



**School Age Parent Handbook
Kindergarten to Grade 6**

September 1st, 2025

Licensed Childcare

SEC Childcare Centres are licensed by the Ministry of Education under the Childcare and Early Years Act, 2014. Provincial Government standards ensure that all programs provide a safe, healthy, and stimulating environment with quality care for the children we serve.

Centres are inspected at least once annually to confirm compliance with the Childcare and Early Years Act, 2014.

Johnsview Before and After School Program

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Our Lady of Fatima Before and After School Program

Site Supervisor: Faith Spencer

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Maple Leaf Before and After School Program

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CITY TV

School Age Programs

Contents

Welcome to SEC Childcare	4
Equity, Diversity and Inclusion Statement	4
Program Statement.....	5
Canada-wide Early Learning and Childcare (CWELCC)	5
Curriculum	5
Our Staff Team.....	5
Students and Volunteers	6
Ages for Care.....	6
Part-Time Care	6
Registration Information	6
Documentation	6
Children’s Information.....	6
Immunizations	6
Statutory Holidays.....	6
Fees and Payment.....	7
Child Registration Fee (Base Fee).....	7
Deposits (Non-Base Fee).....	7
Monthly Fees (Base Fee).....	7
Child Care Fee Subsidy	8
Non- or late payment of Fees	8
Payment Options	8
Refunds and Credits.....	8
Sibling Discount.....	9
Reinstatement Fee.....	9
Changes in Service Needs	9
Waiting List Policy	9
Absence Notification.....	10
Late Pick up Fees (Non Base Fee).....	10
Withdrawal or Termination of Service.....	11
Child Guidance	11
Prohibited Practices	11
Serious Occurrence	12
Duty to Report	13
Health and Illness	13
Medication	13
Allergy and Anaphylaxis	14
Children with Additional Needs	14
Smoke Free Facility	15
Nutrition	15
Arrival and Departure	15
Field Trips	16
Program (School) Closures	16
Parent Communication and Participation	17

School Age Programs

Family Issues and Concerns	17
Appendix A: Program Statement.....	18
Appendix B: Fee Schedule.....	24
Appendix C: Family Issues and Concerns Policy	25
Appendix D: Safe arrivals and Dismissal policy	28

School Age Programs

Welcome to SEC Childcare

Social Enterprise for Canada (SEC) is pleased to welcome your family to our Childcare program. In choosing SEC Childcare for your child, you have chosen a great service provider committed to delivering high quality childcare services. SEC Childcare Services offers a learning program that is consistent with Ministry of Education policies, pedagogy and curriculum. E.g. How Does Learning Happen? Ontario's Pedagogy for the Early Years. Our Before & After (B&A) School Programs are licensed and government inspected. Ministry of Education issued License are posted in all programs and Licensing Inspection Summaries are available upon request.

Our hours of operation are:

- Monday to Friday 7:00 am to the start of school and when school is finished to 6:00 pm. Snacks are provided by SEC.
- On PA Days, March and winter breaks, care is from 7:00 am to 6:00 pm. Snacks are provided by SEC while lunch is provided by the family (SEC does not provide lunch).
- Outdoor play is minimum two hours daily for full day programs and 30 minutes daily for after school programs.
- Winter Break, March Break and Summer Camp Programs will be offered depending on enrollment needs and location availability.

This handbook will provide you with program information and policies regarding SEC Childcare services. SEC reserves the right to amend policies at any time. If you require further information, please feel free to contact your Site Supervisor. Parents and Guardians are required to adhere to all policies and procedures outlined in the Parent Handbook and any updates circulated to parents as required.

Thank you for becoming part of our SEC family!

Equity, Diversity and Inclusion Statement

At SEC, we are committed to Equity, Diversity, and Inclusion (EDI) in all aspects of our business practices and serving our clients and communities. We firmly believe that fostering and demonstrating an environment of respect, value and understanding is essential to building a strong and inclusive community. We embrace EDI as fundamental pillars that drive our decision-making processes, collaborations and community engagements.

At SEC we recognize the inherent value and unique perspectives that each individual brings to the table, and we are dedicated to creating an inclusive space where all voices are heard, and all contributions are celebrated.

At SEC we actively seek diverse talent and perspectives, understanding that diversity not only enriches our organization and services, but also enhances our ability to innovate and adapt in an ever-changing world.

Through continuous education, on-going training, and open dialogue, SEC is committed to actively encouraging open conversations about EDI-related topics and issues to foster a deeper appreciation for the diverse experiences and challenges faced by different communities. Together, we aim to build a stronger, more unified organization that reflects the richness of the world we live in.

We are committed to a more inclusive and equitable future for all.

Darcy MacCallum
Chief Executive Officer
August 2023

School Age Programs

Program Statement

Our program statement describes how our programs support and foster early learning. It will outline our view of the child, our philosophy and pedagogy as well as the goals and approaches used to ensure healthy child development.

“Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings and deserves the opportunity to succeed.”

How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014 pg. 6

Our complete Program Statement can be found attached as Appendix A at the end of this manual.

Canada-wide Early Learning and Childcare (CWELCC)

In September 2022, SEC applied for the CWELCC funding for our Before and After School Childcare programs licensed under the Ministry of Education. SEC has been accepted into the CWELCC program and will continue to reduce fees based on provincial guidelines. Children are eligible for fee reductions up until the end of the month that they turn six (6), or until June 30, whichever is the later date. Our CWELCC agreement with the Municipality requires SEC to obtain consent from families enrolled in CWELCC, for the collection of, and/or disclosure to the Region any/or any of its duly authorized representative, appointees, or delegates, any and all personal information relating to such eligible child or child as it concerns to the CWELCC agreement. Registration with SEC implies permission to disclose.

Curriculum

The foundation for our curriculum is based on the philosophy of emergent programming. An emergent curriculum is a way of planning curriculum based on the student's interest and passions as well as the teacher's. Emergent curriculum starts with the children's interests.

Daily documentation by the staff allows parents to see what activities their children have engaged in. The childcare documentations are based around the How Does Learning Happen? document and includes what 'learning' is observed in the activity. Each child's development is also monitored by the staff, based on the five developmental areas: cognitive, physical, emotional, social and communication, language & literacy.

Additional information regarding emergent programming and How Does Learning Happen? can be obtained by speaking to your child's teachers or the site supervisor.

Our Staff Team

In addition to their professional schooling, our staff are chosen because of their training and expertise in child development, their experience and demonstrated skills. One of the most important qualities we look for in our staff is their commitment to quality childcare.

We believe that in order to provide your child with the very best care, we as the providers must approach our work with a collective shared goal. That goal is to provide a safe, healthy and happy learning environment for all children.

Please note: Staff members who work in our childcare programs are not permitted to provide babysitting services to clients.

School Age Programs

Students and Volunteers

Volunteers and placement students provide a valuable contribution to our programs that enrich the experience of the children in our program.

