



YORK *Care & Education*
PROFESSIONAL
Parent Handbook



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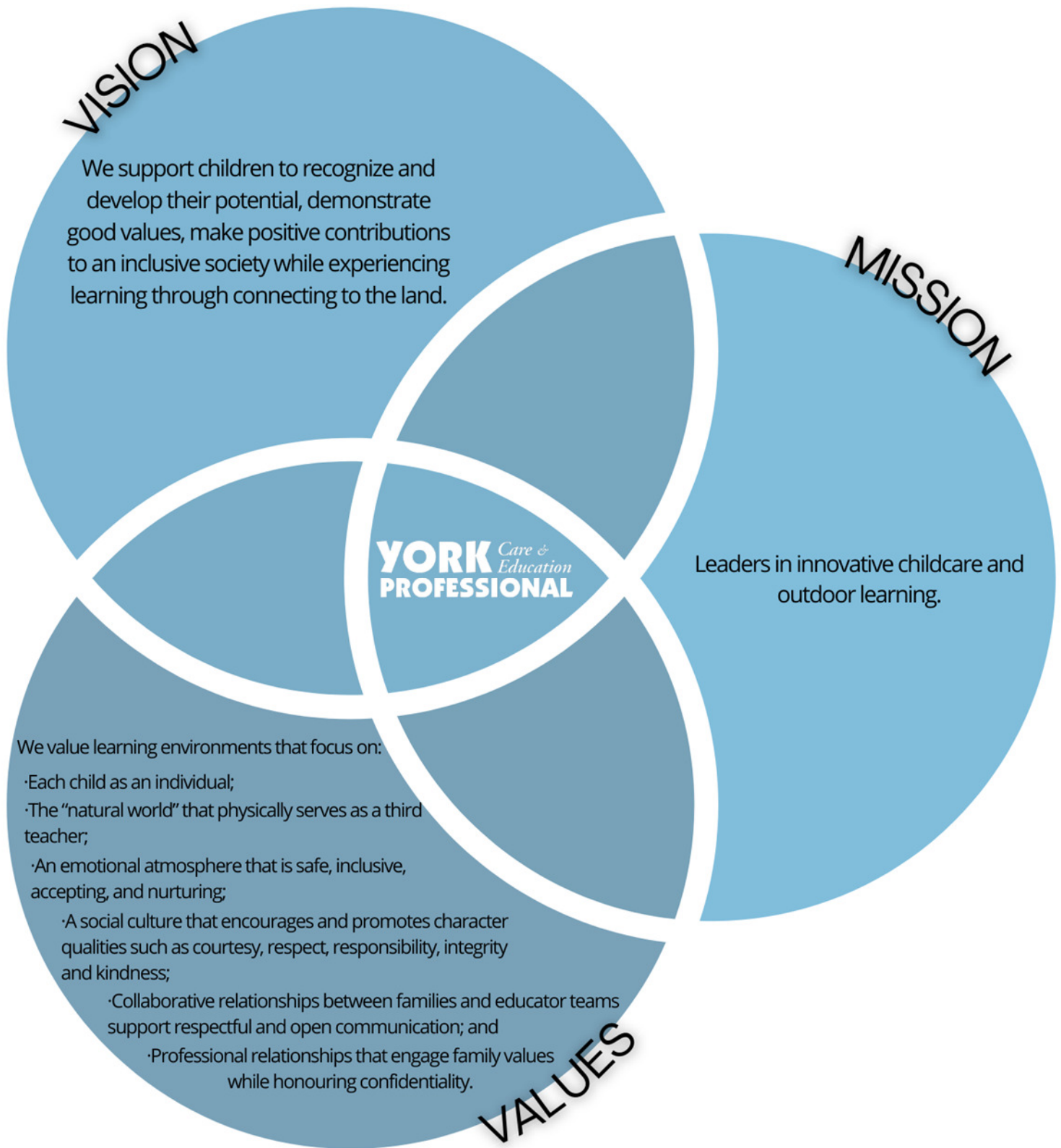
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Programs complement the learning philosophies of the Ministry of Education.

Revised	03/03/25	Replaces	01/02/25
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Dear Families,

On behalf of our employees and Board of Directors, I would like to extend a warm welcome to our families, and thank you for partnering with York Professional Care & Education for your child care needs.

A child's early years is a remarkable period of learning, developing attitudes and forming habits which affect adult life. Our Agency philosophy sets the stage to ensure our Vision and Mission are always front and centre.

We offer indoor and outdoor learning environments that are varied, stimulating, and available to all children. Our approach to outdoor learning environments continues to gain momentum thanks to the commitment and enthusiasm of employees, and the positive response from families.

We look forward to our partnership.

Sincerley,

Shirley Black RECE

Executive Director

sblack@ypce.com

YORK *Care & Education*
PROFESSIONAL



ADMINISTRATIVE MATTERS

Enrollment

An initial meeting and site tour is arranged with the supervisor. This meeting introduces families to our programs, and allows for a question & answer period to address: inquiries, needs or accommodations, and review the parent contract.

Prior to beginning care, an enrollment package including payment information, is completed for each child. Families visit the program prior to commencing care. Familiarity with the setting and the educators, creates a successful transition to child care. *If the child is NOT eligible for CWELCC, upon confirmation of space, a non-refundable enrollment fee of \$50.00 is due.*



Waitlist

There is no fee for families to be placed on a waitlist. When space does not allow for immediate placement, families may be put on the site waitlist. York Professional Care & Education strives to place waitlist children in a fair manner. This identifies how space is offered to families based on the care required. Families wishing to be placed on a programs waitlist, do so through the Agency approved software.

Families are required to join the waitlist if they are seeking movement within the Agency or returning to a program after withdrawal.

PART TIME PROGRAMS ARE AVAILABLE WHEN A SPACE IS NOT REQUIRED BY A FULL TIME CHILD. SHOULD A PART TIME FAMILY PROHIBIT ANOTHER FAMILY FROM RECEIVING FULL-TIME CARE; THE EXISTING PART TIME FAMILY IS OFFERED THE CHOICE TO BECOME FULL-TIME; OR BE PROVIDED WITH 30 DAYS' NOTICE TO FIND ALTERNATE CARE.

The waitlist will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents. Names of other children or families and/or their placement on the waiting list will not be shared with other families.

Withdrawal Process

A minimum of two weeks', written notice is required to withdraw from a program. If notice of withdrawal is not received, the regular fee for two weeks will apply.

Services Offered

York Professional Care and Education offers child care services in Simcoe County and York Region. Our licensed programs are situated in schools, licensed homes, and on our Agency properties.

- **Child Care**

Full-day programs for children ages:

- Infants 6 weeks-17 months
- Toddlers 18 months or older but younger than 30 months
- Preschool 30 months or older but younger than 6 years

- **Kids' Club**

Before and after school programs follow the school year calendar, running from September to June. These programs are available for children:

- Kindergarten 44 months or older but younger than 7 years
- Primary/Junior school age 68 months or older but younger than 13 years



Care is also available for PA days, winter, and spring break. Families are offered the opportunity to sign up for the care during these times. By signing up for care, families commit to attending, and agree to the offered activities.

Kids' Club programs end for the summer. In order to guarantee space for September; a non-refundable deposit of \$50.00 per child, is required by the end of June. This amount is deducted from September fees. Cheques are dated for July 1.

- **Temporary and Emergency Care**

Please contact us should private care arrangements fall through. With 24 hours notice, care may be available at any one of our sites, and licensed private homes.

- **Licensed Home Child Care (HCC)**

York Professional Care and Education oversees licensed, home providers. Home providers are self-employed, entrepreneurs regulated by the same legislated child care requirements as any licensed site. Care is available for children ages 6 weeks to 12 years.

