



www.yorkchild.ca

Parent Handbook

Child Care

Toddler & Preschool

Appendices included with this handbook:

- **YCD Program Statement**
- **Current Fee Schedule for Child Care**

OUR MISSION STATEMENT

YORK CHILD DEVELOPMENT & FAMILY SERVICES INC. PROMOTES THE OPTIMUM DEVELOPMENT OF CHILDREN THROUGH THE DELIVERY OF HIGH QUALITY EARLY LEARNING PROGRAMS AND SERVICES AND THROUGH EDUCATIONAL AND INFORMAL SUPPORT TO PARENTS.

SERVICES ARE DELIVERED WITH A RANGE OF COMMUNITY PARTNERS INCLUDING PARENTS, EDUCATORS, OTHER PROFESSIONALS AND VARIOUS LEVELS OF GOVERNMENT.

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Dear Families,

Welcome to York Child Development & Family Services Inc. (YCD). We look forward to having a positive and growing relationship with you and your child. It is important that all parents thoroughly understand YCD policies & procedures as they are the agreed upon conditions of admission.

Our Child Care Centres are licensed and government inspected.

- Our hours of operation are Monday to Friday, 7:00 a.m. to 6:00 p.m.
- Lunch, a.m. and p.m. snacks are provided.
- Bev Bernier Child Care Centre provides early learning and care for children 18 months to 4 years.
- Bogart Child Care Centre and Crossland Child Care Centre provide early learning and care for children 2.5 years to 12 years.
- Full-time and part-time care is provided however priority is given to families seeking full-time enrollment.
- Subsidized spaces are available through a Purchase of Service Agreement with the Region of York for all eligible families.
- YCD reserves the right to amend policies at any time.
- The current fee schedules are attached as appendices.
- Ministry of Education issued License and Licensing Inspection Summaries are posted in all of our sites.
- Effective July 13, 2020 YCD has included family grouping (referred to as schedule 4) as part of our licensed capacity. This will allow us to include siblings within the same cohort as per current requirements.

PHILOSOPHY

Through child-centered experiences we provide an atmosphere that encourages children to develop a positive self-image with an affirming learning environment through play. Our programs focus on the individual needs of the child in a warm and positive atmosphere, as well as the needs of the group as a whole. We foster a sense of belonging to families, to our programs as well as the larger community in which the children live. Parents are encouraged to become involved in the various activities of the programs to strengthen the relationship between the programs and the homes of the families served.

YCD programs create an environment that is welcoming to all families. We will not discriminate on the grounds of age, gender, sexuality, social status, family status, disability, colour, ethnic origin, religion or belief. All of our programs are inclusive environments that support an array of developmental and physical needs.

Where a child has been identified as requiring additional support, the program will, in discussion with the family (if applicable), access supports available to the Agency throughout the community. The Supervisor may request a parent meeting to discuss strategies to assist the team in supporting children's behaviour and development.

FAMILY INVOLVEMENT

YCD believes that families are their child's first and best teacher. We recognize that we support children within a family and strive to engage families with ongoing reciprocal communication about the program and their children; we will share what the children experience through the day by sharing pedagogical documentation.

Educators foster engagement and ongoing communications with families regarding the program and their children. We strive to build strong, positive respectful and responsive relationships with children and their families. This supports us to fully engage as co-learners with the children and with their families. We recognize and value each family for their unique strengths, perspectives and contributions to our program.

YCD educators 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. Special events and organized parent involvement opportunities will be offered a minimum of three times per year.

FAMILY COMMUNICATION

The YCD Parent Handbook is provided to both prospective families and those enrolled. The Parent Handbook will be circulated to families following any instrumental change and they will be required to confirm receipt of the updated version(s).

You will be receiving regular electronic communication and/or written communication from your program's supervisor. It is important to read all emails and notices carefully as they contain relevant information. Note: By enrolling your child in our program, you automatically give consent to YCD to contact you using the e-mail address you have provided. If for some reason you do not want to be contacted by e-mail, please inform your program's supervisor.

Storypark® is a secure online space that our educators use to communicate directly with families about their child and the program. We use *Storypark®* to privately share with you photos, videos and learning stories describing your children's experiences while they are in our care. You will have the opportunity to log in and view postings of your child (and if permission allows, your child's peers) from wherever you are. You also have the ability to respond to posts and to create your own posts at any time. *Storypark®* is accessible from a computer, iPhone, Android phone, iPad or other tablet device. *Storypark®* does not own your data. You control your child's digital footprint. www.storypark.com

If at any time you have questions or concerns, feel free to talk to the educators, supervisor, or the Executive Director.

CURRICULUM

The foundation for our curriculum is based on the philosophy of emergent programming. An emergent curriculum is a way of planning based on the children's interests indoors and outside. YCD recognizes the importance of loose parts and integrates them into our programs. Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Loose parts allow children opportunities to discover and master their environment.

Documentation (photographs, narratives) provides families the opportunity to see the activities in which their children have engaged and the ongoing learning.

Additional information regarding emergent programming can be obtained by speaking to your child's educators or the site supervisor.

Using the common framework in *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (2014), our programs support the children to achieve goals and to meet the expectations for programs building on the four foundations for healthy growth and development:

Belonging	Every child has a sense of belonging when they are connected to others and contribute to their world.
Well-Being	Every child is developing a sense of self, health and well-being.
Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.