SEC promotes opportunities for personal growth, community involvement and volunteerism. Students and volunteers are welcome in our licensed childcare centres, and they participate in an orientation and review of relevant policies and procedures. All students and volunteers complete a Criminal Reference Check through Police services.

At no time are students or volunteers left alone with children while in the program. At all times they are paired with and mentored by a SEC staff member.

Ages for Care

Our School Age programs are licensed for kindergarten to Grade 6, (children aged 3.8 to 12 years of age). Your child must be enrolled in a JK/SK program in September to attend the school age program. Children must be toilet trained, unless there is a medical or diagnosed condition.

Part-Time Care

Part-time care (less than 5 days before and after school) is available in our programs providing there is space available. Families who choose part time care must register for a minimum of 3 days per week. 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 full-time enrollment.

Registration Information

Documentation

All necessary forms must be completed and received by the program supervisor prior to your child's participation in the program.

Children's Information

Any information collected during the application process for childcare is requested under the Childcare and Early Years Act, and will be retained in confidence.

Immunizations

The Childcare and Early Years Act (CCEYA) and the Immunization of School Pupils Act require that children attending a childcare centre and school in Ontario are up – to date with required immunizations.

Should parents/guardians choose not to vaccinate their child (ren) for medical, conscientious or religious reasons, Parents/Guardians must complete standardized ministry-issued forms and return it to the supervisor for the child's file.

- [Statement of Medical Exemption Form](#): Medical reasons must be completed by a health care provider
- [Statement of Conscience or Religious Belief form](#): standardized ministry-issued forms are required from the Parents/guardians.

Statutory Holidays

The program is closed for the following holidays:

New Year's Day
Family Day
Good Friday
Victoria Day

School Age Programs

Canada Day
Civic Holiday
Labour Day
Thanksgiving
Christmas Day
Boxing Day

In the event that these holidays fall on the weekend, parents will be advised of the day of closure granted to staff in recognition of these holidays. In addition, please note that YRDSB and YCDSB are closed on Easter Monday therefore programs located in these schools will also be closed on that day for staff professional development.

Please note: All statutory holidays are included in your monthly fees' calculation. There is no reduction in fees for these holidays.

Fees and Payment

Social Enterprise Canada is a non-profit Agency. Fees are calculated to cover the Agency's costs, such as lease arrangements, wages, program supplies, utilities, insurance, etc. Fee schedules are posted at each site and are attached as appendices to this document. Copies are also available upon request.

Our current Fee Schedule can be found as Appendix B at the end of this manual.

Child Registration Fee (Base Fee)

Once a space has been accepted by a family, a non-refundable per child registration fee of \$25.00 is required to enroll your child in the program. This fee is not applicable to families receiving fee assistance.

Security Deposits (Non-Base Fee)

A security deposit of \$200.00 is required upon confirmation of space for your child (not applicable to families receiving fee assistance). Security deposits are held on account, to be applied to outstanding fees, or refunded upon withdrawal. *This fee is not applicable to families receiving fee assistance. Should a family's fee assistance status change this fee would be required to continue service.*

Your deposit will be refunded if you have provided two (2) weeks written notice that has been received by email at the following email addresses,

- Johnsvie Village School age program - Johnsvie.banda@socialenterprise.ca
- Our Lady of Fatima School age program - Our.ladyofFatimabanda@socialenterprise.ca
- Maple Leaf School age program - mapleleafbanda@socialenterprise.ca

Your deposit will not be refunded with an email notice of less than 2 weeks.

Monthly Fees (Base Fee)

Monthly fees are calculated based on the number of school instructional days required excluding winter break and March break. Your fees are then divided by the 10 months of program to provide an equal monthly billing.

Payments are required to be paid on the 1st business day of each month of service. E.g. November 1st for service required in November.

No refunds will be provided for any statutory holidays, professional activity days, absent days (vacation or sick days), or for emergency closures (up to a maximum of 5 days annually) outside SEC's control. PA Camp days, summer

School Age Programs

programs, March, and winter breaks are not part of the monthly fee and will require separate payment. Fees are determined by a child's chronological age and not the program in which the child is placed.

Childcare fees are tax deductible. Each February, you will receive a receipt for fees paid in the previous calendar year to file with your income tax return. (Please ensure you keep your address and email on file with us up-to-date.)

All Childcare fees are subject to change at any time with a minimum of one month's notice to the parents.

Child Care Fee Subsidy

To help make child care more affordable for families York Region Child Care Fee Subsidy may be available. You will find information and application process at <https://www.york.ca/support/financial-assistance/child-care-fee-subsidy>. Families who qualify are charged their monthly fee based on agreement from subsidy. Families receiving fee assistance who exceed their allowed absent days will be responsible for paying the full-fee cost of those days. You will be required to notify the supervisor if your subsidy status changes.

Non- or late payment of Fees

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. Nonpayment of fees may result in suspension of care and/or the termination of childcare, with notice to the parents. SEC reserves the right to collect delinquent payments through external sources.

A \$25.00 (non – base fee) will be charged for returned items and will be added to the outstanding fee.

Payment Options

Payment will be provided by Pre-authorized Debit or credit card (3% fee will be added for credit card payments)

Refunds and Credits

Fees for childcare services are set based on operational costs and staffing requirements. To ensure the sustainability of our program, we maintain the following refund and credit policies:

1. Non-Refundable Fees

- Registration fees are **non-refundable** under any circumstances.

2. Refunds for Pre-Paid Fees

Refunds for pre-paid fees will only be provided under the following circumstances:

- The program is **permanently closed** or suspended for a prolonged period (e.g. strike), or for emergency closures (up to a maximum of 5 days annually) outside SEC's control

3. No Refunds or Credits for Absences

- Refunds or credits will **not** be provided for absences, including but not limited to:
 - Illness
 - Vacation
 - Personal scheduling conflicts
 - Inclement weather closures

5. Emergency Closures

- Refunds or credits will **not** be issued for closures due to emergencies, including but not limited to public health advisories, severe weather conditions, or facility maintenance issues beyond our control.

School Age Programs

Sibling Discount

Effective September 1st 2025, we will no longer be providing a sibling discount for childcare services.

Children currently registered in our program and receiving service up until the end of June 2025 will be grandfathered to continue to receive a discount of 5 % for one year ending on June 30th, 2026. Please note that the youngest child will pay full fee and a 5% discount will be applied to each additional child over 6 years old.

Reinstatement Fee

Please be aware that an additional reinstatement fee of \$30 will be applied for each child, should families withdraw and re-enroll their child(ren) within the same school calendar year. Re-enrollment will only be possible if it is determined that there is suitable space available in the program.

Changes in Service Needs

Supervisors must be notified in advance of your requirements for care change. Our ability to accommodate an increase in care will depend on current enrollment in your child's program room.

