



**Upper Canada  
Child Care**

# **PARENT HANDBOOK**

The Parent Handbook is available to all parents. Families will be notified anytime updates are made. This Parent Handbook is not complete unless accompanied by the following documents:

- A fee schedule and hours of operation
- Program Statement
- Parent Issues and Concerns policy
- Waiting List policy

Please contact the centre supervisor for any further clarification.

## HISTORY OF ORGANIZATION

Upper Canada Child Care (UCCC) was incorporated with the objective of providing high quality, affordable child care in Ontario under the guidelines of the Child Care and Early Years Act, 2014 (CCEYA). Our first non-profit child care centre opened in Toronto in 1983, Simcoe County in 1989, and in York Region in 1991. We have grown to over 80 centres across these three regions.

## OUR VISION AND VALUES

### **Our Vision** **A smile on each child's face...every day.**

### **Our Values** **Support**

We offer tools and resources that help build successful partnerships throughout our childcare communities.

### **Safety**

We provide an environment that promotes active exploration of the world, ensuring physical well-being and emotional security.

### **Trust**

We foster a culture of integrity by establishing consistent expectations and clear boundaries while acknowledging the competencies and capabilities of children, families, and staff.

### **Professionalism**

We practice our profession in collaboration with one another, demonstrating a commitment to advocacy, ethical conduct, and continuous professional learning.

### **Respect**

We cultivate meaningful relationships by honouring diversity, and engaging in authentic communication.

## PROGRAM STATEMENT

Upper Canada Child Care is committed to providing quality programs that are guided by our organizational values of *support, safety, trust, professionalism, and respect*, and that are consistent with Ministry of Education policies and pedagogy, as outlined in the following documents:

- How Does Learning Happen? Ontario's Pedagogy in the Early Years
- Think, Feel, Act: Lessons from Research About Young Children
- Think, Feel, Act: Empowering Children in the Middle Years

UCCC views all children as competent, curious individuals who are rich in potential and capable of complex thinking. Each child is a unique person with their own interests, abilities, and dispositions, and deserves to feel accepted, understood, supported, and respected within our programs. We believe that we set the stage for children's success when we foster the foundations of belonging, well-being, engagement, and expression in our programs.

Research tells us that children learn in relationship with their environment and with others, through interactions with the people around them, and through actively exploring the world with their bodies, minds, and senses. Children learn best when they are fully involved in experiences that are meaningful to them, support their own interests, and allow them to make connections between what they already know and what they are experiencing. We know children learn when they are able to effectively regulate their energy and emotions, and are willing to take risks and face challenges.

Most importantly, we know that children learn through play whether it is lively and exuberant, or quiet and absorbing. Research is finding more and more of a connection between children's play that is freely chosen, joyful, active, and guided by their enthusiasm (rather than by outside goals) and the learning and social development that helps them succeed in life.

With these principles in mind, we have defined a set of goals and approaches, in compliance with the Child Care and Early Years Act, 2014, that guide our daily practices. For further details, please refer to our Program Statement document attached to this handbook.

## **OUR EDUCATORS**

UCCC centres are staffed by teams of dedicated educators with diverse backgrounds that reflect the communities we serve. Registered Early Childhood Educators (RECEs) are graduates of a college or university early childhood education program and are registered with the Ontario College of Early Childhood Educators, our professional, self-regulatory body.

UCCC employees are required to follow agency and Ministry legislated policies and procedures (e.g. Public Health, and fire regulations), and participate in a regular policy review. All centre employees hold a valid Standard First Aid Certificate with infant/child CPR-C and a clear Vulnerable Sector Check. Employees participate in mandatory workplace training including, but not limited to: The Workplace Health and Safety Act, WHMIS, Accessibility for Ontarians with Disabilities (AODA), and Food Handler Certification.

At UCCC, we value professional development. Training provides educators opportunities to learn new skills and access information on current issues. Our employees participate in a variety of opportunities, including regular training sessions, team and centre meetings, regional networking sessions, committees, workshops, and an agency conference. RECEs are also required to meet the continuous learning requirements of the Ontario College of Early Childhood Educators.

### **Supply Staff**

When a permanent employee is absent, supply staff are employed to deliver the program. Supply staff must meet the same requirements as the employee they are replacing.

### **Students and Volunteers**

UCCC centres partner with various community colleges, universities, and secondary schools to provide opportunities for students to complete practical placements. Students make significant contributions to our programs and the experience they gain is invaluable to their studies.

All UCCC centres are in compliance with the Ministry of Education requirements for supervision of children by employees, volunteers, and placement students. All students and volunteers and persons less than 18 years of age are supervised by an employee at all times and are therefore not permitted to be alone with any child. For more detailed information about this policy, please consult with the centre supervisor.

