School Age Childcare Handbook
Kindergarten to Grade 6

October 7, 2026

Licensed Childcare

SEC Childcare Centres are licensed by the Ministry of Education under the Child Care 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 Child Care and Early Years Act, 2014.

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Information on School Closures:
CITY TV, YRDSB or YCDSB websites
https://net.schoolbuscity.com/

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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, including How Does Learning Happen? Ontario's Pedagogy for the Early Years. Our Before & After (B&A) School Programs are licensed and government inspected. Our Ministry of Education licence is posted in each program, and Licensing Inspection Summaries are available upon request.

Our hours of operation are:

- Monday to Friday, from 7:00 am until the start of school bell, and from 3:40pm until 6:00 pm. Snacks are provided by SEC.
- On PA Days, Winter Break and March Break, care is from 7:00 am to 6:00 pm. SEC provides snacks; families provide lunch.
- Outdoor play is a minimum of 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 enrolment needs and location availability.

This handbook explains how our programs work and the policies that guide them. 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 follow 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.

School Age Programs

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

Program Statement

Our Program Statement describes how our programs support children's learning and development, including our view of the child, our philosophy, and the approaches we use.

Our complete Program Statement is attached as Appendix A.

Curriculum

Our curriculum is based on the philosophy of emergent programming. An emergent curriculum is a way of planning curriculum based on children's interests and passions, as well as educators'. Emergent curriculum starts with the children's interests.

Daily documentation by the staff allows parents to see what activities their children have engaged in. Documentation is based on How Does Learning Happen? and describes the learning observed in each 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 educators 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 families.

Students and Volunteers

Volunteers and placement students make a valuable contribution to our programs and 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 an SEC staff member.

Enrolling in the Program

Ages for Care

Our School Age programs are licensed for Kindergarten to Grade 6 (children aged 3 years, 8 months to 12 years). Your child must be enrolled in Junior or Senior Kindergarten in September to attend. Children must be toilet trained, unless there is a medical or diagnosed condition.

Part-Time Care

Part-time care (fewer than 5 days a week) is available when space allows. 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 enrolment.

Bussing to Program from Another School

SEC may consider accepting children who are transported by school bus from another school within the area, on a case-by-case basis.

Parents/guardians are responsible for initiating and arranging transportation directly with the appropriate school board. Once the process has been initiated, families must notify the SEC Site Supervisor and complete a **Bussing Intention Form**.

All requests are subject to review and approval by SEC, based on program capacity, staffing availability and our ability to safely accommodate the child's arrival and supervision needs.

Approval for bussing arrangements is not automatic, and transportation arrangements should not be considered confirmed until SEC has approved the request. Families will be notified of SEC's decision by the Site Supervisor.

Parents/guardians are responsible for notifying Site Supervisor of any changes, cancellations or interruptions to their child's bussing arrangements, including days when their child will not be arriving by bus. Notification must be provided as soon as possible to ensure staff are aware of the child's expected arrival and can follow established Safe Arrival procedures.

Waiting List Policy

A wait list is maintained for families who need care right away when no space is available, or who need care at a future date.

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

Documentation

All necessary forms must be completed and received by the Site 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 Child Care and Early Years Act, 2014 and is kept confidential.

Immunizations

The Child Care and Early Years Act, 2014 (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, they must complete the standardized ministry-issued form and return it to the Site Supervisor for the child's file.

- Statement of Medical Exemption Form: Must be completed by a health care provider.
- Statement of Conscience or Religious Belief form: must be completed by the parent/guardian.

Fees and Payment

SEC is a non-profit organization. Fees are calculated to cover the costs of operating our programs, such as lease arrangements, wages, program supplies, utilities, insurance, etc. The fee schedule is posted at each site. Copies are also available upon request.

Our current Fee Schedule is attached as Appendix B.

Canada-wide Early Learning and Childcare (CWELCC)

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.

