licensed child care. For more information regarding our fees, you will find a centre specific fee schedule below which includes Pre-CWELCC fees, CWELCC Base Fees (mandatory) and Non Base Fees (optional). Please note that CWELCC fees, do not apply to School-age Programs, once your child has turned 6 years of age; under 6 years your child(ren) will continue to pay the Kindergarten Pre-CWELCC fee. For additional information, please contact the centre supervisor for the centre your child(ren) are enrolled in.

<b>Annie's Place</b>		
Located within: Second Elementary School		
<b>Program &amp; Age Group</b>	<b>2024 Pre-CWELCC Fee</b>	<b>2024 CWELCC Base Fee</b>
Preschool (2.5 to 3yrs)	\$48.00	\$22.68
Kindergarten Instructional Days (4 to 5yrs)	\$28.50	\$13.47
Non-Instructional Days (PA Days/Breaks)	\$34.50	\$16.30
School-age Instructional Days (6 to 10yrs)	\$28.50	N/A
Non-Instructional Days (PA Days/Breaks)	\$34.50	N/A

<b>Crescent Town Centre</b>		
Located at: 2 The Market Place		
<b>Program &amp; Age Group</b>	<b>2024 Pre-CWELCC Fee</b>	<b>2024 CWELCC Base Fee</b>
Infant (3mths to 1.5yrs)	\$88.10	\$41.63
Toddler (1.5 to 2.5yrs)	\$73.50	\$34.73
Preschool (2.5 to 3yrs)	\$59.50	\$28.11

<b>Crescent Town School</b>		
Located within: Crescent Town Elementary School		
<b>Program &amp; Age Group</b>	<b>2024 Pre-CWELCC Fee</b>	<b>2024 CWELCC Base Fee</b>
Toddler (1.5 to 2.5yrs)	\$71.65	\$34.73
Preschool (2.5 to 3yrs)	\$59.50	\$28.11
Kindergarten Instructional Days (4 to 5yrs)	\$27.50	\$12.99
Non-Instructional Days (PA Days/Breaks)	\$33.50	\$15.83
School-age Instructional Days (6 to 10yrs)	\$27.50	N/A
Non-Instructional Days (PA Days/Breaks)	\$33.50	N/A

<b>Tom's Place</b>		
Located within: St. Paul Catholic Elementary School		
<b>Program &amp; Age Group</b>	<b>2024 Pre-CWELCC Fee</b>	<b>2024 CWELCC Base Fee</b>
Toddler (1.5 to 2.5yrs)	\$70.00	\$33.08
Preschool (2.5 to 3yrs)	\$45.50	\$21.50
Kindergarten Instructional Days (4 to 5yrs)	\$29.00	\$13.70
Non-Instructional Days (PA Days/Breaks)	\$35.00	\$16.54

<b>Non- Base Fees for all EYET Centres</b>	
NSF Non Base Fees (when a cheque for fee payment is returned)	\$25.00
Late Non Base Fees	\$5.00/first 5 minutes after 6:00pm and then a \$1.00/minute

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### **EYET's Wait List Policy and Procedures (Section 5.1.1)**

When families express an interest in an EYET Early Learning Centre for their child(ren) relevant information is added to the Centre's waitlist, based on the date of inquiry. There is no fee required to be on the waitlist. The waitlist will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but allows the position of a child on the list to be ascertained by the affected person and families. The Supervisor maintains and updates the waitlist regularly and as needed.

The following information is gathered and recorded for the waitlist:

- 1st Date of Inquiry
- Proposed Start Date
- Child's Name
- Child's Date of Birth
- Parent(s)/Guardian(s) Name(s)
- Contact Information (phone & email)
- Subsidy Information (file #, status, caseworker, fee), if applicable
- Additional Information about the child and family (special needs & supports, allergies, language(s), restrictions etc.)
- Referral Information
- Follow-up communication notes

The Supervisor contacts families when spaces become available based on the waitlist. Families are then given a timeframe of two business days to respond, before the Supervisor moves on and contacts the next family on the waitlist. Upon three documented attempts being made to contact a family, without any response, the family will be notified and removed from the waitlist.

Prior to admitting Kindergarten and School Age children, the Supervisor will confirm that the child(ren) are registered and/or enrolled in the school, in which the centre operates.

### **Admission Process (Policy 5.1 Admission and Discharge: Section 5.1.2)**

Upon acceptance of a space the family will meet with the child care Supervisor to undergo an orientation session which includes a tour of the centre, meeting staff, review of the Parent Handbook, the development of an individual support plan and an opportunity for parents to ask questions about the centre and/or organization. Parents will be required to complete all of the necessary registration documents contained within the Registration Package. A start date and transition plan will be established. During either the initial orientation session, or a follow-up visit the child is required to visit the centre.

When admitting subsidized families, the Supervisor will be required to receive confirmation of the start date, program placement and daily assessed fee from a Children's Services caseworker prior to enrollment.

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When admitting a new family, staff will ensure the following is done;

- Family is provided a Registration Package which includes:
  - Welcome Information Package (site-specific)
  - Parent Handbook
  - Registration Forms
  - Policy Package (for parent review)
- Opportunities for Parent and Family involvement are discussed
- An Enrollment Transition Schedule & Tip Sheet will be provided and discussed

EYET Staff will ensure that families are aware that the following policies and procedures are displayed publicly and are available for review:

- Admission and Discharge Policy and Procedures
- Anaphylaxis Policy
- Access and Equity Policy including Anti-Racism, Anti-Bias and Inclusion
- Supporting Positive Interactions and Behaviour Policy
- Child in Need of Protection Policy
- Health and Wellness Policy
- No Smoking Policy
- Parent Participation Policy
- Program Statement
- Reportable Incident Policy (including Serious Occurrences)
- Sun Safety and Smog Alert Policy and Procedures

#### **Financial - Fees (Policy 5.1 Admission and Discharge: Section 5.1.4)**

Parents will receive a monthly invoice the week prior to the start of a new month. Parents/guardians are expected to make their monthly payment by the 1st enrollment day of each month. Postdated cheques are a preferred method of payment; however other payment methods will be accepted. Fees are paid for Monday to Friday, all year round, including statutory holidays. This includes: absences due to illness, vacation (see section 1.3.4 - vacation and sick days of the Arrival and Departure Policy) and other days that the child is not in attendance. This applies to both subsidized and full fee paying families.