All students and volunteers are required to provide confirmation of a clear Vulnerable Sector Check and medical assessment prior to commencing placement at the centre and to review and sign centre policies prior to the start of their placement.

## **DAILY PROGRAM**

Upper Canada Child Care programs support play-based learning in which children have the opportunity to explore and interact with indoor/outdoor environments at their own pace, according to their own interests. These experiences provide the opportunity for active, creative, and meaningful exploration, which develops self-confidence. Self-directed play also fosters a sense of ownership in the process of learning and belonging in a child's learning group and environment.

Our approach to programming is rooted in the understanding that children's growth follows a developmental sequence that is universal, but through which each child proceeds at different rates and in unique ways. We use the Early Learning for Every Child Today (ELECT) and How Does Learning Happen? Ontario's Pedagogy for the Early Years (HDLH) documents to guide us in our approach to planning.

Through careful observation, educators are able to identify the developing skills and interests of children in our care. Daily experiences are planned based on these observations, while opportunity for spontaneity is still provided. Daily activities are recorded and posted to provide insight into the day's experiences while classroom documentation is used to reflect upon learning. Our programs provide care for a variety of ages:

**Infants (3-18 months) Ratio: 1 educator: 3 infants**

We focus on providing a warm and loving atmosphere where low ratios allow educators to provide individualized care for each infant. Each child's distinct sleep, feeding, and play routines are respected, and educators work with families to ensure that routines are consistent with those at home. Infants are nurtured through a variety of sensory, language, and movement experiences. There is time for independent exploration, group play, and one-to-one interactions with educators. A positive experience with infant care is supported through frequent dialogue and daily written records of each infant's activities (e.g. sleep, food intake, and diaper routine), fostering effective communication between families and teachers.

**Toddlers (18-30 months) Ratio: 1 educator: 5 children**

Toddlers are able and motivated to move and explore their environments. Our toddler programs provide children opportunities for safe, supervised play, while encouraging their exploration and desire to test the boundaries of their abilities. Educators offer children a variety of creative, sensory, language, music and motor experiences. As social skills develop, educators support toddlers with their emerging capacity for interactive and cooperative play in a warm, positive environment.

**Preschool (2.5-5 years) Ratio: 1 educator: 8 children**

Educators offer a variety of activities and experiences based on the emerging skills and interests of children. Art, games, loose parts play, sensory play, and cooking all foster emerging language, literacy, numeracy, and science skills such as observing, inferring, and predicting. Dramatic play, music, movement, and gross motor experiences also build language and social skills, and physical competency. Through careful planning of environments, children learn to explore, differentiate, make choices, and understand more complex concepts. Viewing children as competent and capable, we encourage the development of independence, resilience and self-help skills.

### **Kindergarten (4-5 years) Ratio: 1 educator: 13 children**

Our Junior/Senior Kindergarten programs follow the ELECT and HDLH programs which support the Ministry of Education curriculum, to provide an extension of the school day within a play-based environment. Planned experiences which promote the development of competency and self-esteem are offered. Children are encouraged to provide input into their day and are invited to make suggestions for planning and their environment. Full-time care is available on professional development days and school holidays.

### **School-Age Programs (6-12 years)**

#### **Ratio: 1 educator: 15 children or 1 educator: 20 children (ages 9-12)**

A diverse choice of activities are provided to school-age children, including sports, arts, crafts, and games. A period of time is also offered for children who may choose to work on homework. School-age programs implement elements of the ELECT and HDLH curriculums and principles. Full-time care is available on professional development days and school holidays.

### **Nursery School (2-4 years) Ratio: 1 educator: 8 children**

One of our centres offers a nursery school program for children ages 2 to 4 years. Each child is supported in developing social awareness through interaction with other children and with responsible, accepting adults. This program also implements the ELECT and HDLH curriculums.

### **Summer Camp (Kindergarten and School-Age)**

Summer camps provide an atmosphere of respect, comfort, and security. Children are encouraged to discover their own abilities and interests within an environment that promotes responsible choices. Our program features field trips, special theme days, nature experiences, and arts and crafts with an emphasis on promoting friendships, safety, cooperation, and most of all, fun.

Younger children also enjoy a fun-filled summer featuring age appropriate field trips, theme days, arts and crafts, and many indoor and outdoor activities. Many of our summer camp locations are operated out of local schools.