EDUCATOR CREDENTIALS & SCREENING

Our Early Childhood Educators are professionals registered with the College of Early Childhood Educators. All educators and supervisors are trained in Standard First Aid and CPR-C, Accessibility for Ontarians with Disabilities (AODA), and Health & Safety Awareness. Designated educators are trained in Workplace Hazardous Materials Information System (WHMIS) and hold Food Handling Certification.

Educators may have additional qualifications which may include Ontario College of Teachers (OCT), Early Interventionist Resource Teacher, Child & Youth Worker, Recreation, Social Work, Child Care etc.

All educators, supervisors, volunteers and students require a Police Vulnerable Sector Check (PVSC) prior to interacting with children and every five (5) years thereafter. In addition, Annual Offence Declarations are completed. Individuals (with other agencies) who attend our programs e.g. early interventionists, therapists, yoga instructors, bus drivers, will provide vulnerable sector screening verification prior to interacting with the children.

All educators, supervisors, volunteers and students must provide proof of medical requirements according to the local health authority, i.e. TB tests, rubella immunization, tetanus etc.

CONTINUOUS PROFESSIONAL LEARNING

YCD provides access to ongoing professional development. All educators receive ongoing training pertaining to the latest research and program specific needs. Examples include: How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) (HDLH), Early Learning for Every Child Today (2007) (ELECT), Think, Feel Act (2013), Child Care & Early Years Act (2014) (CCEYA), Children's Aid Society reporting protocol, Autism awareness, positive guidance strategies etc.

ADMISSION

Information regarding YCD child care programs is available on York Catholic or York Region District School Boards' websites where we hold programs, the Ministry of Education website, through the Region of York, Child Care Services and yorkchild.ca. Information can also be obtained onsite at any of our locations. YCD management can confirm if a space is available.

YCD encourages visits prior to enrolment in the program to support a smooth transition and to establish relationships. Tours/site visits are available at each location.

Parent Handbooks are available to all families at any time from any of our locations and at yorkchild.ca.

In order to register the following documents are required: completed Child Care Enrolment Form, immunization information and fee payment confirmation.

Families of children enrolled in part-time care will be notified and given the opportunity to extend their hours to full-time in the event that the space can be filled by a full-time enrollment. We strive to accommodate families sharing a space with another part time family.

PAYMENT

Once a space has been accepted by a family, a one-time family registration fee of \$35 is required to enroll your child(ren) in the program.

Our monthly fees are pro-rated and can be paid by either preauthorized debit (PAD) or credit card. If paying by PAD you have the option of making a single payment on the 1st of the month or splitting the monthly payment on the 1st & 15th of each month. If paying by credit card, payments will be processed on the 1st of each month.

Any bank fees charged to YCD for returned items will be added to the outstanding fee. Fees are viewed as in arrears if not received within the month that they are due. Fees not received the following month will be transferred for collection by our Administrative team. Termination notice will be given if fees are not received within an 8-week period of the due date. YCD reserves the right to collect delinquent payments through external sources.

A fee schedule is attached as an appendix. Fees are subject to change at any time with a minimum of one month's notice to the parents. There is no reduction in fees for vacation, holiday closures or illness.

HOLIDAYS AND CLOSURES

All YCD programs are closed for the following holidays: New Year's Day, Family Day, Good Friday, *Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day, and Boxing Day. In the event that these holidays fall on a weekend, families will be notified of the day the closure will occur.

* *Staff Professional Development day*

A condition of our lease stipulates that our programs can only be offered when the schools are open with caretakers on site. The Board of Education endeavours to provide us with substantial notice of any closures if space is not available to provide care, i.e. PA days, summer. In the event of an interruption in the school schedule, i.e. a walk out, the B&A programs will not have access to school property, therefore the program will not be able to operate in the school. Please note: there is no reduction in fees for these days.

WAIT LISTS

A wait list is maintained for families who either require immediate care, but there are currently no suitable spaces available or for future care needs. Families are placed on the appropriate program wait list according to the date the request is made and when care is required.

Priority is given if the child on the wait list has a sibling currently in one of our child care programs. Children are placed as spaces become available and are accepted. If a family declines a space their name will be removed from the list at the family's request or the date for needing care is changed according to family need. In either case, we will move to the next family on the list.

Families requesting updates regarding their current place on the wait list will be informed how many families in the same age grouping, for the same time frame, are ahead of them. If the actual waitlist is requested to be seen by a family, the list may be viewed on the Supervisors computer and columns may be hidden in a manner that maintains privacy of other children on the list. No fee or deposit will be charged for being placed on the wait list.

DISCHARGE

Two weeks' written notice is required by parents for withdrawal from the program.

YCD will provide written notice for discontinuation of service. The time frame for notice will be based on the nature of the circumstance (immediate to two weeks). Each situation will be addressed through a process with the best interest of all children, families and programs in mind.

Examples of reasons for discharge from YCD programs:

- A child cannot adjust to the program
- A child's behaviour is a threat to the safety of self, other children, educators/adults or property
- A parent is abusive (physical, verbal or emotional)
- Failure to comply with the policies and procedures outlined in the parent handbook
- Non-payment of fees
- Consistently late pick-ups

ARRIVAL AND DEPARTURES

Parents are responsible for ensuring their child has arrived at the program each morning. Upon arrival at the program, children must be escorted into their classroom and communication must be made with the educators. The educators will greet and welcome your child into the program.

