



York Child Development & Family Services Inc.

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Child Care

Family Handbook

Toddler & Preschool

OUR MISSION STATEMENT

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

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

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Dear Families,

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

Our Child Care Centres are licensed, and government inspected.

- Our hours of operation are Monday to Friday, 7:00 a.m. to 6:00 p.m.
- Lunch, a.m., and p.m. snacks are provided.
- Bev Bernier Child Care Centre provides early learning and care for children 18 months to 4 years.
- Bogart Child Care Centre and Crossland Child Care Centre provide early learning and care for children 2.5 years to 12 years.
- Full-time and part-time care is provided however priority is given to families seeking full-time enrollment.
- Subsidized spaces are available through a Purchase of Service Agreement with York Region for all eligible families.
- YCD is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System.
- YCD reserves the right to amend policies at any time.
- The current fee schedules are included as appendices.
- Ministry of Education issued License and Licensing Inspection Summaries are posted in all sites.

PHILOSOPHY

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

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

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

FAMILY INVOLVEMENT

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

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

Educators' seek out ways to engage families in a way that meets their needs and builds on strengths while respecting the challenges that face families including long commutes, time pressures and the busyness inherent in raising a family. Special events and organized family engagement opportunities will be offered a minimum of three times per year.

ACTIVITIES ON AND OFF PREMISES

Various trips are planned throughout the year to enhance the program and maintain the children's interest. Detailed information about the trips will be sent home prior to such excursions. All families will be notified of the time children must arrive at the program in order to allow us to prepare for the trip. Families who do not want their children to take part in an off-site trip are required to make alternate arrangements with no reduction in fees.

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

Family members who wish to accompany their child on an off-site trip must notify educators in advance. We will make every effort to accommodate the request as bus space allows. Family members can also use their own transport. The Ministry of Education requires family members/volunteers to provide an original Police Vulnerable Sector Screening, dated within the past 6 months, prior to being permitted to interact with the children. In addition, individuals interacting with the children in the program providing onsite events i.e. Playball, Travelling Stage etc. are required to provide verification of Vulnerable Sector Screening as mandated by the Ministry of Education.

From time-to-time, children may leave the premises with educators to participate in excursions and walk to local places of interest such as parks, fire station etc. as part of the program.

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

ADMISSION

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

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

Family Handbooks are available to all families at any time from any of our locations and on our website at www.yorkchild.ca

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

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

ANAPHYLAXIS/ALLERGIES

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

As part of this policy, family members are responsible:

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

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

ARRIVAL AND DISMISSAL

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

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

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

BEAUTIFUL JUNK/CLOTHING DONATIONS

What is junk to you may be beautiful and useful to us. We are grateful for your donations of items such as: paper, posters, containers, wood scraps, magazines, toys, and loose parts (i.e. buttons, pinecones, utensils) We appreciate donations of clothing that your children have outgrown.

CHILDREN'S CREATIONS

Children's creations are an expression of their mood, coordination, and imagination. When families display the creations in their home and show pride in the children's accomplishments, it reinforces the children's sense of achievement.

CLOTHING

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

CONTINUOUS PROFESSIONAL LEARNING

YCD provides access to continuous professional learning. All educators receive ongoing training pertaining to the latest research and program specific needs. Examples include: How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) (HDLH), CCEYA, How to Talk Training (Faber & Mazlish), children's aid reporting protocol, autism awareness, outdoor learning, risky play, positive guidance strategies etc.

CURRICULUM

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

Documentation in the form of photographs and videos on our website, in Storypark® and YCD social media platforms provide families the opportunity to see the activities in which their children have engaged and the ongoing learning taking place. Additional information regarding emergent programming can be obtained by speaking to your child's educators or the site supervisor.