## **GUIDING BEHAVIOUR**

### **Steps to Guiding Behaviour**

Educators encourage safe, acceptable, and appropriate behaviour by:

- Helping children to develop positive relationships with each other by supporting their efforts to join play, by focusing attention on positive interactions with others, and by encouraging children to value one another's individuality.
- Supporting children in their efforts to respond to challenges and conflict by encouraging them to take an active role in problem solving and identifying alternative solutions.
- Responding sensitively to emotions, and encouraging children to identify and label feelings. Educators recognize that feelings of distress, fear, and discomfort may take time to resolve, and they allow children the time and support required to recover from difficult feelings.
- Encouraging children to identify which activities and experiences help them to remain calm and focused, and what type of activities they need to limit to maintain self-regulation.
- Providing small group experiences and smooth transitions that minimize distractions and promote positive interactions.

## **Client Conduct**

To promote a safe, comfortable, and inclusive atmosphere, each child and parent is at all times expected to:

- Be respectful of self, others, the environment (both indoor and outdoor), equipment, materials and property.
- Communicate through listening and speaking in ways that attempt to resolve conflict in a peaceful manner. Abuse of any kind (e.g. verbal, physical, emotional etc.) is not tolerated.

## **Employee/Student/Volunteer Conduct**

To promote a safe, comfortable, and inclusive atmosphere, each employee/student/volunteer of UCCC is at all times expected to:

- Uphold UCCC's core values: *Support, Safety, Trust, Professionalism, and Respect*.
- Follow approaches to child guidance that are outlined in the Program Statement. All employees, students, and volunteers are mentored and monitored on an ongoing basis to ensure that these approaches, and their accompanying strategies, are implemented in a manner consistent with our core values. When issues or concerns arise, employees are provided with enhanced supports to help them develop the skills required to be successful.

## **The following actions are prohibited:**

- Corporal punishment of a child.
- Physical restraint of a child, such as confining a 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 others, 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 centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or in the presence of a child that would humiliate, shame, frighten, or undermine the self-respect, dignity, or self-worth of a child.
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- Inflicting any bodily harm on children including making children eat or drink against their will.

Communication with families, school personnel, and external resources is important to ensure that the developmental needs of all children are met. When indicated, and with written parental agreement, children requiring specialized interventions may be referred to community agencies and organizations for these services. Access to external resources may involve additional cost to parents.

## **PARENT ENGAGEMENT AND COMMUNICATION**

Parents are encouraged to visit, participate in programs, and attend special events such as BBQs, family workshops and holiday celebrations. Parents are also encouraged to be involved in ways that reflect their interests and talents (e.g. sharing recipes, reading stories, or leading a classroom activity).

Ongoing communication between families and educators is essential, and happens through dialogue, electronic communication, newsletters, and notices posted in the centres. Parents have the opportunity annually to evaluate our programs through a confidential Family Satisfaction Survey.

## **Resolving Issues and Concerns**

A positive partnership between parents and educators is important to each child's development. When families have a concern related to the care of their child and/or the operation of the program it becomes the individual and collective responsibility of those involved to take action.

For further details regarding our resolution process, please refer to the Parent Issues and Concerns policy which is available on our website [uppercanadachildcare.com](http://uppercanadachildcare.com).

## **Reporting Abuse or Suspected Abuse**

Everyone, including members of the public and professionals who work closely with children, is required by law, to report suspected cases of child abuse or neglect. If a parent expresses concern that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "duty to report" requirement under the Child and Family Services Act.

## **NUTRITION**

A well-balanced and nutritious diet is essential for healthy growth and development. Our lunch and snack menus are developed in accordance with Ministry of Education requirements and Canada's Food Guide, and are approved by a certified nutritionist. Focused on providing a variety of nutritious ingredients, including whole grains, legumes, and fresh fruits and vegetables, our menus are changed seasonally, and are posted in each centre. Alternate menu options are provided for children with food allergies and dietary restrictions.

Striving to maintain a nut-safe environment, we limit food from home in the centre. In rare cases, children with food allergies or other dietary restrictions that the centre cannot accommodate are required to bring their snacks/meals from home. All written instructions for diet provided by a parent are followed. We promote healthy eating habits by encouraging children to identify their own needs, to make informed choices with food, and to take an active role in serving themselves.