#### **Admission/Transfer Process (Policy 5.1 Admission and Discharge: Section 5.1.5)**

EYET child care Supervisors and/or designates administer and follow standard admission and withdrawal policy procedures for all families. Access is based on first come first serve basis. Besides, first come first serve basis priority is placed on siblings of children currently enrolled in EYET programs and families residing within the school boundaries.

Any family can request an internal transfer within any of EYET's licensed childcare centres, because of a child aging out of their current centre and/or changing their home

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school registration. Any such transfer request will not require any notice period or be considered a termination of service, discharge, or withdrawal.

### **Withdrawal Process (Policy 5.1 Admission and Discharge: Section 5.1.6)**

EYET childcare Supervisors and/or designates are required to follow the withdrawal process which requires a written notice and any supporting documentation in case the family is asked to leave or if in case admission has been denied due to the centre's inability to accommodate the child's needs.

Parents are expected to provide the Supervisor with a minimum of two (2) weeks written notice of withdrawal.

### **Things to have available for your child:**

- A complete change of clothing, labeled with your child's name. (Accidents do happen and children actively involved in play may get dirty and/or wet throughout the day).
- A blanket for sleep-time. The blanket should be labeled with your child's name and taken home weekly to be washed and brought back on Monday morning.
- Indoor and outdoor footwear (closed toe with ankle support).
- Water bottle, labelled with your child's name.
- Sunscreen, labelled with your child's name.
- Clothing appropriate for the weather.
  - **Spring/Summer/Fall suggestions**– *wide-brimmed hat, sun glasses, rain boots, rain coat, running shoes, umbrella*
  - **Winter suggestions** – *snow boots, snow pants, winter jacket, mittens/gloves, neck warmer, winter hat, warm clothing, extra socks*
- Diapers, wipes, and non-medicated diapering products (if applicable)

For Infants, please ensure you also bring the following:

- Bottles – pre-filled with milk and/or prepared formula
- Baby Food and/or cereal to be prepared onsite

### **Personal Items Brought From Home**

Children are permitted to bring items from home; it supports the child's positive self-image and creates learning opportunities for the child and others. All items brought from home should be labelled with your child's name. Parents/guardians are asked to check in with their child's educator to ensure the item is age and developmentally appropriate for its intended use. EYET employees will develop playroom rules, in collaboration with the children and parents/guardians, regarding items brought from home.

### **Arrival Procedures (Policy 5.2 Arrival and Departure: Section 5.2.6)**

EYET Early Learning Centre educators will greet each family upon arrival and ensure children's arrival time is accurately recorded on the daily attendance. To support a

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positive start to the day, parents/guardians are encouraged to share information about their child's health and well-being, which helps educators complete, required Daily Health Checks for each child. This exchange of information is important because it aids the educators in supporting your child's individual needs for the day.

Parents/guardians are expected to exchange verbal acknowledgement of the child's arrival and departure with the employee(s) who will receive the child into their care, or release the child from their care. If an educator is otherwise occupied and cannot attend to the parent/guardian, acknowledgement can be made through an exchange of eye contact and body gestures to indicate the child has arrived or is leaving.

### **Absenteeism Procedures (Policy 5.2 Arrival and Departure: Section 5.2.3)**

We recognize that children may be absent from program from time to time. In such cases, parents are required to notify the relevant EYET Early Learning Centre before 10:00 a.m. if their child will be absent on any given day, for any given reason. Notification can be given verbally in person, over the phone, or in written form.

EYET staff will contact parents of any child who is absent, by 10:00 a.m. for whom we have not received notification, to verify the reason for the child's absence and follow the below procedures:

- The staff in the classroom will inform the supervisor and contact the child's parent/guardian immediately by phone.
- If there is not an immediate response, staff will call a few more times within 15 minutes, leaving a message each time until an adult respond and confirm the child's absence.
- Once the child's absence has been confirmed, program staff will document the child's absence in the daily attendance sheet.
- If the program staff is not able to reach an adult to confirm the child's absence, the supervisor will be informed, and will then report to the police non-emergency line accordingly.

During instructional days, Kindergarten and School-age group children who are not in attendance by 10:00 a.m. will be addressed through the Toronto Region School Boards' safe arrival program. During non-instructional days, the above procedures will apply and be followed for both age groups.

### **Pick-up Procedures (Policy 5.2 Arrival and Departure: Section 5.2.6)**

All EYET Early Learning Centres close at 6:00 p.m. each day. It is helpful if parents/guardians arrive a few minutes before, to allow enough time to gather belongings, put on outdoor clothing, and engage with your child's educator about his/her day, before exiting the centre.

Children will only be released to individuals that the parent/guardian has authorized. Every individual, including parents/guardians, should ensure they have a piece of photo identification ready to present to educators upon request. If an educator is not familiar

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with a parent/guardian or authorized pick-up, they will request to see photo identification, as per our Arrival and Departure Policy. All individuals authorized to pick up your child must be at least 16 years old.

Late pick-ups are discouraged. Parents/guardians are expected to make alternate arrangements to ensure their child is picked up no later than 6:00 p.m. If in the event an alternate arrangement cannot be made, parents/guardians should notify the centre immediately. Your child will be adequately supervised and engaged while awaiting pick up. Parents/guardians will be charged a Late Pick-Up Fee of \$5.00 up to and including the first 5 minutes and then \$1.00 per minute after that. All late pickups will be documented in the Late Pick-Up Log.

Where a child has not been picked up as expected (before the centre closes) and where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the following procedure will be followed:

- After 15 min. staff will inform the supervisor and proceed to contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.
- Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian.
- Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact the emergency contact, wait until program closes and then refer to procedures under EYET's "Late Pick-up".

If a parent/guardian is late for pick-up, EYET educators will make every effort to contact the child's emergency contacts and authorized pick-ups. If an EYET educator was not able to make contact with a parent/guardian and the child remains at the centre until 7:00 p.m., EYET educators are required to contact the applicable Child Welfare agency (i.e. Children's Aid Society, Catholic Children's Aid, Jewish Family and Child, Native Child and Family Services). A notice will be posted on the centre's door if a child welfare worker or an authorized pick-up person picks up the child before a parent/guardian arrives, identifying the individual and contact information. This situation would be considered a Serious Occurrence and would be reportable to the Ministry of Education as in accordance with EYET's Reportable Incident Policy.

