

Parent Issues and Concerns Policy and Procedures

Central Eglinton Children's Centre

Date Policy and Procedures Established: July 6, 2022

Date Policy and Procedures Updated: January 31, 2023, February 26, 2024

Policy

Integrating families in a meaningful and authentic way is important to CECC. Our relationships are respectful of structure, culture, values, language, and knowledge. We value parent's unique perspectives and welcome their skills, talents, traditions, and experiences. By partnering with parents through ongoing communication, we ensure interconnected, positive support for every child.

Communication with Educators

Communication is strengthened when parents share their child's successes, special happenings or concerns with educators, and the educators do the same.

Parents must keep in mind that there are busy times in the programmes, particularly transitions to and from school and lunchtime, which makes it difficult for our educators to speak with them. If parents call and the educator, they require is not available, they will return the call as soon as possible.

Parent Chats

Twice per year, we schedule parent/educator chats. Parents may request chats with the educators from any of our programmes at a mutually convenient time.

Developmental Assessments

To inform our practice and aid in our planning, when a child enters our programme and routinely thereafter, we do developmental assessments, observations, documentation. These are kept in the child's file and the information from them is shared with parents during our "Parent Chats."

Individualized Support Plans

We see each child as a unique individual with their own strengths, values, and ways of learning. To honour each child's individuality, educators develop Individual Support Plans as they begin to build relationships. These plans are a guiding tool for educators. They include strategies which are designed to meet the unique needs of a child and help to maintain consistent support. The goal is for the plan to be created collaboratively with families. Once complete, the plans are placed in a child's file and a copy is provided to the parents. CECC'S educators will monitor, reflect, and re-evaluate to ensure that the plan is best suited to a child's needs.

Concerns and Complaints

Parents are asked to address any concerns or complaints with CECC personnel and affiliated agencies in the following order:

1. The child's educators
2. CECC's Directors.
3. CECC's Board of Directors, contact ceccchair2015@gmail.com
4. City of Toronto Children's Services 416 392-5437 (main #) and/or the Ministry of Education 416 325-0500 (main #)–Toronto Region - Central

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

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*. For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

For situations that may involve professional misconduct by one of CECC's Registered Early Childhood Educators, you may contact the College of Early Childhood Educators at 416 961-8558 or at: www.college-ece.ca

Code of Conduct

Communication with CECC staff must be done in private, not in front of children or other parents. If a parent has spoken with a member of the staff and feels their concerns are not being heard, they will be asked to please notify the Directors.

If a parent has a concern regarding a situation that includes other children or their parents/guardians, they must speak directly with a staff member, not with the child or children involved or with their parents/guardians.

Abuse of staff, children or other adults will not be tolerated, including any form of threat, shouting, accusation or intimidation. The situation, in accordance with CECC's Suspension and Withdrawal Policy and under careful consideration by CECC's Board of Directors, may be cause for withdrawal from CECC.

If this happens, the child/children may remain in care for the four weeks' notice of withdrawal period, but the parent must find another person to pick-up and drop-off. Remaining fees will be reimbursed.

The above situations may be reported to the City of Toronto, Children's Services, and The Ministry of Education. In compliance with The Child Care and Early Years Act and Federal/Provincial Legislation, CECC has developed and implemented the following policies and procedures which must be adhered to by the staff, student teachers, volunteers, families, and all those having continued contact with our organization:

CECC's Suspension and Withdrawal Policy, Prohibitive Practices, Sexual Harassment Policy, Privacy Policy, Access/Equity/Anti-Bias Policy and our Workplace Violence and Risk Management Policy.

If a parent has concerns about CECC's compliance with The Child Care and Early Years Act, they may contact The City of Toronto, Children's Services Division, or the Ministry of Education, Toronto Region – Central, The College of ECEs.

Use when necessary

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
[add common types of issues and concerns]	[add the steps for parents to follow when they have an issue or concern to bring forward]	[add the steps for staff and the licensee to follow when responding to an issue or concern brought forward by a parent/guardian]