### **Sample Menu: Full-Day Programs (specific menus available at centre)**

<b>Morning Snack</b>				
Whole Wheat English Muffins	Whole Grain Rice Krispies Cereal	Whole Grain Bran Muffins	Toasted Whole Wheat Bagels	Whole Wheat Blueberry Waffles
Yogurt	Milk	Milk	Cheddar Cheese	Milk
Fruit	Fruit	Fruit	Apple Slices	Applesauce
<b>Lunch Menu</b>				
Chicken Shawarma	Club Sandwiches on Whole Wheat Buns	Cheesy Pasta with Ground Turkey	Lentil Sheppard's Pie with Mashed Potatoes	Minestrone Soup
Tabouli Salad	Potato Wedges	Steamed Broccoli	Garden Salad	Tuna Sandwiches on Whole Wheat
Fresh Fruit	Fresh Fruit	Fresh fruit	Fresh fruit	Fresh fruit
Milk	Milk	Milk	Milk	Milk
<b>Afternoon Snack</b>				
Whole Wheat Soft Pretzel	Carrot Mini Loaves	Whole Wheat Breadsticks	Vanilla Yogurt	Whole Wheat Bagels
Havarti Cheese	Fruit Salad	Hummus	Cocoa Rice Cereal	Green Peppers
Apples/Pears	Milk	Red Peppers	Blueberries	Milk
<b>Late Snack</b>				
Very light snack consisting of a fruit or vegetable				

**Sample Menu: Before and After School Programs** (specific menus available at centre)

<b>Morning Snack</b>				
Whole Wheat English Muffins	Cereal	Whole Wheat Toasted Bagels	Whole Wheat Toast	Whole Wheat/Grain Waffles
Milk	Milk	Milk	Yogurt	Milk
Fruit	Fruit	Fruit	Fruit	Applesauce
<b>Afternoon Snack</b>				
Cereal	Whole Grain Breton Crackers	Whole Wheat Melba Toast	Whole Wheat Bagels	Whole Wheat Apple Cinnamon Muffins
Yogurt	Sliced Peppers with Dip	Havarti Cheese Apples/Pears	Sliced Cucumbers with Dip	Seasonal Fruit
Frozen Blueberries	Milk	Milk	Milk	Milk
<b>Late Snack</b>				
Very light snack consisting of a fruit or vegetable				

**Lunches Brought From Home**

On days where school-age children attend programs for a full day (e.g. camp, PA Days, Winter or March Breaks) it is required by the Ministry of Education that UCCC has procedures in place to support families in providing nutritious packed lunches while ensuring the safety of all children in attendance.

Educators examine all lunches brought from home to confirm they are nutritionally-balanced (Ministry of Education requirement) and are nut/allergen-free. UCCC also offers two nutritious snacks per day to children in all programs.

**About packed lunches:**

- Lunch bags and drinks must be clearly labelled with the child's name.
- Lunch bags must include ice packs for cold foods and/or thermos for hot foods to avoid spoilage.
- UCCC will communicate any concerns to parents.
- If a lunch is forgotten, and parents cannot be contacted, UCCC will supply any food needed.

**Allergies**

Some allergies are life threatening. **Families are asked to be allergy aware and to:**

- Please be aware of ingredients and not pack foods containing peanuts/nuts/or other identified allergens which cause anaphylactic reactions.
- Avoid cross-contamination with allergens (e.g. do not use the same cutting board to prepare toast with peanut butter and then a sandwich without washing in between).

**Nutrition Tips****Think Food Groups:**

Include 3 of the 4 food groups in a child's lunch. Children generally eat three meals a day, so providing about 1/3 the daily recommended servings for their age, is a good target. [Canada's Food Guide](#) provides more detailed information on food groups, recommended servings and sizes.

**Change It Up!** Offer a variety of foods. Simple changes (e.g. type of grain) can make lunch more interesting. Pairing new food choices with old favourites may help some children branch out.

### **Lunch Suggestions:**

- Homemade soup in a thermos with pasta and vegetables, and whole wheat roll
- Quinoa salad with feta, cherry tomatoes, cucumber, and balsamic dressing
- Leftover chilli with shredded cheese and nacho chips
- Whole wheat pita with tuna, sliced cucumbers, and cream cheese
- Tofu and vegetable stir-fry
- Lentils, onions, and rice
- Leftover pasta with carrot sticks

### **We also recommend:**

- Limiting prepackaged foods which contain high amounts of sodium, sugars, and fats
- Using only fresh foods or leftovers not more than a day old
- Washing fruits and vegetables

## **HEALTH AND WELLNESS**

Educators perform a daily visual check to ensure that children are well enough to participate in the program. If educators observe signs of illness that would prevent a child from full participation in the daily routine, the child will not be accepted into the program at that time. If a child becomes ill during the day, the parent will be contacted to pick up their child. Children who have a communicable disease, or display symptoms of such, cannot be cared for in the centre. They may return when they are no longer communicable and are symptom-free for 24 hours.

The regional health services departments determine the basis of when a child is excluded from a program due to illness and UCCC must comply with the rules in each region. In the event of an outbreak, the local Public Health requirements/guidelines will also be followed. Upon registration, families will receive a copy of Recommended Exclusion Guidelines for Common Communicable Illnesses.