- Interview and Screening

Each provider is thoroughly interviewed and chosen on the basis of both; their interest in and suitability for working with children. Providers undergo the following Agency screening and training requirements, prior to commencing with YPCE:

- ✓ Interview for suitability, reference checks for competence, and clear Vulnerable Sector Screen.
- ✓ Home visits to verify that compliance is met with home, health, and safety standards as set forth by the local Fire Department, Public Health Department and Ministry of Education.
- ✓ Completion of Provider Orientation Training (25 hour).
- ✓ Completion of, or current in, Standard First Aid and CPR training.
- ✓ Proof of good health for self, and members of the home, that meets Public Health requirements.

- HCC Consultant

Third party accountability has been demonstrated to be a critical factor to ensure quality. HCC is overseen by Agency consultants who are experienced professionals and knowledgeable of the requirements and regulations governing HCC. Consultants supervise the HCC standard through regular, unscheduled visits to each provider. They monitor age and ratios; support program; provide resources and training opportunities and review the health and safety standards required for a provider's home. Families choosing HCC meet with the Consultant and a home provider as part of the selection process.

- Back-up Service

Occasionally, a provider is unavailable due to illness; YPCE provides a backup service to relieve families of the problem of arranging care. These arrangements are often made in the evening or early morning, and every effort is made to ensure their suitability. Although the back-up provider is someone unfamiliar; families may rest assured that all providers are approved by our Agency, and licensed with the Ministry of Education. Backup service is considered an essential service, and is required by our HCC families. Back up care is included in fees, whether or not a family chooses to use it.

- Provider Home Closes

Should a licensed, home care, provider close with YPCE; every effort is made to place a family with another provider. Families are reminded that their contract for care, is with the Agency, and not the provider. Satisfaction with care quality is due, in part, to the training, supervision, demand for safety, and adherence to standards required by the Agency.

- Other Persons in the Home

In our licensed private homes, there may be limited, unsupervised access by persons other than the agency provider. These individuals are usually family members such as the provider's husband, or adult child. Family members of a home provider are also required to have a clear Vulnerable Sector Screening. These members may provide temporary supervision, if the provider leaves some children at home, while they leave to pick up a school age child. This allowance is approved by the HCC consultant; are named on the provider's file, and disclosed during the interview with the parent.

- Equipment

YPCE supports HCC providers by providing:

- ✓ large equipment including playpens, strollers, feeding chairs and baby monitors;
- ✓ alternate care through our Backup Service when the regular provider is unavailable;
- ✓ liability insurance coverage.

- Standing and Recreational Bodies of Water in HCC

Our Agency prohibits the use of and access to all standing and recreational bodies of water, e.g. ponds, in-ground/above ground swimming pools, portable- "kiddie"/inflatable, wading –type, and hot tubs on the premises of any HCC Provider.

Nature Connections Program

Guided by our certified Forest & Nature School Educators, this weekly program offers a chance for families to integrate nature into their everyday life, learn about Forest School values and principles, connect with a like-minded community, and build new friendships. Operating weekly, families come prepared for a morning outdoors in nature; to explore through guided activities including short hikes, active hands-on play using natural materials and loose parts, mud kitchen play, arts and crafts, story-telling and songs.

Summer Camps



Our licensed on-site camp brings the fun of Kids' Club into summer. Exploration Camp provides a summer filled with friends, creativity and exploration; conveniently located in a community school in York Region and Simcoe County. Outdoor opportunities and field trips are a priority. Appropriate clothing is required.



Adventure Camp is an OCA accredited day camp in York Region for children 4.5 to 12 years old. It offers children a unique opportunity to spend summer in the natural world on our 48-acre farm property just outside of Mount Albert. We offer a variety of camp activities, such as Lifesaving Society swim lessons, canoeing/kayaking, fishing, gardening, forest exploration, and farm animal care. Busing is available from various locations within York Region. While shelters are available, Adventure Camp takes place outdoors; reinforcing healthy attitudes towards environment, temperatures and inclement weather. Appropriate clothing is required.



Our OCA accredited, overnight camp near Parry Sound is for children ages 7-15 years. It offers an innovative, leadership program on a beautiful property on Lake Shebeshekong. Children have daily opportunities for: swimming, canoeing, kayaking, campfires, leadership activities, camp games, as well as choices for other activities. HBLC focuses on developing leadership skills based on the foundation of **Courtesy, Respect, Responsibility, Care, and Confidence**. We challenge campers to think for themselves, make choices, set goals and plan, problem-solve, and take responsibility for their actions. Busing is included from Aurora, Barrie, or Parry Sound. Appropriate clothing is required.

Visit our website at <http://ypce.com/camps/>

Program Hours of Operation

York Professional Care & Education Child Care Sites are open from 7:00am to 6:00 pm

Andrew Hunter
German Mills
Hewitt's Creek
Holland Landing
Lester B. Pearson
Trillium Woods
R. L. Graham (6:45am-6pm)

Mount Albert
Our Lady of Good Counsel
Sixteenth Ave
St. Joseph's (Richmond Hill)
Trillium Woods
Whispering Pines (7am-6:30pm)

Before & After School Locations and Operating Hours

Henderson Ave Kids' Club	7-9am / 3:20-6pm	Cundles Heights Kids' Club	6:30-8:30am / 2:50-6pm
Aurora Grove Kids' Club	7-9am / 3:30-6pm	Mapleview Heights Kids' Club	7-9:05am / 3:35-6pm
St. Joseph Aurora Kids' Club	7-9am / 3:30-6pm	Steele Street Kids' Club	7-8:35 / 2:55-6pm
Northern Lights Kids' Club	7-8:45am / 3:15-6pm	Baxter Central Kids' Club	7-9:20am / 3:40-6pm
Regency Acre Kids' Club	7-8:30am / 2:55-6pm	Our Lady of Grace Kids' Club	7-9am / 3:20-6pm
Park Ave Kids' Club	7-8:30am / 2:50-6pm	New Lowell Kids' Club	7-9:10am / 3:30-6pm
Mount Albert Kids' Club	7-8:15am / 2:45-6pm	Robert Munsch Kids' Club	7-8:10am / 2:40-6pm
Lakeside Kids' Club	6:45-8:15am / 2:30-6pm	Markham Gateway Kids' Club	7-8:30am / 2:30-6pm

Recognized Program Closures*

New Years Day	Easter Monday	Civic Holiday	
Family Day	Victoria Day	Labour Day	Christmas Day
Good Friday	Canada Day	Thanksgiving	Boxing Day

Christmas Eve and New Year's Eve - Half Day Early Closure

*Please note: Statutory holidays are included in the billable days

Terms of Business and Fees

A. Canada Wide Early Learning Child Care Funding - CWELCC

YPCE programs that service eligible children, under six (6) years of age, are enrolled in CWELCC.

- Fees are partially funded by CWELCC in addition to regional incentives intended to lower child care fees for families.
- CWELCC is administrated by Regional Municipalities who have the right to access the records of families benefiting from funding.
- Families shall be responsible for 100% of their fee should CWELCC funding be discontinued.

B. YPCE programs that service non-eligible children, over six (6) years of age, are not enrolled in CWELCC.

- Fees are based on program enrollment status, and fee adjustments apply to changes therein.
- Fees are subject to a cost of living increase each September, and 30 days of notice is provided.

C. Under CWELCC fees are classified as Base Fees and Non-Base Fees. Base fees are listed in the following tables and are charged to families in respect of the requirements of providing child care under O. Reg. 137/15. Non-base fees are the fees charged to families for reasons not pertaining to the requirements of providing child care under O. Reg. 137/15.