School Age Programs

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 enrol 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. *If a family's fee assistance status changes, the deposit will be required to continue service.*

Your deposit will be refunded if you have provided two (2) weeks' written notice by email to your program (email addresses are listed under Withdrawal or Termination of Service).

mailto:Johnsview.banda@socialenterprise.ca
mailto:Our.ladyofFatimabanda@socialenterprise.ca
mailto:mapleleafbanda@socialenterprise.ca

Your deposit will not be refunded if less than two (2) weeks' notice is given by email.

Monthly Fees (Base Fee)

Monthly childcare fees are calculated based on the number of school instructional days in the school year, excluding Winter Break and March Break. The total is divided equally over the 10-month school year to provide families with consistent monthly payments.

Professional Activity (PA) Days are included in the regular monthly fee calculation. Families who require full-day care on a PA Day must register for the PA Day Camp and pay an additional fee (top-up) to cover the extended hours of care. This additional fee is charged separately from the regular monthly payment. Families who do not require PA Day Camp care will continue to pay their regular monthly fee but will not be charged the additional PA Day Camp top-up.

Fees are due on the first business day of each month of service (e.g., November 1 for care provided in November).

No refunds or credits will be provided for statutory holidays, PA Days when care is not attended, absences due to vacation or illness, or temporary closures outside SEC's control.

Summer Camp, March Break and Winter Break programs are not included in the regular monthly fees and require separate registration and payment.

Childcare fees are determined by the child's chronological age, not the program in which the child is placed.

Childcare fees are eligible for income tax deductions in accordance with Canada Revenue Agency requirements. Each February, families will receive a receipt for childcare fees paid

during the previous calendar year. Please ensure your contact information, including your mailing and email addresses, remains current.

All childcare fees are subject to change with a minimum of one month's written notice to families.

Payment Options

Fees are paid by Pre-authorized Debit (PAD) or credit card (a 3% fee is added for credit card payments).

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

A $25.00 fee (non-base fee) will be charged for any returned or failed payment and will be added to the outstanding balance.

Child Care Fee Subsidy

To help make child care more affordable, 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 pay the monthly fee set out in their subsidy agreement. 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 Site Supervisor if your subsidy status changes.

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
- Prepaid fees may be refunded when SEC permanently discontinues a program or when SEC determines a prolonged closure warrants a refund. Temporary emergency closures do not result in refunds or credits, subject to applicable law and funding requirements.

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

4. 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.

5. PA Day Camp fees

- Once registration for PA Day Camp has been confirmed, the additional PA Day Camp top-up fee is non-refundable, including when a child is absent or a family's childcare needs change. Staffing, program activities and resources are planned based on confirmed registrations. This fee is separate from the regular monthly childcare fee.

Reinstatement Fee

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

Changes in Service Needs

Please notify your Site Supervisor in advance if your care needs change. Our ability to accommodate an increase in care will depend on current enrolment 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 Site Supervisor and
- any additional fees required for the remainder of the current month are to be paid immediately
- 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. The revised monthly fee takes effect March 1; the previous fee applies through February.

A Day in the Program

PA Day Camp

SEC offers full-day PA Day Camp programs at all our School Age Childcare locations, providing children with a variety of engaging, age-appropriate activities during scheduled school Professional Activity (PA) Days. Programs operate from 7:00 a.m. to 6:00 p.m.

Registration and Fees

Families requiring PA Day Camp care must register separately for each PA Day. An additional top-up fee applies for the extended hours of care, as outlined in Appendix B: Fee Schedule. This fee is in addition to the regular monthly childcare fee.

Families are required to register for PA Day Camp during the month preceding the scheduled PA Day. The additional fee will be included with the monthly childcare fees for the month in which the PA Day occurs.

Advance registration allows SEC to plan appropriate staffing, program activities and resources to ensure a safe and positive experience for all children. Once registration is confirmed, the additional PA Day Camp fee is non-refundable, including when a child is absent or a family's care needs change, as staffing and program arrangements have already been made.