The safety and wellbeing of your children are a high priority. We have a “safe arrival program” in place. If your toddler, or preschool child, is expected in the program and does not arrive, educators will contact you. Parents are asked to call the centre if your child will be absent. There is no reduction of fees for absences.

At the end of the day please ensure that when you are picking up your child you acknowledge the educators so that they can mark your child as leaving on the attendance form.

LATE PROCEDURES

If you are unable to be at the program by 6:00 p.m., you must make alternate arrangements for your child to be picked up. Educators MUST be notified if a person other than yourself is authorized to pick up your child.

The following is an outline of what would happen if the educators have not heard from parents by 6:00 p.m.:

- The educators will try to contact you using all contact numbers listed/available to us
- The Supervisor will be notified.
- The educators will then try to contact the authorized persons on the registration forms.
- If the educators are unable to reach the authorized persons or those persons are unable to pick up your child, then the Executive Director or designate will be contacted and has the authority to contact the Children's Aid Society and/or York Regional Police.

Authorized pickups /emergency contacts are a registration requirement. Suggested people for authorized pick up are a relative, family friend, neighbour or perhaps another parent you have come to know at the program and are within easy access to the program. They will be required to show identification to the educators. Please make sure that your authorized persons are aware that they are on this list and what their responsibilities include. Also, it would be beneficial to let your child know who is authorized to pick them up. It is highly recommended you frequently review your authorized pick up list.

The program closes at 6:00 p.m. and if you have not picked up your child from the program by that time, you will receive written notification of your lateness. The supervisor will notify the Executive Director after five late notices. This is cause for child care termination.

CLOTHING

Children should be dressed in comfortable and washable clothing suitable for play. Please keep a complete change of clothing for your child in their cubby. Children should have two (2) pairs of footwear, one for indoor use and one for outdoor use. The intent is to maintain a safe and clean indoor environment (this also applies to educators). All personal items need to be clearly labelled with your child's full name. Since outdoor play is an important part of our program, your child should be dressed according to the weather.

CHILDREN'S CREATIONS

A child's artwork is an expression of their mood, coordination and imagination.

When adults display the creation in the home and show pride in the child's accomplishments, it reinforces their sense of achievement.

BEAUTIFUL JUNK/CLOTHING DONATIONS

What is junk to you may be beautiful and useful to us. We are grateful for your donations of items

such as: paper, posters, containers, wood scraps, magazines, toys and clothing that your child may have outgrown. We are always in need of plastic bags.

ITEMS FROM HOME

The program has a variety of learning activities and materials available to the children. We do not permit any items from home in our school age programs as they may cause a variety of challenges. Toddlers and preschool children are encouraged to bring items to support rest time. I.e. a blanket and soft toy.

We cannot take responsibility for personal items brought to the program that are lost and/or broken. This is especially applicable to electronic products such as tablets, phones, etc.

ACTIVITIES ON AND OFF PREMISES

Various trips are planned throughout the year to enhance the program and maintain the children's interest. Detailed information about the trips will be sent home prior to such excursions. All families will be notified of the time children must arrive at the program in order to allow us to prepare for the trip.

Families who do not want their child to take part in an off-site trip are required to make alternate arrangements with no reduction in fees.

Please note that once the bus leaves the program site, children who have missed the bus are not permitted to join us at the trip site as ratios are already set. Care will not be available and families must make alternate arrangements for care with no reduction in fees.

Parents who wish to accompany their child on an off-site trip must notify YCD educators in advance. We will make every effort to accommodate the request as bus space allows. Parents can also use their own transport. The Ministry of Education requires parents/volunteers to provide an original Police Vulnerable Sector Screening, dated within the past 6 months, prior to being permitted to interact with the children. In addition, individuals interacting with the children at the child care program such as individuals from Playball, Fashion Academy etc. are required to provide verification of Vulnerable Sector Screening as required by the Ministry of Education.

YCD educators carry cell phones to off-site trips. If you need to speak to educators during excursions please call the supervisor cell phone directly or call head office at 905-830-1888 and we can connect with educators off-site.

MEDIA USE IN THE CLASSROOM

YCD seeks to promote responsible behaviour with the use of multimedia (computers, tablets, smartboards, etc.) in the classroom. Examples of this include:

- Educators and children are held accountable for appropriate use of media.
- Appropriate games and music may be played during program time.
- Computer programs and visual media with educational content will only be used where they extend the learning for children.
- In order to ensure suitability for age and programming all downloads will be authorized through head office.
- We will strive to prevent inappropriate access to the internet, however, we are mindful of the technical knowledge that some children have i.e. access to passwords/secure networks.
- Children with additional needs (as identified) may access adaptive electronic devices.
- Media use is not the main focus in any of our recreation based programs
- Movies are not shown in any of our programs.

POSITIVE GUIDANCE

It is our philosophy that children's behaviour is usually a reflection of their needs. If children feel good about themselves, their behaviour will mirror that. Positive guidance strategies are used to best meet the individual needs and developmental level of each child. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are

happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood has significant long-term impacts on physical and mental health, and success in school and beyond. YCD can provide parent education resources or courses for interested parents. Considerations when supporting positive guidance:

- Related to the nature of the behaviour
- Appropriate to the developmental level of the child
- Used in a positive and consistent manner
- Designed to assist the child to develop positive interactions and self-regulatory behaviours
- In compliance with the programs positive guidance protocol

Positive guidance is the responsibility of educators, parents and children. Every effort will be made to keep you aware of any difficulties or changes in behaviours. Families and educators are expected to work together with the child towards manageable solutions. Any inappropriate actions pertaining to the safety and well-being of individuals and the environment, e.g., aggression, inappropriate language, damaging property, will not be tolerated and will result in the child having to leave the program for the rest of the day. Recurring incidents may require additional strategies to be in place.