BASE FEES	NON-BASE FEES
Indoor learning/play equipment.	Non-sufficient Funds
Outdoor learning/play equipment.	Late pick up fee.
Tables and chairs.	Trips and busing.
Resting/sleeping cots & bedding.	
Creative materials such as papers, marking & molding materials etc.	
Books, music and musical instruments.	
Plates, cups and utensils.	
Food catering services & equipment.	
Staffing	
Development of Individualized Plans	
Program Registration Fee (if applicable)	
Administrative Fees	

D. Terms For All Programs:

- Fees are listed below and are available upon request, and on our website, www.ypce.com.
- **Fee subsidies** may be available through The County of Simcoe and The Region of York.
- **Tax receipts** are issued each February.
- Fees are paid through **pre-authorized payments** the first of each month.
- There is **no reduction** in fees for absence of any reason, other than illness exceeding 5 consecutive days, of regularly scheduled care. Absence of this nature is substantiated by a medical certificate.
- **Refunds owing** for withdrawals from care mid-month are calculated on the daily rate.
- **Refunds are not owing** when programs are forced to close, due to conditions beyond Agency control, and for up to 5 days of closure, per year.
- A charge of \$50.00 applies to all **Non-sufficient Funds-NSF** returned payments.
 - Upon submitting **2 NSF** payments; clients are required to pay by certified cheque or money order.
 - Notice of immediate **withdrawal from care** is given upon the 5th day of unpaid fees.
 - Unpaid fees move to collections.
 - The supervisor may provide details for a fee discount for eligible families.

E. Fee Schedule. ***Please call the location's supervisor for fee inquiries.***

YORK PROFESSIONAL CARE & EDUCATION INC. FEES

We have applied and been accepted into the CWELCC System, all fees listed in Red have already been reduced to reflect CWELCC.

YORK REGION				
Effective September 1, 2024				
	Monthly Rates*			
	5 days per week	4 days per week	3 days per week	2 days per week
Infants	22.00	N/A	N/A	N/A
Toddlers	22.00	22.00	22.00	22.00
Preschool	20.32	22.00	22.00	22.00
Before & After School (Kindergarten)				
Before & After Care	12.00	N/A	13.09	13.09
Before Care only	12.00	N/A	12.00	12.00
After Care only	12.00	N/A	12.00	12.00
Before & After School (School Age)				
Before & After Care	23.69	N/A	27.87	27.87
Before Care only	12.10	N/A	17.20	17.20
After Care only	17.20	N/A	21.44	21.44
PA Days (JK)	20.32 per day			
PA Days (6-12 years old)	44.20 per day			
PA Days (JK non-registered children)	20.79 per day			
PA Days (6-12 years old non-registered children)	46.25 per day			
Registration Fee	50.00	\$0.00 (if CWELCC approved)		
HOME CHILD CARE only	Monthly Rates*			
	5 days per week	4 days per week	3 days per week	2 days per week
0 to 35 months	22.00	22.00	22.00	22.00
36 months to Kindergarten	18.31	19.85	19.85	19.85
Before & After School (JK - 1 to 3 hours)	12.00	N/A	12.00	12.00
Before & After School (6 to 12 years old - 1 to 3 hours)	21.15	N/A	24.75	24.75
Before & After School (JK - 3 to 6 hours)	13.11	N/A	14.53	14.53
Before & After School (6 to 12 years old - 3 to 6 hours)	28.60	N/A	31.70	31.70
PA Days (Kindergarten)	20.32 per day			
PA Days (School Age)	44.30 per day			

COUNTY OF SIMCOE					
		Daily Rates*			
		5 days per week	4 days per week	3 days per week	2 days per week
Infants		\$21.45	\$22.00	\$22.00	\$22.00
Toddlers		\$20.32	\$22.00	\$22.00	\$22.00
Preschool		\$17.81	\$20.32	\$20.32	\$20.32
Before & After School (Kindergarten)					
Before & After Care		\$12.00	\$12.00	\$12.00	\$12.00
Before Care only		\$12.00	\$12.00	\$12.00	\$12.00
After Care only		\$12.00	\$12.00	\$12.00	\$12.00
Before & After School (Primary/Junior)					
Before & After Care		\$25.65	\$25.65	\$25.65	\$25.65
Before Care only		\$16.95	\$16.95	\$16.95	\$16.95
After Care only		\$18.05	\$18.05	\$18.05	\$18.05
PA Days (Kindergarten)		\$19.37 per day			
PA Days (Primary/Junior)		\$48.05 per day			

Number of Billable Days per Month (based on enrollment of 5 days/week)				
	Jan 2025	Feb 2025	Mar 2025	Apr 2025
Infants/Toddler/Preschool - All Regions	23	20	21	21
York Region - Before & After	19	20	16	21
Simcoe County - Before & After	20	20	16	21
	May 2025	Jun 2025	July 2025	Aug 2025
Infants/Toddler/Preschool - All Regions	22	21	23	21
York Region - Before & After	22	18	N/A	N/A
Simcoe County - Before & After	21	18	N/A	N/A

Late Pick-up

Our child care sites and HCC appreciate being advised of alternate arrangements for pick-up, when families are running later than 6:00pm. When contact has not been made by, or cannot be made with a parent or guardian by 6:00pm; an authorized individual, listed in the enrollment package is contacted. Should a parent or guardian need to send a person not indicated in the enrollment package; that person will require photo identification. Any person picking up a child, other than a parent or guardian; must be able to provide photo identification upon request. A late **fee** of \$1 per minute is charged to the family. Constant lateness may be cause for termination of contract with YPCE.

York Professional Care and Education is obligated to notify the local children's aid service, when contact has not, or cannot be made with a parent, guardian, or authorized pick-up person, by 7pm.

GENERAL INFORMATION

Board of Directors

YPCE is governed by a Board of Directors (BOD). These individuals come from the business community; and are both interested and committed to quality child care. The BOD ensures that the organization's goals are clearly set forth and attained; and are accountable for its standards and viability.

Parent Engagement Committee

Each site works towards establishing a Parent Advisory Committee (PEC). The purpose of the PEC is to facilitate: healthy communication, a good working relationship between families and educators, focus on serving the children's best interests, and promoting relevant educational opportunities for families.

The committee is composed of families, guardians, site supervisor, and at least one educator. When a program is located in a school, the principal, or designate of the school, and a child care consultant from the respective school board, are also invited to participate.

Teaching Teams

Employees are hired according to labour and industry standards consisting of: telephone screening, interview (a second interview may be scheduled), reference check, a clear vulnerable sector check, a medical, current Standard First Aid/CPR certification and food handler certification.

Our Agency employs educators qualified in Early Childhood Education, and who are registered with the College of Early Childhood Education. Strong, assistant educators support each classroom, and kitchen employees work in our larger sites.

All employees have a special knowledge of, and experience in, the methods of child guidance. Mentoring and regular reviews of Behaviour Guidance practices, continues throughout employment.

Professional Development

To ensure quality and upgrade child care skills and knowledge; all employees are expected to participate in ongoing professional development. Opportunities are provided by YPCE, and employees are encouraged to pursue professional development outside of the Agency. Some opportunities are open to families. Annually, on Easter Monday, the Agency closes the sites for opportunities in employee training and/or family engagement.

Parent Waiver

As part of the enrollment package; families, or guardians are asked to complete an agency waiver that identifies specific situations, or activities requiring consent.



Accessibility and Accommodation

York Professional Care & Education supports, and upholds the policy, under the Ontario Human Rights Commission (OHRC), for *Accessible Education for Children with Disabilities & the Duty to Accommodate*. In partnership with families and third-party support systems; we strive to fulfill our obligation under the OHRC to provide inclusive, and barrier free programs, to all children who may benefit from the program; up to the point of undue hardship.