Changes in Care Needs

We understand that families' childcare needs may change. If care is required after the registration period has closed, parents/guardians should contact their Site Supervisor as soon as possible.

SEC will make every effort to accommodate late requests; however, acceptance is subject to available space, staffing and program requirements. Care cannot be guaranteed without prior confirmation from the Site Supervisor.

Arrival and Departure

SEC has procedures in place to ensure the safe arrival and dismissal of every child in our programs. Please review our Safe Arrivals and Dismissal Policy (Appendix D) in detail.

- *If you are going to be absent or late **you must call or text the program phone** to let staff know.*
- In the morning, children must be escorted by a parent or guardian to a staff member in their assigned program room. The staff will then mark your child as present on the attendance record.
- Children must be picked up by a parent, guardian or authorized pick-up person. When you arrive, please speak directly to your child's educator so they can mark your child as leaving on the attendance record.
- 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.

Absence Notification

If your child(ren) will be late or absent, 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) do not attend.

Late Pick-up Fees (Non-Base Fee)

If you are unable to arrive by 6:00 pm, **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.

The program closes at 6:00 pm. If you have not left with your child by that time, you will receive written notification of your lateness. Each late pick-up after 6:00 p.m. is documented and a written notice is issued. After the third late pick-up in a school year, the Site Supervisor will arrange a meeting with the family. Following the fifth documented late pick-up, the Manager will review the circumstances and may recommend termination of service, subject to approval by the Sr. Director and the notice and review process in Appendix E.

If you are going to be late you must call the centre on the program phone. Staff must be notified in writing if a person other than yourself is authorized to pick up your child.

The following is an outline of what would happen if staff have not heard from you by 6:15 pm:

- The staff will try to contact you at all contact numbers listed/available to us (and the Site Supervisor will be notified).
- The staff will then try to contact the authorized pick-up persons on the registration forms.
- If the staff is unable to reach the authorized persons by 6:45 pm, 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.

Authorized pick-up persons may include a relative, family friend, neighbour or another parent you know from the program. Please let them know that if staff do not recognize them, 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 program is informed of any changes.

Please make sure that your authorized persons know that they are on the list and what their responsibilities include. It is also helpful to let your child know who is authorized to pick them up.

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

School Age Programs

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 in the program. 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, the reaction to expect, and any changes to their child's health.

In cases where a child has food allergies and the snacks provided by the program 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 program with the child's full name and the date the food arrived, and advise staff of all ingredients.

Children attending on PA days or camp days must bring their own bagged lunch.

Guidelines for Bagged Lunches:

➢ Bagged lunches should meet Canada's Food Guide.

➢ Lunches should be provided in an insulated bag and include an 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, e.g. 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.

Field Trips

Throughout the year, the program 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 fee (non-base fee) may be charged in order to assist with bus rental costs, as well as admission fees.

Statutory Holidays

The program is closed for the following holidays:

New Year's Day
Family Day
Good Friday
Victoria Day
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 fee calculation. There is no reduction in fees for these holidays.

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. We encourage families to plan alternate care arrangements ahead of time. 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 CITY TV, Student Transportation Services website: https://net.schoolbuscity.com/ , Student Transportation Hotline: 1-877-330-3001, Board website and school websites, @YRDSB (York Region) or @YCDSB (York Catholic) X (formerly 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 endeavour 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, such as a walkout or 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.

Health and Safety

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 in the program. 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.

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 are 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 38.6°C / 101.5°F*), 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, following Public Health recommendations, or sooner with a doctor's note confirming they are medically cleared to return.

Children with head lice may return once they have been treated and no live lice remain.

Medication

The following regulations apply to the administration of medication at all SEC childcare programs.

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 Medication

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 (e.g. Tempra, cough syrup) must be labelled 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 staff and not left in your child's bag or cubby. The medication form must be filled out before you leave.