PROHIBITED PRACTICES

Educators will be required to adhere to the Prohibited Practices policy. This policy addresses prohibited practices under the Child Care and Early Years Act (2014) (CCEYA) that are not permitted by YCD educators under any circumstance:

- a) Corporal punishment of a child (including but not limited to hitting, spanking, slapping, pinching);
- b) Physical restraint of a child, such as confining a child in a seat or 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 themselves or somebody else and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) Locking the exits of the program for the purposes 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 emergency management protocol;
- 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 a child or undermine his or her self-respect, dignity or self-worth;
- e) Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, and bedding;
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

YCD chooses not to use time outs as a positive guidance strategy.

NUTRITION

Good nutrition and the promotion of healthy attitudes towards food are an important part of the program. Catering is provided by Yummy Catering Services Inc. We provide a morning snack and an afternoon snack to children on regular school days. On full days of care a lunch and two snacks are served. We do not allow any food to be served that is not supplied by YCD or Yummy Catering Services Inc. Current menus are posted at each child care location and are available on yorkchild.ca



Yummy Catering participates in the Health Check Program. The symbol and the Heart and Stroke Foundation name are placed on our menus (posted in all programs) giving parents peace of mind that the menus provided by Yummy Catering meet the Canada's Food Guide to Healthy Eating.

Educators must be alerted to any food allergies. Peanuts and peanut products are not served or used in any food preparation for the program. We ask that children and parents do not bring any food into any of our programs due to Public Health guidelines and allergies.

MEDICATION

The following regulations apply to the administration of medication at the programs. These requirements must be adhered to by all educators and parents, as they are regulations set by the Child Care and Early Years Act (2014):

Prescription Medication

- All prescription medication must be in its original container. A pharmacist's label must be attached to the container, showing the doctor's name, date, child's name, dosage, and times to be given.
- Parents will be required to complete and sign a Medication Form prior to educators being able to administer any prescription medication.
- Only current medication will be given.
- If your child requires an EpiPen it is the parent's responsibility to ensure that the Epi-Pen is available at all times your child is in the program, and for the completion of medical forms and a training video.

Non-Prescription Medications

- Non-prescription medications or over-the-counter products can be administered by the child care staff. Parents or guardians sign off on this permission in the family enrollment package.
- Non-prescription medication i.e.: Tylenol, cough mixtures, sunscreen, diaper creams, lotions etc. must be labeled with your child's full name and current date.
- Parents will be required to inform the staff of the administration of non-prescription medication or over the counter products. Staff will note the instructions in the daily log. Please note: the dosage/administration instruction the parent requests must follow recommendations on the product label.
- Only current medication will be given

**Medication must be given directly to the educators and not left in your child's bag. The Medication Form must be filled out before you leave the program.*

ANAPHYLAXIS/ALLERGIES

All educators and children attending our programs are entitled to a safe and healthy learning environment. Our policy aligns with Sabrina's Law (2005) and the amendments to the Child Care and Early Years Act (2014). Parents are welcome to view the full Company policy upon request.

As part of this policy, parents are responsible:

- To ensure they have completed the forms entitled "Medical/Treatment Record for Emergencies or Special Circumstances" and the "Anaphylactic Reactions Protocol";
- For informing the program if their child has a life threatening allergy and ensuring medical information sheets and training video are duly completed and updated regularly to ensure the most accurate information is on hand to the educators;
- For providing the program with the appropriate medication (e.g., EpiPen) and training.

****Children will not be admitted into the program without completed forms. These forms are required to be updated annually prior to re-admission in September.***

HEALTH

It is important that your child is well enough to participate in all the activities of the program. Following Ministry regulations, we are unable to provide care for sick children in the program.

Educators must greet each child as they arrive at the program to ensure that they are well enough to participate. Parents/guardians who arrive at a program with a child, who is visibly unwell, will be politely advised that they are not able to stay.

Any health observations are referenced on the attendance record and noted in the classroom logbook. Any child who has visible signs/symptoms of illness such as, but not limited to, fever, vomiting or diarrhea *cannot* attend the program. If a child is observed to be ill, parents will be contacted and expected to pick-up immediately. The health and welfare of the children is our primary concern.

OUTDOOR PLAY

How Does Learning Happen? Ontario's Pedagogy for the Early Years, (2014) states that children thrive in outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences. YCD agrees that outdoor play is an important element of the children's programmed daily events and should centre on planned activities that enhance children's development. The program should promote creative and constructive play that involves the same level of positive educator-child interaction that occurs inside. All children in our licensed child care programs will experience daily outdoor time, weather permitting. Two hours daily for full time programs and a minimum of 30 minutes daily for after school programs.

SUNSCREEN

Please be advised that YCD provides sunscreen protection and the staff are instructed to apply sunscreen to each toddler and preschool child, assist in the application for FDK children or in the school age group the children will be required to apply their own, whenever deemed necessary. Staff will ensure that sunscreen is applied before outdoor activities. We will be using the sunscreen listed below. Parents have the option of providing their own sunscreen in place of the YCD provided sunscreen.

