



**STRONGER TOGETHER**

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# PARENT HANDBOOK

Toronto Early Learning & Child Care Services  
March 2024

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# WELCOME TO TORONTO EARLY LEARNING AND CHILD CARE SERVICES (TELCCS)

We offer quality early learning and child care services, directly operated by the City of Toronto, for children from birth to four (4) years of age at [40 sites](#) across the City.

Our early learning and child care programs are divided into age groups as set out in the [Child Care and Early Years Act, 2014](#) (CCEYA). We serve:

- Infants (birth - 18 months)
- Toddlers (18 months – 30 months)
- Preschool (30 months – 4 years)

Each of our centres is unique in size, design, and age groups they serve. Please visit us at [toronto.ca/telccs](http://toronto.ca/telccs) to get more information.

We acknowledge that inequities and barriers exist for certain groups within our communities. TELCCS works in partnership with families, communities, and other service sectors to provide high quality early learning and child care programs that promote and support education, health, and economic outcomes for families with young children. TELCCS has dedicated resources, time, and training to hold ourselves accountable and demonstrate our commitment to Truth and Reconciliation, Confronting Anti-Black Racism, and support of 2SLGBTQ+ families in our childcare programs. We aim to build a diverse and inclusive community where every child and family feels welcomed and valued, and where all voices are heard and respected.

## OUR PHILOSOPHY

We see children as active participants in their environments, who are by nature, problem solvers. We view children as competent, active, curious, and capable learners rich in potential. We support play-based learning in which children have the opportunity to explore and interact with the indoor and outdoor environments. We aim to provide unique and valuable learning and development experiences, and opportunities that are supported by planned programs and child-initiated learning. Programming is based on the knowledge that children's growth follows a development sequence that is universal, but that within that sequence, each child proceeds in unique ways and at different rates. Daily learning experiences are developed and adapted to reflect and support children's individual state of development and interests including documented observations of each child. Educators are responsive to children's individual needs and strive to consistently

provide a high-quality early learning and care program to support children to reach their optimum development.

## TELCCS PROGRAM STATEMENT OVERVIEW

Our [Program Statement](#) (see also Appendix B) is a guide for staff, regarding children's programming and pedagogy (how children learn). It is intended to strengthen the quality of our programs to support positive outcomes in relation to children's learning, development, health, and well-being. The program statement outlines strategies, practices, beliefs, and techniques that guide our interactions with children, parents, and colleagues to support positive, professional, and respectful interactions.

TELCCS follows a play-based learning program model that reflects the Early Learning Framework (ELF) and [How Does Learning Happen?](#) Ontario's Pedagogy for the Early Years as outlined in the Minister of Education's Policy Statement on Programming and Pedagogy within the [Child Care and Early Years Act, 2014](#).

Our programs support each child's personal wellbeing, health, safety, and nutrition through a team approach that includes Registered Early Childhood Educators (RECEs), Child Care Aides, Food Service Workers, and support services such as nutrition services and facilities management.

For a full version of the TELCCS Program Statement, visit [toronto.ca/telccs](http://toronto.ca/telccs) or request a printed copy from a TELCCS centre.

## TELCCS STAFF TEAM

Each centre has a Supervisor who is responsible for overseeing the daily operations of the centre and leading the early learning and child care staff team. Supervisors are Registered Early Childhood Educators (RECEs) who must be approved by the Ministry of Education.

Our full-time staff are Registered Early Childhood Educators (RECEs). RECEs are responsible for:

- developing, implementing, and adapting the planned children's programs,
- supporting the children's learning and developing through positive interactions and strategies in line with the TELCCS Program Statement, and
- ensuring the safety and well-being of the children in their care in partnership with parents.

For more information regarding the College of Early Childhood Educators and Registered Early Childhood Educators you can go to [college-ece.ca](http://college-ece.ca).

Centre staff teams also include part-time Child Care Aides, who work with the Registered Early Childhood Educators, to support the children's learning and well-being throughout the day.

Our Nutrition Services unit includes a Dietary Supervisor, who is a Registered Dietitian, and a Food Production Analyst, who is a member of the Canadian Society of Nutrition Management. Each centre has a dedicated staff with a valid Food Handler Certificate.

Nutrition Services is responsible for various nutrition and food production inspections on food quality and temperature controls as well as providing recipe and menu suggestions. Centre staff routinely report their observations of the children's acceptance of meals and snacks to Nutrition Services and our catering company. Toronto Public Health also conducts unplanned inspections to ensure compliance.

In addition, independent, unplanned inspections of centres are conducted by Toronto Assessment for Quality Improvement (AQI) on all aspects of operations including programming, infection prevention and control, and supervision with regulations they are responsible for.

All our centres are supported by an Asset Management Unit that ensures centres are kept in a state of good repair and oversees any renovations and redesigns.

Our Senior Management Team consists of Program Managers, who oversee the operations of a group of centres in a service delivery area as well as a Director who is responsible for Centre-based and Home Child Care operations. They are supported by Supervisors who oversee Administration and Budget, and clerical support staff.

All centre staff and students have current Standard First Aid and Infant/Child Cardiopulmonary Resuscitation (CPR) Certification. All TELCCS staff and students placed at our centres complete Vulnerable Sector Checks (VSCs) prior to their work/placement and on a regular basis.

Ongoing staff training and development opportunities are provided for our staff to ensure that our programs use the most current practices and support children's optimal learning and development. We strive to provide training to staff with the least disruption as possible to the children's programs by implementing a training in a wide variety of formats; including, eLearning, online training, lunch and learn, and evening and weekend sessions. Supervisors will ensure appropriate staff coverage is in place if staff need to engage in learning opportunities during the week.

An annual Training and Development Plan is developed and implemented to ensure that all mandatory and required training is available to staff including participating in



mandatory workplace training such as: Human Rights Accessibility for Ontarians with Disabilities (AODA), and Customer Service. Registered Early Childhood Educators are also required to meet the Continuous Learning requirements of the College of ECE.

## EVERY CHILD BELONGS

In Toronto Early Learning and Child Care Services, every child belongs and is welcomed into our centres. We are committed to providing fully inclusive early learning and child care programs that support the health and well-being of every child in our care by focusing on the individual child and family needs. This includes acknowledging that inequities and barriers exist for certain group within our communities. TELCCS aims to be accountable to and demonstrate commitment to not only supporting but including knowledge and experience from equity-deserving groups represented by our families. We aspire to build a diverse and inclusive community where every child and family feels welcomed and valued and where all voices are heard and respected.

For children who may need extra support needs, TELCCS works with [Toronto Every Child Belongs Services](#) who provide support through service contracts to centres and to individual children. They use developmental screening tools, program and equipment adaptations, and service coordination and referrals to support children and families. Resource Consultants work in conjunction with the families and centre staff to develop and implement an individual plan to support the needs and development of the child.

## PROHIBITED PRACTICES

All TELCCS employees and students are to use behaviour guidance strategies that support children to develop appropriate social and emotional skills and comply with the TELCCS Program Statement. TELCCS and the Child Care and Early Years Act prohibits the following practices:

- a) corporal punishment of the child,
- b) 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 the injury is no longer imminent,
- c) 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,

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

If a staff member or student were to implement any of these practices, the appropriate children's protection agency would be notified and disciplinary actions would be taken, including notification to the College of Early Childhood Educators as required. Incidents of this nature would also be reported to the Ministry of Education.

All staff and placement students are guided by the [TELCCS Program Statement](#) that is reviewed and signed annually.

## DUTY TO REPORT

Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may need protection to a children's protection agency. The legislation specifically requires individuals who perform professional or official duties with respect to children who have reasonable grounds to suspect that a child may have been abused, to report suspicions and supporting documentation to a Children's Aid Society (CAS) immediately.

A professional, who works with children, can be charged, and fined for failing to report. The child protection agency has the responsibility to investigate and follow-up on the situation, as necessary.

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

Any concern or complaints made by a parent or visitor that suggests an allegation of abuse will also be reported to a local Children's Aid Society by the TELCCS employee who received the complaint.

## CONFIDENTIALITY

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, and students, except when information must be legally disclosed (e.g., to law enforcement or a Children's Aid Society).

## FEE PAYMENT

All TELCCS centres are enrolled in the Canada-Wide Early Learning and Child Care System. A current list of the [child care fees](#) for TELCCS centres by program and age group is posted in each Centre and [available online](#).

Fees are charged for all service days and for statutory holidays (except for Easter Monday and Remembrance Day). Fees charged for statutory holidays cover fixed costs.

Daily fees are all-inclusive and there are no additional charges over and above these base fees. See Appendix E.

All child care fees must be paid by the first of the following month (for example, July invoice is due by August 1<sup>st</sup>). Invoices are processed at the beginning of each month and will be mailed to clients within the second week of the invoice month. The invoices reflect all fees from the start date of enrolment, including absent days.

If you have questions related to your invoice or for any other billing inquiries, call the phone number located on the front page of your invoice.

Fee payments can be paid through one of the following options:

### 1. Telephone or Internet Banking

Register with your banking institution. Choose "Payee Toronto CS-Central Billing" and add your Client ID Number as your account number.

### 2. In Person at your Banking Institution

Take the "Return Stub" of your invoice to make payment at your banking institution.

### 3. Cheque/Money Order

Payable to the City of Toronto. Ensure to add/state your account number (i.e., Client ID Number) on the cheque. Do not use the invoice number as your account number.

A tax receipt will be issued annually for all child care fees paid from the previous calendar year.

It is the responsibility of families to pay their assessed fees. Services will be terminated if payments are not received.

## WAITLIST/REGISTRATION POLICY

Each Toronto Early Learning and Child Care Services program has a waitlist. The waitlists can be long, so families are encouraged to register early.

Before you register, we ask that you:

- Review the information concerning TELCCs centres to decide which program(s) best meets your family's needs.
- Review our current fees.
- For families, who may need help with the cost of child care, please use the child care fee subsidy calculator at [toronto.ca/childcaresubsidy](https://toronto.ca/childcaresubsidy) to find out if your family might be eligible.

To place your child(ren) on the waitlist for a TELCCS centre(s) and/or to apply for a fee subsidy, please visit [toronto.ca/telccs](https://toronto.ca/telccs), contact Human Services Line at 416-338-8888 (select option 2 for child care), 311, or if you have a Children's Services Caseworker, contact them directly.

When a space becomes available in a centre, the space is offered based on the earliest date of registration on the waitlist.

Families requiring a fee subsidy must be approved for placement by Children's Services' Client Services Unit.

See Appendix C for TELCCS Waitlist Management Policy and Procedure.