If you require an **increase in service** and we are able to accommodate your request

- your start date will be confirmed by your supervisor and
- any additional fees required for the remainder of the current month are to be paid immediately by e-transfer
- You will be notified of your new monthly rate that will be applied the following month

If you require a **decrease in service**

- You will need to provide a minimum of two (2) weeks' notice by email of the change in service
- You will be notified of your new monthly fee
- Your new monthly fee will be effective the 1st day of the month following the last day of the two week notice period. **No refund will be provided for the period between the end of notice and the 1st day of the next month.**

For example: if you provide notice on Jan 5th your two-week notice will end on Jan 19th. Your new fee will be charged on February 1st. If you provide notice on Jan 28th your two-week notice will end on Feb 11th. Your new fee will be charged on March 1st and no refund will be provided for March.

Waiting List Policy

A wait list is maintained for families who either require immediate care, but there are currently no applicable 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 in the current program.

Children are placed as spaces become available and are accepted. If a family declines a space, their name is either removed from the list or the date for needing care is changed according to family need. At this point, we will move to the next family on the list.

The wait list will be made available to parents in a way that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

School Age Programs

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.

No fee or deposit will be charged for being placed on the wait list.

Please note that once a secured spot has been offered in a program to a family, a registration fee and deposit are required to confirm enrolment.

No fee or deposit will be charged for being placed on the wait list. However, once a secured spot has been offered in a program to a family, the registration fee and deposit are required to confirm enrolment.

Absence Notification

If your child (ren) will be late for programs or unable to attend programs you must advise the Before and After School staff directly. There is voicemail available after hours to leave messages on the program phone. We also require that you advise us directly through our program phone when your child is ill and the reason for the illness. **Do not leave messages regarding before and after care at the school office or through the school messaging system.**

Refunds are not given for days or partial days when your child (ren) does not attend a program.

You will find our *Arrival and Dismissal policy* attached to this handbook for your reference as Appendix D

Late Pick up Fees (Non Base Fee)

If you are unable to be at the Centre by 6:00 p.m. **you are required to** make alternate arrangements for your child to be picked up by one of your alternate pick-up or emergency contacts. Late fees will be charged when the late pick-up of a child occurs. Any families picking up their child **after 6:00 pm** are considered late.

A late fee of \$5.00 will be charged for the first 10 minutes (or any part thereof) and \$1.00 per minute after that. Late fees will be charged accordingly.

The Centre closes at 6:00 p.m. and if you have not left the Centre by that time with your child you will receive written notification of your lateness. Please be aware that should you receive five late notices this would be **cause for termination of your childcare services.**

If you are going to be late you must call the centre on the program phone. Staff 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 should the Centre's staff have not heard from you by 6:15 p.m.:

- The staff will try to contact you at all contact numbers listed/available to us (and the Supervisor will be notified).
- The staff will then try to contact the alternative authorized pick up persons on the registration forms.
- If the staff is unable to reach the authorized persons or those persons are unable to pick up your child, then the staff may contact the Children's Aid Society and/or York Regional Police.

Emergency authorized pick up such as a relative, family friend, neighbour or perhaps another parent you have come to know at the Centre. Parents should inform their authorized pick up individuals that should staff not recognize them as an authorized pick up, they **will be required to show photo identification** to the staff.

It is the parent's responsibility to make sure that the authorized pick up persons are listed on the child's registration form and that the Centre is informed of any changes.

School Age Programs

Please make sure that your authorized persons know that they are on the list and what their responsibilities include. Also it would be beneficial to let your child know who is authorized to pick them up.

Legal and insurance regulations prohibit us from transporting your child (ren).

You will find our *Arrival and Dismissal policy* attached to this handbook for your reference as Appendix D

Withdrawal or Termination of Service

Two weeks' written notice by email by parent or guardian at the following email address is required for withdrawal from the program.

Johnsview Village School age program - Johnsview.banda@socialenterprise.ca

Our Lady of Fatima School age program - Our.ladyofFatimabanda@socialenterprise.ca

Maple Leaf School age program - mapleleafbanda@socialenterprise.ca

The Agency considers the following as grounds for suspension or termination of service. Notice of termination may or may not be given depending on the seriousness of the grounds.

- It is determined that the child cannot adjust to the program. Some examples being, persistent opposition of authority, willful destruction of property or use of profane or hurtful language
- A child's behaviour manifests itself as a potential threat (verbal, physical or emotional) to the safety and health of other children or staff.
- Conduct which is injurious to the moral of the Centre or the physical or mental well-being of themselves, or to other children, team members, volunteers, or placement students of SEC
- Verbal, physical, or emotional abuse by a parent to staff.
- Failure to comply with the policies and procedures outlined in the parent handbook and/or communicated to families as required.
- Delinquent payments.
- Five documented late pick-ups.

Child Guidance

A positive approach is used to guide children; each situation and child is dealt with individually. The methods we use include:

- **Redirection:** Guiding a child into acceptable options when engaged in an unacceptable activity.
- **Logical and Natural Consequences:** Endeavour to make children aware of results of their actions.
- **Limit Setting:** Boundaries are developed based on age and development of the individual children according to each situation
- **Modelling:** Demonstration of appropriate ways of interacting.
- **Providing Choices:** Appropriate choices are outlined and children are encouraged to make decisions for themselves.
- **Anticipating Trouble:** Planning ahead to try to avoid possible concerns.
- **Engaging Environment:** Creating an engaging environment that supports exploration.
- **Ignoring:** Some inappropriate behaviour can be ignored with more emphasis given to appropriate behaviour.
- **Positive Reinforcement:** Use of encouragement to promote positive behaviours.

Prohibited Practices

As legislated by the CCEYA 2014, the following practices are not permitted.

- ✓ corporal punishment of the child.

School Age Programs

- ✓ physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- ✓ locking the exits of the childcare centre or home childcare premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- ✓ use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
- ✓ depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- ✓ Inflicting any bodily harm on children including making children eat or drink against their will.

Staff is monitored through on going supervision, as well as on a quarterly bases through observation to ensure adherence of our program Statement Implementation Policy. Staffs, Students and Volunteers review the Policy yearly and as required due to policy revisions.

Behaviour Expectations & Resolution

We believe children thrive in an atmosphere of encouragement and support. We adhere to a Positive Guidance policy that promotes positive behaviours using redirection, resolution and reasoning and logical/natural consequences.

We do not use punitive measures such as corporal punishment, humiliation or isolation. We feel these measures are unacceptable and often increase a child's feelings of resentment which in turn will inevitably result in more of the behaviours we are trying to avoid.

While we respect a range of parenting strategies, we require that you respect our policies while in the Centre.

The management of challenging behaviours is the responsibility of both staff and parents. Every effort will be made to keep you constantly aware of any difficulties or changes in behaviours. Parents will be expected to work with the staff and their child towards manageable solutions to the issues.