- Croc Bloc, 30 SPF, UVA and UVB protection, dermatologist tested, aloe and vitamin E, unscented, water resistant
- Active ingredients: Homosalate 10.5%, Octisalate 5%, Oxybenzone 2%, Avobenzone 2% and Octocylene 2%.

SLEEP

YCD has a sleep policy in place to reduce the risk of harm and injury when children are sleeping and to support the requests of parents. This policy is primarily for children who sleep during the day and only applies to school age children if they fall asleep during the program.

Educators will ensure all children are receiving adequate sleep in conjunction with input from the parents. Educators will inform parents of any significant changes in their child's sleep pattern or behaviour during rest time, which may result in adjustments to the child's rest/sleep time.

Educators in the toddler and preschool rooms will be positioned so that they are able to visually monitor the sleeping children. Lighting will allow for visual monitoring.

Cots and mats are used in YCD child care programs.

All educators working in a room where children are sleeping will perform and record direct visual checks to monitor breathing and body temperature every 30 minutes during rest time. If the child's body temperature is outside of the normal range the parent will be called. Any concerns with breathing will result in an immediate call to emergency services.

SMOKING

In order to protect the health of our children, and to comply with Board of Education policies, smoking is prohibited at all times in YCD programs and on York Region District School Board property.

No person or educator shall smoke or handle tobacco of any type while on school property. All of our programs are located on school property.

SERIOUS OCCURRENCES

The safety and well-being of children is our highest priority. We work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

All programs are required to post a report onsite for 10 business days in the event of a serious occurrence. This posting will provide information about the incident and outline follow-up actions

taken and the outcomes, while respecting the privacy of the individuals involved. Where applicable, longer-term actions taken by the operator will also be included to help prevent similar incidents in the future.

A serious occurrence is defined as:

- A life-threatening injury or illness to a child,
- A missing or unsupervised child
- Abuse, neglect or death of a child
- An unplanned disruption of operations i.e. a fire or other disaster on site.

All programs are required to post information about serious occurrences that happen on site. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the program or home location in a visible area for 10 days.

This posting will provide you with information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Where applicable, longer-term actions taken by the operator will also be included to help prevent similar incidents in the future.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that we are out of compliance with licensing requirements or that children are at risk in the child care program.

Child care licensing inspection findings are posted on the Licensed Child Care Website which is available at: <http://www.earlyyears.edu.on.ca/EYPortal/en/ChildCareLicensing>

If you have any questions regarding serious occurrences or the Serious Occurrence Notification form posting policy, please contact the Executive Director.

EDUCATORS RESPONSIBILITY RE: REPORTING TO CHILDREN'S AID SOCIETY

In the event that a child makes a disclosure to an educators or a child's behaviour raises concern regarding abuse or neglect, educators are *legally required* to and *will always* contact the Children's Aid Society.

Please understand that this is a very difficult process for educators, parents and especially for children. Educators will follow the direction of the Children's Aid Society through the reporting and response process. These matters are held in strict confidence. Our Agency will support the family through this process.

STUDENTS AND VOLUNTEERS

YCD benefits from volunteers and student placements in our locations. We are committed to ensuring they also benefit with rich experiences. The supervision of volunteers and students policy states the following restrictions:

- Only educators will be left alone with children in our programs.
- At no time will a child be left alone with a person under 18 years of age.
- Volunteers and students will not be left alone with children in our programs.
- Volunteers and students may not be counted in staffing ratios.
- Volunteers and students will be supervised by an employee at all times.

PARENTS HIRING EDUCATORS FOR CHILD-MINDING AFTER HOURS

The Agency recognizes that on some occasions, parents have hired educators after hours for child-minding in their homes or in the homes of the educators. The Agency is concerned with the potential liability of this arrangement. As a result, parents must acknowledge that any arrangement made with educators to child mind outside of work hours is made independently of this Agency. We accept no responsibility for any activities of our educators outside of work hours and make no comment as to the quality of care that is received during these arrangements.

Educators may not sign children out of the program or transport children to or from the program.

INCLEMENT WEATHER

If during a school day, the school board makes a decision to declare an inclement weather day, schools will remain open until the last child has been picked up. Parents may be asked to safely pick up their child early if they are able to do so. Please refer to Board Policy and Procedure, Extreme Weather, Inclement Weather and Emergency Conditions Days.

Although the school boards try to keep the schools open as much as possible, there may be rare situations during unprecedeted winter weather events or emergency situations when they will have to close schools and Board locations for safety reasons.

Decisions related to bus cancellations and/or school closures will be made and communicated at the earliest possible time, however, no later than 6:00 a.m. the day of the closure. You can access bus cancellations or school closures through the following resources.

- Student Transportation Services website: www.schoolbuscity.com
- Student Transportation Hotline: 1-877-330-3001
- Board website and school websites
- @YRDSB (York Region) or @YCDSB (York Catholic) Twitter accounts
- Radio and TV media outlets

It is very important to note, as a result of the school closures, YCD's child care centres would be closed as well. If the schools are determined as unsafe, access to the child care centres would also be unsafe. This includes before and after care programs, FDK & SA.

It is also very important that with this advance notice families will be and must be prepared and have alternate arrangements planned ahead of time for the care of their children.

YCD will adhere to inclement weather warnings from York Region Health Services pertaining to extreme heat or cold for outdoor play.