## ADMISSION PROCEDURES

Once your child's admission and start date have been confirmed, the Centre Supervisor will schedule a meeting with the parent(s)/guardian prior to admission to the centre.

During this meeting, the Centre Supervisor will review the Child Admission Package and gather information, such as, parent contact information, your child's doctor's contact information, health related information, etc. The Centre Supervisor will provide an

overview of the early learning and child care program, and the centre's policies and procedures.

This meeting is also an opportunity for you to share information about your child and family, and to ask questions. We encourage you to share as much information about your child and family with us as you feel comfortable to help us provide the best care and services for you and your child.

See Appendix D for TELCCS Admission Policy and Procedure.

## EMERGENCY CONTACT

At admission, staff will request information regarding emergency contacts. This information must be provided and should be updated as changes occur.

Parents must provide the centre with the name and contact information of at least one person if the parent/guardian is unavailable or cannot be reached. The Ministry of Education requires us to have this information.

## PICK UP INSTRUCTIONS

At the time of admission, please share any specific restrictions, instructions or custody arrangements with the Centre Supervisor concerning release or access to your child. Please be prepared to provide legal documentation for custody arrangements.

## CHILDREN'S IMMUNIZATION

Licensed child care centres are required to collect and retain up-to-date immunization for all children not attending school. Please ensure that you provide current and up-to-date immunization information to the centre.

If your child has not been immunized, the parent must provide one of the following:

- Written medical exemption by a qualified medical practitioner, which clearly states the medical reasons why a child cannot be immunized,

or

- Complete the Immunization Exemption Form identifying that you have chosen not to immunize your child on the grounds that the immunization conflicts with your conscience or religious beliefs.

Please note that if an outbreak of a communicable disease occurs, any child who is not adequately immunized will not be able to attend care unless the child receives the required vaccine or until the outbreak is over.

For the current recommended immunization schedule, visit [toronto.ca/immunization](https://toronto.ca/immunization).

## GRADUAL ADMISSION

If it is possible for your family, we recommend that your child become acquainted with the early learning and child care setting gradually to support a smooth and positive transition for your child. Over the course of your child's first week at the centre, we encourage you to start with a short visit, lengthening it each day. This gradual transition helps to make your child's adjustment to their new centre a more positive and successful experience.

Parents and staff are encouraged to work together to develop a transition plan that supports your child during this time. If this is not possible for your family, please speak directly to the Supervisor who will work with you to support your child in their admission to the centre.

## OPERATING HOURS

Toronto Early Learning and Child Care Centres operate between 7:00 a.m. and 6:00 p.m., Monday to Friday, excluding statutory holidays.

**Note:** Children can be dropped off and picked up at any time between 7:00 a.m. and 6:00 p.m.

We are closed on the following statutory holidays:

- New Year's Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Simcoe Day

- Labour Day
- Thanksgiving
- Remembrance Day
- Christmas Day
- Boxing Day

Fee payment is required for all statutory holidays, except Easter Monday and Remembrance Day.

## **DROP-OFF PROCEDURE**

Parents must drop their child off directly to the room where they are enrolled. For the safety of your child, it is important that parents confirm that a staff member is in the room and knows that your child has arrived. Staff will document the arrival of your child when they enter the room. This also provides an opportunity to share any information about your child's health, child's development, or interests. This helps staff in planning activities for your child and the others in the room.

## **PICK-UP PROCEDURE**

Children can be picked up at any time before 6:00 p.m., by a parent, guardian, or a person who has received authorization from the child's parent or guardian to pick-up. Please ensure that the staff are aware when alternate arrangements for pick-up have been made and provide the individual's name and contact information. Children will not be released to any person without authorization or confirmation from the parent. The person will be required to provide identification. If staff are not aware of alternate arrangements, staff are required to confirm with the parents by phone and verify identification before releasing the child.

It is important that you make sure that the staff is aware that your child is leaving the program for the day. This is also an opportunity to speak to your child's teacher to find out about your child's day.

## LATE PICK-UP OF YOUR CHILD

All TELCCS Centres operate from 7:00 a.m. – 6:00 p.m., Monday to Friday. Parents should plan to leave enough time to pick up their child, communicate with the staff about their child's day and gather all belongings prior to the centre's closing time.

If a situation arises where you will be arriving late to pick up your child, please notify the centre as soon as possible. In these circumstances, we encourage you to have alternative pick up arrangements in place, so your child can be picked up as soon as possible.

If the centre has not been contacted by the parent(s) to notify staff that they will be late to pick up their child, staff will attempt to reach one of the child's emergency contacts that have been provided. If the parents and emergency contacts cannot be reached by 6:30 p.m., staff will contact the appropriate Child Protection Agency.

If repetitive late pick-ups occur, the Centre Supervisor will meet with the parent to discuss and determine whether the centre hours meet the family's needs. If continued lateness is expected or continues, the Centre Supervisor will support the family to explore alternate child care arrangements. A notice of withdrawal from care may be issued for unresolved patterns of lateness.

## WHEN YOUR CHILD IS SICK

Each day when your child is dropped off at the centre, staff are required to do a basic health check to ensure your child is able to participate in the program that day. If your child is not well, we encourage you to keep them at home or visit a medical practitioner if necessary.

Staff practice daily infection control measure to prevent and manage illness to the best of our ability.

If your child is showing ill symptoms at home (e.g., unexplained rash, vomiting, diarrhea), your child should not attend care and should remain home unless:

- their symptoms have been improving for at least 24 hours (or 48 hours if they are experiencing any nausea, vomiting and/or diarrhea) **AND**
- they do not have a fever **AND**
- do not have any new symptoms.



If a child shows symptoms, parents and staff are reminded to follow either [Toronto Public Health's Child Care and School Screening Questionnaire](#) or [Ontario's School and Child Care Screening Tool](#) for the most up-to-date recommendations regarding symptoms.

Some illnesses require children to remain home for longer than the time noted above. Please speak to the Centre Supervisor or visit the [Toronto Public Health](#) website to determine if your child should remain home. Unless indicated by Toronto Public Health, medical documentation is not required to return to care.

Should your child become sick at the centre, staff will monitor the child and inform you. Depending on the type of illness, the staff or Centre Supervisor may contact you to arrange for the child to be picked up for their own well-being.

It is common for some children to be more susceptible to illness in the first few months of attendance. We recognize that this can be concerning and stressful for parents; we encourage you to ensure that you have plans in place in the event that your child may not be able to attend care. With time, most children develop immunity and adjust to being in a group environment.

## MEDICATION

Centre staff are only able to administer prescription medication only. If your child requires prescription medication, it must be provided in the original bottle/packaging, clearly labeled with your child's name and instructions for administering.

Parents must also complete and sign the appropriate medication administration form before the medication can be administered by our staff.

If your child requires a non-prescription or over the counter medication, it must be accompanied by a note from a medical practitioner.

A new medication administration form will need to be completed and signed whenever there are any changes in medication or medication instructions.

For the safety of the children, we ask that parents hand any medication directly to the staff so that it can be securely stored away from the children's reach.

Parents are required to take home any expired or medication that is no longer to be administered to the child at the centre or for disposal at a pharmacy.

## INDIVIDUAL MEDICAL PLAN

An Individual Medical Plan will be developed and put in place for any child with ongoing medical concerns or who requires medication on an emergency basis. All Individual Medical Plans will be developed in partnership with the child's parent/guardian. Plans will be reviewed and signed off annually by all centre staff and students.

## ALLERGIES AND ANAPHYLACTIC ALLERGIES

Please notify the Centre Supervisor immediately if your child has an allergy that requires the administration of an auto-injector. This will ensure all the necessary documentation and actions are complete to ensure your child's health and safety. You will be required to provide written and specific details of your child's allergy and allergy symptoms from a medical practitioner including a prescription for an auto-injector, if required. To ensure the well-being of children who have anaphylactic allergies, an auto-injector must be available at the centre at all times. A child, who requires an auto-injector due to a severe allergy, will not be accepted into care without their prescribed and current auto-injector. If a child no longer requires an auto-injector, a note from a medical practitioner confirming this information will be required.

If the allergy is toward a food item, the nutrition services team will ensure that there are appropriate and safe alternatives available. Parents can also choose to provide food for their child; however, they must ensure that all centre food restrictions are met and that the food is clearly labeled with the child's name and ingredients.

All allergies will be listed in each of the programs to ensure all employees are aware and can respond appropriately to any potential reactions. A copy of the TELCCS Anaphylaxis Policy and Procedure and all required documents will be provided to you.

## WHEN YOUR CHILD IS ABSENT

Parents are required to notify the centre when their child will be absent. Absent days include days when your child is sick, on vacation, or absent for any other reason. To ensure the safety of the child, if parents fail to notify the centre, Centre Supervisors have the discretion to follow-up as required. The centre has a safe arrival, departure, and attendance policy and procedure (see Appendix A) for families to review where they can opt-in to a program to have the centre notify them when their child does not arrive at the centre by an agreed upon time to inform them of the absence. Parents who wish to be enrolled in this program can speak to the Centre Supervisor.

As per the Children's Services' Attendance Policy, a child receiving fee subsidy has an allotment of up to 35 absent days per calendar year (January – December). Children who are enrolled in a centre between July and December (1/2 year) may only be absent up to 18 days for the remainder of the year. Children may not be absent for 20 or more consecutive days without advance payment.

If a child exceeds the number of allowable absence days in a calendar year, the parent is responsible for paying the full fee for any days exceeding the limit. In special circumstances, parents can submit an appeal to Children's Services for additional days. More information regarding the appeal process is available from your Children's Services' Caseworker or at [toronto.ca/children](https://toronto.ca/children).

Parents paying full fee rates are not required to limit their number of absent days; however, the daily fee applies.

## ACCIDENTS AND INJURY WHILE IN CARE

While at the centre, the children are supervised at all times. Despite close supervision, some accidents may occur as your child explores and develops new skills and abilities. If your child is injured at the centre, staff will provide immediate first aid, as needed. If the situation requires attention beyond basic first aid, we will contact you or the emergency contact person(s) on file. Emergency Services (9-1-1) will be called if required.

Staff will provide an accident report documenting the accident or injury. A parent or guardian's signature is required at the bottom of the form to verify that you were informed of the accident/injury. A copy of the signed report will be provided to you.

If your child has an accident or injury at home, please inform the staff when you drop off your child the following day, so we are aware of the incident.

## WITHDRAWING YOUR CHILD FROM CARE

We require two weeks written notice if you plan to withdraw your child from the centre for any reason. If you are currently receiving fee subsidy and are transferring your child to another centre, approval must be received from Children's Services prior to the transfer taking place.