Using the common framework in HDLH, our programs support the children to achieve goals and to meet the expectations for programs building on the four foundations for healthy growth and development:

- Belonging: each child has a sense of belonging when connecting to others and contributing to their world.
- Well-Being: child is developing a sense of self, health, and well-being.
- Engagement: child is an active and engaged learner who explores with body, mind, and senses.
- Expression: child is a capable communicator who is able to express themselves in many ways.

DISCHARGE

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

Examples of reasons for discharge from YCD programs;

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

EDUCATORS' CREDENTIALS & SCREENING

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

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

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

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

EDUCATORS' RESPONSIBILITY RE: REPORTING TO CHILDREN'S AID SOCIETY (CAS)

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

Please understand this is a very difficult process for educators, family members and especially for children. Educators will follow the direction of the CAS through the reporting and response process. These matters are held in strict confidence. YCD will support the family through this process.

EMERGENCY PREPAREDNESS

In the event of an emergency (power outage, flooding, sewage backup, fire, or similar) we have an evacuation and emergency process in place (see policy 5:41). Management and educators have read and practiced the procedures. The policy is also posted in all programs.

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

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

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

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

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

FAMILY COMMUNICATION

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

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

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

YCD has an active website, Facebook page and Instagram account used to share experiences of our children and educators with the broader community. You will receive information upon registration regarding authorization required for the use of your child's image on the website, YCD social media platforms and any future platforms.

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

FAMILIES HIRING EDUCATORS FOR CHILD MINDING AFTER HOURS

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

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

FAMILY ISSUES AND CONCERNS

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

Every effort will be made to find positive solutions to all concerns. Our detailed process is guided by the CCEYA and our Family Issues & Concerns Policy (5:5).

HEALTH

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

Educators must greet each child as they arrive at the program to ensure that they are well enough to participate. Family members who arrive at a program with children who are visibly unwell will be politely advised that they are not able to stay.

Any health observations are referenced on the attendance record and noted in the classroom logbook. Any child who has visible signs/symptoms of illness such as, but not limited to, fever, vomiting or diarrhea *cannot* attend the program. If a child is observed to be ill, a family member will be contacted and expected to pick-up immediately. The child will be able to return after 24 hours symptom free. The health and welfare of all the children is our primary concern.

HOLIDAYS AND CLOSURES

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

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, i.e., PA days, summer. In the event of an interruption in the school schedule, i.e., a walk out, inclement weather, YCD 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.

INCLEMENT WEATHER

If during a school day, the school board makes a decision to declare an inclement weather day, schools will remain open until the last child has been picked up. Families may be asked to safely pick up their child early if they are able to do so. Please refer to School Board Policies and Procedures, extreme weather, inclement weather and emergency conditions days.

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

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

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

It is very important to note, as a result of the school closures, YCD's programs would be closed as well. If the schools are determined as unsafe, access to the child care centres would also be unsafe. There is no reduction of fees for inclement weather absences.

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

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

ITEMS FROM HOME

The program has a variety of learning activities and materials available to the children. Toddlers and preschool children are encouraged to bring items to support rest time i.e., a blanket and soft toy.

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

LATE PROCEDURES

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

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

- The educators will try to contact you using all contact numbers listed/available to us.
- The supervisor will be notified.
- The educators will then try to contact the authorized persons on the registration forms.
- If the educators are unable to reach the authorized persons or those persons are unable to pick up your child, then the Executive Director or designate will be contacted and has the authority to contact CAS at 905-895-2318 and/or York Regional Police.

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

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

MEDIA USE IN THE CLASSROOM

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

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

MEDICATION

The following regulations apply to the administration of medication at the programs. These requirements must be adhered to by all educators and families, as they are regulations set by the CCEYA.

Prescription Medication

- All prescription medications must be in their original container. A pharmacist's label must be attached to the container, showing the doctor's name, date, child's name, dosage, and times to be given.
- Family members will be required to complete and sign a medication form prior to educators being able to administer any prescription medication.
- Only current medication will be given.
- If your child requires an EpiPen®, it is the family member's responsibility to ensure that the EpiPen, is available and current through completion of medical forms and training videos.