### **Children's Cubbies**

Each child enrolled in an EYET Early Learning Centre will have an individual cubby for the storage of their personal belongings. Your child's cubby will be labelled with his/her

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name and photograph. Please ensure you play your part in keeping the cubby area tidy by taking home children's artwork, notices, and any other items no longer required to be stored.

### **The Daily Schedule**

Each playroom will have posted a Daily Schedule which outlines the flow of activities, transitions and routines throughout the day. Each playroom will also have a posted Program Plan. Children will be engaged in planned and spontaneous learning experiences throughout the day.

### **Absenteeism**

A holiday survey will be completed for March Break, Summer Vacation and Winter Break prior to the beginning of the break to determine the number of children who will/will not be attending to ensure appropriate staffing is arranged.

Full fee paying families may take any number of absent days during the year. In order to maintain their childcare status they are required to pay for all days of absence. Families receiving full or partial subsidies may utilize a maximum of 35 absent days per year as per Toronto Children's Services Attendance Policy. This includes sick days and vacation days. Any days taken in excess of the allotted 35 days must be paid at the full fee rate. The Supervisor will periodically inform families receiving fee subsidies of the number of absent days they have used and how many they have left for the year. Ideally, parents/guardians should be informed both when they have used 50% and 75% of their 35 eligible absent days.

### **Fee Structure**

Parents/guardians will receive EYET's full Admission and Discharge Policy, which outlines the registration process, fees, and fee payment. Please see the accompanying information booklet specific to your child's Early Learning Centre, for updated Public Fees.

Fees are payable by the first day of each month, for both subsidized and full fee paying families. Cheques are payable to **EYET**.

### **Parent/Guardian Participation and Communication**

EYET Early Learning Centres are committed to a philosophy of parent/guardian involvement. The essence of a good relationship between the family and the Centre's educators is ongoing communication. It is only by working together that the parents/guardians and educators can provide the best environment and experience for all children at EYET Early Learning Centres.

EYET recognizes the importance of strong communication and strives to implement the Principles of Family Support. EYET educators are expected to respond to parents/guardians' questions and concerns in a polite and professional manner. Daily attempts should be made to build on child and parents/guardian strengths. Matters

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concerning the administration of the program should be forwarded to the Supervisor. In such cases, EYET educators should inform the parents/guardians that the Supervisor will reply to the family regarding their concerns or questions.

Parents/guardians are invited to participate in programs and events, volunteer on planned trips and outings and share personal stories such as cultural heritage, hobbies, and career with the educators and children. This can happen in a number of ways including:

- Ongoing daily communication
- Volunteering for field trips, neighbourhood excursions, and enrichment opportunities
- Participating in various fundraising initiatives related to the centre and/or school
- Spending time in programs engaging in open-ended activity with children and educators
- Dropping suggestions into our suggestion box
- Participating in surveys and reading newsletters sent out by the centre
- Attending and participating in special events held in the centre, school and/or community
- Sharing observations and having discussions with EYET educators related to their child's growth and development
- Attending and contributing to Resource Consultation meetings (re: goal planning)

### **Students and Volunteers**

EYET is committed to providing a safe and nurturing environment for all children.

It is the responsibility of the agency to ensure that every child is supervised by an EYET educator at all times. EYET will ensure that only EYET educators will have direct unsupervised access to children. Students and Volunteers will never be left alone with the children.

EYET will ensure that all non-educators such as volunteers and students adhere to the policies, screening and supervision that are expected of EYET educators.

### **Keeping Your Child's Records Up-to-Date**

Parents/guardians are required to notify the centre when there are any changes or updates to their child's Vital Information Report, immunization record, Individual Support Plan, allergies, food restrictions and medical conditions, as well as any other additional information parents/guardians wish to share.

### **Health/Illness**

Parents/guardians will receive and review EYET's full Health and Wellness Policy, which identifies symptoms of illness, reporting illness, administering medication, and procedures for ensuring the overall health and wellness for everyone. In general,

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children should be well enough to attend and participate fully in our programs, and should be free of fever, vomiting and diarrhea, for 24 hours before returning to care after the onset of illness.

### **Nutrition**

A nutritious, balanced lunch and a minimum of two snacks are provided to children on a daily basis. Centre by a contracted catering company. All menus are reviewed and approved by a licenced dietitian annually and are in accordance with Canada's Food Guide. All food prep areas are approved by Public Health for food preparation. EYET employees receive training in safe food handling practice. Children's dietary needs, allergies and restrictions are taken into consideration when planning menus, food substitutions and alternatives that will be provided to the children are similar to and of equal nutritional value to, the original menu item. Children's dietary needs and allergies are posted in the classrooms, common areas and kitchen.

Weekly menus, including snacks and meals are posted on the centre's information board, and parents are given a copy during registration.

Food from home is permitted in EYET Early Learning Centres because EYET respects the individual needs of children and their families, and their cultures. Food must be in containers with lids and be clearly labelled with the date, child's name and a list of the ingredients, and stored in accordance to EYET's Nutrition Policy on safe food storage. Any food brought in from home MUST be free of peanut and/or nut products.

### **Nut, Latex and Fragrance Free Environment**

EYET Early Learning Centres will make every effort to ensure the Centre is a nut, latex (including balloons) and fragrance free environment. Many children and staff have severe and even life-threatening responses when exposed to these allergens. In order to reduce the risk of exposure to these allergens, parents/guardians are encouraged to monitor ingredients when preparing food for pot-lucks and special occasions and to use fragrance-free products.

### **Safety**

Parents will receive EYET's full Safety Policy, which outlines roles, responsibilities and procedures to respond and maintain required documentation of incidents, injuries and emergencies, as well as the practices and procedures to protect the health, safety and well-being of children in the centre.

Parents will also receive EYET's full Emergency Management Policy, which outlines the roles, responsibilities and procedures to respond to an emergency and procedures following such an emergency.

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

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

Educators will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, the centre supervisor (or designate), the manager responsible for the business unit and/or Executive Director will provide direction to educators for the immediate response and next steps. Educators will follow the direction given.

In case of an emergency that requires evacuation of the Early Learning Centre, children will be evacuated to the centre's site-specific Emergency Evacuation Site, where parents/guardians will be notified to pick up their child.