If the required notice is not received, you will be charged a penalty equivalent to the full cost of two weeks of care. Payment of this penalty along with any other outstanding fees must be made prior to your child's re-entry into the child care system. A transfer to another

child care program may not be processed until outstanding fees have been paid. All debts are pursued by the City of Toronto.

See Appendix F for TELCCS Withdrawal Policy & Procedure.

## DEMISSION OF YOUR CHILD

On occasion, a TELCCS Centre may find that they are unable to continue to provide care for your child. This take place when a space is not available in the next age group when your child is of age to move to the next age group.

The Centre Supervisor will review the demission information with you at the time of admission. A form will be provided for your signature to confirm that you have received and understand this information.

TELCCS works to provide as much notice to parents as possible when demission may happen. In these circumstances, the centre will work in partnership with the family and the subsidy worker to find alternate child care arrangements.

## YOUR CHILD'S NUTRITION AT THE CENTRE

Our programs offer a variety of nutritious foods for lunch as well as morning and afternoon snacks. The selected foods promote good health and give each child the opportunity to enjoy new foods. Menus incorporate the healthy eating guidelines of [Canada's Food Guide](#) and meet the CCEYA regulations. Weekly menus are posted in advance for your information. All the menus are reviewed annually by a registered dietitian. A Sample Menu will be provided to you.

Meal times for all children are viewed as an opportunity for positive and social interaction. Meal times also provide learning experiences and support the development of self-help skills, such as, serving their own lunches, feeding their self, etc.

Infants are fed according to their individual needs. We will provide you with an Individual Feeding Form for you to identify the foods and consistency of foods that your child is able to eat. This document will be reviewed with you regularly for updates and changes as your child grows and develops. If your infant is on expressed breast milk or formula, you will need to provide a prepared bottle for each feeding daily.

If your child has a health related, special diet or any food related allergies, please let the centre know immediately so that arrangements can be made to provide an alternate food item or menu. Written instructions from a medical practitioner may be required.

Parents who choose to provide food for their child must ensure that all centre food restrictions are met, and that the food is clearly labeled with the child's name. The centre will ensure the food is stored safely and served to your child at the appropriate meal time. Parents may only provide food for their own children.

To ensure that all children's food allergies and restrictions are met, the centre will provide a cake to acknowledge and celebrate each child's birthday.

## OUTDOOR PLAY

The CCEYA requires that children attending care in a licensed centre must participate in at least two hours of outdoors play, weather permitting.

TELCCS recognizes the value the learning experiences, developmental opportunities, and health benefits that participating in outdoor play year-round provides. Outdoor play time is used as an opportunity to expand on children's learning and encourage physical activity to support optimal success in the future. Both spontaneous and planned learning experiences are implemented during this time.

It is important that children be dressed for the various types of weather to ensure they can actively participate in the outdoor program. Please ensure that adequate and suitable clothing and footwear is provided for your child year-round.

Occasionally, due to weather, children's outdoor time may be extended or shortened to ensure that children are active, engaged, and comfortable. Staff monitor the children's comfort and activity level in the varying weather conditions to determine the length of time children will remain outside. We strive to provide outdoor environments that provide children with various levels of activity to suit the time of year and weather. Extra drinking water, water activities, and additional quiet experiences in the shade are implemented during the summer and more physically active, high-energy experiences are implemented during the colder winter months.

TELCCS implements sun safety practices and encourages parents to provide child safe sunscreen and protective clothing such as a wide-brimmed hat for outdoor times. The staff will assist children to apply sunscreen to the exposed skin areas prior to going outside. Parents will be required to complete a sign-off form allowing staff to apply sunscreen.

## COMMUNITY WALKS AND OFF-SITE EXCURSIONS

Our centres are an integral part of the local community and strive to implement a variety of learning experiences for children to explore through walks to local sites. Parents will be notified of planned local walks on the individual room Program Plans.

We encourage parents to share suggestions and resources within the community that the children may enjoy exploring.

Occasionally, older children may participate in planned off-site excursions by school bus or TTC. Parents will be consulted and notified in advance of all off-site excursions during the planning phase and will be provided with a consent form to complete prior to their child's participation.

## CLOTHING AND PERSONAL BELONGINGS

Each child has a cubby, a personal space to store their outdoor clothing, shoes, and extra clothes. Please ensure that your child has a complete change of clothing in their cubby in case of washroom or well spill accidents.

Children's clothing and belongings must be clearly labelled to minimize mix-ups and lost items. Please refrain from leaving any valuables in your child's cubby. TELCCS is not responsible for lost or missing clothing or personal items.

Children in diapers will be provided with a small storage area in the room washroom to store diapers, wipes, creams, etc. Please ensure your child has sufficient supplies each day. Staff will strive to notify parents when supplies are becoming low, but we encourage you to monitor this as well.

## REST TIME

### Infants

Infants are each provided with their own crib (older infants may use a cot to support the transition to the Toddler room with parent consent). Infant sleep needs vary by individual child.

The staff will work with the parent to determine a flexible schedule for the child that responds to their personal needs each day. Infants are closely monitored while sleeping and are checked on regularly.

A Sleep Time Safety Policy is posted in the Infant room for your review.

### **Toddlers and Preschoolers**

As per the Child Care and Early Years Act, a rest or nap period of no more than two hours is scheduled during the day. The child's age and individual needs are considered when implementing a rest routine. The centre will provide each child with their own cot or crib and bedding. All beddings are changed and laundered weekly, at a minimum. Children are welcome to bring a personal soft toy or blanket from home to use at rest time.

Children's sleep/rest time is monitored by staff through a regular visual check on each child and documented to help ensure their health and safety. After one hour of resting, children who are not asleep are provided with quiet learning experiences, as identified on the Program Plan while their peers may still be sleeping.

## **INDIVIDUAL CHILD PHOTOS FOR FAMILIES**

The use of personal cell phones, including cameras, by clients, students, or visitors is not permitted in the centres. Parents who would like photos of their child participating in the program may occasionally provide a camera to the centre staff who will take photos of their child only. In addition, the centre may occasionally provide parents with hard copy of photos of their child taken within the program by staff to share child involvement and developmental or learning milestones.

To ensure the privacy and confidentiality of all clients, photos of other children in the program are not permitted.

## **STUDENTS AND VOLUNTEER POLICY**

TELCCS supports field placements to students enrolled in Early Childhood Education programs from institutions with an agreement in place with the City of Toronto. The student placements offer opportunities for students to observe, learn, and practice skills working with children. The participation of students in placement at our centres provides children with new learning experiences and additional positive adult interactions throughout their day. We are pleased to enable our staff to share their knowledge and experience by mentoring future Early Childhood Educators.

Students completing a field placement at a TELCCS centre are not included in the legislated staff to child ratios. Students are never left alone with the children. They are supported by a member of staff at all times.

All students are required to provide confirmation of a clear Police Vulnerable Sector Check and medical assessment prior to commencing placement at the centre. Students are also required to review and sign the TELCCS Annual Policy and Procedure package prior to the start of their placement.

"Early Childhood Educators who are responsible for supervising students, (collectively referred to as "supervisees") provide guidelines, parameters and direction to supervisees that respect their rights. Early Childhood Educators ensure a level of supervision which is appropriate in light of the supervisee's education, training, experience and the activities being performed." ([College of ECE - Code of Ethics and Standards of Practice](#))

Early Childhood Educators (ECE) 1 employees will be assigned students if student placements are taking place at a TELCCS location. ECE 2 employees who are interested in supervising students are to inform their supervisor of their interest, and or may be asked by their supervisor to supervise a student.

Employees at all times are to maintain their professionalism and are to provide students with ongoing feedback, leadership and if there are any concerns regarding the students' performance, employees are to inform the Centre Supervisor and Placement Supervisor.

Review requirements of students' placement, provide supervision, oversee students planned activities and provide feedback, provide direction and leadership to teach the student the role of an ECE. Ensure that Student Evaluations are completed, copied, and provided to the Supervisor for the students' file. Meet as scheduled with the Placement Supervisor and student to review their evaluations as scheduled.

Toronto Early Learning and Child Care Services does not provide volunteer placements in any of our centres. The Centre Supervisor can provide any persons seeking a volunteer opportunity with information on other local agencies and organizations that may be able to provide a volunteer placement.

## A RESPECTFUL ENVIRONMENT

We believe that all children and adults have the right to feel safe and to be treated with dignity and respect. Harassment and discrimination will not be tolerated from any party. The City of Toronto and TELCCS expects that all employees, parents, and persons who are doing business with the city conduct themselves in a respectful manner. This is an expectation of all persons entering into any of the centres and City of Toronto facilities.

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



Failure to adhere to this expectation may result in denied access to the centre.

## ACCESS AND EQUITY

Toronto Early Learning and Child Care Services provide children and families with equitable access to racially sensitive and culturally appropriate services. We acknowledge that inequities and barriers exist for groups that are represented by our families and children. We are committed to providing resources, learning, and programming that represents the children and families attending our centres with an additional focus on Truth and Reconciliation, Confronting Anti-Black Racism, and supporting 2SLGBTQ+ families and children. TELCCS is committed to developing child care environments and programs that are inclusive where every child and family feels welcomed, valued, and represented.

## PARKING

Most of our centres have a designated drop off and pick up area for parents to park their car for a short period of time. If you expect to spend more time in the centre, please park in a designated parking area. Please refrain from blocking other cars.

TELCCS is not responsible for any parking costs, parking infraction costs or damage done to your car while on centre property.

## SMOKE FREE

The Smoke Free Ontario Act prohibits persons from smoking in enclosed and public places to protect workers and the public from the hazards of second-hand smoke. Smoking, handling of a cigarette, or use of an e-cigarette is prohibited in the centre and playground, near entrances, and playground areas whether children are present or not.

## EMERGENCY MANAGEMENT

### **In the event of an emergency that may affect services:**

Toronto Early Learning and Child Care Services has policies and procedures in place for various types of centre and city-wide emergencies. These are reviewed regularly with all

employees to help ensure the safety of all children, parents, employees, and visitors to the centres.

### **In the event of an individual centre emergency (i.e., evacuation):**

Information will be shared with parents via:

- Twitter: [@ChildCare\\_TO](https://twitter.com/ChildCare_TO),
- Facebook: [facebook.com/TorontoChildrensServices](https://facebook.com/TorontoChildrensServices),
- Postings on the doors of the centre, and
- Parents/Guardians or child emergency contact will be notified of the emergency via telephone numbers provided.