The Duty to Accommodate is addressed with all enrolling families during an initial meeting, when policies and terms of business are reviewed. Our duty to accommodate is binding whether the need for accommodation, is or is not, disclosed by the parent or guardian. In the event the need for accommodation is realized after beginning care; the educator team may also request accommodation. YPCE welcomes open discussion surrounding accommodation, so that we may best achieve a care environment that is meaningful and purposeful, for all children. Please speak to a supervisor for more information.

Communication

Establishing a process of communication amongst families and educators is an important factor that contributes to health, safety and well-being of a child. Communication is encouraged and welcome, at any time, throughout the day. Parent boards provide important information such as menus, notices and some policies. Families are encouraged to visit, and observe their child's experiences, while in care.

A child's health and safety depend on up-to-date, personal information. To help us in our supporting role; families are asked to share distinct changes in the normal routines of their child or family. Similarly, changes in information as pertaining to a child's: families, guardians, doctor, health, and emergency contacts should always be shared. YPCE is committed to maintaining confidentiality during the collection, and use of all personal information.

All parent inquiries are important. We strive to answer all calls and emails as promptly as possible; usually the same day, and occasionally over a 24-hour period.

Nutrition and Food Safety

York Professional Care & Education follows the guidelines and or requirements of the local medical officer of health and the Child Care and Early Years Act.

We strive to create a meal environment that promotes a sense of well-being; and contributes to the formation of healthy eating habits.

Nutritious, food choices are served at each meal which may be accompanied by milk. Water is available at all times, throughout the day. Meals are offered family style, to encourage decision making, self-help skills, and responsibility. Children are never forced to eat. When a child chooses not to eat, or has finished before the group, they are welcome to leave the table, and pursue a quiet activity. Sites maintain small provisions of food items, available for children who may exhibit hunger between meals.



Children over one year of age, enrolled in a full-day program, are offered meals from the posted menu. A morning snack, a full meal at lunch, and an afternoon snack, is available each day of attendance.

Infants under one year of age, are fed according to the written instructions provided by a parent, or guardian. Food items, and equipment are provided from home, and they are clearly labelled with the child's name and written instructions. An infant feeding schedule is submitted prior to the start of care. It is reviewed regularly with the parent or guardian by the supervisor or home provider.

Children attending a before and after school program are provided with a morning and afternoon snack each day of attendance. On any, non-instructional day; enrolled children continue to receive morning and afternoon snack but, are required to bring a "boomerang", packed lunch from home.

The parent board includes the posting, "Packed Lunch", which outlines what may be included in a healthy lunch. It high-lights allergy and anaphylaxis awareness, safe storage practices, a back-up procedure when a lunch has been forgotten, and "Tips and Suggestions" for healthy, lunch choices. Families are provided with a handout upon enrollment, and prior to any, non-instructional day.



Families are asked to consult the Canada Food Guide when packing a healthy lunch. A copy of the Canada Food Guide is posted on the parent board, and may be downloaded at: <https://food-guide.canada.ca/en/>.

YPCE maintains a No Outside Food policy, as a general food safety practice, in order to maintain an allergy and anaphylactic safe environment. However, should an accommodation be required for any special dietary and or feeding needs, the supervisor or HCC consultant shall work with the family to develop a plan to have food provided from home. While allergy or dietary restrictions are indicated on the enrollment record before starting care; families are required to advise the child care of any changes. Food from home must: respect the sites Allergy/Food Restriction & Health Consideration List; follow the guidelines presented in our *Packed Lunch* resource, meet the recommendations in the Canada Food Guide; not be shared or traded with a peer and must be labelled with the child's name.

The caterers are provided a list of any child's food allergy or restriction. In the rare event that the catering company does not have an acceptable food substitute, a plan to have food provided from home will be developed with the supervisor or HCC consultant.

Requirements set out in the Child Care and Early Years Act requires that:

1. Families inform the supervisor if a child:
 - Has an allergy - upon enrollment.
 - Develops an allergy while enrolled.
 - Requires an epinephrine auto injector.
 - Experiences any changes in health.
2. Procedures pertaining to anaphylaxis require the following to be established:
 - Strategies to reduce the risk of exposure.
 - A Communication Plan.
 - The procedure for developing an individual plan for a child/employee with Anaphylaxis.
 - Training on emergency protocol when a child/employee is having an Anaphylactic reaction.
 - Training on Anaphylactic Plans.

Parent Issues and Concerns Policy

The purpose of this policy is to outline the CCEYA and or Agency requirements for handling issues and concerns; and to provide families with a transparent process towards resolution should a formal issue or concern arise. The following areas are covered:

1. Definitions	2. YPCE Commitment
3. Confidentiality	4. Conduct
5. Concerns about Suspected Abuse or Neglect of a Child	6. Escalation of Issues and or Concerns
7. General Approach and Procedures	8. Steps for Responding by Licensee
9. Contact Information	10. For More Information Visit

This policy applies to all site employees, Home Child Care (HCC) providers *and camp counselors* (“Employees”) who have the responsibility of direct or indirect supervision of children.

Special Instruction - An adult is an individual who is 18 years of age or older.

(Exclusion of Hidden Bay Leadership Camp and Adventure Camp which are regulated by OCA).

For transparency purposes, this policy is maintained in the YPCE parent handbook located on our website and in all our locations.

1. Definitions

Licensee: *The individual or agency licensed by the Ministry of Education responsible for the operation and management of each site it operates (i.e. the operator).*

Educator /Employee: *An individual employed by the licensee.*

Student: *An individual who is not employed by the Agency and attends a site for a school placement.*

Volunteer: *An individual who is not employed by the Agency and attends a site free of payment to support a program(s).*

Family/families: *Term used by YPCE for an individual(s) having or possessing lawful custody of a child or; has demonstrated a settled intention to treat a child as a child of their own family.*

Program Statement – *The approach taken by YPCE to uphold the Minister of Education’s - Policy Statement on Programming and Pedagogy. The program statement supports educators in: promoting health, safety, nutrition and well-being; building responsive relationships; creating positive learning environments and; fostering parent engagement and communication.*

Concern – *A matter of interest or importance.*

Issue – *An important topic or problem.*

Children’s Aid Services – *Are legally mandated, regional, non-profit agencies that support child welfare and provide protection to children under 18 years old, who may be in need. They are responsible for investigating reports of abuse or neglect of a child and where necessary, take steps to protect them.*

Duty to Report – *Mandates that an individual must report that a child is, or may be, in need of protection even when the information is otherwise confidential or privileged.*

Child and Family Services Act – the Ontario law that governs certain programs and services for children, youth and families including child welfare, residential care, and adoption.

2. Agency Commitment

Families are encouraged to take an active role in their child's care. As a result, we welcome discussions relating to their child(ren), and their experiences, while in our programs. As outlined in our *Program Statement*; we support positive and responsive interactions among the children, families, educators and HCC providers. We foster engagement and ongoing communication with families about the program and their children. Our employees are available to engage in conversations and support a positive experience during every interaction.

All issues and or concerns raised by families are taken seriously by York Professional Care and Education and are addressed immediately. Every effort toward resolution is made as quickly as possible, to the satisfaction of all parties.

Issues and or concerns may be brought forward verbally or in writing. Responses and outcomes are provided verbally or in writing upon request. The level of detail provided to the family respects and maintains the confidentiality of all parties involved.

An initial response to an issue or concern is provided to a family within two business day(s). The individual who raised the issue and or concern is kept informed throughout the resolution process. Investigations are fair, impartial and respectful to the parties involved.

3. Confidentiality

Every issue and or concern is treated confidentially. The privacy of families, children, educators, students and volunteers is valued and maintained.