**Agency Contact Information:**

Licensee Contact(s): Child Care Manager      416-456-2023

**Communication with parents/ guardians:**

**If an "all-clear" is given**

- 1) As soon as possible, the supervisor (or designate) must notify parents/guardians of the emergency situation and that the all-clear has been given.
- 2) Where disasters have occurred that did not require evacuation of the child care centre, the Supervisor (or designate) must provide a notice of the incident to parents/guardians by the end of day.
- 3) If normal operations do not resume the same day that an emergency situation has taken place, the supervisor (or designate) must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined

**If "Unsafe to Return" Notification is Given**

- 1) Upon arrival at the emergency evacuation site, the supervisor (or designate) will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.
- 2) Where possible, the Supervisor (or designate) will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

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### **Field Trips and Program Enhancements**

Children will be regularly engaged in community outings (i.e. local parks), field trips (i.e. Zoo), and program enhancements (i.e. music programs) that provide an element of enrichment, which complement our existing programs based on children's current interests and development. Parents/Guardians will be notified about these special experiences in advance. Signed parental consent will be sought in order for children to participate in field trips and community outings. Volunteers are often included in these experiences, following EYET's Supervision of Students and Volunteers Policy. All educators, students and volunteers are required to obtain a current valid Police Reference Check with Vulnerable Sector Screening prior to participating in field trips and program enhancements. As per EYET policy, students and volunteers are not permitted to supervise children without the presence of an EYET Early Learning Centre employee.

### **Supporting Self-Regulation Through Positive Interactions**

Parents/Guardians will receive EYET's full Supporting Self-Regulation Through Positive Interactions Policy, for review prior to their child enrolling in an EYET Early Learning Centre. This policy defines self-regulation, and outlines how to identify stressors, and how to help children to identify their own stressors and implement strategies to self-regulate, helping children to become calmly focused and alert. This policy also outlines daily expected positive interactions for our EYET educators, and how to de-escalate volatile situations.

### **Prohibited Practices**

Under the Child Care and Early Years Act, there are a number practices that are STRICTLY prohibited. Section 48 of the CCEYA reads as follows:

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates, or at premises where it oversees the provision of child care:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

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- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
  - inflicting any bodily harm on children including making children eat or drink against their will.

In addition to these prohibited practices, EYET does not permit the following:

- any form of abusive language: swearing, yelling or screaming
- the use of sarcasm, inappropriate humour, nagging, threatening, or bribery, to gain compliance

### **Code of Conduct**

The following expectations are intended as a guide to maintaining the atmosphere at EYET Early Learning Centre as a happy, comfortable and safe place to be.

Adults and children at all times shall:

1. Be courteous to others
2. Use acceptable language
3. Conduct themselves in a manner which allows each child and staff member to feel safe from verbal, physical abuse and harassment.
4. Resolve conflict in a peaceful manner
5. Respect the building and equipment, as well as the personal property of all employees and others
6. Show respect for all individuals through his/her behaviour and words

### **Complaint Procedures**

The purpose of the Parent Issues and Concerns Related to Child Care policy is to provide a transparent process for parents/guardians, the child care licensee and educators to use when parents/guardians bring forward issues/concerns throughout EYET Early Learning Centres (licensed child care centres operated by EYET).

This policy complies with regulations outlined in Ontario's Child Care Early Years Act 2014 (CCEYA), the City of Toronto Children's Services' Purchase of Service Agreement.

### **Definitions**

*Licensee:* The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

*Educator:* Individual employed by the licensee (e.g. program room staff).

*Parent/Guardian:* The individual(s) legally identified as being responsible for the child(ren) enrolled at the centre

### **Policy Overview**

Parents/Guardians will receive a copy of the Parent Issues and Concerns Related to Child Care Policy for review prior to their child enrolling in an EYET Early Learning

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Centre. This policy outlines the rights for parents/guardian, and other program participants, to express their concerns through a complaint procedure, and ensures participants that their concerns will be acknowledged, and responded to accordingly, in a timely and efficient manner.

This policy is reviewed on annual basis by EYET Early Learning Centre Supervisors and/or Designates, with any and all recommendations for modifications, being forwarded to the Executive Director, for review and approval by the Board of Directors.

The Board of Directors will review this policy for approval:

- When it is required to be revised, as a result of legislative change
- At least annually as part of a comprehensive review of all EYET Early Learning policies

It is the responsibility of the Supervisor to support and monitor each employee's success in following the procedures set forth in this policy

Staff/Students/Volunteers will:

- consistently follow the policies and procedures outlined in the policy
- actively seek and accept feedback, coaching and training to maintain and/or improve their level of performance as it relates to the policy and procedures
- report any observed contravention of this policy and procedures to his/her Supervisor

Supervisors will:

- Facilitate policy review with all new educators/students/volunteers prior to their commencing employment, annually thereafter, and periodically as required, and sign as a witness on the employee's written acknowledgement that they have reviewed and understood the policy and procedures
- Communicate, support and model the expectations outlined in the policy, and provide training opportunities, as needed
- During individual monthly supervision meetings, discuss the recorded observations, while providing feedback and direction for performance management and/or improvement, as relevant

### **CONTRAVENTION OF POLICIES, PROCEDURES AND INDIVIDUAL PLANS**

Any breach of this policy will be acted upon in accordance with the disciplinary process outlined in EYET Policy Section 3 Human Resources - Personnel Policy. Under circumstances where policies, procedures, or professional practices are ignored or contravened, progressive discipline may be implemented in accordance with this policy section.

This policy includes the following subsections:

5.10.1 General

5.10.2 Confidentiality

5.10.3 Conduct

5.10.4 Concerns about the Suspected Abuse or Neglect of a child

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- 5.10.5 Procedures
  - 5.10.6 Escalation of Issues or Concerns
  - 5.10.7 Contact Information

### **5.10.1 General**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. EYET 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 the centre staff 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 3 (three) 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.

### **5.10.2 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).

### **5.10.3 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 educator feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

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#### 5.10.4 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.