### **In the event of a city or area wide emergency effecting a number of centres (i.e., snow storm, evacuation, power outage)**

Information will be shared with parents via:

- Twitter: [@ChildCare\\_TO](https://twitter.com/ChildCare_TO),
- Facebook: [facebook.com/TorontoChildrensServices](https://facebook.com/TorontoChildrensServices),
- Media: TV and Radio, and
- When possible, the identified child emergency contact will be notified of the emergency via telephone numbers provided.

## **TELL US HOW WE ARE DOING**

Toronto Early Learning and Child Care Services is committed to ensuring that all customer service contacts are responded to in a courteous, fair, and timely manner and will take appropriate action as required. We adhere to the following principles when dealing with a customer service contact.

Everyone has the right to request service or complain about public services. All customers need to know that their requests are heard, understood, and respected.

We support participation for persons with disabilities, considering their needs and expectation of equity, dignity, integration, and independence.

Customers are expected to provide their requests and complaints in a respectful manner. Verbal abuse, verbal threats, racist statements, etc. will not be tolerated.

We track both Customer Service Complaints and Customer Service Compliments.

# OUR COMMITMENT

Toronto Children's Services' employees are committed to serving the residents of the City of Toronto with professionalism and integrity. Feedback is an important step in our endeavor to continually improve our service delivery to you.

## What is a Complaint?

A complaint is an expression of dissatisfaction related to a Toronto Children's Services program, service, or staff member where you believe that the city or its staff has not provided a service experience to your satisfaction at the point of service delivery.

## What is a Compliment?

A compliment is an expression of approval or appreciation for a service, staff member, program, or process from you.

## How can I make a compliment or complaint?

If you have a concern or complaint concerning your child's care, we encourage you to speak to the Toronto Early Learning and Child Care Centre Supervisor of your child's program directly. For a list of TELCCs Centre contact information visit [toronto.ca/telccs](http://toronto.ca/telccs).

If you feel your concern or complaint has not been addressed or resolved to your satisfaction or prefer to speak to someone else, you may contact the Program Manager whose name and contact information is posted on the parent bulletin board in your centre. You may also contact TELCCS Head Office at:

Phone: 416-392-3317

Email: [telccs-headoffice@toronto.ca](mailto:telccs-headoffice@toronto.ca)

Mail: 55 John Street, Metro Hall, 10<sup>th</sup> Floor, Toronto, ON M5V 3C6

## What can you expect when you make a complaint?

Complaints are reviewed promptly, and every effort is made to resolve them as quickly as possible. We monitor complaints and use them to assess and improve the quality of service we provide.

- Each complaint is considered on its own merit.
- Complaints will be treated confidentially, and steps will be taken to help protect a complainant's privacy.
- Complaint investigations are fair, impartial, and respectful to parties involved.
- You will be kept informed about what is happening and why it is happening.
- You will be contacted when your complaint is escalated.

- You will be advised of your option to escalate your complaint if you are dissatisfied with treatment or outcome.
- You will be informed when a decision is made and provided with an explanation for the decision.
- We will respond to your initial complaint within 24 – 48 hours.
- Complaints involving staff conduct will be investigated and you will be informed when it is resolved; however, no disciplinary information can be shared.
- All written complaints will be responded to in writing.
- While there are certain steps that need to be taken to ensure fairness for all concerned, there can be unavoidable delays; however, we will treat each case in a prompt and thorough manner.
- If you are making a verbal complaint, you may be asked to put your complaint in writing, especially if it involves a serious or complex matter.

## PARENT HANDBOOK UPDATES AND REVISIONS

All updates and revisions of this Parent Handbook will be reflected on the Toronto Early Learning and Child Care Services [website](#). Parents will be notified of any major updates or revisions to the Parent Handbook through hard copy.

## MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

The personal information requested in connection with the admission of your child, as well as his/her child care records established with the child care centre, are collected under the legal authority of the City of Toronto Act, S.O. 2006, Chapter 11, Schedule A, s. 136(c) and the Child Care and Early Years Act, S.O. 2014, Chapter 11. The information will be used for the purpose of ensuring the delivery of high-quality early learning and child care services under the Acts and Toronto Quality Assessment for Improvement. Questions about this collection can be directed to the Director, Toronto Early Learning and Child Care Services, Children's Services, Metro Hall, 55 John Street, 10th Floor, Toronto, Ontario M5V 3C6 or by telephone at 416-392-3317.

**Parent Handbook Last Revised: March 19, 2024**

# APPENDIX A

## TELCCS Safe Arrival, Departure, and Attendance Policy and Procedure

### Purpose

To outline the policies and procedures for TELCCS Centres to ensure that all children enrolled in the program are accounted for each day and to provide employees with a consistent method of documenting the arrival, departure, and attendance of all children.

### Policy

To ensure the safety of all children receiving care, TELCCS centres are required to monitor and document the arrival, departure, and attendance of all children. At the time of admission, centres will acquire emergency contact information from parents/guardians that also reflects authorization of individuals for drop-off and pick-up for each child. This information may be utilized:

- in case of emergency
- if a child does not arrive as expected
- If a child is not picked up before closing
- If an individual other than those authorized is there to pick-up the child

Attendance for each child will be documented for each day that a Centre is operational. All Centres will maintain a monthly attendance for each playroom that will record all arrivals, departures, and absences of enrolled children each day. Portable attendance forms will be utilized when children separate into smaller groups.

### Application

This policy applies to all TELCCS employees and students completing an unpaid placement in a TELCCS Centre.

### Procedure

#### Safe Arrival

Accepting a child into care:

Upon arrival, parents/guardians are expected to bring their child to the room in which they are enrolled and verbally advise an employee that the child has arrived.

When accepting a child into care at the time of drop-off, program staff in the room must:

- verbally greet the parent/guardian and child

- ask the parent/guardian how the child's evening/morning has been and if there is anything they should be made aware of
- document the time of the child's arrival on the daily arrival/departure attendance sheet located in the Attendance Binder as well as on the Transitional board located on the wall.
- complete a health and wellness check of the child and note any communication from the parent/guardian in the communication book for the room.

When a child has not arrived in care as expected:

Parents/guardians are required to notify the centre when their child will be absent. To ensure the safety of the child, parents/guardians have the option of enrolling their children into a notification program. Parents can opt into or out of this program at any time. As part of the program, if a child does not arrive as expected and there has not been a communicated change in the drop-off, a centre staff will contact a designated parent/guardian by either phone or email to report the absence.

For parents/guardians who do not enroll in the notification program, Centre Supervisors have the discretion to follow-up with families to determine if the absence could impact the centre (i.e.: illnesses leading to outbreak).

### **Confirmed Absence**

Once the child's absence has been confirmed, program staff will document on the daily arrival/departure attendance sheet and any additional information about the child's absence in the communication book for the room and the record of illness, if applicable.

### **Safe Departure**

Picking up and releasing a child from care:

When admitting a child to care, parents/guardians are required to advise the Centre of all individuals who are authorized to pick-up their child. Authorized pick up information is documented in the Client Information System (CIS) and can be accessed in the Authorized Pick-Up Information Report Children can be picked up at any time before 6:00 p.m., by a parent, guardian, or a person who has received written authorization from the child's parent or guardian.

The staff employee or educator who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that is on the Authorized Pick-Up Information Report for that child, or the parent/guardian has provided alternate written authorization for. Parents are required to notify the Centre when alternate pick-up arrangements have been made. Any person unknown to the employee/educator will be required to provide identification. Children will not be released unsupervised or to individuals that do not have authorization.

When an unknown individual is picking up the child:

- program staff must confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

- where the above is not possible, ask the individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the Authorized Pick-Up Information Report or parent/guardian written authorization.

If parents/guardians have failed to notify the Centre of alternate pick-up arrangements, staff are required to confirm with the parents by phone. Identification verification will also be required of the individual when picking up.

Where a child has not been picked up as expected:

If arriving late to pick up their child, a parent/guardian must notify the centre as soon as possible. Parents/guardians are encouraged to make alternative pick-up arrangements.

If the parent/guardian has failed to notify the centre of a late pick-up, centre staff will attempt to contact the parent/guardian. If they cannot be reached one of the child's emergency contacts will be contacted. If the parents and emergency contacts cannot be reached by 6:30 p.m., staff will contact the appropriate Child Protection Agency. Staff will follow the Agency's direction with respect to next steps.

If repetitive late pick ups occur, the Centre Supervisor will meet with the parent to discuss and determine whether the centre hours meet the family's needs. If continued lateness is expected or continues, the Centre Supervisor will support the family to explore alternate child care arrangements. A notice of withdrawal from care may be issued for unresolved patterns of lateness.

### **Documentation and Attendance Recording**

Daily arrival/departure attendance sheet:

All TELCCS Centres are to use the daily arrival/departure attendance form to record each child's daily arrival and departure. The sheet can be generated from the TELCCS Child Room Assignment (CRA) portal; please review for accuracy. The daily arrival/departure attendance must be kept in the Attendance Binder.

Attendance Binders:

The attendance binders must contain the following information:

- Daily arrival/departure attendance
- Transitional Attendance
- Individual Plans (Anaphylaxis, Medical, and Support Plans)
- Alert Notifications Report
- Nutrition Information Report
- Blank Accidents Reports
- Weekly Enrollment Exceptions (optional)
- A Copy of this Policy and Procedure
- Authorized Pick Up Information Report
- Emergency contact Information Report
- Children with Non-consent Report

### Staff Transitional Attendance:

Program staff must use the Staff Transitional Attendance Form to record the number of children who are present during the following times:

- Beginning of shift
- Staff return from Afternoon Break
- When the staff departs at the end of the day

With each transmission, information in the transitional attendance form should be verified verbally with a team member (when applicable), against the classroom daily arrival/departure attendance record and by completing a head count of children in the program.

### Visiting Other Rooms:

When a child is visiting another room in the centre, the classroom daily arrival/departure attendance must reflect the child's temporary absence as well as their temporary attendance in the visiting room. The following practices must be followed by the originating and visiting rooms:

#### Originating Room:

- In pencil, document the time the child left under the 'time out' column of the daily arrival/departure attendance form.
- When the child returns, erase the previous documented time.

If a child departs for the day from a visiting room, the originating room will record the departure permanently (in pen) on the daily arrival/departure attendance form.

#### Visiting Room:

- Additional spaces on the daily arrival/departure attendance form will be available to document visiting children.
- In a blank space, include a heading, "Visiting Children". Below, indicates the child's name, time in and time out.
- If the child departs with their parent from the visiting room, an employee from the visiting room must notify the child's originating room so that the departure time can be permanently recorded.

### Small Groupings:

Daily arrival/departure attendance must reflect where children are at all times, including when children separate into smaller groupings in different locations (e.g., the playground, community walk, field trip, etc.). In addition, an attendance form must accompany each group of children when they are in separate groupings. A portable attendance form is to be used.