Note: Disclosure of confidential information may be required for legal reasons such as Duty to Report- Ontario, and to bodies such as, but not limited to: the Ministry of Education, College of Early Childhood Educators, Children's Aid Society, police, regional children's services.

4. Conduct

Our sites strive to maintain high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination are not tolerated by any individual. If at any point a family, educator or provider feels uncomfortable, threatened, abused or belittled, they may immediately end the interaction and report the situation to the Supervisor and/or licensee.

5. Concerns about Suspected Abuse or Neglect of a Child

ANYONE, 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.

Should a family express concerns that a child is being abused or neglected, they are advised of their obligation to contact the local Children's Aid Society (CAS) directly.

Individuals who become aware of such concerns are also responsible for reporting to Children's Aid Services (CAS), as per the "Duty to Report" requirement under the Child and Family Services Act.

6. Escalation of Issues and or Concerns

Where families 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 a Program Manager or the Executive Director.

Issues and or 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.

As indicated under **Confidentiality**, issues and or concerns may also be reported to other relevant regulatory bodies where appropriate, such as 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.

7. General Approach and Procedures

Nature of Issue or Concern	Steps for Reporting Issue/Concern - Families
Program Room-Related E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue and or concern to the classroom educator directly or the Supervisor or licensee.
General, Site or Operations-Related E.g.: child care fees, hours of operation, employee, waiting list, menus, etc.	Raise the issue and or concern directly to the Supervisor or licensee.
Employee, Supervisor and/or Licensee-Related	Raise the issue and or concern to the individual directly or the Supervisor or licensee. All issues or concerns about the conduct of an employee, etc. that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as a family becomes aware of the situation.
Student / Volunteer-Related	All issues and or concerns about the conduct of student and/or volunteer that puts a child's health, safety and well-being at risk should be reported to the educator directly supervising the volunteer or student; or the Supervisor and/or licensee as a family becomes aware of the situation.

8. Steps for Responding by Licensee

Address the issue and or concern at the time it is raised, or arrange for a meeting with the family to take place within two business days.

Document the issues and or concerns in detail. Documentation includes:

- the date and time the issue and or concern was received;
- the name of the individual who received the issue and or concern;
- the name of the individual reporting the issue and or concern;
- the details of the issue and or concern; and
- any steps taken to resolve the issue and or concern and/or information given to the family regarding next steps or referral.

Ensure the investigation of the issue and or concern is initiated by the appropriate individual within two business days or as soon as reasonably possible thereafter. Document reasons for delays.
Provide a resolution or outcome to the family and or individual who raised the issue and or concern.

9. Contact Information

Executive Director	905-841-1314	York Region Public Health	1-800-361-5653
Program Manager	905-841-1314	Simcoe Muskoka District Health Unit	1-800-721-7520
College of Early Childhood Education	college-ece.ca	Ministry of Education, Licensed Child Care Help Desk	1-877-510-5333 child care_ontario@ontario.ca
CAS-York Region	905-895-2318		
CAS-County of Simcoe	1-800-461-4236		
CAS-Indigenous Families	1-844-523-2237	CAS-Jewish Families	416-638-7800

10. For More Information Visit

<http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

PROGRAM INFORMATION



Program Statement

York Professional Care and Education (the Agency) is committed to Program Statement practices that contribute to the health, safety and well-being of all children in care.

Program Statement is a requirement under the **Child Care and Early Years Act 2014**.

The purpose of this statement is to outline the CCEYA and or Agency requirements for Program Statement and covers procedures for the following:

11. Goals A – K Including Approach and Method

This policy applies to all site employees, HCC (HCC) providers and *camp counselors* (“Employees”) who have the responsibility of direct or indirect supervision of children; and students and consistent and scheduled volunteers.

Special Instruction - An adult is an individual who is 18 years of age or older.

(Exclusion of Hidden Bay Leadership Camp and Adventure Camp which are regulated by OCA)

Overview

York Professional Care & Education strives for excellence while providing quality programs in pedagogical, learning environments. We believe that learning happens with healthy relationships between the child, family, educators and the environment; developing the whole child, (physical, emotional/social, language and cognitive) while promoting courtesy, respect, responsibility and the development of confidence.

We believe that children are competent, capable, curious and rich in potential. Our programs deliver a play-based environment that supports *How Does Learning Happen? - Ontario's pedagogical approach with the 4 foundations - Belonging, Well-being, Engagement, and Expression*.

Belonging - Every child has a sense of belonging when they are connected to others and contribute to their world.

Well-Being - Every child is developing a sense of self, health and well-being.

Engagement - Every child is an active, engaged learner who explores the world with body, mind & senses.

Expression - Every child is a capable communicator who expresses himself or herself in many ways.

We uphold our program statement through the following approaches and methods and conduct ongoing observation and semi-annual review:

<i>Goal A - Promote the health, safety, nutrition and well-being of the children.</i>	
<i>Approach</i>	<i>Method</i>
1. Child safety considered in all decisions.	<ul style="list-style-type: none"> Establish open communication with families and understand individual needs of children. Educators position themselves to provide active supervision of the children. Consistent scanning of the environment; headcounts are conducted as per the Supervision Policy. Allowing for measurable risk by children to practise developing and established skills.
2. Understanding Agency P&P and those of mandating agencies.	<ul style="list-style-type: none"> Educators know where the P&P's are kept and have accessibility upon hiring and thereafter. P&P's are in place upholding safety requirements set out by: the Ministry of Education, Public Health and Fire.
3. Offer healthy meal choices and model healthy food attitudes.	<ul style="list-style-type: none"> Menus reflect the Canada Food Guide with daily changes visibly posted. Model positive, food attitudes during open snack and family style lunch routines. Children encouraged to try new foods; self-regulate food intake; self-serve and eat when appropriate.
4. Emphasis on nature and outdoor experiences.	<ul style="list-style-type: none"> Educators model positive attitudes towards the outdoors and provide opportunities for physical activity. Educators have awareness of individual and group needs. Children practise developmentally appropriate self-help skills learning to care for their own well-being.

<i>Goal B - Support positive and responsive interactions among the children, families, child care providers and educators.</i>	
<i>Approach</i>	<i>Method</i>
1. Understand the power of relationships between child, family and educators.	<ul style="list-style-type: none"> Programs collaborate with schools and families for the benefit of the child's individual needs. Family & cultural diversity is welcomed and celebrated in the program. Educators see themselves as co-learners collaborating with children through exploration and inquiry. Parent engagement is encouraged through daily dialogue, parent/teacher interviews or seasonal celebrations.
2. Comment on programs and receive an active response.	<ul style="list-style-type: none"> Families and children are invited to complete annual surveys regarding our programs and services. Families encouraged to engage: with Supervisors, through dialogue, email, Parent Engagement Committee.
3. Welcoming physical and emotional environment.	<ul style="list-style-type: none"> Educators strive to greet everyone in a friendly and helpful manner. Sites are clean and uncluttered. Entrances provide space for comfortable drop off and pick up routines. Information boards are displayed at entrance areas providing information regarding the site and program.

<i>Goal C – Educators encourage the children to interact and communicate in a positive way and support their ability to self-regulate.</i>	
<i>Approach</i>	<i>Method</i>
1. Support a process of problem solving.	Educators encourage positive, verbal communication and expression by: asking questions; guiding independent thought and supporting children in making appropriate choices for themselves and the group.
2. Allow for flexibility throughout the day; and time to support children’s needs.	<ul style="list-style-type: none"> • Educators and children collaborate in creating the daily, visual schedule incorporated in the program. • Planning for transitions includes using songs and small groups.
3. Create an environment that evolves inline with individual and group needs and allows for child self-regulation.	<ul style="list-style-type: none"> • The environment evolves as children share ideas and thoughts; encouraging interaction and communication. • Includes intentional, child lead activities set up for open flow. • Space is structured and materials are stocked to meet their needs. • Open snack routines are part of the program flow, fostering self-help skills.
4. Educators reflect on the social environment of the room.	<ul style="list-style-type: none"> • Daily observations and documentation guide educators in daily planning. • A recognised environmental rating tool is used. • Educators dialogue with children and adults that is respectful, supportive and positive in tone and body language.