Catholic Children's Aid Society of Toronto  
26 Maitland St, Toronto, ON M4Y 1C6  
Bus: 416-638-7800

#### Jewish Family and Child

4600 Bathurst Street, 1st Floor, Toronto, ON M2R 3V3  
Bus: 416-969-8510 | Fax: 416-928-0706

Children's Aid Society of Toronto  
30 Isabella Street, Toronto, Ontario M4Y 1N1  
Bus: 416-924-4640 | Fax: 416-324-2400

Native Child and Family Services of Toronto  
30 College St, Toronto, ON M5G 1K2  
Bus: 416-969-8510 | Fax: 416-928-0706

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>

#### 5.10.5 Procedures

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<b>Program Room-Related</b> E.g: schedule, sleep arrangements, toilet training, indoor/outdoor	Raise the issue or concern to <ul style="list-style-type: none"><li>- the classroom staff directly; or</li><li>- the supervisor or licensee</li></ul>	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 3 (three) business days.

program activities, feeding arrangements, etc.		Document the issues/concerns in detail.
<b>General, Centre or Operations-Related</b> E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> <li>- the Supervisor or licensee.</li> </ul>	Documentation should include: <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b>	Raise the issue or concern to <ul style="list-style-type: none"> <li>- the individual directly; or</li> <li>- the Supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of educators, duty parents, etc. 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 contact information for the appropriate person if the person being notified is unable to address the matter.
<b>Student- / Volunteer-Related</b>	Raise the issue or concern to <ul style="list-style-type: none"> <li>- the educator responsible for supervising the volunteer or student; or</li> <li>- the Supervisor and/or licensee.</li> </ul> <p>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</p>	Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 (three) business days or as soon as reasonably possible thereafter.
		Document reasons for delays in writing.
		Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

	become aware of the situation.	
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### 5.10.6 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 Supervisor of the centre or the Manager responsible for that business unit.

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

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

### 5.10.7 Contact Information for all Centres

EYET Manager responsible for Childcare: 416-456-2023

Ministry of Education

Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

### Policies and Legislation

EYET Early Learning Centres are a division within EYET Family Resources Organization (EYET), which is a non-profit, multi-service, multi-site, charitable organization providing programs and services to families in the East York and East Toronto areas. EYET ensures applicable policies and procedures are developed and implemented, based on current legislation and best practices, to guide our programs and services. Policies and procedures are reviewed prior to placement or employment, with each new revision and/or as needed and, for some, annually thereafter. When employees and participants review policies, it is documented and kept on file.

### EYET Early Learning Centres are legislated by:

- Child Care and Early Years Act 2014 (CCEYA)
- Toronto Public Health regulations
- City of Toronto Children’s Service Purchase of Service Agreement
- City of Toronto’s Early Learning and Care Assessment for Quality Improvement (AQI)
- Child Welfare Act
- Occupational Health and Safety Act
- Ontario Human Rights Code
- Safe Drinking Water Act

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## EYET Early Learning Centre PROGRAM STATEMENT

EYET Early Learning Centres provide caring, stimulating and creative environments where children can experience growth – physically, emotionally, socially and intellectually. Children, families and educators are seen as unique, competent, capable, curious beings that contribute to each other's potential and success.



### Background

The development of the Child Care and Early Year's Act 2014 (CCEYA), Ontario Ministry of Education, requested all early learning and care providers to consider their programs, philosophies, policies, procedures, and practices, in relation to the integration of goals that support the four foundations of early learning; BELONGING, WELL-BEING, ENGAGEMENT and EXPRESSION. This request challenges Early Learning and Care programs to review, reflect and enhance on their programs and service delivery to ensure they are meeting the needs of the children, families, community and professional partners, who access programs and services.

### Intent

Under subsection 55 (3) of the Child Care and Early Years Act, 2014, all programs are required to develop, and annually review, a PROGRAM STATEMENT that reflects their approaches or strategies to support the following goals, expectations and responsibilities;

- a) Promote the health, safety, nutrition and well-being of the children.
- b) Support positive and responsive interactions among the children.
- c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
- d) Foster the children's exploration, play and inquiry.
- e) Provide child-initiated and adult-supported experiences.
- f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported.
- g) Incorporate indoor and outdoor play, as well as active play, rest quiet time, into the day, and give consideration to the individual needs of the children receiving child care.
- h) Foster the engagement of and ongoing communication with parents about the program and their children.
- i) Support staff, or others who interact with the children at a child care centre in relation to continuous professional learning.
- j) Involve local community partners and allow those partners to support the children, their families and educators.

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- k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

EYET Early Learning Centre's Program Statement will be reviewed with all EYET Early Learning Centre educators prior to commencing employment, annually thereafter, periodically as required, and each time it is revised. Educators and parents/guardians will remain active participants and contributors in developing, appraising and supporting the Program Statement. A copy of the Program Statement will be given to families prior to enrolling their child in our programs, and each time it is revised.

EYET Early Learning Centres' policies, procedures and practices in place support the four pedagogical foundations, goals, and are aligned with the Ministry of Education's Program Statement and How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014). Policies and procedures reflect EYET's Program Statement and consistently meet or exceed regulations and quality expectations for programs included in (CCEYA, HDLH, ELF, and AQI).

### **PROMOTING THE CHILDREN'S HEALTH, SAFETY, NUTRITION & WELL-BEING**

EYET Early Learning Centres have policies in place to ensure the health, safety, nutrition and well-being of the children in our programs. All policies are reviewed with all employees prior to employment and annually thereafter, as well as with families, students and volunteers prior to placement. All reviews are documented and kept on file.

Each Early Learning Centre offers relevant, up to date information to families and visitors related to health, safety, nutrition and well-being of children and families. These resources are typically found in the common areas of the centre, either posted or available to read and/or take home. Occasionally, EYET Early Learning Centres offer opportunities for families to be involved in training or workshops based on current issues and trends related to health, safety, nutrition and well-being. Parents/guardians are encouraged to participate, ask questions, make suggestions, and voice their concerns. EYET educators promote the family's well-being as a key to each child's healthy development. EYET educators endeavor to develop open and trusting relationships with families to provide opportunities for involvement, engagement, and reciprocal interactions that will build knowledge and supports for all. Through our integrated service model, educators can provide informed and appropriate referrals and connections to community-based programs and services, best suited to meet the identified needs of the family as a whole.

EYET's Health and Wellness Policy outlines the importance and requirements for immunizations, for both children and educators, procedures for the safe administration and storage of medication, and illustrates how EYET educators recognize, analyze and document each child's health and well-being through;

- daily health checks;

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- being alert to symptoms of illness;
  - taking care of children when they become ill while in program;
  - recommending medical attention where applicable;
  - following up with families when children are ill;
  - reporting communicable diseases and;
  - managing outbreaks in alignment with recommendations set out by Toronto Public Health.