- Children who have left the group need to be marked out of the daily arrival/departure attendance in pencil. They will also need to be documented on their accompanying portable attendance form.
- Once returned, the daily arrival/departure form must be updated with pen.
- If a child arrives during the small group experience, the child's arrival time will be recorded on the portable attendance and then transferred to the main daily arrival/departure attendance once the group is back together.
- Portable attendance must have the Nutrition Information Report (unless it is posted where the group of children will be).

### **Policy and Procedure Review**

This policy and procedure will be reviewed and signed off by all employees before commencing employment/unpaid placement in a TELCCS location, and at any time where a change is made.

**Policy and Procedure Last Updated: January 2024**

# APPENDIX B

## TELCCS Program Statement

### What is Pedagogy?

Pedagogy is the ways that children learn and what an educator does to support their learning.

TELCCS supports the ideology that children learn best when they are interested and engaged in play and experiences that encourage and support active exploration and manipulation of materials. Registered Early Childhood Educators (RECE) develop and implement daily learning experiences that are based on documented observations of each child complimenting their knowledge and expertise of child development and learning. Children are viewed as competent, active, curious, and capable learners that are rich in potential.

We acknowledge that inequities and barriers exist for certain groups within our communities. TELCCS has dedicated resources, time, and training to hold ourselves accountable and demonstrate our commitment to Truth and Reconciliation, Confronting Anti-Black Racism, and support of 2SLGBTQ+ families in our childcare programs. We aim to build a diverse and inclusive community where every child and family feels welcomed and valued, and where all voices are heard and respected.

Our programs support each child's personal well-being, health, safety, and nutrition with a team approach that includes Registered Early Childhood Educators, Child Care Aides, Supervisors, and support services, such as the Nutrition Services Unit, Asset Management Unit, Every Child Belongs, and Senior Management Team.

Daily learning experiences (activities) are created and adapted to reflect and support children's individual stage of development and interests. Consideration is given to each element of the children's day, indoor and outdoor play, active play, and quiet time to provide unique and valuable learning, developmental experiences, and opportunities that are supported by planned programs and child-initiated learning.

Our services are developed and organized based on the six (6) guiding principles of Early Learning for Every Child Today (ELECT) and the four Foundations of Learning and Development (Ways of Being) from How Does Learning Happen?

### How Does Learning Happen?

[How Does Learning Happen?](#), Ontario's Pedagogy for the Early Years, is a professional learning resource for those working in child care, and child and family programs. This resource promotes critical reflection and discussion and includes goals for children and

programming expectations. It provides a framework for thinking about the environments, experiences, and interactions that bring out the best in children, families, and educators.

HDLH? identifies four (4) foundations that are important for children to grow and flourish to their optimal development.

The following chart outlines the Four (4) Foundations of Learning & Development from How Does Learning Happen? and the practices TELCCS implements to support children and families.

The Four (4) Foundations of Learning & Development	How We Support the Foundations
Well-Being	In TELCCS programs we encourage mindfulness throughout the day by enabling children to have time to finish a task and practice new skills (i.e., learning to do up a zipper) and by moving through transitions in a small group format.
Expression	Teachers encourage children's self-expression through their play, art mediums; painting, clay creations, music and movement, the use of open-ended questions and by providing time for children to reflect, hypothesize and share their responses. TELCCS is supportive of children expressing themselves how they feel the most comfortable.
Belonging	To support children and families to have a strong sense of belonging, educators develop inclusive environments and planned programs that reflect the diversity of the families, children, and communities they serve. This also includes addressing Truth and Reconciliation, combating Anti-Black Racism as well as supporting 2SLGBTQ+ families.  Materials, photographs, posted material and resources reflect diversity in race, culture, family composition, abilities, etc.

The Four (4) Foundations of Learning & Development	How We Support the Foundations
Engagement	Planned programs are developed to reflect the children's interests and individual development enabling children to choose the learning experiences, materials and play partners they want to engage with. Educators encourage and support children to make their own decisions, solve problems, experience logical consequences and hypothesis through their play to support children's feelings of engagement and value within the program and with others.

### Early Learning for Every Child Today (ELECT)

Early Learning for Every Child Today is a professional resource for use by early childhood practitioners that describes how young children learn and develop and provides a guide for curriculum in Ontario's early childhood settings. ELECT identifies Six (6) Guiding Principles developed from beliefs, values, experience, and current research findings. The Principles provide a guide that compliments, rather than replaces, specific curricular and pedagogical approaches.

The following chart outlines the Six (6) Guiding Principles from ELECT and the approach TELCCS uses in all children's programs.

The Six (6) Guiding Principles	Our Approach to Each Principle
Responsive Relationships	Educators build trusting relationships, have positive and nurturing interactions, take cues from children, reinforce positive social skills, and demonstrate positive role-modeling.
Learning Through Exploration, Play and Inquiry	Children are capable, competent, and curious learners. They learn best when they are engaged in play-based learning experiences and using materials that they are able to freely explore, manipulate, theorize, question, and share their thoughts and ideas. When children are having fun, they are engaged and learning.

The Six (6) Guiding Principles	Our Approach to Each Principle
Educators as Co-Learners	Educators learn with the children, asking meaningful and thoughtful questions, providing a variety of new and challenging materials, and learning experiences to enrich the children's learning.
Environment as Third Teacher	The play-based environments (playrooms, playgrounds, and centre) are designed to enable children to make choices and be independent. They stimulate learning and encourage skill development. They provide a natural, aesthetically pleasing, and calm place to learn as well as a variety of types of space for children to explore.
Pedagogical Documentation	A quality planned program is developed using documented observations of children throughout their day, input from families, and the knowledge and experience of the educator. Documentation may include written and photographed observations and children's creations (e.g., artwork, writing).
Reflective Practice and Collaborative Inquiry	Educators reflect on their own practices and collaborate through open discussion and enquiry with other educators to implement best practices and to ensure a high-quality early learning and care program.

### TELCCS Play-Based Learning Model

TELCCS programs use a play-based learning program model to support children's optimal learning and development. Research shows that play is the primary way that all children learn. In TELCCS we believe children learn when they are engaged, active, interested, challenged, and having fun. Learning experiences are both planned and spontaneous based upon the children's interests and developmental needs. Programs support learning and development in all areas: physical, social/emotional, cognitive and language and literacy development.

Children also learn through repetition; they need many opportunities to explore and manipulate materials to figure out how they work, to develop and refine their skills and

abilities and to gain knowledge. The more experiences and time children can play independently and with others, the more opportunities for learning take place.

## **The Value of Play**

While children are engaged in play, they are learning and developing a variety of skills:

- Literacy
- Numeracy
- Emotional and social skills
- Learning new cognitive concepts
- Developing their small and large muscles through physical movement

Children learn when they engage in:

- pretend play
- creative and sensory experiences
- games and puzzles
- small and large group times
- physical play experiences
- singing
- story telling

## **The Role of Registered Early Childhood Educators**

Our educators and supervisors are Registered Early Childhood Educators (RECE) and are responsible for developing and implementing planned and responsive programs.

This is done by:

- observing and documenting daily activities and behavior of children
- developing and implementing planned daily programs with a wide variety of challenging and stimulating learning opportunities and experiences
- creating environments that enable children to actively explore and learn independently and with adult support
- supporting children's learning through positive interactions as play partners and co-learners
- sharing information and resources with parents
- partnering with the community to engage children to learn about and understand their world
- adapting the program and materials to ensure all children are able to actively explore and engage in play on their own and with their peers
- working with external partners to ensure the program meets the needs of children with extra support needs including implementing individual program plans

- working in collaboration with their team partners to evaluate, develop and implement the planned program
- being active, life-long learners

Our Supervisors, RECE's and Child Care Aids work in a team approach to provide for children's needs and to support their learning and development by:

- supervising children's play and daily routines
- documenting general care information
- following the child's lead to extend and enhance learning and development
- responding to children's individual needs
- developing positive, supportive relationships with each child
- demonstrating respect and empathy for children's emotions and challenges
- encouraging problem solving
- supporting the development of positive peer relationships
- establishing positive relationships and partnerships with parents
- modeling the behavior they wish to teach children
- establishing professional and positive relationships with their colleagues in the rooms and centres in where they work

### **Planned and Responsive Programs**

TELCCS values the benefits of a planned program. Educators document observations of children throughout the day in the children's individual Observation Tool to help track the children's interests and developmental needs. As part of the planned programming, materials and learnings that acknowledge Truth and Reconciliation, Confront Anti-Black Racism, support the 2SLGBTQ+ community and support those with varying abilities and intentionally and meaningfully incorporated.

ELECT's Continuum of Development describes predictable sequences of development for children from birth to eight years of age. The continuum assists educators in observing and documenting children's emerging skills, based on an understanding of child development and supports the creation of a planned and responsive program.

While a program plan is created weekly, Educators follow the lead of the child. Planned learning experiences are adapted by children as they play and explore, bringing new materials and ideas to their play. Educators also adapt this planned program to support children's spontaneity, abilities, and interests by adding materials, asking open-ended questions, and building on to the children's learning by providing new challenges and ideas.

Each room team meets weekly to reflect on the program and documented observations; ideas are discussed, and the program and environment is adapted to best meet the children's needs. Educators continually review how their programs and interactions

support the Four Foundations of Learning and Development and the Six Guiding Principles. Centre supervisors provide additional support to ensure programs meet the Program Statement requirements. This is done through providing resources, training, observing programs, sharing information and resources with parents, interacting with both children and employees, and facilitating discussions on how the children are learning, what they need to learn and the best strategies to support them.

### **Children's Learning Environments**

The children's play environments (indoor and outdoor) are set up in a child-friendly manner that encourages free exploration and manipulation of materials as well as organized learning experiences that they may engage in independently, with a peer or in a small or large group. The playroom furnishings and décor are chosen to reflect elements from nature (e.g. wood, plants) and are child-size for the comfort and safety of the children. An environment that provides for quiet, thoughtful play, as well as loud, active play are essential to support children's individual needs and ways of expression.

The materials in the rooms are set up in a manner that enables children to easily find and return them independently. They provide a variety of stimulating and challenging learning experiences to engage children and to support all aspects of the child's development.

### **Outdoor Play – A Critical Part of Learning**

In TELCCS, we value the learning opportunities as well as the health benefits that outdoor play provides children. Children in full day care are required by the Ministry of Education to participate in outdoor play for a minimum of two (2) hours a day, weather permitting. Children are supported in participating in outdoor play during all four seasons with educators building and adapting programming to each one. Educators closely monitor the weather and the children's activity levels to ensure their health and well-being. Areas of shade as well as drinking water are provided throughout the year.