Our Agency is involved in parent education and support and provides reading lists and courses for interested parents.

Students and other adults taking part in the program of the centre are considered to be staff and must abide by the policies and procedures.

Parents are welcome to view the full organization policy upon request.

Serious Occurrence

All licensed childcare programs are responsible for delivering services that promote the health, safety and well-being of children. Childcare operators are accountable to the public and to the Ministry of Education to demonstrate that their services are consistent with relevant legislation, regulations and policies.

Serious occurrence reporting is one of many tools that provide licensed childcare programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an ongoing review of practices, procedures, and training needs. 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 childcare program.

School Age Programs

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

Duty to Report

In the event that a child makes a disclosure to a staff or a child's behaviour raises concern regarding abuse or neglect, staff are legally required to and will always contact the Children's Aid Society. This is a very difficult process for staff, parents and most especially for children. Staff will follow the direction of Children's Aid Society through the reporting and response process. These matters are held in strict confidence. Our Agency will continue to support the family through this process and will work with the family to provide supports if the parents choose.

Health and Illness

The health and welfare of all of the children is our primary concern.

It is important that your child is well enough to participate in all activities. Following ministry regulations, we are unable to care for sick children at the Centre. Please note that if your child is not able to participate in all activities, including outdoor play, we believe they are not well enough to attend the Centre.

During the day, if a child is observed to be unwell, parents will be contacted. **We ask that you be as prompt as possible in picking up your child so they may receive appropriate medical attention.**

All staff is required to follow Public Health regulations and conduct visual daily health assessments upon your child's arrival and during the day.

A child who is suffering from illnesses such as fever (*over 101.5 °F / 38.6 °C*), diarrhea, vomiting, or a communicable disease will not be permitted to attend the program. They will be permitted to return 48 hours after the last symptom based on Public Health recommendation or within the 48 hour period with a doctor's note indicating that they have medical clearance to return to the program.

A child who has exhibited signs of having head lice should be treated for the removal of live nits and live lice.

Medication

The following regulations apply to the administration of medication at all SEC Childcare Centres.

Prescription Medication

All prescription medication must be in its original container. A 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 staff being able to administer any prescription medication. Only current medication will be given.

Non- Prescription Medications

Non-prescription medication can be administered ONLY if it is accompanied by an Authorization for Drug/Medication Administration form. The form must include, storage instructions and administration instructions (including dosage).

Non-prescription medication i.e.: TEMPRA, cough mixtures, must be labeled with your child's full name and current date. Please note: the dosage must not exceed the dosage recommended on the label. Only current medication will be given.

**All medication must be given directly to the staff and not left in your child's bag or cubby. The medication form must be filled out before you leave the Centre.*

School Age Programs

If a parent wishes for a child to carry his or her own emergency medication (e.g. asthma, allergy anaphylaxis), a written letter giving permission must be provided for your child's file.

Allergy and Anaphylaxis

All staff and children attending our childcare centers/programs are entitled to a safe and healthy learning environment.

As part of this policy, parents are responsible:

- to ensure they have completed the *Individualized Plan for Anaphylaxis Allergy, Training and Consent Form* and will complete training for Supervisor or designate.
- for informing the childcare center if their child has a life-threatening allergy and ensuring medical information sheets are duly completed and updated regularly to ensure the most accurate information is on hand;
- for providing the center with the appropriate medication (e.g., EpiPen) and training.

In the event the medical need requires the child to carry his or her own emergency medication, a written letter giving permission must be provided for your child's file.

Parents are welcome to view the full company policy upon request.

Children with Additional Needs

A child with additional needs is defined as a child who requires any additional program supports or accommodations for success in the program. Examples may include challenging behaviours, ASD, asthma, sun sensitivity, seizures, diabetic etc. Where a child is requiring additional support, the Centre will, in discussion with the family, access supports available to the Centre throughout the community. If staff have concerns regarding behaviour or your child's development, the Supervisor will request a parent meeting to discuss strategies to assist the staff to support the child's success within the program.

As part of this policy, parents are responsible:

- to ensure they have completed the *Getting to Know Me* form;
- for informing the childcare centre and ensuring all forms required duly completed and updated regularly to ensure the most accurate information is on hand;
- for providing the centre with the appropriate medication or medical devices or supports etc. and training as required.

In addition, parents and staff are responsible for ensuring an up-to-date individualized support plan is in place if required that includes:

- a description of how best to support the child to function and participate in a meaningful and purposeful manner
- a description of any supports, aids, adaptations or other modifications to the physical, social and learning environment that are necessary

In the event the need requires the child to carry his or her own emergency medication, a written letter giving permission must be provided for your child's file.

Parents are required to keep Centre staff updated and informed of any changes to their child's individualize support plan. Centre Staff will work with Parents to support each child to function and participate in a meaningful and purposeful manner.

Parents are welcome to view the full organization policy upon request.

School Age Programs

Smoke Free Facility

Smoking or holding lit tobacco, medical cannabis, and the use of electronic cigarettes are prohibited in all enclosed public areas including childcare centres and the surrounding property.

All SEC programs will comply with the requirements of the Smoke-Free Ontario Act, 2017. For more information, contact the local public health unit or visit the Ontario government website <http://www.health.gov.on.ca/smokefree>

Nutrition

Nutritious morning and afternoon snacks will be provided. All snacks are prepared fresh daily and meet all nutritional and Public Health guidelines. Peanuts and nut products are not allowed or used in any food preparation for the Centre. The weekly menus are posted and new ideas are always welcome.

It is vital that parents let the staff know of any allergies, food restrictions or intolerances their child may have and the reaction to expect or any changes to your child's health.

In cases where a child has food allergies and the meals and snacks provided by the childcare centre cannot meet the child's needs, the child's parent may supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

Parents must label food brought to the childcare centre with the child's full name and the date the food arrived at the childcare centre, and advise staff of all ingredients.

If attending on any PA or camp days' children will be required to bring their own bagged lunch. Lunches should be provided in an insulated bag and include a frozen ice pack to keep food at a safe temperature so that nutritional value is maintained.

Guidelines for Bagged Lunches:

- Bagged lunches should meet Canada's Food Guide to Healthy Eating™ requirements.
- Each meal should include at least four (4) food groups.
- Lunches should be provided in an insulated bag and include a frozen ice pack to keep food at a safe temperature so that nutritional value is maintained
- When packing lunches, avoid foods that can spoil and become harmful if correct temperature is not maintained, i.e., meat, poultry, eggs.
 - Peanut or nut products are not permitted.
 - Families will be notified if additional restrictions are required to address severe allergies in their child's program.
- Label your child's lunch bag and all reusable containers.
- Provide a labelled refillable water bottle.
- Litterless lunches are encouraged.