EYET employees recognize that children may have varying needs and required accommodations for special medical conditions and life-threatening allergies. EYET employees ensure, as outlined in the Health and Wellness Policy, that communication and documentation occurs to guarantee we are able to meet each child's daily needs according to the instructions set-out by parents and physicians, and that we are aware of the steps to take in response to emergency situations, according to each child's Individual Emergency Plan and the training provided by parents/guardians. EYET's Sanitary Practices Policy outlines how EYET educators put practices into place to prevent illness and the spread of infection through environmental set-up and maintenance, effective cleaning and disinfecting, hand washing hygiene and diapering and toileting routines and procedures. This policy identifies the role educators play in maintaining sanitary environments, the role they play in supporting children to become knowledgeable and capable when it comes to personal hygiene practices.

EYET's commitment to nurturing healthy child development extends to and includes mealtimes, which support the diverse and unique dietary needs of each individual child. During mealtimes, EYET educators promote opportunities for the children to develop positive relationships with others, self-help skills and practice self-regulation. EYET Early Learning Centre menus are comprised of an assortment of healthy food items from each of the food groups in Canada's Food Guide, and are reviewed annually by a licensed dietician to ensure we are providing wholesome and balanced diets. EYET educators encourage the children to explore and discover new tastes and food experiences through diverse menus.

EYET's Nutrition Policy outlines the importance of healthy eating, according to Canada's Food Guide. EYET educators model, encourage and support positive mealtime interactions by engaging children in conversation and supporting children's self-help skills and independence. EYET's Nutrition Policy outlines how we document, monitor and meet the individual needs of children with food allergies and restrictions. The policy outlines safe food handling practices including; proper storage of food; maintaining clean and sanitary dishes, utensils and food prep surfaces; and ensuring safe temperatures for food consumption. EYET educators are provided with training in safe food handling.

EYET's Safety Policy outlines how we plan to prevent incidents and injuries, how we monitor the environment to ensure it is safe and the children are interacting within the

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environment, and with others, in a safe way. Educators are trained on how to prevent and act quickly and accordingly, to report and provide analysis on issues involving the health and safety and well-being of the children enrolled in our programs. We have procedures in place for:

- responding to incidents related to health and safety;
- taking action to remedy unsafe situations;
- practicing emergency response to dangers (i.e. fire drills);
- setting up the environment to ensure effective response to environmental and medical emergencies;
- documenting health and safety-related incidents;
- communicating with families;
- providing children and families with information and training on how to maintain a safe and healthy environment.

All of EYET's educators, students and volunteers within licensed childcare hold a current and valid certification in Standard First Aid and Infant/Child CPR, by an accredited training organization.

Playground Safety and Supervision is outlined in EYET's Safety Policy, which includes how to safely monitor the outdoor environment through daily, monthly and annual inspections. Both our indoor and outdoor environments and approach to early learning support our children's growing sense of self, through the creation of opportunities for them to discover their own innate strengths and varying abilities. This policy provides opportunities for EYET educators to respond to and facilitate children's efforts to take reasonable risks and test their limits, while being adequately supervised, encouraged and supported. Outdoor play provides for limitless possibilities of learning experiences and teachable moments that support children's health and well-being.

EYET Early Learning Centre outdoor environments and learning experiences are thoughtfully planned, with a focus on nature, inquiry and exploration, taking into consideration the ages and stages of children in our programs, in addition to their current interests and skill development. EYET educators ensure that each child in care is dressed for weather conditions in order to ensure children's health and well-being at all times. Also that the children are engaged in planned physical active play for a minimum of 2 hours per day, either indoors and/or outdoors. Consideration is taken into consideration when extreme weather alerts such as heat, smog, air quality advisories, various winter temperatures and weather alerts, following the recommendations made by Environment Canada.

EYET's Program Delivery Policy outlines practices to ensure children are effectively supervised and supported in safe environments that promote belonging, well-being, engagement and expression. Educators communicate and collaborate positively and regularly with one another, children, parents/guardians, community and professional partners to ensure the health, safety, nutrition and well-being of the children in our care.

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EYET educators ensure children are safe and accounted for by following our procedures for attendance taking and verification, recording pertinent information in our daily communication log book and being positively responsive to family concerns, suggestions, and complaints.

EYET's Field Trips and Program Enhancements Policy outlines procedures to ensure children are safe and adequately supervised while on community outings and while on field trips. Careful planning is done to ensure the destinations are safe, engaging, and age and developmentally appropriate for the children in attendance. Prior to field trips and community outings, child descriptions are completed, a photo of the child is taken, children are given an EYET t-shirt to wear, and children are placed in small groupings with adult supervision to ensure success in supervision and attendance verification.

EYET educators are trained in advance on how to effectively respond to emergency situations in timely manner, while on a field trip, whether it will be involving a missing child, a medical emergency or navigating the group while at the destination. However, our primary goal is to work to prevent such incidents from occurring by following policies and procedures accordingly and providing a safe and fun experience for the children.

EYET's Police Reference Check and Vulnerable Persons Screening Policy outlines new legislation that requires educators, students and volunteers to have an up-to-date police check with a vulnerable sector screening that is obtained from the local police department. Prior to employment or placement, the police reference certificate is reviewed and filed by EYET's Human Resources Manager. EYET employees are required to also complete an annual offense declaration. In addition, as per our Students and Volunteers Policy, only EYET educators are permitted to be left alone with children enrolled in our programs, to further support children's safety, and remain in compliance.

EYET's Admission and Discharge Policy outlines required information for children and consent forms, such as records of immunization, emergency contact information, individual schedules and interview records that are completed in collaboration with parents/guardians, prior to children receiving care in an EYET Early Learning Centre. Our process of admission and discharge is supportive, engaging and equitable for all our participants.

EYET's Arrival and Departure Policy outlines procedures for recording attendance and verifying attendance at various times of the day and in various scenarios such as escorting children to and from school. This ensures children are effectively supervised and accounted from the time of their arrival, until their departure. It also outlines how parents and employees should communicate with one another when children are ill and/or absent. EYET has supports and procedures in place to ensure children depart safely from the centre. EYET employees will release a child to individuals who are authorized, and capable of picking up the child, while respecting custody and access

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arrangements, as well as restraining orders. EYET educators receive training in how to effectively identify, respond to and report incidents that fall into the definitions within EYET's Reportable Incidents Policy and Child in Need of Protection Policy, including any suspected cases of child abuse and neglect, and any Serious Occurrences.