The outdoor learning environment provides extended opportunities for all elements of learning, from physical activity, nature exploration, independent and cooperative games. Children's interactions with nature support their knowledge of science and nature and help them develop an understanding of the fragile nature of the environment, and how they can care for and nurture it. Learning is also extended to the local community through local walks or off-site activities for older children.

Our outdoor play environments provide space and opportunities for active and restful play, loud and quiet play, and individual and group play. Children are provided with a variety of opportunities to develop their large muscles skills as well as athletic skills, such as throwing, kicking, and catching a ball, riding a tricycle, and playing basketball, to support them to lead an active lifestyle for long-term health and wellbeing.



When children are unable to play outdoors due to weather conditions, alternate indoor active learning experiences are provided in a space identified for this purpose.

### **Program Enrichments**

TELCCS programs aim to extend children's learning and development through the implementation of program enrichments. Program Enrichments are learning experiences that are presented on-site by professionals in their specific field to support children's learning. This may include, but is not limited to theatre and music, hands-on crafts, and physical movement experiences.

Parents are invited to share their skills, knowledge and abilities with their child and their peers. This may be achieved by reading a story or singing a song in their home language, playing a musical instrument, or engaging children in a craft.

Planned program enrichments for each program are posted in advance for parent information and input.

### **Child Development**

Our goal is to encourage and support children to reach their optimal development and future lifelong success. Our play-based program is planned to enable each child to interact with materials, learning experiences, peers, adults, and the outdoors at their individual stage of development and through their own interests.

Educators will complete a screening tool for each child at age-specific identified intervals to help ensure they are meeting basic developmental milestones. Parents are encouraged to work with staff to complete this tool. An age-appropriate blank copy will be provided along with the completed tool to facilitate discussion of any areas that may need to be addressed.

At times, some children need additional support from specialists such as resource consultants, speech and language therapists, physiotherapists, etc. If the child's educator feels that the child would benefit from additional supports, they will meet with the parent to discuss what services may be available and how they may be arranged. In TELCCS, we model the [Every Child Belongs](#) philosophy and welcome all children to participate in our programs in a meaningful way.

### **Supportive Strategies**

Children need the opportunity to explore their environment and discover their abilities. This sometimes involves testing limits and experimenting with social interactions that may include behaviour that is dangerous or inappropriate.

When negative or unacceptable behaviours occur, they are considered to be learning opportunities where educators support children in identifying and expressing emotions and issues appropriately. They establish limits and follow through with logical consequences when reasonable expectations are not met. Consequences of behaviour should be calmly addressed with children keeping in mind tone of voice, body language and facial expressions. This can include developmentally appropriate redirection strategies.

### **Infants and Toddlers**

In TELCCS, we support infants and young toddlers to develop self-regulation skills and positive behaviours through the use of redirection. Staff will bring the child's attention to a different play area or material to minimize the child's opportunity to repeat or engage in unwanted behaviour and support them to experience more positive experiences with others.

Infants and toddlers are at developmental stages where they can't yet understand verbal direction concerning their behaviours and emotions and tend to be egocentric (at the "me" stage). Staff will reframe the stressful or emotional situation and redirect it into a positive one; for example, providing them with another toy or engaging them in a different and more positive learning experience.

### **Preschool Children**

Educators support preschool children problem solve, communicate their issue, or needs and use conflict resolution strategies to resolve issues with others. Educators support children to work through problems or anger by encouraging them to talk about their feelings and issues. Children learn to use strategies when they are actively involved in the solution.

Children are, by nature, problem-solvers. A problem-solving approach which meets the developmental level of children allows them think about the problem and develop a solution. This involves identifying the issue, thinking of alternatives, predicting consequences, and developing solutions.

### **Prohibited Practices**

All TELCCS employees and students are to use behaviour guidance strategies that support children to develop appropriate social and emotional skills and must comply with the TELCCS Program Statement.

TELCCS and the Child Care and Early Years Act prohibits the following practices:

- a) corporal punishment of the child,
- b) deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect,
- c) depriving the child of basic needs including food, shelter, clothing, or bedding,

- d) locking the exits of the child care centre or home child care premises for the purpose of confining the child,
- e) using a locked or lockable room or structure to confine the child if he or she has been separated from other children, or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

## **Self-Regulation Skills**

One of the most important set of skills that children need for future success are those relating to self-regulation. This includes the ability to wait their turn, share materials, listen to others, demonstrate empathy and kindness, and communicate emotions and thoughts to others in a positive and constructive manner.

Viewing children as capable, competent, and curious is critical in supporting self-regulation. Most unwanted/negative behaviours are due to the inability to self-regulate due to skills that are not yet developed or those that need to be refined. When unwanted or negative behaviours are demonstrated, children are supported in learning how to manage their response by promoting the use of positive, developmentally appropriate strategies and techniques on a consistent basis.

Children are encouraged to respond in a positive manner and to apply those responses to resolve future situations. This can be achieved by demonstrating and supporting positive behaviours and through redirection and verbal support. Children will learn to feel and demonstrate empathy to others as they learn through their own experiences and observe adults role modeling positive social skills.

## **Social Skills**

Research has identified five core competencies that lead to positive life outcomes. These include:

1. a positive sense of self,
2. the ability to practice self-control,
3. effective decision-making skills,
4. a moral system of belief of what is acceptable and unacceptable, and
5. positive connections with others.

As children begin to develop language skills and a better understanding and awareness of others, educators use a variety of strategies such as, conflict resolution, learning experiences, natural consequences, and redirection to support children's development of strong social skills. Communication skills and understanding support children to self-regulate by planning how to deal with stressful or difficult situations or suggesting their own consequences when they have acted inappropriately, such as, helping a peer re-

construct a broken creation or taking some time to be quiet and meditate with the support of educators.

## **Relationships**

The relationship between educators, children and families is very important. Research shows that the first three (3) years of life are the most critical to support brain growth and development. During this time, 90% of our brain mass is developed through the relationships we have with others.

In TELCCS, we value the importance of relationships between the educators/caregivers and children and families. We strive to develop a strong partnership with parents based on respect, trust, and a common goal of supporting children to reach their optimal outcomes.

## **Children in Distress**

Educators and caregivers respond to children in distress in ways that support a trusting, caring and respectful connection with the child. Responding promptly to children in distress supports children to develop lifelong skills such as the ability to self-regulate, solve problems, communicate, and develop strong relationships based on trust. Children whose needs are promptly met also develop a strong sense of belonging, self-expression, and the knowledge that they are cared for and loved.

Responding to a child in distress may mean picking them up, talking or singing to them in a soothing voice, sitting in close proximity to them while engaging in their play, holding their hand, assisting them to solve a problem or a conflict, providing them with engaging materials or learning experiences, or providing for a need such as, food, rest, or a diaper change.

## **Challenging Behaviours**

When a child is having a challenging time and is displaying behaviours that may hurt them or others, educators may be required to remove other children from the space. This provides privacy and an opportunity for staff to support the child in resolving their issues. Additional educators will provide support and relief. Physical restraint is only used when a child may endanger themselves or others. If physical restraint is used, educators will document the interaction and notify the supervisor and parent/guardian. A plan will be developed to support the child.

## **Routines and Transitions**

Children's days are filled with lots of time to play and explore in the playroom and on the playground, but their day also includes a number of personal care routines such as mealtime, washroom, and cloakroom time. As children move through these routines each

day, educators support children's learning through positive and supportive interactions. Children develop self-help and fine motor skills, an understanding of the importance of good health and hygiene, as well as communication and social skills while they interact with peers and adults.

Transition times, such as, to/from the playground or washroom, are designed to be safe, positive learning experiences for children. Children move from larger groups to small ones each with a staff member to support the children's physical and emotional well-being, facilitate individual learning, encourage trust and attachment, and support children's ability to manage routines and self-regulate effectively.

### **Children's Sleep and Rest Times**

It is important to schedule time to rest and re-energize as children are continually active throughout the day.

#### **Infants**

As younger children require more frequent rests, infants rest according to their own individual schedules. Educators work with parents to determine a daily schedule of rest and monitor the child's individual needs throughout the day. Staff monitor resting/sleeping children regularly to ensure their safety and well-being.

For their safety and well-being, all infants are put to sleep in their individual cribs. Infants under one year of age are put to sleep on their back.

#### **Toddlers or Preschool Children**

Children attending a toddler or preschool program will be provided with a period of up-to-two hours per day to rest or sleep on their individual cot depending on their individual needs for that day. Quiet learning experiences are provided for children not sleeping after one hour of resting on their cot and as they gradually wake.

### **Technology**

In TELCCS, we strongly believe that children learn by being engaged actively in play; the amount of screen time children participate in is limited. Video/DVD materials are only used to support children's learning and interests using materials related to their interests, such as, science and nature videos.

### **Music**

TELCCS programs provide children with a variety of opportunities to engage in music experiences to support an appreciation and understanding of music. This includes listening, singing, and playing musical instruments. Children are exposed to diverse types of music, including instrumental, classical, pop and culturally specific music. Opportunities are provided to listen to others sing or play musical instruments as well as to participate.

Educators use music to support children at various times throughout the day including during transition times. This can be done by singing familiar songs, playing soft music to communicate to children that it is rest time and to encourage physical and creative movement.

## **Food and Nutrition**

Our menus provide a wide variety of foods for children to enjoy. While the primary focus is providing nutritious food, mealtimes are also an opportunity for learning. Mealtimes enable children to interact with others, learn about different foods, learn their own likes and dislikes as well as develop self-help skills. Mealtimes provide a unique opportunity to build strong relationships and appreciation for new and different foods.

Our programs engage children in many learning experiences to support the importance of choosing healthy food options. Some centres have vegetable gardens that provide children with opportunities to engage in planting, caring, and harvesting the food, as well as creating healthy food items with the food they have grown. Children learn cooking techniques, food preparation, self-help, and social skills while they plan and prepare nutritious snacks to enjoy during their day and with families.

## **Parent Input**

Educators and parents work in partnership to ensure children's nutritional needs are consistently met. Information is gathered and shared regularly. Infant and toddler programs share information on daily/weekly charts that document the child's daily food and liquid intake along with general care items, such as, diapering and sleep times. Families are provided with documents to gather information concerning their children's nutritional and general care needs on a regular basis.

Families are encouraged to share any observations or changes that may take place with their child/ren's needs as they arise.

## **Family Engagement**

Parent participation and involvement in their child's program is essential to ensure children's optimal learning and success. We aim to provide opportunities for parents to express their ideas, feelings, and concerns as partners in their child's learning and care.