Allergy and Anaphylaxis

All staff and children attending our 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 to provide training on their child's plan to the Site Supervisor or designate.
- for informing the program 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 program with the appropriate medication (e.g., EpiPen) and training.

If a parent wishes for a child to carry their own emergency medication (e.g. an asthma inhaler or EpiPen), a written letter giving permission must be provided for your child's file.

Parents are welcome to view the full 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, diabetes, etc. Where a child is requiring additional support, the program will, in discussion with the family, access supports available in the community. If staff have concerns regarding behaviour or your child's development, the Site 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 program and ensuring all required forms are completed and updated regularly to ensure the most accurate information is on hand;
- for providing the program 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 their own emergency medication, a written letter giving permission must be provided for your child's file.

Parents are required to keep staff updated and informed of any changes to their child's individualized support plan. 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.

Emergencies and Emergency Management

If there is an emergency situation in the program 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: Families may be notified in person or by email, phone or text.

<u>All Clear Notification</u>
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, Manager, 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 Site Supervisor.

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.

Behaviour and Guidance

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:** Helping children understand the 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.
- **Planned ignoring:** Minor attention-seeking behaviour may be ignored while staff focus on and encourage positive behaviour.
- **Positive Reinforcement:** Use of encouragement to promote positive behaviours.

Behaviour Expectations & Resolution

We believe children thrive in an atmosphere of encouragement and support. We follow 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 can lead to 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 program.

The management of challenging behaviours is the responsibility of both staff and parents. Every effort will be made to keep you informed 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.

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

Students and volunteers in the program must follow the same policies and procedures as staff.

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

Prohibited Practices

As set out in the CCEYA, the following practices are not permitted.

a. corporal punishment of the child.
b. physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
c. 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.
d. use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
f. Inflicting any bodily harm on children including making children eat or drink against their will.
g. sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

Staff are monitored through ongoing supervision and quarterly observations to ensure they follow our Program Statement Implementation Policy. Staff, students and volunteers review the Policy yearly and as required due to policy revisions.

Our Responsibilities

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.

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

Duty to Report

In the event that a child makes a disclosure to a staff member or a child's behaviour raises concern regarding abuse or neglect, staff are legally required, under the Child, Youth and Family Services Act, 2017, to contact the Children's Aid Society, and will always do so. 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. SEC will continue to support the family through this process and will work with the family to provide supports if the parents choose.

Working Together

Parent Communication and Participation

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

In addition, each program 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 before enrolment. 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 all concerns about the program 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, it will be escalated to the Site Supervisor. If a resolution is still not reached, the Manager, Licensed and Regulated 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.

Our full *Family Issues and Concerns Policy* is attached as Appendix C.

Withdrawal or Termination of Service

Parents/guardians must give two (2) weeks' written notice by email to withdraw 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

SEC may suspend or terminate service for reasons related to child behaviour, adult conduct, unpaid fees, late pick-ups or failure to follow program policies. The steps we take, the notice we give, and how families can request a review are set out in Appendix E: Code of Conduct, Suspension and Termination of Service Policy.

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 indoors and outdoors. 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 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 Child Care 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. Our Before and After School programs offer both a morning and an afternoon snack.

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;
- 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 invaluably 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.

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 one's physical, behavioural, and mental impulses. Improving children's 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 environment 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.
- 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.
- 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. 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)

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 inquiries 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.

Appendix B: Fee Schedule

SEC Social Enterprise for Canada

efore & 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** Children are eligible for fee reductions up until the end of the month when they turn 6 or until June 30th, whichever is the later date
Before School	$11.75	$224.50	$11.75	$224.50	
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
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.

Fee Policy: (*Indicates non-base fee rate)

- 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 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 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 child care 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.

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, Youth and Family Services Act, 2017*.

