

Parents as Partners

Educators foster engagement and ongoing communications with families regarding the program and their children. We strive to build positive and responsive relationships with children and their families. We recognize and value each family for their unique strengths, perspectives and contributions to our program. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable and competent children.

A strong, respectful and equitable relationship with parents is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage parents in a way that meets their needs and builds on strengths while respecting the challenges that face families including long commutes, time pressures and the busyness inherent in raising a family.

Key ideas and messages we share with parents:

- Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play based program provides the kinds of opportunities that children need to be fully **engaged** and to learn how to **express** themselves many different ways. We will be sharing our learning with and about your children in many different ways;
- What do you think is important that I know about your child to support his/her **well-being**?
- These are our **goals for your children** and this is what we will be doing with your child to support the achievement of these goals (outline the program expectations); and
- How can we support your **engagement** with our program so that you feel that you **belong**? What works for you, your schedule and your family?

i) Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Linkages with local community partners including but not limited to:
 - Early Intervention Services
 - Preschool Speech and Language Services
 - Children's Mental Health Services
 - Nutrition Services
- Community representatives invited into the centres to build relationships and support programs including but not limited to:
 - Firefighters
 - Police officers
 - Community seniors
 - Students
- Planned excursions to community services and programs such as the local library, grocery stores and other neighbourhood locations; and
- Use of community partners as a resource and support to families, children and educators.

j) Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

You will see:

- Opportunities for critical inquiry – educators meeting together to report on their observations and to develop ideas and strategies for program development;
- Educators are supported and encouraged to use developmental screens such as ERIK and NDDS;
- Individual CPL plans developed with each educator;
- Educators encouraged and supported to attend professional development;
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning;
- New ideas and strategies to support children’s development introduced throughout the program; and
- Materials and research shared with parents.

k) Use many languages to document and review the experiences of the children and the educators in order to:

- a. Provide an ongoing record of development;
- b. Provide tools to enable educators to reflect on the impact of their activities and strategies; and
- c. Provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.

You will see:

- Documentation posted on the walls that tells and shows you what the children are doing;
- Program planning that reflects the observations of the children; and
- Different methods of recording observations about what the children are accomplishing.

Pedagogical documentation is used as a means of gathering evidence of compliance with the approaches in the YCD Program Statement. Educators will use reflective practice and collaborative inquiry as a means to co-construct and discuss documentation.

A Commitment to Continuous Improvement

All new educators, students and volunteers are required to review the program statement prior to interaction with children in our care and any time the program statement is updated. All educators are required to review the program statement on an annual basis. This will be accomplished at an all educators team meeting which provides an opportunity to reflect on the successes and challenges of the past year and to set goals for the upcoming year.

We believe that children, families and educators are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high quality early learning and care environments that take a strength based approach to learning and development in which children, parents and educators are co-learners.

**York Child Development & Family Services Inc.
Schedule of Rates for Licensed Child Care Programs**

Fees in effect since September 2018

Toddler Fees

Funding	Funding	Part time Daily Rate	Monthly Rate
Regular fees	-	\$53	\$1,100
Current Rate Incentive as of January 2021			
Rate Incentive	\$4.00 day	\$49	\$1,013

* We have received funding for a Rate Incentive continuing into 2021 until further notice by the Region of York. This enables us to reduce our market rates for Toddlers by \$4.00 per day.

All Programs:

There is a one-time family registration fee of \$35.00.
 Fees are payable for all holidays as stated in the Parent Handbook.
 There is no reduction in fees for illness or vacation.
 Our monthly fees are pro-rated and paid by either credit card or preauthorized payment (PAD).
 The monthly rate can be paid in two installments, on the 1st and 15th of each month.

Please refer to holidays, closures and part time care in the parent handbook.

York Child Development & Family Services Inc. reserves the right to amend the fees at any time.

updated January 2021

In the event a cheque is written, e.g. one off payment/registration fee, please make payable to York Child Development & Family Services Inc. or, simply, YCD.



**York Child Development & Family Services Inc.
Schedule of Rates for Licensed Child Care Programs**

Fees in effect since September 2018

Preschool Fees

Funding	Funding	Part time Daily Rate	Monthly Rate
Regular fees	-	\$45	\$880
Current Rate Incentive as of January 2021			
Rate Incentive	\$3.75 day	\$41.25	\$798.44

* We have received funding for a Rate Incentive continuing into 2021 until further notice by the Region of York. This enables us to reduce our market rates for Preschoolers by \$3.75 per day.

All Programs:

There is a one-time family registration fee of \$35.00.
 Fees are payable for all holidays as stated in the Parent Handbook.
 There is no reduction in fees for illness or vacation.
 Our monthly fees are pro-rated and paid by either credit card or preauthorized payment (PAD).
 The monthly rate can be paid in two installments, on the 1st and 15th of each month.

Please refer to holidays, closures and part time care in the parent handbook.

York Child Development & Family Services Inc. reserves the right to amend the fees at any time.

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