Non-Prescription Medications

- Non-prescription medication e.g., Tylenol®, cough mixtures, must be labeled with your child's full name and current date.
- Only current medication will be given.
- Family members will be required to complete and sign a medication form prior to educators being able to administer any non-prescription medication. Please note: the dosage the family member requests must not exceed the dosage recommended on the label.
- Expired medication will not be accepted or administered.
- Medication must be handed directly to the educators and not left in the child's bag.
- The medication form must be filled out before you leave the program.

NUTRITION

Good nutrition and the promotion of healthy attitudes towards food are an important part of the program. Catering is provided by Yummy Catering™. Lunch and two snacks are served. We do not allow any food to be served that is not supplied by YCD or Yummy Catering™.

Yummy Catering participates in the Health Check Program. The symbol and the Heart and Stroke Foundation name are placed on our menus (posted in all programs) giving families peace of mind that the menus provided by Yummy Catering™ meet the Canada's Food Guide to Healthy Eating™. Current menus are posted at each location and are available on our website at www.yorkchild.ca

Educators must be alerted prior to coming into contact with any food allergies. Nuts, peanuts, pork, and shellfish are not served or used in any food preparation for the program. We ask that children and family members do not bring any food into any of our programs due to Public Health guidelines and allergies.

OUTDOOR PLAY

HDLH states that children thrive in outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences. YCD agrees that outdoor play is an important element of the children's programmed daily events and should centre on planned activities that enhance children's development. The program should promote creative and constructive play that involves the same level of positive educator-child interaction that occurs inside. All children in our licensed programs will experience daily outdoor time, weather permitting. Two (2) hours daily for full day programs and a minimum of 30 minutes daily for after school programs.

PAYMENT

YCD is enrolled in the **CWELCC System**. This is a five-year plan with a goal of reducing fees to an average of \$10 day by 2025-2026. [CWELCC Information for Families](#).

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.

For eligible families, subsidized spaces are available through a Purchase of Service Agreement with York Region Children's Services.

Our CWELCC agreement with the Municipality requires YCD to obtain consent from families enrolled in CWELCC, for the collection of, and/or disclosure to the Region and/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 YCD implies permission to disclose.**

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

Our monthly fees are pro-rated. Credit card payments will be processed on the first of each month. Any bank fees charged to YCD for returned items will be added to the outstanding fee. Fees are viewed as in arrears if not received within the month that they are due. Any fees not received the following month will be transferred for collection by our administrative team. Termination notice will be given if fees are not received within an 8-week period of the due date. YCD reserves the right to collect delinquent payments through external sources. Fee schedules are attached as appendices.

Fees are subject to change at any time with a minimum of one month's notice to the families. There is no reduction in fees for vacation, holiday closures or illness.

POSITIVE GUIDANCE

It is our philosophy that children's behaviour is usually a reflection of their needs. If children feel good about themselves, their behaviour will mirror that. Positive guidance strategies are used to best meet the individual needs and developmental level of each child. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood has significant long-term impacts on physical and mental health, and success in school and beyond. YCD can provide education resources or courses for interested families.

Considerations when supporting positive guidance:

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

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

PROHIBITED PRACTICES

Educators' will be required to adhere to the Prohibited Practices Policy (5:2). This policy addresses prohibited practices under the CCEYA that are not permitted by YCD educators under any circumstance;

- Corporal punishment of a child (including but not limited to hitting, spanking, slapping, pinching).
- Physical restraint of a child, such as confining a child in a seat or device for the purposes of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting themselves or somebody else and is used only as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the program for the purposes of confining the child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of emergency management protocol.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten a child or undermine their self-respect, dignity, or self-worth.
- Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, and bedding.
- Inflicting any bodily harm on children including making children eat or drink against their will.