For more information, read our Duty to Report Child Safety Policy or visit http://www.children.gov.on.ca/htdocs/English/childrensaid/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:
Program Room Related E.g.: schedule, sleep arrangements, toilet learning, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the site supervisor or manager.	1. Address the issue/concern at the time it is raised or Arrange for a meeting with the parent/guardian within 2 business days or as soon as reasonably possible thereafter. 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: ○ the date and time the issue/concern was received; ○ the name of the person who received the issue/concern; ○ 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. ○ It will be escalated to program Manager and/or Director if the person being notified is unable to address the matter. ○ Provide contact information for the appropriate person ○ 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. ○ Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
General, Centre or Operations Related E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the site supervisor or manager.	
Staff~~,~~ Site Supervisor, and/or Director Related	Raise the issue or concern to - the individual directly or - the site supervisor or manager. 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.	
Student/Volunteer Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the site supervisor or manager. All issues or concerns about the conduct of students and/or	

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:
	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.	

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 Cathy Davad, Manager, Licensed and Regulated Childcare at the **Social Enterprise for Canada Head Office:**

By Phone Direct: 289-383-7383
By Email: cathy.davad@socialenterprise.ca
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Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Ministry of Education, Licensed Child Care 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.

Appendix D: Safe Arrivals and Dismissal Policy

Purpose

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 child care center as expected, as well as steps to follow to ensure the safe dismissal of children.

School Age Programs

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 child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care 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

<u>Accepting a child into care</u>

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;
    a. greet the parent/guardian and child.
    b. 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).
    c. document the change in pick-up procedure in the daily written record.
    d. sign the child in on the classroom attendance record.

<u>Where a child has not arrived in care as expected</u>

Before School Arrival Procedures:

1. Where a child does not arrive at the child care 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:
    a. 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.

2. On non-instructional days, when a school-aged child scheduled for full-day care does not arrive, the educator must:
    a. inform the supervisor/designate and begin contacting the child's parent/guardian by 10:00 a.m. Educators will attempt to reach the parent/guardian by phone, leaving a detailed message if necessary.
    b. If no response is received within 30 minutes, by 10:30 a.m., an email will be sent to notify the parent/guardian of the child's absence.
    c. If no contact is made by 11:00 a.m., a second phone call will be made as a follow-up.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.
    d. 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.
    e. If the staff have not received a response from the parent/guardian or authorized individual scheduled to drop off the child by 12:00 p.m., they will notify the licensee and/or childcare manager to assess whether, and when, it is appropriate to contact the Children's Aid Society and/or York Regional Police.

After School Arrival Procedures:

1. 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.
2. Where a parent/guardian has not informed the school office or program and the child does not arrive in the afterschool program as expected,
    a. 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.
    b. The program supervisor/designate will call parent/guardian or send text message, the supervisor must make contact with an adult to confirm absence.
    c. 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
    d. 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.

2. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual), staff will:
    a. confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
    b. 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.

Where a child has not been picked up as expected (before centre closes)

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.
    a. Where the staff is unable to reach the parent/guardian, staff must call and/or text 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.
    b. Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child by 6:45pm the staff may contact the Children's Aid Society and/or York Regional Police

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. 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 child care 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 child care 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

Appendix E: Code of Conduct, Suspension, Termination of Service Policy

1. Purpose and Scope

SEC is committed to a safe, respectful and welcoming community for every child, family and staff member in our Before and After School Programs. This policy explains the behaviour we expect from everyone in our programs, the support we provide when concerns arise, and the fair, transparent process we follow if suspension or termination of service becomes necessary.

This policy reflects our Program Statement (Appendix A), our Child Guidance approach, our Children with Additional Needs policy and our Family Issues and Concerns Policy (Appendix C). Our goal is always to work in partnership with families to find solutions. Suspension or termination of service is a last resort, except where the immediate safety of children or staff requires otherwise.

This policy applies to:

- children enrolled in the program
- parents and guardians
- alternate pick-up persons and emergency contacts
- any other adult who enters the program space, including on school property during program hours

Parents/guardians are responsible for sharing this policy with their alternate pick-up persons and emergency contacts.