### **SUPPORTING CHILDREN'S POSITIVE AND RESPONSIVE INTERACTIONS**

EYET's Early Learning Centres support children to be capable communicators. Children express and communicate their thoughts, feelings, experiences and ideas through art, drama, sensory, pretend play, language, literacy and broader communication. These opportunities present themselves through discussion, inquiry, daily interactions with teachers, peers and parents.

EYET educators foster communication and expression in all forms by being attuned to and responding to, children's varied cues and communications, where children participate as initiators and active communicators. EYET educators encourage successful communication between children by helping children listen to and express themselves to one another.

EYET educators value and support a language-rich environment with diverse and multi-lingual communication, utilizing visuals, pictorials, photo documentation, sign language and gestures. Children are encouraged to express themselves in their first language, in addition to gaining competence in language acquisition.

EYET Early Learning Centre environments represent the third educator in a child's journey to learning, as outlined in our Program Delivery Policy. Early Learning environments are set-up to provoke thought, knowledge, expression, and opportunities for the children, to participate in meaningful interaction and communication with peers and adults. The environment highlights, through documentation and displays of many forms, the children's thoughts, feelings, and representations of their life experiences and the world around them...in many different languages.

### **ENCOURAGING CHILDREN TO INTERACT AND COMMUNICATE IN A POSITIVE WAY AND SUPPORT THEIR ABILITY TO SELF-REGULATE**

EYET's Supporting Self-Regulation through Positive Interactions Policy defines self-regulation, and outlines how to identify stressors, and how to help children to identify their own stressors and implement strategies to self-regulate, helping children to become calmly focused and alert. This policy also outlines daily expected positive interactions for our EYET educators, with regards to;

- creating a positive atmosphere;
- effective supervision;
- fostering children's independence;
- supporting the development of self-esteem;
- guiding children's behaviours, and;
- supporting communication and extending children's learning.

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Responsiveness can be demonstrated through communication, as well as the environment; supporting children's positive social interactions as they engage with their peers and other adults. At times, children may find themselves in difficult situations without the necessary knowledge and skills to navigate through to positive outcomes. It is the responsibility of EYET educators to support children and guide them through, modelling appropriate behaviours, language and problem-solving strategies, so children can learn, practice and become capable and efficient problem-solvers.

EYET's Supporting Self-Regulation through Positive Interactions Policy, also outlines procedures for de-escalating volatile situations. Supervisors will regularly provide educators with feedback, guidance and training related to positive interactions, in an effort to set the employee up for success, thereby empowering the employee to set the children up for success. Positive interactions will be monitored by the centre's supervisor, for all EYET educators and students, by completing a quarterly Positive Interaction Monitoring Form (PIM).

### **FOSTERING CHILDREN'S EXPLORATION, PLAY AND INQUIRY**

As outlined in our Program Delivery Policy, EYET Early Learning Centre educators thoughtfully plan and create positive learning environments and experiences that engage children in active, creative, meaningful exploration, play, and inquiry initiated by children and supported and extended by adults. This creates opportunities for children to learn through play, focusing their attention to: manipulate, investigate, observe, generate questions, test theories, solve problems, create and represent ideas and express their understanding of the world around them.

EYET Early Learning Centres implement an emergent curriculum approach to early learning, which follows the lead of the child and focuses on observation, inquiry, exploration and experimentation through play-based learning experiences, planning for all curriculum areas and experiences that are designed with learning objectives in mind, and are reflective of the children's emerging interests and continuum of development.

EYET educators are encouraged to be resourceful, "think outside the box", consider play, exploration and inquiry from the perspective of the child, even by getting down to child level to visually see what a child sees in their environments. As outlined in EYET's Program Delivery Policy, EYET educators are challenged to consider what materials, set-up, furnishings, etc. will support and encourage the extension of exploration, play and inquiry in both the indoor and outdoor environments, and how the environment promotes a sense of belonging, well-being, engagement and expression. Through discussions and reflections with co-workers, parents, community, and professional partners, EYET educators will set up the environment accordingly.

### **PROVIDING CHILD-INITIATED AND ADULT SUPPORTED EXPERIENCES**

EYET educators are trained to observe children's clues, with communicative and environmental responsiveness, as outlined in EYET's Program Delivery Policy, which is

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thoughtful, flexible and innovative. EYET educators are instrumental in scaffolding children's learning by implementing various teaching strategies that support and extend upon child-initiated experiences. We recognize the value in spontaneous learning experiences, which are being discovered in the moment, and the plenitude of "teachable moments" that are connected to experiences that children initiate and adults support and extend.

### **PLANNING FOR AND CREATING POSITIVE LEARNING ENVIRONMENTS AND EXPERIENCES IN WHICH EACH CHILD'S LEARNING AND DEVELOPMENT WILL BE SUPPORTED**

EYET's Program Delivery Policy outlines the cycle, approach and procedures for effective program planning including; observation, documentation, reflection, planning and implementation. It also outlines the importance of the environment as a third educator and factors to consider when planning the environment, including the purchase/procurement of materials and furnishings.

Each week, educators will create a program plan of indoor and outdoor learning experiences that are responsive to the interests and development of the children in the group, each with at least one identified learning objective.

EYET educators will create, maintain, and add to, a Developmental Portfolio for each child enrolled in his/her program. Developmental Portfolios include items such as;

- photographs of children involved in inquisitive play;
- pieces of artwork;
- documented weekly observations and reflections related to each child's development;
- a copy of the continuum of development (with indicators of emerging and mastered skills);
- developmental reports, checklists and screenings, and;
- a log acknowledging the discussions had between teachers and parents/guardians, regarding their child's development and over-all well-being.

Children's development will also be supported with a close partnership and collaboration with our Resource Consultants, parents/guardians, and/or other professional partners, especially for those children who have additional support needs. As outlined in the Program Delivery Policy, we will collaborate with our partners through meetings and discussions, goal planning, review of goals, extra support in program where needed, and accept feedback, as well as tips for implementing various strategies and techniques.

As outlined in EYET's Professional Development Policy, educators are supported in their continuous professional learning; which results in increased knowledge and skills of our collective staff teams, and their ability to support children's learning and development, and overall well-being, in positive and impactful ways.