Parents are welcomed and encouraged to spend time in their child's program. Parent involvement also occurs through regular program enrichments, information sessions, workshops and program evaluations, and daily written and verbal communication. Play experiences and their links to learning are shared through our Weekly Program Plans, Individual Children's Observation Tool, and regular communication.

Parents are encouraged to share their observations of their child's learning and development with the staff and to document them in their child's observation tool.

Photos, diverse materials, the use of home languages and learning experiences relating to diverse families and people further support children and families' sense of belonging and engagement.

## **Partnering with Our Community**

TELCCS partners with a wide range of community partners to support an integrated approach to early learning and care. As a City service, we pride ourselves on working collaboratively with other City departments to share resources and improve the quality of our programs and services to children and families. Some of our City partners include Toronto Public Health, Toronto Public Libraries and Toronto Parks, Recreation & Forestry.

In addition to these partnerships, we have a strong connection with the education system through shared spaces and communities. School boards have also implemented a play-based learning program that not only supports a seamless transition from care to the school system but also ensures the future success for children attending our programs.

TELCCS also has strong partnerships with a number of Ontario College and University Early Childhood Education Diploma and Degree programs. The partnership provides student placement opportunities that enables us to support future Early Childhood Educators. This also provides children with new learning experiences and enthusiastic interactions with the students.

## **Professional Development and Training**

TELCCS is committed to the ongoing professional development of all staff. All TELCCS staff participate in mandatory training as required by the CCEYA, 2014, Child Care & Early Years Act, 2014, Occupational Health and Safety Act (OHSA), Accessibility for Ontarians with Disabilities Act (AODA), and by the City of Toronto, including Standard First Aid & CPR Certification.

In addition, staff participate in position-specific training and learning to support their professional learning and development. This also ensures they have a strong understanding of current policies, procedures, and research materials. Registered Early Childhood Educators are also required to meet the Standards of Practice and Continuous Professional Learning requirements of the College of Early Childhood Educators (CECE).

A yearly professional development training plan is implemented in response to current research in the early learning and care field, mandatory and legislated training as well as employee and parent feedback.

## **Program Review & Evaluation**

TELCCS programs ensure they meet the CCEYA, 2014 regulations to provide high quality early learning and child care services to families. TELCCS strives to meet or exceed the City of Toronto's [Assessment for Quality Improvement \(AQI\)](#) in all programs. TELCCS implements an annual Parent and Child Survey also gathers information and feedback on the services we provide.

The program statement will be reviewed and signed off by all staff and students prior to commencing employment or placement with TELCCS and annually thereafter, and at any time, when a change is made.

## **Resources/References**

1. Child Care & Early Years Act, 2014 (CCEYA)
2. How Does Learning Happen?
3. Early Learning for Every Child today
4. City of Toronto Assessment for Quality Improvement (AQI)

Copies of the TELCCS Program Statement are provided to all families at time of admission and when any significant changes are made. This document is also available on the Toronto Early Learning & Child Care Services website [www.toronto.ca/children/telccs](http://www.toronto.ca/children/telccs) for families and members of the public.

**Program Statement Last Revised: November 2023**



# APPENDIX C

## TELCCS Waitlist Management Policy and Procedure

### Purpose

To ensure centre waitlist is maintained, the placements process follows first come first serve, communication with parents is documented and vacancies are minimized.

### Policy

All vacancies in TELCCS centres will be offered to clients on the waitlist in first come/first serve order. Supervisors are to ensure that communication with clients is done in a transparent and timely manner and implemented as per outlined procedure.

### Definitions

Child Care Centre Waitlist Report contains all families on the waitlist for a child care centre. All TELCCS centre waitlists are maintained centrally by TCS Client Services. The waitlist may be accessed through the TELCCS intranet home page under 'Supervisors' Toolkit'. The Waitlist Report has search, sort, and filter functions. The Waitlist Report is updated daily. Supervisor/designate must use the waitlist of the current day to contact families. To ensure this happens, Supervisor/designate are strongly encouraged to use electronic Waitlist Report and only print in exceptional circumstances.

**TELCCS Centre/Client Communication Log** is where all contacts or attempted contacts with a client on the wait list are to be recorded. Refer to the TELCCS System – Centre/Client Communication User Guide posted in the TELCCS Systems How to Guides Confluence page for further details.

**Short Term Placement** is when a centre has short term vacancy, and the Supervisor is looking to place a new child from the wait list to fill the vacancy for a few months. This short-term placement may be a result of a space that needs to be held for a child who is currently enrolled in the program but is currently too young to seek underage approval and will need to move up in the next few months. Families who accept a short-term placement will be told the length of the placement at the time of offer and provided with a withdrawal date in writing when at Intake. Supervisors should communicate short-term placements with their Program Manager before the placement is offered.

**Waitlist Registration** is the process by which families may place their child on the waitlist for a TELCCS centre. The following options may be used:

- Register online at:

- [toronto.ca/children/telccs](http://toronto.ca/children/telccs) and select [How to Register / TELCCS Waitlist Registration](#) for **full fee** application.
- [toronto.ca/childcaresubsidy](http://toronto.ca/childcaresubsidy) and select [How to Apply / Apply Now](#) for **fee subsidy** application.
- Call the Human Services Integration (HSI) office at 416-338-8888 (select option 2 for Children's Services)

## **Waitlist Management Procedure**

### **1. Documenting Interactions with Family.**

- a) All contacts with families on the waitlist must be documented in the Client Communication Log.
- b) Email must be sent to families confirming any offers or potential offers of space, change in required start date, or removal from waitlist. The email may be the original communication or a confirmation email if verbal communication has taken place.
- c) All emails for the above are to be sent from the Centre email.

### **2. Enrollment Planning**

- a) When a space becomes available, the Supervisor will review scheduled move ups and/or under/over-age possibilities in the Child Room Assignment (Online Services Portal) system.
- b) The Supervisor will also determine whether a Short-Term Placement is required or not.
- c) Once move up or underage options have been exhausted and determined length of placement, the Supervisor/designate will contact families on the waitlist based the guidelines below.

### **3. Filling a vacancy**

- a) Families may be contacted up to three (3) months in advance of their required start date for a current vacancy.
- b) For any vacancies, contact families eligible under 3a in Waitlist order.
  - i. Use email in Appendix (C.1). Email offer is preferred but verbal offer may be made followed by confirmation email.
  - ii. Families have 48 hours to respond after they have been contacted about a space. If a Families does not respond, the Centre moves onto the next person on the waitlist. Document lack of response in Centre/Client Communication Log.
  - iii. Once a family accepts a spot, the Supervisor/Designate will follow the Procedures below depending on whether a Subsidy or Full Fee Client. Check Waitlist report to determine which applies.
    - Placement of subsidized clients in TELCCS and THCC

- Placement of full fee clients in TELCCS and THCC,

#### **4. Exhausted Waitlist**

- a) When a Centre's Waitlist is exhausted, the Supervisor will discuss with their Program Manager and determine next steps. This may include accessing another TELCCS centre's waitlist or using the Vacancy Flyer.
- b) Prior to contacting families from another TELCCS centre's waitlist, the Centre Supervisor will contact the Centre Supervisor at that centre to inform that their own waitlist is exhausted and ask to contact families on the other centre's waitlist.
- c) Permission will be given to contact families by the other centre as long as they are not also trying to fill vacancies.
- d) When contacting families from other Centre's waitlists, the Supervisor/designate must identify that:
  - i. they are calling from Toronto Early Learning and Child Care Services at the City of Toronto,
  - ii. the family is already on the waitlist of TELCCS centre,
  - iii. There is a current vacancy at another TELCCS and ask the family if they wish to consider it.
  - iv. Appendix (C.2) may be used as a script.

#### **5. Removal from the Waitlist**

- a) Parent/Guardian initiated: The parent/ guardian may request either verbally or by email to have child removed from waitlist. Centre will respond to all requests with confirmation email to parent/guardian.
  - i. To remove a client, the Supervisor/designate will update the Centre/Client Communication Log and select the appropriate reason for the communication from the drop-down selection.
- b) Centre initiated Waitlist Review: At least once a month, Centre Supervisor/Designate will initiate the TELCCS Centre Waitlist Review and Maintenance Procedure

#### **6. Change of Waitlist date**

- a) Parent may request a new required start date. Centre will respond to request with confirmation email to parent/guardian.
- b) To change required start date, the Supervisor/designate will update the Centre/Client Communication Log and select the appropriate reason for the communication from the drop-down selection and enter new required start date.

#### **Related Policies and Procedures**

- TELCCS Centre Waitlist Review and Maintenance Procedure
- Placement of full fee clients in TELCCS and THCC
- Placement of subsidized clients in TELCCS and THCC

## **Appendix (C.1) – Template Email**

"This email is to inform you that you have come to the top of (name of centre) waiting list and your child can be placed in our (age group). The space is available (insert date). Please contact us if you are interested.

If we do not receive a response from you by (insert date and time), we will assume you do not wish the spot at this time and move on to the next person.

We look forward to hearing from you.

If you have any questions, you may email or call the Centre.

Centre Name

Centre Address

Centre Telephone Number

Centre Email "

## **Appendix (C.2) - Script**

"I am calling from Toronto Early and Child Care Services at the City of Toronto. You are on the waitlist for (Centre Names) one of our child care centres. We have another child care centre in the area, (Centre Name) that has vacancies at this time. Would you be interested in considering this location?"

**Policy and Procedure Last Updated: May 2022**

# APPENDIX D

## TELCCS Admission of Children Policy and Procedure

### **Purpose**

To set out the policy and procedures for the admission of children to a Toronto Early Learning and Child Care Services' (TELCCS) centre.

### **Application**

All TELCCS centre supervisors and employees.

### **Waitlist and Admission Policy and Procedures**

The supervisor will review the move updates of current children enrolled before offering space to a family on the waitlist.

When a space in the centre is available, the supervisor will refer to the individual centre waitlist to determine the next child eligible for admission. Spaces are offered based on the client's waitlist position (top of waitlist down), considering age of child, funding availability, and if the client accepts the space and date of admission available.

All children are placed based on their waitlist position; all placements take place in order of the waitlist.

Clients on the waitlist for a TELCCS centre may contact the centre directly to inquire about the status of their position on the waitlist.

### **Clients Receiving a Fee Subsidy**

The supervisor must confirm subsidy funding status with a caseworker prior to offering admission.

Once fee subsidy availability is confirmed, the supervisor will confirm the admission date with the client and submit a problem log via the 'Maintain Attendance Problem' screen on the online attendance system.