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

SERIOUS OCCURRENCES

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

A serious occurrence is defined as:

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

All programs are required to post information about serious occurrences that happen on site. To support increased transparency and access to information, a Serious Occurrence Notification Form must be posted in a visible area for ten (10) days.

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

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

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

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

SLEEP

YCD has a sleep policy in place to reduce the risk of harm and injury when children are sleeping and to support the requests of families.

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

Educators in the toddler and preschool rooms will be positioned so that they are able to visually monitor the sleeping children. Lighting will allow for visual monitoring. Cots and mats are used in YCD child care programs.

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

SMOKING/VAPING

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

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

STUDENTS AND VOLUNTEERS

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

- Volunteers and students will not be left alone with children in our programs.
- Volunteers and students may not be counted in staffing ratios.
- Volunteers and students will be supervised by an employee at all times.

SUNSCREEN

Sunscreen protection is important to shield skin from harmful UV rays. We ask that you provide sunscreen lotion (no spray) labelled with your child's name. The educators are instructed to apply sunscreen to each toddler and preschool child. Educators will ensure that sunscreen is applied to all children in the group prior to outdoor activities.

As a backup, YCD has Coppertone, 30 SPF, UVA and UVB protection* in each program.

*Coppertone 30 SPF, UVA and UVB protection: dermatologist tested, free of oxybenzone, Octinoxate, dyes & PABA, sweat & water resistant. Active ingredients: Homosalate 8%, Octisalate 4.5%, Oxybenzone 3%, Avobenzone 2% and Octocylene 6%.

WAIT LISTS

A wait list is maintained for families who require:

- Immediate care when there are no current suitable spaces available; or
- For future care needs.

Families are placed on the appropriate program wait list according to the date the request is made and when care is required.

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

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



ORGANIZATIONAL STRUCTURE

York Child Development & Family Services Inc. (YCD) is a not-for-profit multi-site, multi-service agency incorporated in 1985 and operated by a community based Board of Directors. www.yorkchild.ca

BACKGROUND/HISTORY

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

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

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

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

1997 - YCD became the operator of the Before & After School Program at **Stonehaven Elementary School**.

1998 - YCD opened the Before & After School Program at **Notre Dame Catholic School**.

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



2002 - the YCD changed its name from York Toy Library & Parent Resource Centre to **York Child Development & Family Services Inc.**

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

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



October 2022 - YCD enrolled in the Canada-Wide Early Learning and Child Care System (CWELCC).



Child Care Program Listings

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

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

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

Crossland Child Care Program Supervisor: Heather MacLeod RECE
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 Newmarket, L3X 1H8
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 crosslandccc@yorkchild.ca

Notre Dame Before & After School Program Supervisor: Sabreena Hirji RECE
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Stonehaven Before & After School Program Supervisor: Yahmoy Comrie RECE
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YORK CHILD DEVELOPMENT & FAMILY SERVICES INC. Program Statement

Our Mission:

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

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

Our Philosophy:

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

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

HDLH is the foundation of our program. Using the common framework articulated in HDLH our programs will support children to achieve the following **goals** and will meet the **expectations** for programs building on the four **foundations** for healthy growth and development:

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

Our Overarching Strategies

HDLH is a crucial resource that requires educators to engage in ongoing reflection of goals and intentions. YCD recognizes that each child, educator, and family member is unique and needs to be respected as such. Educators will co-create a program that promotes a shared understanding of children and adults as competent, capable, curious, and rich in potential and is organized around four foundations of belonging, well-being, engagement, and expression.

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

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

You will see:

- Keypads to control who is able to get in and out of the centres. Entry codes will be changed annually and additionally should the need arise.
- Children are signed in and out to ensure they are safely supervised.
- Educators’ complete daily health checks on each child through a consultation with every parent at drop-off and pick up time.
- Well organized environments, with lots of materials that are easily accessible to the children, the children don’t have to ask for everything that they need.
- Healthy menus are posted that follow Canada’s Food Guide to Healthy Eating™.