<i>Goal D – Educators facilitate an environment that fosters the children’s inclination for exploration, play and inquiry.</i>	
<i>Approach</i>	<i>Method</i>
1. Educators structure the environment.	<ul style="list-style-type: none"> • Educators challenge children’s curiosity by planning for experiences arrived at through child lead inquiry. • Experiences reflect children’s interests, needs and abilities.
2. Environment promotes engagement.	<ul style="list-style-type: none"> • Supports inquiry and curiosity through open access and free movement of materials throughout the classroom. • Materials and loose parts are used in many ways, in all areas and are accessible at all times. • Materials support self-regulation, exploration and inquiry: (materials in open bins, stocked creative shelf). • The classroom “tool shelf” includes items such as mirrors, tape measures, magnets, etc. • Flow and routines allow time to explore as needed; educators observe children’s cues to change up activities.
3. Support interests and experiences from home.	<ul style="list-style-type: none"> • Educators engage with children by listening to retelling of stories and experiences from home. • Engaging with families regularly to expand children’s experiences from home.
4. Identify or expand on “teachable moments”.	Educators ask questions and are involved in play; reflecting and discussing with the children.

<i>Goal E - Provide child-initiated and adult-supported experiences</i>	
<i>Approach</i>	<i>Method</i>
1. Educators understand and support diversity within their community.	<ul style="list-style-type: none"> • Educators support the family language with common words and /or props. Menus are culturally diverse. • Attempts are made to connect children and families with others of similar backgrounds when deemed helpful. • Programs may observe the celebrations representing different cultures.
2. Educators support individual and group needs within the program.	<ul style="list-style-type: none"> • Develop Individual Support Plans (ISP), Individual Medical Plans (IMP) and Anaphylactic Plans and working with community partners when necessary. • Children are emotionally and physically supported based on a growing understanding of the individual child. • School Age programs provide areas for completing homework.

<i>Goal F - Plan for /create positive learning environments and experiences; each child's learning and development is supported.</i>	
<i>Approach</i>	<i>Method</i>
<i>1. The children's physical and developmental needs are supported.</i>	<ul style="list-style-type: none"> Physical activities are provided both indoors and outdoors. Educators use small groups whenever possible to provide greater one on one experiences and transitions. Educators understand their children's abilities and needs to self-regulate. Educators challenge children to the next level of development using ELECT & Assessment Tools.
<i>2. Educators are prepared.</i>	<ul style="list-style-type: none"> Educator's pre-plan, research and provide provocations and questions to support children's interests and inquiries. Daily plans are flexible and change is implemented to meet children's interest.
<i>3. The ELECT document is available in each full day program.</i>	<ul style="list-style-type: none"> The ELECT document is a tool for documentation, scaffolding program development and children's learning. Ongoing training and mentoring are offered to educators on the use of the ELECT document in their programs.

<i>Goal G - Incorporate indoor & outdoor play, active play, rest & quiet time, into the day.</i>	
<i>Approach</i>	<i>Method</i>
<i>Programs meet regulated requirements and delivery is flexible while considering the individual needs of the children.</i>	<ul style="list-style-type: none"> Children transfer materials from indoors to outdoors to extend their learning experiences. The outdoors is an extension of the classroom's learning environment. Programs strive to be outdoors over the required, minimum of 2 hours / B&A minimum of 30 minutes. Rest period does not exceed 2 hours. Quiet activities for non-sleepers are available. Environment is set up to invite active learning and an area for quiet activities or rest.

<i>Goal H - Foster the engagement of and ongoing communication with families about the program and their children.</i>	
<i>Approach</i>	<i>Method</i>
<i>1. Daily Engagement</i>	<ul style="list-style-type: none"> Communication occurs daily with families regarding the program and the child's day. Communication can be verbal and/or written.
<i>2. Communication and program documentation is available.</i>	<ul style="list-style-type: none"> In common areas where families enter and exit program. Communication includes parent boards, documentation boards and white boards.
<i>3. Parent Engagement Committees (PEC)</i>	<i>Each fall Supervisors/designate engage families to become members of a Parent Engagement Committee.</i>
<i>4. Parent concerns or complaints addressed.</i>	<ul style="list-style-type: none"> Supervisors meet with families and employee promptly to discuss the concern or complaint. Supervisors follow up with families to discuss any plan developed pertaining to the concern or complain.

<i>Goal I - Involve local community partners and allow those partners to support the children their families and educators.</i>	
<i>Approach</i>	<i>Method</i>
<i>1. Participate in community events/ collaborate with community partners.</i>	<ul style="list-style-type: none"> Programs participate in local events that support and promote our role in the community. Invite and or visit community partners to enhance the program; participate in school events when possible.
<i>2. Work with community partners to support children's development, the family unit and program development.</i>	<ul style="list-style-type: none"> Programs develop relationships with host school and classroom educators of shared space arrangements. Educators accommodate for and collaborate with Resource Educators and Support Therapies for children. Educators are aware of community resources available to families providing information as needed.
<i>3. Access/support community workshops.</i>	<i>Share training opportunities for professional development as received.</i>

<i>Goal J - Support continuous, professional learning of educators, HCC providers or others who interact with children.</i>	
<i>Approach</i>	<i>Method</i>
<i>1. Educators and providers complete a minimum of professional development.</i>	<ul style="list-style-type: none"> • <i>Support RECE's in Continuous Professional Learning requirements through the College of ECE's.</i> • <i>Support and uphold the CECE Code of Ethics.</i> • <i>Support educators; both RECE and Teaching Assistant, in completing required hours of professional development.</i> • <i>Support professional development by sourcing, posting and hosting opportunities as they become available.</i> • <i>Recognize educators for achieving required professional development.</i>
<i>3. Welcome ECE students.</i>	<ul style="list-style-type: none"> • <i>Host students in our programs mentoring on assignments; provide guidance and leadership.</i> • <i>Complete Agency monitoring and required college evaluations regarding their performance.</i>
<i>4. Conduct regular program visits.</i>	<ul style="list-style-type: none"> • <i>Performed by Supervisors and Program Managers to monitor program quality and educator performance.</i> • <i>Visits are documented and observations are shared. Follow-up regarding recommendations takes place.</i> • <i>During performance reviews, goals are set to focus on educators', continuous, professional learning.</i>
<i>5. Provide support &/or training on P&P legislation, and program development.</i>	<ul style="list-style-type: none"> • <i>Supervisor meetings are conducted monthly to review P&P or capture updates in the industry.</i> • <i>Supervisors share information at bi-monthly Educator meetings and twice monthly (minimum) room Team Talks.</i>

<i>GOAL K - Document and review the impact of the approaches on the children and their families, as set out in clauses a-j.</i>	
<i>Approach</i>	<i>Method</i>
<i>Policy implementation by Educators, HCC, Students and Volunteers.</i>	<ul style="list-style-type: none"> • <i>Training on CCEYA policy and required Agency policy takes place upon hire, placement or volunteering.</i> • <i>A review is conducted annually; upon revision; or upon introducing a new policy, procedure or plan.</i>
<i>Documentation and review of approaches:</i>	<ul style="list-style-type: none"> • <i>Pedagogical documentation.</i> • <i>Monitoring of Individual Plans.</i> • <i>Parent-Educator Interviews.</i> • <i>Supervisors, Educators and/or Team Meetings.</i> • <i>PEC- post agenda and minutes of meetings.</i>

Outdoor Experiences

At YPCE we embrace the outdoors during rain or shine; snow or ice. Our programs go outside daily, nurturing appreciation for Canadian weather and temperatures. We take appropriate precautions for comfortable and safe, outdoor engagement by paying attention to weather conditions and temperatures.