### **Clients Paying Full Fee**

The client will be contacted and offered the available space. If accepted, the supervisor will review the payment and intake process with the client. The supervisor will advise the Central Billing Unit representative of the admission date, age group/service offering, and household ID number of the client. For further information regarding the admission of full fee clients refer to the document - Child Care for Clients Paying Full Fee.

## **Clients Receiving Part-time Care**

The supervisor will confirm that no clients requiring full time care are eligible for admission prior to a part-time space being offered. For further information refer to the Part-time Child Care Policy and Procedure.

The supervisor will advise the client that part-time service will be withdrawn with notice if client requiring full time care is eligible.

## **Orientation for New Clients**

(some aspects may be not applicable during the pandemic)

- The supervisor will provide a tour of the centre to the client prior to admission.
- The supervisor is required to meet with the client prior to the admission date to review the Parent Handbook, including the Program Statement, daily routines of the program, and to gather emergency contact information, immunization records, medical and physical needs of the child, nutrition policies and procedures, and child's individual development and general care needs.
- The supervisor will review the policies and procedures related to child absences and notice of withdrawal requirements.
- The supervisor will inform the client of any foods or materials not to be brought into the centre due to life threatening anaphylactic allergies of children or employees at the centre.
- Clients are encouraged to develop a gradual admission plan to support a smooth and positive transition into care for the child.
- The TELCCS Child Admission Package must be completed by the client and reviewed by the supervisor to ensure all required information is documented and consent is in place where required.
- A copy of the Agreement to Pay the Assessed Fee Form signed by the client must be sent to Central Billing Unit including the date of admission, client household identification number, and the name of the Early Learning & Child Care Centre.

## **Clients of Children with Extra Support Needs**

The supervisor should inquire about any extra support needs the child may have. If it is decided that a child has extra support needs the supervisor will discuss the child's individual needs, how the centre will ensure the child's needs are met in partnership with the parent and will share information concerning the support available through the Special Service's Unit with the client. If the client and supervisor determine that a service agreement with the Special Service's Unit is appropriate for the child, the supervisor will submit a request for services on Every Child Belongs System with written consent from the client.

**Policy and Procedure Last Updated: November 2020**

# APPENDIX F

## TELCCS Withdrawal of Children Policy and Procedure

### **Purpose**

To communicate the TELCCS policy and procedure for the withdrawal of children.

### **Background**

The mandate of TELCCS is to provide child care and supports to families with a focus on those who may be vulnerable or living in at risk communities. TELCCS policies and procedures operate within the larger Children's Services Admissions and Withdrawal policies. TELCCS provides a variety of resources, services, and supports that are available to families and children who require additional support.

### **Application**

All TELCCS employees who are responsible for managing the withdrawal of children from a centre.

### **Policy and Procedure**

#### **System Initiated Withdrawal**

A client may be withdrawn from care from the district office, due to a loss of Subsidy (no longer eligible for Subsidy) and or Central Billing due to a non-payment of fees. The centre will be given notice from the district office or central billing regarding the system-initiated withdrawal. The client will also receive this notice via mail or email. The centre supervisor should discuss the withdrawal with the client and advise them to seek a resolution in advance to have the situation resolved to ensure the child/ren can return to the early learning program.

During a withdrawal period, the client is to be in attendance at the child care program up to and including the last day of care (withdrawal date).

Should a child be absent, and the client does not notify or contact the centre, the supervisor is to seek a resolution with the client within the first five (5) days of absence. If the supervisor is unable to contact the client, the child will be withdrawn on the 5th day. The Supervisor will inform the client they have been withdrawn, notice of withdrawal will be communicated by phone immediately, followed by a registered letter to the client's last known address (Appendix (F.1)).

## **Parent Initiated Withdrawal**

Client will be informed upon admission of the notice of withdrawal requirements and that if a notice of withdrawal is not provided, the parent may be charged for five (5) days at the full fee rate.

Clients are required to give two (2) weeks written notice when withdrawing their child/children from care.

When a child's parent/guardian is advising their child/ren is going to be withdrawn from care, the supervisor will inform the client that the client will have to confirm this withdrawal by providing a handwritten or typed and signed note to the Centre Supervisor and will have to notify their caseworker if applicable.

The note will have to include:

- the date notice is given
- the name of the centre
- name of child
- client household id number
- date of the child/ren's last day in care.

This notice is to be retained in the child's file. The last day of care (withdrawal date) will be recorded in the centre communication book. The withdrawal will also be submitted as a problem log on the online services system.

Should a child be absent, and the client does not notify or contact the centre, the supervisor is to seek a resolution with the client within the first five (5) days of absence. If the supervisor is unable to contact the client, the child will be withdrawn on the 5th day. The Supervisor will inform the client they have been withdrawn, notice of withdrawal will be communicated by phone immediately, followed by a registered letter to the clients last known address (Appendix (F.1)).

## **Unexplained Absence, No Contact From Client**

Should a child be absent, and the client does not notify or contact the centre, the supervisor is to seek a resolution with the client within the first five (5) days of absence. If the supervisor is unable to contact the client the child will be withdrawn on the 5th day. The Supervisor will inform the client they have been withdrawn, notice of withdrawal will be communicated by phone immediately, followed by a registered letter to the clients last known address (Appendix (F.1)).

## **No Notice withdrawal**

Should a child be absent, and the client does not notify or contact the centre, the supervisor is to seek a resolution with the client within the first five (5) days of absence. If the supervisor is unable to contact the client, the child will be withdrawn on the 5th day. The supervisor will inform the client they have been withdrawn, notice of withdrawal will



be communicated by phone immediately, followed by a registered letter to the clients last known address (Appendix (F.1)).

Requests for "No Notice Withdrawal" will be made by the supervisor utilizing the online services system.

The supervisor will notify the Billing Clerk by email regarding the withdrawal. The email will include the client's file number, the last physical day the child was in care, and confirm that a request was submitted for five (5) days no notice payment.

### **Centre Initiated Withdrawal**

**Part-time clients** - If a centre has a part-time client, the priority of placements is for full-time clients. This supports TELCCS' vision to provide care to residents in the City of Toronto to be able to go to school or work on a full-time basis. A part-time agreement is based on there not being a need for a full-time service. Should there be a need for a full-time space and there are no other vacancies within that age group, the part-time client will be offered to accept the space they currently are in as a full-time space, or they will be provided two (2) weeks' notice of withdrawal from TELCCS' issued by the supervisor.

**Unsuitable placement due to not being able to accommodate needs of a child-** In the event that the centre determines that the program is not an appropriate placement and the enrolled child's needs cannot be accommodated, the following procedure will occur:

- Supervisor, Program Manager, ECB Resource Consultation Staff, and District Consultant will determine a communication strategy, and arrange for appropriate/available client supports.
- Supervisor will document the support strategies that have been implemented to date.
- A meeting will then be arranged with the ECB Resource Consultation Staff, Toronto Children's Services Consultant, and the parent/guardian to inform of the withdrawal. A minimum of two (2) weeks written notice will be given to the family.

There may not be an agreement regarding withdrawal; however, situations involving unsuitable placements are exceptional circumstances and TELCCS will make every effort to support the family in making suitable alternative arrangements.

### **Unsuitable placement due to not being able to accommodate behaviour of a client**

- Occasionally there may be a situation where a client behaves inappropriately and may be in contravention of our Workplace Respect Policy, our Workplace Violence Policy, or for other reasons. In these circumstances, the Supervisor would be working in consultation with their Program Manager to discuss the circumstances and work on a plan to be developed to address and resolve the situation.

## **Appendix (F.1) – No Notice Withdrawal Letter to Client Template**

(insert Date)

(insert Parent Mailing Address)

Dear (insert Parent Name):

This letter is to advise you that your child's last day in attendance at the child care centre was (insert date). We have not received written notice of withdrawal or any information regarding the reason for your child's absence.

We have tried to contact you by phone to confirm that your child/ren would be returning to care on (insert date/s) and were not able to get in contact with you.

It is our policy that parents provide us with two weeks written notice of withdrawal from our program. This letter is to serve as a notice of withdrawal confirming your child/ren have been withdrawn from the child care centre effective (insert date).

If you have any questions please feel free to contact your caseworker/billing representative or myself at the centre.

Sincerely,

(insert Centre Supervisor Name and Job Title)

(insert Centre Name)

(insert Phone Number)

**Policy and Procedure Last Updated: January 2021**

# APPENDIX E

## TELCCS Cost of Care

### Child Care Centre Fees – Effective January 1, 2023

#### Note:

- Fees have been lowered by 52.75% due to the [Canada-Wide Early Learning and Child Care System \(CWELCC\)](#)
- All TELCCS centres are enrolled in the Canada-Wide Early Learning and Child Care System. Daily fees are all-inclusive and there are no additional charges over and above these base fees
- Fees are subject to change at any time

#### Full Time Care

Age Group	Description	Daily Fee* *Reflect 52.75% reduction
Infants	Birth to 18 months	\$45.45
Toddlers	18 to 30 months	\$42.50
Preschool	31 months to Kindergarten entry	\$32.25

#### Part Time Care

Part Time Rates for children also enrolled in specialized Children's Services Funded Programs (Director Approval Required)

Age Group	Description	Daily Fee* *Reflect 52.75% reduction
Infants	Birth to 18 months	\$26.20
Toddlers	18 to 30 months	\$23.43
Preschool	31 months to Kindergarten entry	\$18.00

## Toronto Home Child Care (THCC) Fees – Effective January 1, 2023

### Note:

- Fees have been lowered by 52.75% due to the [Canada-Wide Early Learning and Child Care System \(CWELCC\)](#)
- Toronto Home Child Care Agency is enrolled in the Canada-Wide Early Learning and Child Care System. Daily fees are all-inclusive and there are no additional charges over and above these base fees
- Fees are subject to change at any time

Age Group	Description	Daily Fee* *Reflect 52.75% reduction
<b>Under 2 years</b>	Full time (6 to 12 hours)	\$24.00
	Part time (less than 6 hours)	\$16.24
	Extended day (greater than 12 hours)	\$31.77
<b>2 years until school entry</b>	Full time (6 to 12 hours)	\$21.74
	Part time (less than 6 hours)	\$14.75
	Extended day (greater than 12 hours)	\$28.75
<b>Kindergarten</b>	School Year	\$12.69
	Summer Full Time	\$17.63
	Summer Part Time	\$12.00
	Extended Day (greater than 12 hrs)	\$23.11
	Weekend Full Time	\$17.63
	Weekend Part Time	\$12.69
<b>School age</b>	School year	\$26.86
	Summer – full time	\$37.32
	Summer – part time	\$25.38
	Extended day (greater than 12 hours)	\$48.91
	Weekend – full time	\$37.32
	Weekend - part time	\$26.86