- At meal times, educators sit and eat with the children and there is lots of conversation.
- Children serve themselves and are encouraged but never forced to try new foods.
- Sleep time routines are designed to meet the individual needs of each child.
- Lots of opportunities for outdoor gross motor play; children are encouraged to use their entire bodies to explore the world.
- Children and educators washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness.
- The centres are kept clean throughout the day and are professionally cleaned on a nightly basis.
- Public health guidelines being followed for illness control and management including disinfecting schedules posted and followed, medication administration procedures posted and followed, and outbreak management measures being implemented as required.

Healthy Food and Active Play Make a Difference

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

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

You will see:

- Educators who greet and welcome you and your child by name upon arrival at the program.
- A focus on relationship building rather than task completion.
- During the process to enrol your child in our program, the supervisor or designate will provide you with a tour of the facility, introduce you and your child to the educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow educators to begin to build an understanding of your child's individual needs.
- Children supporting each other when they are sad, upset or hurt.
- Conversations with the older children about challenges and how to resolve them.
- Educators and families sharing specific strategies to support child guidance.
- Children are supported to tidy up after themselves as they play.
- Educators using calm voices and at the child's level for face-to-face interactions.
- Families and educators talking together, sharing information and knowledge about each child.

Strategies to Support and Strengthen Positive Interactions

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

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

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

Redirection:

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

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

- Explain how the behaviour or action impacts the child and others.
- Acknowledge the child's feelings and needs ensuring their voice is dominant in the discourse.
- Assist children to explore alternative strategies to manage situations promoting their sense of efficacy and the capacity to self-regulate.

- Support further collaborative dialogue to ensure a shared understanding of the needs of both the child and the educator will occur.

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

- Natural consequences: not wearing mittens outside when it is cold will result in your hands getting cold.
- Logical consequences: spilt milk needs to be cleaned up with a cloth.
- Consequences that repair ripping pages out of a book results in the child needing to repair the book with tape.
- Consequences that teach: if you push another child, they may not want to play with you.

Considerations when supporting positive guidance:

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

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

Questions educators ask themselves:

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

Supporting Children to Manage Their Behaviour

Children benefit socially, emotionally, and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour. Approaches that contravene the Program Statement will not be tolerated in the program.

All educators are required to comply with YCD Policies and Procedures and with the requirements as laid out in the Child Care and Early Years Act, 2014 (CCEYA) with respect to prohibited practices.

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

The following prohibited practices are NOT permitted under any circumstances:

- Corporal punishment of a child.
- Deliberate use of harsh or degrading measures on a child that would humiliate a child or undermine his or her self-respect.
- Depriving a child of basic needs including food, shelter, clothing, toileting, and bedding.
- Locking the exits of the program for the purposes of confining the child, or
- Using a locked or lockable room or structure to confine the child if he or she has been separated from the others.

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

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

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

You will see many different ways for children to communicate their ideas, thoughts and feelings including:

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

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

You will see:

- Children making sense of the world around them through play.
- Open ended materials available to the children that can be used in a multitude of different ways.
- That we support and embrace learning through developmentally appropriate play and centering on all areas of development (holistic approach).
- Educators supporting the children to scaffold their play by encouraging the children to further their exploration and inquiry.
- The use of real materials that encourage and support the children to take developmentally appropriate risks.
- A wide range of activities are available to the children at all times.
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These skills include creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These activities promote the development of literacy, numeracy, and other important life skills.

Supporting Healthy Development and Learning

Educators identify specific strengths, needs and developmental goals of children in the program. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social, emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

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

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

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

You will see:

- Weekly Program Plans are created with a variety of educator planned activities that will be added to throughout the week as the children expand on the activities or move forward in new directions.
- Educators actively supporting children's inquiries and questions.
- Program plans that incorporate a children's ideas section.