PARENT ISSUES AND CONCERNS

The majority of concerns will be addressed through direct communication with the parties involved. If a complaint is not resolved, this will be escalated to the attention of the Supervisor. If a resolution is still not reached, the Executive Director will become involved and if required the Board of Directors.

Every effort will be made to find positive solutions to all concerns. Our detailed process is guided by the CCEYA, 2014 and our YCD policy #5:34 – Parent Issues & Concerns.

Every effort will be made to find positive solutions to any concern.

EMERGENCY PREPAREDNESS

In the event of an emergency (power outage, flooding, sewage backup, fire, or similar) we have an evacuation and emergency process in place (see policy 5:22). Management and staff have read and practiced the procedures. The policy is also posted in all programs.

All programs have designated meetings places and an emergency evacuation site. All centres have access to landlines **and** cellular phones. The Emergency Procedure outlines our process for the initial emergency, evacuation if necessary, as well as hold and secure/lockdown.

Emergency evacuation drills are conducted, and recorded, on a monthly basis at a minimum to ensure staff and children are familiarized with the procedure.

We follow the school's emergency management policies and procedures, where applicable.

In the event of an emergency, parents will be notified in a way that suits the situation at the time, i.e. email, telephone, and/or posting on the child care/program doors.

YCD's full Emergency Management policy is available for your review at any time.

LINKS TO RESOURCES our educators are using in our programs

How Does Learning Happen? Ontario's Pedagogy for the Early Years
www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Think, Feel, Act
www.edu.gov.on.ca/childcare/ResearchBriefs.pdf

Excerpts from ELECT
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Early Learning Framework
<http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>



ORGANIZATIONAL STRUCTURE

York Child Development & Family Services Inc. (YCD) is a non-profit multi-site, multi-service agency incorporated in 1985 and operated by a community based Board of Directors. We operate licensed child care programs and www.yorkchild.ca

BACKGROUND/HISTORY

1985 - York Toy Library & Parent Resource Program opened a Parent-Child Resource Program in Newmarket, followed later by additional family support programs in Aurora and Schomberg.

1992 - YCD Board of Directors applied to the York Region District School Board and was accepted as the operator of the child care facility at Crossland Public School, **Crossland Child Care Centre**.

1993 - YCD Board of Directors again applied to the Board of Education and was approved as the operator of **Bogart Child Care Centre** in Bogart Public School.

1996 - YCD Board of Directors tendered for the child care program at Newmarket High School and was appointed the operator for **Bev Bernier Child Care Centre**.

1997 – YCD became the operators of the Before & After School Program at **Stonehaven Elementary School**.

1998 – YCD opened the Before and After School Program at **Notre Dame Catholic School**.

1998 - YCD became the corporate sponsor for **Community Action Programs for Children (CAPC)** in York Region (Markham and Georgina) and added Vaughan in April 2014.

2002 – the Agency changed its name from York Toy Library & Parent Resource Centre to **York Child Development and Family Services, Inc. (YCD)**.

2002 - Ontario Early Years Centres (OEYC) were established and funded by the Provincial Government. YCD became the Lead Agency for Ontario Early Years Centre, York North and the Newmarket Program moved to Yonge & Millard and became the Main OEYC, for our riding. In addition, OEYC satellites were opened in Keswick, Sutton and Schomberg. OEYC programs were offered in many York Region District School sites and community spaces across York North offering School Readiness Programs for Parents and their children.

January 2018 – Ontario Early Years Centres became EarlyON Child and Family Centres. The Regional Municipality of York became responsible for the management of York Region's EarlyON Child & Family Centres, and this rebranding is a part of the Ministry of Education's long-term plan towards evolving and integrating early years programs and services in Ontario.





Child Care Program Listings

York Child Development & Family Services Inc. 17310 Yonge Street, Unit 6 Newmarket, L3Y 7R8 Tel # 905 830-1888	Executive Director:	Joy Vance RECE jvance@yorkchild.ca
	Program Manager:	Ruth Houston RECE rhouston@yorkchild.ca
	Administration Manager:	Rose Leonard rleonard@yorkchild.ca

Bev Bernier Child Care Program Supervisor: Gwen Fox RECE
505 Pickering Crescent
Newmarket, L3Y 8H1
Tel # 905 830-4425
bevbernierccc@yorkchild.ca

Bogart Child Care Program Supervisor: Sharon Smith RECE
855 College Manor Drive
Newmarket, L3Y 8G7
Tel # 905 830-5052
bogartccc@yorkchild.ca

Crossland Child Care Program Supervisor: Heather MacLeod RECE
255 Brimson Drive
Newmarket, L3X 1H8
Tel # 905 898-0545
crosslandccc@yorkchild.ca

Notre Dame Before & After School Program Supervisor: Kevin Bawden RECE
715 Kingsmere Avenue
Newmarket, L3X 1L4
Tel # 905 960-6043
notredame@yorkchild.ca

Stonehaven Before & After School Program Supervisor: Kevin Bawden RECE
875 Stonehaven Avenue
Newmarket, L3X 2K3
Tel # 905 716-6189
stonehaven@yorkchild.ca



YORK CHILD DEVELOPMENT & FAMILY SERVICES INC.

Program Statement

Our Mission:

York Child Development & Family Services Inc. (YCD) promotes the optimum development of children through the delivery of high quality early learning programs and services and through educational and informal support to parents.