2. Community Code of Conduct

Everyone in our program shares responsibility for keeping it a place where children feel safe and respected.

Adults (parents, guardians, pick-up persons and visitors) are expected to:

- Speak respectfully to children, families and staff, using language and a tone of voice appropriate for children to hear.
- Never yell at, threaten, discipline, confront or physically touch any child other than their own. Concerns about another child are brought to staff.
- Raise concerns about the program, staff or other families privately with staff or the Site Supervisor, following the Family Issues and Concerns Policy (Appendix C), not in front of children.
- Refrain from harassment, intimidation, discrimination or threats toward anyone, in person, by phone, by email, by text or online (including social media).
- Not attend the program while impaired by alcohol, cannabis or other substances.
- Follow the Arrival and Dismissal procedures (Appendix D) and all directions from staff related to children's safety.

Children are supported to:

- Use kind and respectful words and actions with others.
- Keep themselves and others safe.
- Care for materials and the shared environment.
- Follow program routines and the guidance of educators.

We recognize that children are still learning these skills. Staff support children's growth through the positive guidance strategies described in our Child Guidance section and Program Statement.

3. Child Behaviour Support Pathway

When a child's behaviour is a concern, staff and families work together through the steps below. Each step is documented. Most concerns, including inappropriate language, are resolved within Steps 1 to 3.

1. **In-the-moment guidance.** Educators respond using positive guidance strategies (redirection, limit setting, modelling, logical consequences). The incident is recorded in the daily written record.
2. **Parent/guardian conversation.** If the behaviour continues or is significant, the educator or Site Supervisor speaks with the parent/guardian at pick-up or by phone. The conversation is documented.
3. **Behaviour support meeting and plan.** If concerns continue, the Site Supervisor requests a meeting with the family. Together we create a written Individualized Support Plan that outlines strategies, any accommodations, and community supports (for example, York Region special needs resourcing), with the family's consent. Parents/guardians are expected to attend and participate, as set out in the Parent/Guardian Agreement.
4. **Review period.** The individualized support plan will identify strategies, responsibilities, accommodations, review dates and measures of progress. A review will normally occur within four weeks, or sooner where the child's needs or safety considerations require.
5. **Written conditional notice.** If the behaviour continues to place the child or others at risk despite the plan, the family receives a written notice from the Site Supervisor, approved by the Manager, Licensed and Regulated Childcare. The notice describes the concerns, the supports provided, what must change, and the timeframe. Where necessary and appropriate following an individualized assessment, a temporary suspension may be considered with the Manager's approval. The written notice will explain the reason, duration, supports considered and steps for return to care.
6. **Termination of service.** If the concerns are not resolved, the Sr. Director may approve termination of service with notice, as outlined in Section 6.

Immediate safety exception: Where a child's behaviour poses an immediate risk of serious harm to themselves, other children or staff, the Site Supervisor may ask the parent/guardian to pick the child up right away and may with Manager approval suspend care for up to three (3) program days while a meeting is arranged. The Manager and Director are notified the same day.

Children with additional needs: Where a child may have disability-related needs, whether or not a formal diagnosis has been provided, SEC will work with the family to identify and implement appropriate individualized supports and accommodations in accordance with applicable human rights obligations. These considerations will inform any decision about suspension or termination of service.

4. Adult Conduct Pathway

Adult conduct concerns are addressed according to their seriousness. The response focuses on the adult involved. Where appropriate and feasible, SEC will address concerns involving an adult through measures directed at that adult, while considering how to maintain the child's access to care safely.