- Places are available for the children to eat and sleep on their own schedules.
- The number of transitions during the day are minimized; children do not spend a lot of time lining up or waiting for activities to take place.
- Children and educators will work as co-learners using optimum observation skills and supervision, to obtain a sense of children's interest's, needs and desires.

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

You will see:

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

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

You will see:

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

g) Foster engagement and ongoing communication with families about the program and their children.

You will see:

- Educators seek out opportunities to engage with families.
- Events that provide an opportunity to showcase the children's learning for families.
- Weekly communication to families about their children's activities.
- Educators support families with resources pertaining to child's development.
- Opportunities, both planned and informal, for families and educators to share ideas about how best to support each child.
- Families sharing materials and information that are culturally representative.
- The use of family's first language whenever possible.
- Accident/Incident reports completed if a child has an accident to provide information as required.
- Family engagement events.

Families as Partners

Educators foster engagement and ongoing communication with families regarding the program and their children. We strive to build positive and responsive relationships with children and their families. We recognize and value each family for their unique strengths, perspectives, and contributions to our program. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable, and competent children.

A strong, respectful, and equitable relationship with families is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage families in a way that meets their needs and builds on strengths while respecting the challenges that face families including long commutes, time pressures and the busyness inherent in raising a family.

Key ideas and messages we share with families:

- Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play-based program provides the kinds of opportunities that children need to be fully **engaged**

and to learn how to **express** themselves many different ways. We will be sharing our learning with and about your children in many different ways.

- What do you think is important that I know about your child to support their **well-being**?
- How can we support your **engagement** with our program so that you feel that you **belong**? What works for you, your schedule, and your family?

h) Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

You will see:

- Families are welcomed at any time and are encouraged to drop in if they have time to do so.
- Linkages with local community partners including but not limited to:
 - Early Intervention Services.
 - Preschool Speech and Language Services.
 - Children’s Mental Health Services.
 - Nutrition Services.
- Community representatives invited into the programs to build relationships and support programs including but not limited to firefighters, police officers, community seniors, and students.
- Planned excursions to community services and programs such as the local library, grocery stores and other neighbourhood locations.
- Use of community partners as a resource and support to families, children, and educators.

i) Strengthen the capacity of educators to collaborate effectively with children, families, and their colleagues through the provision of ongoing opportunities for continuous professional learning.

You will see:

- Opportunities for critical inquiry – educators meeting together to report on their observations and to develop ideas and strategies for program development.
- Educators are supported and encouraged to use developmental screens such as ERIK™ and looksee®.
- Educators encouraged and supported to attend professional development.
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning.
- New ideas and strategies to support children’s development introduced throughout the program.
- Materials and research shared with families.

j) Use many languages to document and review the experiences of the children and the educators in order to:

- Provide an ongoing record of development.
- Provide tools to enable educators to reflect on the impact of their activities and strategies.
- Provide a visual and oral record that enables families to review and explore the developmental trajectory of their child.

You will see:

- Documentation posted on the walls that tells and shows you what the children are doing.
- Program planning that reflects the observations of the children.
- Different methods of recording observations about what the children are accomplishing.

Pedagogical documentation is used as a means of gathering evidence of compliance with the approaches in the YCD Program Statement. Educators will use reflective practice and collaborative inquiry as a means to co-construct and discuss documentation.

A Commitment to Continuous Improvement

All new educators, students and volunteers are required to review the program statement prior to interaction with children in our care and any time the program statement is updated. All educators are required to review the program statement on an annual basis. This will be accomplished at an educators’ team meeting which provides an opportunity to reflect on the successes and challenges of the past year and to set goals for the upcoming year.

We believe that children, families, and educators are capable, competent, curious, and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high quality early learning and care environments that take a strength-based approach to learning and development in which children, families and educators are co-learners.