All bagged lunches will be checked the morning of a full day program to ensure they do not contain any risk to allergies present in the program and also that they contain an ice pack, as required by Public Health.

Arrival and Departure

In response to increased public service announcements regarding children being left in cars, SEC has protocol, regarding the safe arrival of children in our licensed childcare programs. Please review our safe arrivals and dismissal policy and procedures (Appendix D in this handbook) in detail.

- *If you are going to be absent or late **you must call and/or text the centre** and inform the staff on the program phone.*

School Age Programs

- Children must be escorted (by Parent or Guardian) to their assigned classroom to a staff member. The staff will then mark your child as present on the attendance form.
- Children must be picked up (by Parent or Guardian) , please ensure that when you are picking up your child you speak directly to your child's educator when you arrive in the play space so that they can mark your child as leaving on the attendance form.
- Please let us know of any special requirements, unusual events or changes which may have an impact on your child.

Children will be allowed to leave the program only with a parent or a designated alternate pick-up person or emergency contact arranged by a parent/guardian.

Important Note: Designated alternate pick-up or emergency contact adults, as well as parents, **not recognized by program staff** will be asked for photo identification prior to picking up a child.

Please ensure that our list of contact names and telephone numbers is kept current at all times. Any changes to your information throughout the year (contact names and phone numbers, telephone numbers at home, work, etc.) should be brought to our attention immediately.

You will find our complete *Arrival and Dismissal Policy* attached to this handbook for your reference as Appendix D

Field Trips

Throughout the year, the childcare centre may take field trips to special places of interest during camps or PA days. Information about the trip will be sent home prior to such excursions. If for some reason you do not wish your child to participate, you must make alternate arrangements for your child's care and there will be no reduction in fees. A nominal (non-base fee) fee may be charged in order to assist with bus rental costs, as well as admission fees.

Program (School) Closures

Inclement Weather/Program (School) Closures

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. Families may be asked to safely pick up their child early if they are able to do so. 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. It is also very important that with this advance notice families will be prepared and have alternate arrangements planned ahead of time for the care of their children. Please note that reimbursements will not be provided due to program closures.

Any closures for the York Catholic District School Board or York Region District School Board will be broadcast on CFRB 1010 AM Radio, CITY TV, Student Transportation Services website: www.schoolbuscity.com, Student Transportation Hotline: 1-877-330-3001, Board website and school websites, Radio and TV media outlets, @YRDSB (York Region) or @YCDSB (York Catholic) Twitter accounts

A condition of our lease stipulates that our programs can only be offered when the schools are open with caretakers on site. The Boards of Education endeavor to provide us with substantial notice of any closures if space is not available to provide care. In the event of an interruption in the school schedule, i.e., a walk out, inclement weather, SEC 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.

School Age Programs

Emergencies and Emergency Management

If there is an emergency situation at the centre you may not be contacted immediately, as the safety of the children is our first priority. Families will be notified as soon as possible.

- If the emergency means children must leave the centre, they will be taken to an evacuation site. You will be contacted and asked to pick up your child.
- Social Enterprise for Canada (SEC) is required to follow the Board of Education's emergency procedures, including the lockdown procedure.
- SEC's Emergency Management / Critical Incident Policy identifies how families will be notified in the event of an emergency situation.

The licensed childcare program has emergency management policies and procedures in place. In accordance with our Emergency Response Procedures, the notification of parents will align with the corresponding procedure: (communication notification can happen through face to face, email, phone, text or as appropriate.)

ALL CLEAR NOTIFICATION

As soon as possible, Site Supervisor or designate must notify parents/guardians of the emergency situation and that the all-clear has been given.

UNSAFE TO RETURN

Upon arrival at the emergency evacuation site, Site Supervisor or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.

RECOVERY

Director, Site Supervisor or designate must debrief staff, children and parents/guardians as soon as appropriate after the emergency

If you would like to view the complete policy, please connect with your supervisor.

Parent Communication and Participation

During the year you will be receiving regular electronic and/or written communication from the staff and/or Centre Supervisor. If at any time you have questions or concerns, feel free to talk to the staff, Site Supervisor or contact the Licensed Childcare Manager or Sr. Director.

In addition, each Centre will provide information for you on Early Years opportunities available in the community including library programs, parks and recreation programs, etc.

Childcare staff will be communicating with school staff and may speak to your child's teacher to maintain consistency and share information in order to create a seamless day. All children that are attending school are required to have a completed Communication Consent Form prior to enrollment. We have an open door policy for our programs. Parents are welcomed and encouraged to drop by at any time to observe or participate in an activity.

Fundraising may at times be an ongoing project throughout the year and we welcome your support. All money raised goes directly towards special purchases to enhance your child's learning environment.

Family Issues and Concerns

SEC Before and After School programs operate independently from York Region School Boards and any/all concerns regarding should be brought directly to our staff for resolution. 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

School Age Programs

attention of the supervisor. If a resolution is still not reached, the Manager of Licensed Childcare will become involved and if required the Sr. Director. Every effort will be made to find positive solutions to all concerns

The names and contact information for each person are listed on the front cover of this handbook.

You will find our *Family Issues and Concerns Policy* attached to this handbook for your reference as Appendix C

Appendix A: Program Statement

Program Statement Policy

Our program statement describes how our programs support and foster early learning. It will outline our view of the child, our philosophy and pedagogy as well as the goals and approaches used to ensure healthy child development.

“Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings and deserves the opportunity to succeed.”

(How Does Learning Happen? Ontario’s Pedagogy for the Early Years 2014 pg. 6)

View of the Child

SEC believes that children are strong, capable and competent. The program, environments and expectations of children reflect these views and are embedded throughout the curriculum, daily routines and flexibility in daily schedules. Children are provided with choices within the curriculum, the environment, and are encouraged to exercise autonomy and decision making throughout. Children are presented with real and appropriate challenging opportunities both indoor and outdoor program. Children are active members of the classroom and encouraged to contribute in meaningful ways. We believe these together contribute to educators reflecting the view of the capable child and this assists children in developing a positive self-image of oneself, as a strong capable child.

Promoting Health, Safety, Nutrition and Well-Being

As a licensed and regulated childcare operator, Social Enterprise for Canada (SEC) meets and exceeds all health and safety requirements of the Ministry of Education and Childcare and Early Years Act 2014 (CCEYA). SEC is committed to supporting the health, well-being and safety of all. Daily opportunities are provided that support children in developing, self-help, self-care and self-regulation skills. Building on our view of the competent child, children are encouraged daily to take interest in self-care such as feeding, clothing and toileting needs with the support of an adult. This encourages children’s developing sense of self, autonomy and supports emerging skills. The environment both indoors and outdoors offers children safe, yet reasonably challenging opportunities to assess risks and challenges as per their emerging capabilities. To support their sense of belonging, children are viewed as active members of the classrooms contributing to the environment, clean-up and maintenance of our space. Children exercise choice through an open snack which encourages them to determine time and quantity. In our licenced childcare program we offer a nutritious morning snack as children have lunch with their parent, while our Before and After programs offer both a morning and afternoon option.