Level	Examples	SEC response	Approved by
1. Minor	Raised voice or occasional inappropriate language not directed at anyone; not following sign-in/sign-out procedures	Verbal reminder of the Code of Conduct; documented	Site Supervisor
2. Repeated or moderate	Repeated Level 1 behaviour; disrespectful or demeaning comments to staff or other families; raising concerns in front of children after being reminded	Written warning and a meeting with the Site Supervisor and/or Manager; documented	Site Supervisor, with Manager informed
3. Serious	Yelling at, threatening or using profane or degrading language toward any child; approaching or disciplining another family's child; threats, harassment or aggression toward staff or families; physical contact intended to harm; attending while impaired	The adult may be asked to leave immediately. Their access to the program, including pick-up, may be suspended, with the child picked up by another authorized adult. Termination of service may follow.	Site Supervisor may act immediately; Manager reviews within 2 business days; Sr. Director approves termination

Additional steps for serious incidents:

- Staff may call 911 or York Regional Police if anyone's safety is at risk.
- The Site Supervisor will consider whether the incident must be reported to the Children's Aid Society under Duty to Report, or to the Ministry of Education as a serious occurrence.
- Where the incident happened on school property, the Site Supervisor will inform the school principal, who may take separate action regarding access to school premises.
- Families of children who witnessed or were affected by the incident will be informed as appropriate, while protecting the privacy of everyone involved.

An adult whose access has been restricted will receive the restriction in writing, including its length and the conditions for review.

5. Administrative Grounds

Service may also be suspended or terminated for the following reasons. In each case the family receives written notice before action is taken.

Ground	Threshold	Process
Unpaid fees	Fees not received by the end of the month following the month they were due	Written reminder; account referred to administration; written notice of suspension or termination of service if not resolved
Late pick-ups	Five (5) documented late pick-ups after 6:00 pm in a school year	Written late notice issued for each occurrence; a meeting after the third; written notice of termination of service after the fifth
Non-compliance with policies	Repeated failure to follow handbook policies (for example, arrival and dismissal, medication, illness exclusion) after a written reminder	Written reminder; meeting with the Site Supervisor and/or Manager; written notice of termination of service if not resolved

6. Decision-Making, Notice and Review

Who decides:

- Suspensions are approved by the Manager, Licensed and Regulated Childcare. The Site Supervisor may act immediately in a safety situation and must inform the Manager the same day.
- Terminations of service are approved by the Sr. Director, Early Years Services.

Notice: SEC will give two (2) weeks' written notice of termination of service, the same notice we ask of families. Notice may be shortened or waived where a child's or adult's conduct poses an immediate risk to the safety or well-being of children or staff.

Written notice will include:

- the reason(s) for the decision and the section of this policy that applies
- a summary of the steps and supports already provided
- the effective date
- how the security deposit and any prepaid or outstanding fees will be handled
- how to request a review

Requesting a review: A family may request a review in writing within five business days of receiving the decision. SEC will assign a reviewer who was not involved in the original decision and provide a written response within five business days of receiving the review request or advise the family promptly if more time is required. During a review, an immediate-safety suspension remains in place.

This review process is in addition to the escalation steps in the Family Issues and Concerns Policy (Appendix C).

7. Fees, Re-enrolment and Documentation

Fees and deposit:

- Fees during a temporary suspension, and fees during a termination notice period, are handled in accordance with the Fee Schedule and any applicable funding requirements. When SEC ends service immediately and waives notice for safety reasons, fees are charged only through the final day of service.
- The security deposit is applied to any outstanding balance. Any remaining amount is refunded within 30 days of the last day of service.

Re-enrolment: A family whose service was terminated under this policy may apply to re-enrol after six (6) months. Re-enrolment depends on available space, a meeting with the Site Supervisor, and approval by the Manager. Families terminated for unpaid fees must clear any balance first. Registration and reenrollment fees will apply as outlined in the parent handbook.

Documentation and confidentiality: All incidents, conversations, meetings, plans and notices under this policy are documented and kept in the child's confidential file. Information is shared only with those who need it to support the child and keep the program safe, or as required by law (for example, the Children's Aid Society, the Ministry of Education or police).

Annual review: This policy is reviewed each year with the Parent Handbook. Families acknowledge it in writing each September as part of the Parent/Guardian Agreement.