2025 Schedule of Rates for Licensed Child Care Programs

Updated December 2024



Toddler Fees

Program	Monthly Rate * CWELCC	Full Time Daily Rate * CWELCC	Part Time Daily Rate * CWELCC	Monthly Rate	Full Time Daily Rate	Part Time Daily Rate
Toddler	\$478.50	\$22.00	\$22.00	\$1,100	\$53.00	\$53.00

Preschool Fees

Program	Monthly Rate * CWELCC	Full Time Daily Rate * CWELCC	Part Time Daily Rate * CWELCC	Monthly Rate	Full Time Daily Rate	Part Time Daily Rate
Preschool	\$377.26	\$17.35	\$22.00	\$880.00	\$45.00	\$49.00

Kindergarten (FDK) fees

Program	Children under 6			Children over 6 (July - August)		
	Monthly Rate * CWELCC	Daily Rate * CWELCC	Part Time Daily Rate * CWELCC	Monthly Rate	Daily Rate	Part Time Daily Rate
Kindergarten: Before & After School	\$261.00	\$12.00	\$12.00	\$450.00	\$20.69	\$30.00
Kindergarten: After School	\$261.00	\$12.00	\$12.00	\$340.00	\$15.63	\$26.00
Kindergarten: Before School	\$235.00	\$12.00	\$12.00	\$235.00	\$10.80	\$16.00

	Daily Rate * CWELCC	Weekly Rate * CWELCC	Occasional Daily Rate * CWELCC	Daily	Weekly	Part Time Daily Rate
Kindergarten: PAdays	\$10.00	N/A	\$22.00	\$20.00	N/A	\$52.00
Kindergarten: Winter/March Break	N/A	\$101.59	N/A	N/A	\$215.00	N/A
Kindergarten: Summer Camp	N/A	\$101.59	N/A	N/A	\$215.00	N/A

School Age (SA) fees

Program	Children under 6			Children over 6		
	Monthly Rate * CWELCC	Daily Rate * CWELCC	Part Time Daily Rate * CWELCC	Monthly Rate	Daily Rate	Part Time Daily Rate
School Age: Before & After School	\$261.00	\$12.00	\$12.00	\$415.00	\$19.06	\$28.00
School Age: After School	\$261.00	\$12.00	\$12.00	\$305.00	\$14.02	\$24.00
School Age: Before School	\$180.00	\$8.28	\$12.00	\$180.00	\$8.28	\$14.00

	Daily Rate * CWELCC	Weekly Rate * CWELCC	Occasional Daily Rate * CWELCC	Daily	Weekly	Occasional Daily Rate
School Age: PAdays	\$10.00	N/A	\$22.00	\$15.00	N/A	\$50.00
School Age: Winter/March Break	\$20.31	\$101.59	N/A	N/A	\$205.00	N/A
School Age: Summer Camp	N/A	N/A	N/A	N/A	\$205.00	N/A

YCD is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System. * CWELCC 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. This is a five-year plan with a goal of reducing fees to an average of \$10 day by 2025-2026. Base fees for child care in CWELCC-enrolled programs are capped at a maximum of \$22 per day for eligible children. IF THIS PROGRAM FUNDING (CWELCC) IS NO LONGER AVAILABLE FROM THE GOVERNMENT FAMILIES WILL BE RESPONSIBLE TO PAY THE FULL MARKET RATES TO MAINTAIN CURRENT ENROLLMENT STATUS.

We continue to receive funding for a Rate Incentive from the Region of York. This funding enables us to reduce our fees for toddler aged children by \$4 per day.

We continue to receive funding for a Rate Incentive from the Region of York. This funding enables us to reduce our fees for preschool children by \$3.75 per day.

We do not charge a Registration Fee.

Fees are payable for all holidays as stated in the Family Handbook. There is no reduction in fees for illness or vacation. Our monthly fees are paid by credit card on the first of each month. Please refer to holidays, closures, and part time care in the Family Handbook. Fees are determined by a child's chronological age and not the program in which the child is placed.

York Child Development & Family Services Inc. reserves the right to amend school age fees at any time.

Serving Families in York Region since 1985
With Family Support Programs and Licensed Child Care