Our playgrounds have been revitalized to offer a more, naturalized experience for the children. At most of our sites; asphalt, plastic and metal has been replaced with grass and woodchips; mud kitchens, bridges, tree trunk tunnels. Bushes and trees provide shade and invite wildlife, interest and learning opportunities.

As a complement to our playgrounds; our sites have inviting, wooded grounds just outside of school property. We call this, the “Beyond”. Here, we engage children to embrace a more, raw experience of the outdoors. Children have the opportunity to see, hear, smell and touch; in settings that offer nature-based inquiries and challenges from which to learn. Embracing the outdoors, leads children and their teaching teams, to take learning to a higher level, by opening up opportunities that are only found in nature.



The benefits of outdoor play:

- Physical activity contributes to developing motor skills and active lifestyle habits.
- Children who are in nature are calmer, have a greater ability to focus, and self-regulate.
- Children who spend time outdoors have stronger immune systems.
- The ever-changing outdoors encourages children to take notice of their surroundings and changes, due to different weather.
- Children experience stress relief when using all of their muscles. Natural light, fresh air and unstructured play take pressure off children.
- Children who grow up playing outdoors develop a lifelong love of nature and the inclination to preserve its beauty.



Trips

Trips provide concrete experiences that have the potential to introduce, enhance, and/or expand on children's current knowledge. These experiences become the basis for language development and literacy.

Trips are planned with consideration to the children's age group, and developmental level. Educator to child ratio are always maintained and in most cases; ratios are lowered for added safety.

Parent volunteers are welcome. Completion of a parent, volunteer package consisting of a Vulnerable Sector Screening, and an Emergency Contact Record is required.

Planned trips provide opportunities to:

- Learn by doing.
- Investigate and have hands on experiences.
- Extend the children's classroom learning.
- Encourage social interaction and provide opportunities for independence.
- Pursue individual interests.

Animals on Site

Several of our child care locations and camps maintain animals on site. Animals provide an emotionally healthy component, to the well-being of children, and educators alike. It has been proven that animals relieve stress, and decrease blood pressure and cholesterol.

Socially, caring for animals teaches children responsibility; helps them manage feelings of loneliness; learn patience and empathy; and give and receive love. Local, public health procedures are followed to ensure healthy, handling practices.

Service animals are welcome at all times. To prepare children for interacting with a service animal; it is appreciated that notice is provided (when possible) prior to arrival.



Toilet Training

Each child develops individually. When a child is ready; we partner with families to facilitate toilet training. Families, or guardians are required to provide diapers, or pull-ups for their child. Our Agency follows public health guidelines for diaper changes, toileting, and handwashing.

Clothing and Possessions

A successful day for any child, involves comfort and familiarity. Sufficient, personal clothing, and possessions such as a stuffed animal to rest with; provides comfort when away from home.

We ask that children arrive to their program with:

- Appropriate clothing and footwear for all kinds of weather, and activity. Avoid open-toed sandals, or flip flops, as they inhibit mobility and participation.
- A pair of indoor and outdoor shoes.
- At least one full set of indoor clothing including socks and undergarments.
- All items labelled with the child's full name.

For rainy weather, YPCE provides rain suits for toddlers, and preschool programs. Families wishing to provide their own, may also do so. Home Child Care is excluded.

Some experiences warrant the freedom of bare feet. Families who prefer for their children to not experience bare feet, may indicate so on the Parent Waiver.

Programs are not responsible for lost items.

Rest - Sleep Policy

Rest – sleep, is an essential activity for children and adults. It provides stress relief; improves immunity; sharpens memory and cognitive function and balances mood. Adults understand the positive impact that a good sleep makes to their day. For developing children, the importance of getting enough rest or sleep is critical for a successful day.

Families, or guardians are advised of our Sleep Policy at the time of registration. Input from families, or guardians is implemented into a Sleep Agreement when needs may differ from normal practice. Since our Agency embraces outdoor experiences; rest or sleep may also take place outdoors benefiting from fresh air and natural sounds and textures.





Any infant 12 months or under, who is in attendance, is placed for sleep according to their needs, and in a manner consistent with the recommendations set out in the “Joint Statement on Safe Sleep” (unless otherwise recommended in writing by the infant’s physician).

Any child in attendance for 6 hours or more; is provided a period of time for rest or sleep, not exceeding two hours per day. Children who do not sleep, or rest for the defined, rest period, have quiet opportunities available.

A Direct Visual Check (DVC) is conducted on any sleeping child in an infant and/or toddler age group in a child care site; and on any child under 24 months in HCC; during the rest-sleep period, in order to monitor possible changes in health. Cribs or cots, and linens are provided by the Agency.

Prohibited Practices

YPCE employs behaviour strategies that are positive, respectful, and inclusive of a child’s unique self. The following practices are prohibited from any employee in any York Professional Care & Education program:

- **CORPORAL PUNISHMENT** of any child;
- **PHYSICAL RESTRAINT** of any 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 themselves, or someone else, and is used only as a last resort, and only until the risk of injury is no longer imminent;
- **LOCKING THE EXITS** of the child care site, or HCC 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;
- **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 their self-respect, dignity, or self-worth;
- **DEPRIVING ANY CHILD OF BASIC NEEDS** including food, drink, shelter, sleep, toilet, clothing, or bedding;
- **INFLECTING BODILY HARM** on children including making children eat, or drink against their will.

HEALTH, SAFETY and WELL-BEING

Safe Arrival & Dismissal Policy

Absence of a Child and Safety Measures

Families are asked to contact their child's program in the event of absence. When notice of absence is not received, added measures are taken to ensure child safety and possibly lessen the period of time a child could be in potential jeopardy.

When a child does not arrive in care as expected, educators shall follow the safe arrival and dismissal procedures set out below:

- When programming allows, educators will attempt to contact the child's parent or guardian.
- Educators will leave a voice message, text and/or email via program's Agency approved software.
- All attempts to connect or confirmation of the child's whereabouts, including times, will be documented in the daily written record.

Contact the parent or guardian according to the following age group criteria:

Infant, Toddler and Preschool Programs

- The mornings of an enrolled care day.

Kindergarten Programs

- The mornings of an enrolled before school care day.
- The afternoons of an enrolled after school care day.
- The mornings of non-instructional days, when the child has been enrolled for that day.

Primary Junior Programs

- The afternoons of an enrolled after school care day, when the child has been in school all day but does not arrive to after school.
 - Contacting families is not required when the school confirms that the child was not in school the day that they were enrolled for after school care.
- The mornings of non-instructional days, when the child has been enrolled for that day.

Dismissal From Care

YPCE enforces the following safe dismissal procedures for every child in care:

- Any child receiving child care is only released to their parent or guardian, or to an individual that the parent/guardian has provided written authorization for which includes individuals indicated on the registration record and/or Special Circumstance Waiver.
- Where the educators are not aware of the individual picking up the child (i.e., parent/guardian, authorized individual or emergency contact), a photo identification will be required to confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.
- For circumstances that call for the release of the child to someone NOT preauthorized on the registration record and/or Special Circumstance Waiver; a written note, text or email is required from the parent or guardian. Photo identification of the individual is mandatory upon pick-up.
- Where the individual picking up a child is under the age of 16, a Special Circumstance Waiver is completed and attached to the Parent Waiver.
- Should an unauthorized individual arrive for pick up, the child will not be released and the parent or guardian is called.