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## **INCORPORATE INDOOR AND OUTDOOR PLAY, AS WELL AS ACTIVE PLAY, REST/QUIET TIME, INTO THE DAY, AND GIVING CONSIDERATION TO THE INDIVIDUAL NEEDS OF THE CHILDREN RECEIVING CHILD CARE**

As outlined in EYET's Program Delivery Policy and Arrival and Departure Policy, we ensure that the daily program flow allows for a healthy balance of active indoor and outdoor play and exploration, with rest and quiet times that are flexible, to best meet the individual needs of the children in the group. Our learning experiences, transitions and routines are planned thoughtfully to support children's well-being and development through engaging in positive interactions with others, providing children opportunities to practice various skills, supporting children's abilities to self-regulate and providing prompt program support for children with additional support needs.

Prior to a child enrolling in an EYET Early Learning Centre, Supervisors and parents/guardians will collaborate on the development of the child's Individual Support Plan, which identifies the child's needs as related to; eating habits, sleeping habits, likes/dislikes, toileting/diapering habits, development, special medical considerations, food restrictions and allergies, and any other applicable information to ensure we have a strong understanding of the child's needs and the parent's perspective and wishes. Individual Support Plans are updated with parents/guardians, as required, and quarterly with infants and toddlers.

## **FOSTER THE ENGAGEMENT OF AND ONGOING COMMUNICATION WITH PARENTS ABOUT THE PROGRAM AND THEIR CHILDREN**

Parents/Guardians are considered partners, and they are the experts on their child's developmental growth and well-being. Their valuable expertise plays an integral role in our program development and delivery. EYET educators actively seek to engage parents/guardians on a number of different levels, as outlined in EYET's Program Delivery Policy. We engage in reciprocal communication with parents/guardians on a daily basis, sharing feedback about their child and his/her development through in person conversations, phone and email. We encourage parents to share their ideas, wisdoms, and concerns, and express their needs for us related to the care and education of their child. We also create opportunities where parents/guardians can join in the fun, through positive interactions, play and inquiry.

Prior to a child enrolling in an EYET Early Learning Centre, parents/guardians will be involved in an orientation, as outlined in EYET's Admission and Discharge Policy. The orientation consists of a tour of the centre, answering any questions parents may have, providing additional information and resources, and then sitting down together to discuss their child's Individual Support Plan, which helps us better understand the individual needs of the child and his/her family. This plan is documented, kept on file, and updated regularly as needed.

As outlined in EYET's Program Delivery Policy, EYET educators will engage in developmental discussions with parents on a regular (quarterly) basis with a focus on

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the child's developmental portfolio. EYET Early Learning Centres will continue to brainstorm with parents, new and innovative ways to reach out to parents about our programs and their children. Currently we implement the following to share and exchange information with parents:

- Posted photo documentation reflecting current learning, activity, and development in the room, and through use of digital photo frames
- Activity resource handouts that focus on current topics of interest that families can engage in together at home, to foster children's development...we call this resource "Things To Do, From Us To You"
- Newsletters that incorporate information about each program and various topics of interest to parents
- Communication Books for parents and teachers to share messages and information back-and-forth
- Learning Stories for families to take home, detailing their child's discoveries and development
- Parent-Teacher Interviews intentionally planned to discuss children's development
- Web-based applications that enable parents/guardians to easily follow along with their child's activity and development on a daily basis, and have valuable "in the moment" dialogue

By becoming a board member and/or joining an advisory committee, parents/guardians have to opportunities to participate at the highest level of decision making for the benefit of our programs and services. Regular program feedback is sought from parents through:

- Daily communication and interactions with parents
- Feedback/suggestion box contributions
- Program Satisfaction Surveys for parents and community/professional partners
- Board Meetings and Annual General Meetings & Reports
- Family Events (performances, gatherings, sharing special experiences and activities)

Building positive relationships with families is one of our primary goals at EYET; ensuring families have a sense of "Belonging, Well-being, Engagement and Expression". Our success in building strong positive relationships are attributed to our ability and effort to communicate openly, positively and effectively and ask a lot of questions while learning about families and their values, beliefs, cultures, traditions and languages.

## **SUPPORTING EMPLOYEES IN RELATION TO CONTINUOUS PROFESSIONAL LEARNING**

EYET educators are co-learners, with their own unique and diverse life experiences which contribute to the quality and diversity of our programs. They are valued as competent, caring, knowledgeable, skilled and responsive educators that are reflective

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of the families and communities we serve. They collaborate with parents and community partners to create engaging environments and experiences to foster children's independence and provide opportunities extend upon their current knowledge and development.

As outlined in EYET's Professional Development Policy, EYET supports educators by providing funding, resources and time for educators to engage in continuous professional learning. EYET values the knowledge and skills that each individual employee brings with them to the team, and everything else they learn along the way, contributes to the overall quality and worth of our collective teams and raises the bar in quality program delivery. Throughout the year, EYET educators will have opportunity to share and receive feedback with their co-workers, families and Supervisors regarding their performance. They will engage in an Annual Performance Appraisal which highlights their accomplishments and supports their professional growth, as well as through the development of performance and learning goals. Educators can look to their Supervisors and Managers as pedagogical leaders who will act to inspire and support the team, as well as promote practices that raise the quality of their teams and programs to new heights. Registered Early Childhood Educators, in connection with the College of ECEs, have the opportunity to complete the college's Continuous Professional Learning Program which includes; self-assessment, goal planning, tracking of professional development, and documenting new knowledge and discoveries, following the Continuous Professional Learning (CPL) Portfolio's process.

### **DOCUMENT AND REVIEW THE IMPACT OF THE STRATEGIES SET OUT IN CLAUSES (a) TO (j) ON THE CHILDREN AND THEIR FAMILIES**

EYET's goal is to collaborate with each other to chart trends and possible make changes to strategies when and if necessary.

The approach EYET educators will use to achieve this will be to document and review the impact of the strategies, set out in clauses (a) to (j) as identified in the "INTENT " section on pages 1 and 2, on the children and their families, using a variety of methods, resources and tools. Educators using individual child portfolios for each child, document twice a week each individual child's development, behaviours, interactions, self-regulation, noting growth, change, successes and areas needing additional supports. The tools and resources used include pictures, documenting observations and using the children's own creative work. These resources are then used by the educators and children to create display boards posted inside and outside of the play rooms, integrating as an ongoing extension of the children's learning environment. Educators will review all forms of documentation during one-on-one discussions with the Supervisor, during room meetings with the child's parent/guardian and with other partners if needed and/or requested by the parents, with their signed consent. |