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Providing nutritious foods and beverages that incorporate family and cultural preferences and are in accordance with the Canada’s Food Guide, including at least two snacks per day;

School Age Programs

- Involving the children and families in menu choices;
- Providing experiences for children to engage in food preparation (e.g. baking activities);
- Being sensitive to and accommodating for children's food restrictions and allergies;
- Creating family-style, positive eating environments with foods and portion sizes that are responsive to children's cues of hunger and fullness;
- Ensuring that all staff members are trained and able to appropriately respond to health, safety and emergency situations;
- Engaging children in physical activity and decreasing the amount of time that is spent in sedentary activities;
- Providing opportunities for children to engage in risk at a level that is appropriate for their development;
- Supporting mental health wellness through encouraging children's development of self-regulation, resiliency and a rich emotional vocabulary;
- Providing opportunities and organization of materials to support children's growing autonomy and independence (e.g. snack time);
- Completing daily health checks through communication with families to understand the child's state of health entering the program and continually monitoring their health during their involvement in the program;
- Performing at least daily safety monitoring checks to ensure that indoor and outdoor environments are safe;
- Providing daily opportunities for sleep, rest or engagement in quiet activities depending on each individual child's needs and development;
- Coordinating with York Region Public Health to ensure that all health and safety procedures are in accordance with research-based best practices;
- Providing at least 30 minutes of time learning outside on a daily basis, weather permitting for our Before and After School Programs
- Monitoring children's engagement in activities to determine optimal periods for transitions;
- Providing a variety of indoor, outdoor, active, rest and quiet experiences throughout the day.

In addition, SEC has developed policies and procedures that support a culture of well-being which include,

- ✓ Supervision of Children
- ✓ Cleaning and Disinfecting Procedures
- ✓ Menu Planning following the Canada Food Guide
- ✓ Communicable Disease Prevention
- ✓ Emergency Procedures
- ✓ Standard First Aid and Level C CPR training

Responsive, Supportive Interactions and Relationships

SEC is committed to building, facilitating and encouraging healthy positive and responsive relationships within our community. At SEC we view educators, families and children as curious, competent, capable and rich in potential and that families contribute invaluable to their children's learning and are their first teachers. We value collaboration and co-operation and believe that relationships begin with respect and open communication. Educators commit to developing a relationship with each child and to understand each child's unique way of expressing, communicating and learning. We value and actively take part in building relationships through ongoing communication, professional and family learning opportunities as each person is valued in contributing to this learning. Our community is strengthened with opportunities to connect socially through family engagement experiences planned to build relationships as a centre and through each of the classrooms. We also take a role in connecting to the local community through services like the library, local police and fire services, EarlyON programs, etc.

School Age Programs

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Welcoming and greeting children and families at arrival;
- Providing opportunities for children to engage with and make contributions to the world around them;
- Promoting engaged citizenship through empowerment, empathy and advocacy;
- Supporting the development of a sense of community within the Centre or School and the community as a whole;
- Providing opportunities for children to be heard and for their contributions to be appreciated within their communities;
- Honouring children's ideas and contributions by responding to them in a respectful way and by focusing on using authentic language in our interactions with them;

Positive Interactions and Supporting Self Regulation

At SEC we believe that children deserve a positive environment that enriches the development of their social emotional well-being, to build their self-esteem and self-worth to ensure that they have the ability to self-regulate. Self-regulation is the ability to control ones physical, behavioural, and mental impulses. Improving childrens ability to self regulate will improve life outcomes. (Self-Regulation video, Shanker) Self-regulation is how a child effectively and efficiently deals with, and recovers from stress.

“When the environment supports growing autonomy and independence, challenging behaviours are reduced and educators can focus more fully on observing, interacting and extending children’s learning and development in meaningful ways.” (Shanker, How Does Learning Happen? Pg. 21)

As educators we facilitate an enviroment that is welcoming to children and allows them to express their feelings and emotional needs. Building on the hundred languages of children, we believe that each child is unique and has a variety of ways to express themselves.

- ✓ Children actively engage in building, constructing and expressing learning in multiple ways.
- ✓ Educators commit to supporting children in communicating and expressing themselves in positive ways.
- ✓ Educators assist, support and scaffold children’s developing self-regulation skills while promoting problem solving and assistance with solutions that are respectful of all.

“The better a child can stay calmly focused and alert, the better he integrates the diverse information coming from his different senses assimilates it and sequences his thoughts and actions.” (Shanker, 2012)

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Interacting with children on their level.
- Actively play partnering with children to expand their learning and support their social experiences.
- Knowing when to be an intentional observer in a play scenario and to support these learning experiences from afar.
- Modeling resiliency and problem-solving skills with children and helping them to identify their feelings, the feelings of others, and possible solutions.
- Placing importance on encouraging children to develop authentic skills for solving problems, instead of having them take part in a prescribed solution (e.g. making a child say sorry);
- Getting to know the children on an individual basis to identify and work to proactively minimize stressors, and to help the children become self-aware.
- Actively listening to children and giving them the time and space to express themselves.

School Age Programs

- Incorporating learning experiences for the children to engage in a range of group sizes.
- Responding to challenging behaviours with the most appropriate and effective but least intrusive strategy.
- Reframing challenging behaviours by reflecting on why they may be occurring and what the child might be trying to express.
- Acknowledging and positively reinforcing children's efforts in a meaningful way by being specific when describing actions and reactions.
- Encouraging children to be respectful of the ideas of others and modelling this ourselves.
- Talking about emotions and modeling empathy and self-regulation out loud for the children to hear.

Fostering Children's Exploration, Play and Inquiry

We believe that children are individuals with their own strengths, needs and rates of development. We believe that every child has the inherent right to develop to his or her full potential, developing their sense of belonging, well-being, engagement and expression. Through play children will explore, experience, inquire and problem-solve. SEC follows an emergent philosophy which means it is a child-centred, child-directed, developmentally appropriate program where activities are based on the interests and passions of the children and is supported by knowledgeable educators. Children thrive and learn best when their interests are captured and learning occurs naturally. We believe that this can only occur in a safe, stimulating, respectful, bias free, inclusive and loving environment. The environments are designed with thoughtful provocations and invitations for learning by educators that assist, support and are co-learners with children.

"Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems and make meaning from their experiences – especially when the spaces contain interesting, complex, open-ended materials that children can use in many ways." (HDLH, pg. 20)

We believe that children need opportunity to exercise choice in a carefully planned day that is flexible and responsive to their needs. Children develop skills appropriate to their stage of development through structured and unstructured exploration, both large and small group experiences as well as active and quiet play choices that occur both indoors and outdoors.