Services are delivered with a range of community partners including parents, educators, other professionals and various levels of government.

Our Philosophy:

Through child-centered experiences we provide an atmosphere that encourages children to develop a positive self-image using a positive learning environment, literature and the exploration of play. Our programs focus on the individual needs of the child in a warm and positive atmosphere, as well as the needs of the group as a whole. We foster a sense of belonging to families, to our programs as well as the larger community in which the children live. Parents are encouraged to become involved in the various activities of the centres to strengthen the relationship between the programs and the homes of the families served.

How Does Learning Happen? is the foundation of our program

Using the common framework articulated in ***How Does Learning Happen?*** our programs will support children to achieve the following **goals** and will meet the **expectations** for programs building on the four **foundations** for healthy growth and development:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when they are connected to others and contribute to their world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self, health and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express themselves in many ways.	Foster communication and expression in all forms.

Our Overarching Strategies

How Does Learning Happen? (HDLH), The Early Learning Framework (including the ELECT Continuum), and Think, Feel, Act are crucial resources that require YCD educators to engage in ongoing reflection of goals and intentions. YCD recognizes that each child, educator and family member is unique and needs to be respected as such. Educators will co-create a program that promotes a shared understanding of children and adults as competent, capable, curious and rich in potential and is organized around four foundations of belonging, well-being, engagement and expression.

Working collaboratively, we will plan for and create positive early learning environments that:

A) Promote the health, safety and well-being of young children, families and educators.

You will see:

- Keypads and video monitors to control who is able to get in and out of the centres;
- Children are signed in and out to ensure they are safely supervised;
- Our centres are staffed to ensure that adult/child ratios are maintained at all times;
- Educators do daily health checks on each child through a consultation with every parent at drop-off and pick up time;
- Well organized environments, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need;
- Healthy menus are posted that follow Canada's Food Guide;
- At meal times, educators sit and eat with the children and there is lots of conversation;
- Children serve themselves and are encouraged but never forced to try new foods;
- Sleep time routines are designed to meet the individual needs of each child;
- Lots of opportunities for outdoor gross motor play; children are encouraged to use their entire bodies to explore the world;
- Children and educators washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- The centres are kept clean throughout the day, and are professionally cleaned on a nightly basis; and
- Public health guidelines being followed for illness control and management including disinfecting schedules posted and followed, medication administration procedures posted and followed, and outbreak management measures being implemented as required.

Healthy Food and Active Play Make a Difference

Additionally, opportunities for rest and a balance between active and more reflective play are strategies that will be implemented to support positive interactions and facilitate healthy development.

b) Support positive and responsive interactions between educators, children and families.

You will see:

- Educators who greet and welcome you and your child by name upon arrival at the program;
- A focus on relationship building rather than task completion;
- During the process to enrol your child at our centres, the Supervisor or designate will provide you with a tour of the facility, introduce you and your child to the

educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow educators to begin to build an understanding of your child's individual needs;

- Children supporting each other when they are sad, upset or hurt;
- Conversations with the older children about challenges and how to resolve them;
- Educators and parents sharing specific strategies to support child guidance;
- Children are supported to tidy up after themselves as they play;
- Educators using calm voices and at the child's level for face-to-face interactions; and
- Parents and educators talking together, sharing information and knowledge about each child.

Strategies to Support and Strengthen Positive Interactions

Positive guidance strategies are used to best meet the individual needs and developmental level of each child. Research shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impacts on physical and mental health, and success in school and beyond.

Educators will provide an inclusive environment that promotes thinking and learning alongside of other children, families, community supports and each other.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults. In order to support children in their acquisition of social/emotional competencies educators will use the graduated steps, identified below, as a support strategy to guide children in these domains. These graduated steps will be used to best meet the needs of individual children. YCD bases these supplementary positive guidance strategies - redirect, resolve and reason, on the work of Faber and Mazlish in the '*How to Talk so Kids will Listen and Listen so Kids will Talk*' series. YCD will encourage natural and logical consequences, where appropriate, to be a guiding tool for developing positive interaction and self-regulatory behaviours.

Redirection: Children will be redirected to alternative activities as required. When the child is calm and in a ready state for engagement educators will move to the resolve/reason strategy.

Resolve/Reason: Using age and developmentally appropriate language educators will:

- explain how the behaviour or action impacts the child and others;
- acknowledge the child's feelings and needs ensuring their voice is dominant in the discourse;
- assist children to explore alternative strategies to manage situations promoting their sense of efficacy and the capacity to self-regulate;
- Support further collaborative dialogue to ensure a shared understanding of the needs of both the child and the educator will occur.

When appropriate, keeping the safety of the child and others at the forefront, children will be encouraged to learn the impact of their actions grounded on natural and logical consequences:

- Natural consequences: not wearing mittens outside when it is cold will result in your hands getting cold.
- Logical consequences: spilt milk needs to be cleaned up with a cloth.

- Consequences that repair: ripping pages out of a book results in the child needing to repair the book with tape.
- Consequences that teach: if you push another child, they may not want to play with you.

Considerations when supporting positive guidance:

- Related to the nature of the behaviour;
- Appropriate to the developmental level of the child;
- Used in a positive and consistent manner;
- Designed to assist the child to develop positive interactions and self-regulatory behaviours; and
- In compliance with the programs positive guidance protocol.