**UNLESS PREARRANGED IN WRITING, A CHILD IS NOT RELEASED TO ANY PERSONS OTHER THAN THE PARENT OR GUARDIAN.
ANYONE INCLUDING THE PARENT OR GUARDIAN MUST PROVIDE IDENTIFICATION UPON REQUEST.**

Dismissing a Child from Care Without Supervision

A parent/guardian may request that a child 12 years and under be released from child care without supervision.

Parents/Guardians shall provide written and signed authorization and instructions for the release of the child including the time of dismissal on the Special Circumstance Waiver and attached to the Parent Waiver.

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one educator in the program shall be responsible for dismissing the child from care. Prior to dismissing the child from care, the educators review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions.

The educator records the departure time as well as their initials on the attendance record.

Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal as indicated on the Special Circumstance Waiver.

Child has not been picked up as expected (site still open)

- Where a parent/guardian has previously communicated with the educators a specific time or timeframe that their child is to be picked up from care and the child has NOT been picked up upon closing, the supervisor or educator shall contact the parent/guardian by phone, text or email to advise that the child is still in care and has not been picked up.
- The child is given a snack and kept engaged in activity while they await their pick-up.

Child has not been picked up and the site is closed

- Where after 15 more minutes since closing and contacting the parent or guardian have passed, and no connection has been made, the supervisor or educator who have remained with the child shall repeat the effort.
- Where the individual picking up the child is an authorized individual the supervisor or educator contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up.
 - If unable to reach the parent/guardian proceed with contacting the authorized individual to confirm pick-up as per the parent or guardian's instructions or leave a voice message to contact the centre.
- Where the supervisor or educator has not heard back from the parent, guardian or authorized individual who was to pick up the child they contact emergency contact.
- If the educator is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the educators shall attempt to contact the child's emergency contact. If the emergency contact is the authorized individual, continue attempts to reach parents/guardians, and authorized individuals.
- Where the supervisor or educator is unable to reach any individual listed on the child's file by 7:00 pm, they proceed with contacting the local Children's Aid Society (CAS) and follow the CAS's direction with respect to next steps.

Supervision - Children, Students and Volunteers

All children enrolled in full day child care are supervised at all times, and not left alone, or without the care of an adult. Supervision of Primary/Junior children, ages 6 to 12 years of age follows an allowance from the *Child Care & Early Years Act* (CCEYA) that stipulates “*appropriate supervision may not require that children are in the presence of an adult at all times*”; thereby allowing for increased responsibility and independence. When circumstance warrants children leaving the classroom, or outdoors - unsupervised - they travel using name cards and a buddy system. Notwithstanding this allowance, kindergarten children continue to be supervised at all times.

We believe in supporting the growth of the industry by hosting students and welcoming volunteers. A thorough onboarding process is followed including a Vulnerable Sector Check. Children are supervised by employees of the Agency and a volunteer or student is never left alone with a child. Volunteers and students are not counted in the child to educator ratios and are supervised by an educator at all times.

Serious Occurrence

Rarely, incidents or accidents occur that require a report to the Ministry of Education. As per the requirements of the *Child Care and Early Years Act*; in addition to filing a report, a Serious Occurrence Notification form is posted at the site. This form communicates information to families, about a serious occurrence that has occurred at their child care site, Kids’ Clubs or HCC.

Child Protection and the “Duty to Report”.

The Child and Family Services Act (CFSA) is clear that “the paramount purpose of this Act is to promote the best interests, protection and well-being of children” (CFSA s.1 (1)). Under this mandate, the “Duty to Report”, requires that a person who performs professional or official duties with respect to children, will report actual abuse as well as abuse that is reasonably suspected. Further, any individuals who become aware of abuse or suspected abuse are personally, obligated to inform a local children’s aid service. YPCE follows all direction relating to the “**Duty to Report**”.

Emergency Management Statement

The need for emergency management and/or closures may arise from any of the following situations: severe weather conditions; child’s health emergency; environmental threats such as a gas leak; natural disasters, lockdowns, union strikes, declared outbreaks and pandemics. Although rare, program closures may result for such reasons as: loss of heat, or power, or water; unsafe premises; current, or anticipated icy roads, and unusual, heavy snowfalls. Emergencies shall be communicated via any one, or combination of the following methods: phone call, outgoing site message, agency website, email, door posting.

Our Agency maintains an Emergency Management policy as well as policies regarding the Medical Officer of Health, with procedures for emergencies affecting the normal operation of our sites. Please feel free to discuss this policy further with any supervisor or educator.

Healthy Children

The Agency employs strategies to support the health of all children and we ask families to keep the child care updated with information pertaining to the health, safety and well-being of their child.

1. Immunization records are required before child care may commence. Families are asked to keep their child’s records current and advise the site of any new immunizations. Children who are not immunized, require 1 of 2 documents approved by the Ministry of Education:
 - Statement of Conscience or Religious Belief form, or

- Statement of Medical Exemption for a child.
2. Support plans are completed for children requiring developmental, medical and allergy support. Families participate in completing support plans for their child, along with the supervisor, lead educator and other professional who may be involved with the child. Specifically, there are three types of plans:
 - Developmental Support Plans
 - Individualized Plan for a Child with Medical Needs (diabetes, asthma, seizures or other condition requiring specific attention).
 - Anaphylactic Plan and epi-pen training: completed prior to starting care.

3. Children experiencing illness may not attend our programs. If a child develops symptoms of illness during the day, including but not limited to: a temperature of 38° C or higher, diarrhea, vomiting, complaint of headache, stomach ache, rash, or frequent cough; families are notified and asked to arrange for an early pick up. Children who have been ill; may return when symptom free.



Public Health recommends to “re-admit a child who has been ill, when they are well enough to participate fully in the program, (at least symptom free for 24 hours without medication). Should there be disagreement, return to care is determined by a "Certificate of Return" signed by a doctor.

For your information, Guidelines and Information on Childhood Communicable Diseases is available upon request from Health Connection, York Region and Simcoe County. Please view www.york.ca or www.simcoemuskokahealth.org.

4. In the event of a serious incident or illness, 911 may be activated. A parent or guardian is notified immediately. If necessary, an employee will accompany a child by ambulance, to a hospital. Please ensure information and emergency contacts are current.

Drugs and Medications

During recovery from illness, children may require the administration of a prescribed or over the counter drug or medication. Drugs or medications are administered under the requirements of the CCEYA, according to a policy and procedure that accommodates allergies, medical conditions or during recovery from illness.

A drug or medication shall have a Medication Authorization form completed by a parent or guardian. Families are required to complete a new form when any changes to administration are made. Stopped, unused, or empty medication containers are returned to families.

The following information is required for all drugs and medications:

1. *"A drug or medication is administered to a child only from the original container or package as supplied by a pharmacist. The container or package must be clearly labelled with the child's name, the name of the drug or medication, dosage of the drug or medication, the date of purchase, date of expiry, and instructions for administration and storage".* a. (O. Reg. 119/86 s. 2). Each drug and medication have a written authorization from completed and signed by a parent or guardian.
2. The Agency understands that a child may be capable of carrying and administering their own medication, such as asthma or emergency allergy medication. Medication on the child's body must meet the same criteria listed in clauses 1 and 2. In addition, this drug or medication must be inaccessible to other children.



Any Questions?

It is our intention to provide our families with a thorough understanding of the policies and procedures of our Agency. Please don't hesitate to discuss any of our policies with any supervisor or educator.



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