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Observing and engaging with children to understand their questions and inquiries and using these as a guide for programming.
- Respecting and supporting the children's sense of curiosity and wonder.
- Viewing the environment as the "third teacher" and understanding the significant impact it has on our program.
- Organizing the learning environments in a way that makes them aesthetically appealing, uncluttered, engaging and welcoming.
- Incorporating materials that add to a homelike feeling within the learning environments (e.g. curtains, plants, lamps, natural lighting, soft colours, pillows, real materials);
- Providing interesting and complex open-ended learning materials for children to engage with and explore.
- Including real items (e.g. dishes, lamps, glass jars) for children to use and explore in their play.
- Providing natural elements (e.g. sticks, rocks, shells, plants) to help children explore the natural world.
- Role modeling and encouraging respect for materials in the shared learning environment.
- Providing opportunities for extended and uninterrupted play and exploration multiple times each day.
- Providing a variety of learning experiences and materials for children to freely choose to play and express themselves with.
- Engaging with children during their exploration, play and inquiry to support and extend their meaning making of their experiences.
- Engaging in open-ended conversations with children and asking thought-provoking questions to help expand the children's learning and our understanding of their explorations.

School Age Programs

- Having an awareness of the many languages that children use to express themselves and providing opportunities for children to share their thoughts and ideas in a variety of ways.
- Reviewing documentation of learning experiences with the children in order to encourage their reflection on their learning.
- Capitalizing on spontaneous, meaningful learning moments during the day by being actively engaged with the children.
- Creating learning environments that mirror the ideas, values, attitudes and cultures of those who use the space

Fostering Engagement and Communication with Parents

We believe that an environment that welcomes families, inviting their perspectives and providing opportunities to participate in meaningful ways, fosters engagement and ongoing communication creating a sense of belonging. We recognize that families are an important contributor in a child's life and relationships matter.

Educators communicate on a daily basis with families about their child's day. Information is shared both formally and informally through dialogue, documentations, observations, newsletters, parent meetings etc. Families are also invited to share experiences, traditions and skills to support our program.

"Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them." (HDLH pg. 26)

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Communicating with families on a daily in-person basis at minimum at arrival and departure.
- Communicating our perspective of the children's learning and development with families both in person and posted on documentation boards.
- Encouraging families to share their perspective on the children's learning and development through in-person sharing.
- Encouraging families to share pictures and stories of their child's time at home and with family.
- Displaying family information and photographs throughout the learning environments.
- Incorporating aspects from a variety of cultures within the learning environment (e.g. food, music, art, photographs, artifacts).
- Inviting family participation within the daily program and encouraging them to share their varied perspectives and cultural experiences with the children.
- Creating a comfortable place in each learning environment for families to stay and visit whenever possible.
- Encouraging parent participation and engagement through Parent Advisory Meetings.
- Planning special events and social activities for families to engage in throughout the year (e.g. Mother's and Father's Day celebrations, holiday gatherings, family open houses).

Engaging Community Partners

SEC envisions a community that exemplifies Canadian values, where all people realize their full potential and have the opportunity to belong in, and contribute to, a prosperous and inclusive society. Involving the local community assists Educators in better meeting the children and family's needs. Meaningful experiences support the child and families by making connections in their community. Educators will also provide connections to agencies including, but not limited to, York Region Speech and Language, Early Intervention, Police and Fire Services, libraries, Ontario Early Years Centres.

"Early Years settings can play a key role in promoting the visibility, inclusion and active participation of young children in society." (HDLH pg. 19)

School Age Programs

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Involving local community partners in children's explorations and inquires where possible to enhance learning opportunities
- Connecting families with local community partners for additional support and services.

Continuous Professional Learning

SEC supports, values and appreciates the continuous learning of the staff. Staff are provided with opportunities to attend workshops, updated and trained on curriculum and policy changes as this yields personal growth, greater job satisfaction and higher quality programing. Professional Development opportunities are in keeping with SEC standards and the College of Early Childhood Education and individual professional learning.

"Educators are competent and capable, curious and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals...Educators are life-long learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work." (HDLH pg. 7)

The Staff will support these goals through the implementation of a variety of approaches, such as:

- Our Registered Early Childhood Educators (R.E.C.E.) will maintain their registration with the College of Early Childhood Educators
- All Staff will be trained in health and safety protocols as well as Standard First Aid with Level C Infant and Child CPR.

Our Use of Documentation

Our programs use a variety of documentation methods to share in the joy of children's learning and development, support our communication with parents, reflect on our planning and creation of environments and experiences, review the impact of our interaction and planning approaches, and to support and monitor the implementation of our program statement. Documentation will highlight the children's thoughts and contributions, share our professional knowledge and includes representation of the children's, educators' and families' perspectives. They are intended to share a broader picture of what is happening in each learning environment on a regular basis. Within each playroom, more individually and long-term focused documentation pieces are also created and shared with families. These documentation pieces reflect the children, families and educators in each individual learning space and will take on a variety of formats, including individual learning stories, group reflections, storybooks, and documentation panels.

Program Statement Review

This Program Statement will be reviewed annually to ensure that it is in alignment with SEC Policy and Procedures, How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) and the CCEYA. Our Program Statement is a document that staff, students and volunteers will review prior to working with children, on an annual basis or any time there is substantive changes to the program statement. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.

School Age Programs

Appendix B: Fee Schedule



Before & After School Programs Fee Schedule

Kindergarten to Grade 6

Effective: September 2025

Kindergarten (Base Fees)					
		Apr – Dec 31 2022		CWELCC	
	Daily Rate	Monthly Rate	Daily Rate	Monthly Rate	CWELCC Funding Eligibility
Before School	\$11.75	\$224.50	\$11.75	\$224.50	Children are eligible for fee reductions up until the end of the month when they turn 6 or until June 30 th , whichever is the later date
After School	\$14.06	\$267.75	\$12.00	\$240.00	
Before & After School	\$17.63	\$339.56	\$12.00	\$240.00	
Winter Break, March Break, Summer Camp, PA Days	\$39.00		\$22.00		
School Age (6 – 12 years) (Base Fee)					
	Daily Rate	Monthly Rate	Notes		
Before School	\$14.00	\$226.00	Pre-registration is required for full day care on PA Days, Winter Break, and March Break. Full-time and part-time care is provided however priority is given to families seeking full-time enrollment		
After School	\$24.00	\$360.00			
Before & After School	\$28.00	\$450.00			
PA Day Camp (children not currently registered)	\$52.00				
Winter Break, March Break, Summer Camp & other non	\$52.00				
Child Registration Fee (Base Fee)			\$25.00	CWELCC \$11.81	
PA Day Fees (Base Fee) (for all children currently enrolled in service)					
					Prior Fee
Those registered for Before School Only					\$20.50
Those registered for After School Only					\$14.50
Those registered for Before and After School Only					\$11.00
If the PA Day is not your regularly scheduled service day					\$30.00
CWELCC Funding					
<p>Childcare fees for children aged 0 to 6 (see eligibility above) have been partially funded by the government through the Canada Wide Early Learning Childcare system (CWELCC). If for any reason this funding is not available to SEC, decreased, or eliminated, families will be responsible for the full amount of childcare fees for any applicable child. Fees have been frozen since March 27, 2022, for those receiving CWELCC funding.</p> <p>Fee Policy: (*Indicates non-base fee rate)</p> <ul style="list-style-type: none"> • Fees are determined by the child's chronological age and not the program in which a child is placed. • A child registration fee and a security deposit of \$200.00* per child is required upon confirmation of space (not applicable to families receiving fee assistance. Security deposits are held on account, to be applied to outstanding fees or refunded upon withdrawal. • Monthly fees are for all days of enrolled care including statutory holidays. Care is not provided on statutory holidays and 					

School Age Programs

the centres are closed.