Positive interactions are encouraged and supported by the development of enriched environments where all children belong and where there are a range of interesting, intriguing and developmentally appropriate activities options to engage children. Educators are reflective practitioners whose knowledge and understanding of the individual child and child development supports positive behaviours on the part of children, educators and families. The focus on the positive is a key component of our affirming approach.

Questions educators ask themselves:

- How do I **engage** with children in a way that builds on their strengths as opposed to identifying what they are doing “wrong”?
- Am I **learning** too? How do I respond when a child asks me something that I don’t know? Do I redirect the child to something else or do I respond: “Let’s find out together!”
- Am I **moving away** from viewing play as just something children do and **moving towards** viewing play as intentional and inquiry based; a way for children to **express** themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a **shared sense of joy** that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

Supporting Children to Manage Their Behaviour

Children benefit socially, emotionally and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

Approaches that contravene the Program Statement will not be observed in the program.

All YCD Educators are required to comply with agency policies and procedures and with the requirements as laid out in the Child Care & Early Years Act, 2014 with respect to prohibited practices.

This provision forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children.

The following prohibited practices are NOT permitted under any circumstances:

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

- locking the exits of the program for the purposes of confining the child; or
- using a locked or lockable room or structure to confine the child if he or she has been separated from the others.

YCD chooses not to use time outs as a positive guidance strategy.

All educators, volunteers and students are required to sign a document prior to employment and then annually stating that they have read the Policy and will comply with it. Failure to comply with the Positive Guidance strategies will result in disciplinary action as outlined in the policy as outlined by YCD.

c) Encourage and enable children to interact and communicate in a myriad of ways with each other, with educators and with their communities.

You will see:

- Many different ways for children to communicate their ideas, thoughts and feelings including:
 - Painting, drawing, modelling with clay, plasticine and other art and creative/sensory materials;
 - Telling or writing stories;
 - Cooperative games that encourage and support problem solving;
 - Singing;
 - Dancing;
 - Talking with educators;
 - Talking with other children;
 - Building with blocks and other building materials; and
 - Solving problems.
- Teachers modelling positive communication;
- Time provided for the children to reflect on their activities and experiences.

d) Foster exploration and inquiry that is play based. Evidence from diverse fields of study tells us that when children are playing, they are learning.

You will see:

- Children making sense of the world around them through play;
- Open ended materials available to the children that can be used in a multitude of different ways;
- That we support and embrace learning though developmentally appropriate play and centering on all areas of development (holistic approach).
- Educators supporting the children to scaffold their play by encouraging the children to further their exploration and inquiry;
- The use of real materials that encourage and support the children to take developmentally appropriate risks;
- A wide range of activities are available to the children at all times; and
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These

skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.

Supporting Healthy Development and Learning

At **York Child Development & Family Services Inc.** each child's specific strengths, needs and developmental goals are identified. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social, emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

- 1) Preparing the environment to foster learning and development;
- 2) Building on the children's ideas, questions and theories as observed in play;
- 3) A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
- 4) Inviting and engaging others in the continuing process of program development including parents, the children themselves and other community partners including but not limited to educators within the school system.

Children learn through exploration, play, and inquiry with the educators as co-learners. Educators have thoughtful exchanges with children, which encourages them to interact and communicate in a positive way, and promotes their ability to self-regulate. We use children's portfolios, learning stories, pictures and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning and development, as well as the overall program.

e) Provide both child initiated and adult supported experiences to foster development.

You will see:

- Weekly Program Plans posted with a variety of Educator planned activities that will be added to throughout the week as the children expand on the activities or move forward in new directions;
- Educators actively supporting children's inquiries and questions;
- Program plans that incorporate a "children's ideas" section;
- Places are available for the children to eat and sleep on their own schedules;
- The number of transitions during the day are minimized; children do not spend a lot of time lining up or waiting for activities to take place; and
- Children and educators will work as co-learners using optimum observation skills and supervision, to obtain a sense of children's interest's, needs and desires.

f) Provide many opportunities for a range of experiences that support each child's learning and development.

You will see:

- Individual Support Plans (ISPs) for all children to support a common understanding of each child's abilities and interests;
- Children actively engaged in activities, usually in small groups;

- Children and educators are smiling, laughing and having fun, playing and learning together;
- Room set-ups that include many different areas;
- Educators observing and making documentation about children to build on the children's experiences;
- Educators discussing the documentation with the children; and
- A focus on learning through play with educators encouraging and supporting questions, answers and problem solving on the part of the children.

g) Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children.

You will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or quiet individual activities or rest;
- Children engaged in a range of different activities throughout the day;
- Children taking the lead, actively shaping their play;
- Educators listen and learn from the children as much as the children listen and learn from the educators;
- Educators encouraging children to explore nature and their natural environments; and
- Quiet activities provided for children who do not require a nap during rest times.

h) Foster engagement of and ongoing communication with parents about the program and their children.

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- Events that provide an opportunity to showcase the children's progress for parents;
- Weekly emails to parents about their children's development and progress;
- Educators assessing each child's development with the results being shared with parents;
- Opportunities, both planned and informal, for parents and educators to share ideas about how best to support each child;
- Parents sharing materials and information that are culturally representative;
- The use of parent's first language whenever possible;
- Portfolios for each child which are accessible to parents;
- Accident/Incident reports completed if your child has an accident to provide you with information as required. These reports are signed by parents; and
- Parent Advisory Committees which provide opportunities for parental input into the program.

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.

updated January 2021

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