- No refunds will be provided for any statutory holidays, professional activity days, absent days (vacation or sick days), or for emergency closures (up to 5 days) outside SEC's control.
- 2 weeks written notice is required when a child is withdrawn from care. Families receiving fee assistance must comply with York Region's guidelines.
- A late pick-up fee* (\$5.00 for the first 10 minutes and \$1.00 for every minute after that) will be charged for time that employees are required to stay with a child after centre closes.
- If any payment fails to process, an administrative fee* of \$25.00 will be levied. SEC is not responsible for any fees levied by the client's bank.
- Families receiving fee assistance who exceed their allowed absence days, will be responsible for paying the full-fee cost of those days.
- Extra Field Trip fees* may be required on occasion
- Failure to resolve any unpaid or overdue balances will result in termination of service.

Appendix C: Family Issues and Concerns Policy

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, SEC and staff to use when parents/guardians bring forward issues/concerns.

General

Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their children are experiencing within our program. As outlined in our program statement, we support positive and responsive interactions among the children, parents/guardians and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Social Enterprise for Canada. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 5 business days. 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.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

School Age Programs

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

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, read Our Duty Report Child Safety Policy or visit <http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room Related</p> <p>E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the site supervisor or manager. 	<p>1. Address the issue/concern at the time it is raised</p> <p>or</p> <p>Arrange for a meeting with the parent/guardian within 2 business days or as soon as reasonably possible thereafter.</p> <p>2. Document the issues/concerns in the Program Log Book if required or in the drives if the situation requires more privacy. Documentation may include:</p> <ul style="list-style-type: none"> ○ the date and time the issue/concern was received; ○ the name of the person who received the issue/concern;
<p>General, Centre or Operations Related</p> <p>E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the site supervisor or manager. 	

School Age Programs

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Staff, Site Supervisor, and/or Director Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the site supervisor or manager. <p>All issues or concerns about the conduct of staff, that puts a child's health, safety and well-being at risk should be reported to the site supervisor as soon as parents/guardians become aware of the situation.</p>	<ul style="list-style-type: none"> ○ the name of the person reporting the issue/concern; ○ the details of the issue/concern; and ○ any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Student/Volunteer Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the site supervisor or manager. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>3. it will be escalated to program Manager and/or Director if the person being notified is unable to address the matter.</p> <p>4. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>5. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Deanna Lyden, Licensed and Regulated Childcare Manager at the **Social Enterprise for Canada Head Office:**

By Phone Direct: 289-383-7383

By Email: Deanna.Lyden@socialenterprise.ca

By Mail: 1220 Stellar Drive, Unit 201, Newmarket, ON L3Y 7B9

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

Ministry of Education, Licensed Childcare Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

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

School Age Programs

Appendix D: Safe arrivals and Dismissal policy

Purpose

In response to increased public service announcements regarding children being left in cars, SEC has protocol regarding the safe arrival of children in our licensed childcare programs.

This policy and the procedures within, help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the childcare center as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- Social Enterprise for Canada (SEC) will ensure that any child receiving childcare at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.
- Social Enterprise for Canada (SEC) will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. Upon arrival at the center, children must be escorted (by Parent or Guardian) into their classroom to a staff member. The staff will then mark your child as present on the attendance form. Program staff will;
 - greet the parent/guardian and child.
 - During drop off if the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the authorized pick up list on the child's emergency card or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

Before School Arrival Procedures:

School Age Programs

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - When a child does not arrive as expected in the morning program the program staff will mark the child as absent on the attendance and document it in the communication log book. At the end of morning program, the staff will give a list to the school office to inform them of absent children from program (without prior communication) and the school will follow the safe arrivals school policy in place. No Additional steps will be taken as the school will follow their protocols on safe arrivals.
 - On non instructional days where school age is attending full day and does not arrive, Educator will notify the supervisor/designate and they must commence contacting the child's parent/guardian no later than 10:00 am. Educators shall contact the parents/guardians by calling and leaving a detailed message. If no response is received, an email will be sent to the parent/guardians advising them of the child's absence. After 30 minutes, if they do not successfully connect with the family, they must follow up again with a second phone call.
 - If the supervisor /designate/Educator are unable to confirm a child's absence as per the procedure above, they are to contact the child's emergency contact to assist in reaching the parent/guardian.
 - Once the child's absence has been confirmed by the parent, the Educator shall document the child's absence on the attendance record and any additional information about the child's absence in the communication books.
 - If the staff is unable to reach the authorized persons or those persons are unable to confirm child's absence, then the staff will contact the Children's Aid Society and/or York Regional Police

After School Arrival Procedures:

- Before afternoon program begins, program staff or supervisor will check with the school office of any absent children from the day that relates to childcare where parents/guardians have confirmed child absence.
 - Where a parent/guardian has not informed the school office or program and the child does not arrive in the afterschool program as expected, program staff must inform the supervisor/designate as soon as afternoon attendance is done and they must commence contacting the child's parent/guardian right away. The program supervisor/designate will call parent/guardian or send text message, the supervisor must make contact with an adult to confirm absence.
 - If contact with a parent/guardian is not made in 15 minutes of the initial call the program supervisor/designate will contact the names on the emergency contact list. If after that there is no contact children's aid or police may be contacted
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff 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 the parent/guardian has provided written authorization that the childcare may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - 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 parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

School Age Programs

Where a child has not been picked up as expected

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up the program staff or supervisor will contact parent/guardian through phone call and/or text message 15mins after the missed pick up time and advise that the child is still in care and has not been picked up.

Or

2. Where a parent/guardian has not communicated with the staff and the child has not been picked up when the centre is closed, the program staff or supervisor will contact parent/guardian through phone call or text message 15mins after the end of program and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must call and/or and leave a message. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff may contact the Children's Aid Society and/or York Regional Police by 6:45pm

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized person. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the childcare centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family