### **Daily Outdoor Play**

Ministry regulations stipulate that outdoor play is part of our daily routine. If a child is too ill to play outdoors due to an acute illness, they should remain at home until full participation is possible.

Our programs will continue to participate in outdoor play during mildly inclement weather (e.g. light rain, cold weather conditions). Parents should ensure their children come ready to participate by providing clothing suitable for physical activity, the weather, and the season. A second set of clothes should be kept in a labelled bag at the centre. Clothing should encourage independent dressing. Please note that although we will do our best to avoid losses, the centre will not be responsible for lost clothing or articles.

Our programs often go on neighborhood walks, visiting parks and natural outdoor areas (e.g. fields, ponds, and forests). These outings provide children the opportunity to explore natural environments and challenge themselves through physical activity and experiences.

### **Rest and Sleep Times**

Sleep is important to each child's health and well-being, and is integral to physical, cognitive, and emotional development. Children vary in the amount of sleep that they need, however health experts agree upon general guidelines for sleep requirements. Good habits, including established nap and bedtime routines, help to ensure that young children get the amount of sleep required for optimal development.

In accordance with CCEYA regulations, our centres establish daily routines which provide for sleep or rest needs of children, as determined in consultation with each child's family, and will implement supervision measures to ensure safety during sleep time routines.

### **Administration of Medication**

The centre will administer prescription medications to children, in accordance with provincial legislation. Families are required to:

- Provide centre with written medical authorization, including the dosage and times a drug is to be given.
- Provide medication in the original container/packaging, clearly labeled with the child's name, name of the drug, dosage, the date of purchase, and instructions for storage and administration. (Parents may ask the pharmacist to divide the dosage into two containers so one can be left at home and one left at the centre until the dosage is finished).
- Directly hand any medication to an educator. Medication is not to be left in a child's bag.
- Provide an accompanying doctor's note for non-prescription medications. Non-prescription medications will be administered according to the policies outlined for the administration of prescription medications.

Employees will **not** administer expired medication.

### **Anaphylaxis Plans**

In accordance with CCEYA regulations, an individualized Anaphylaxis Plan (AP), is required at the time of enrollment for children who are at risk of an anaphylactic reaction. The AP should be created with input from the child's parent (physician input is optional). Each plan must include child specific emergency procedures to be followed by employees in the event of an anaphylactic reaction.

Any child who requires emergency medication (e.g. EpiPen) must have the appropriate medication present in the centre or they will not be allowed to participate in the program.

### **Medical Plans**

In accordance with CCEYA regulations, development of an individualized Medical Plan (MP), with input from the child's physician (optional) and parent, is required at the time of enrollment for children who have special medical conditions. Each plan must include directions regarding medical devices and medications required to support the child, and specific emergency procedures to be followed by employees in the event of a medical reaction.

### **Emergency Medical Attention Procedures**

In an emergency, employees will take any or all of the following actions:

- Call an ambulance (911)
- Contact a parent
- Contact the emergency contacts
- Administer reasonable first aid measures

## **GENERAL OPERATING PROCEDURES**

### **Days and Hours of Operation**

Full time care is provided five days per week. We are open fifty-two weeks a year. Our general hours of operation are from 7:00 AM to 6:00 PM. The specific hours of operation are posted in the child care centre.

### **We will be closed for the following holidays:**

- New Year's Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Civic Holiday (Simcoe Day)
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day

**Note:** All centres close at 3:00 PM on Christmas Eve (December 24<sup>th</sup>).

Our goal is to provide service under all circumstances. However, unexpected closures due to conditions beyond our control may result in an inability to provide services within our regular hours of operation. It may also be necessary to provide care at an alternate location. UCCC makes every effort to provide the regular level of care in these situations. In the case of a prolonged closure, the Board of Directors will determine any changes to hours of operation. Families will be advised of changes as soon as possible.

### **Admissions and Orientation**

Families are accepted into the program on a first-come, first-served basis (priority is given to siblings and transfers from other UCCC sites). Families may be added to a waiting list due to limited availability in a program. A child's position on the waiting list will be available to their family upon request by contacting the centre supervisor. In order to maintain privacy and confidentiality, the position of the family on the waiting list will only be provided to the parent(s) named in the registration.

When space becomes available, the centre will contact families on waiting lists with directions to complete the process. A child is considered enrolled once all registration and financial forms have been submitted, confirmation from the supervisor is received, and a Child Care Contract is signed. Prior to a child's start date, families are encouraged to attend an orientation session. Orientation is an opportunity to ease transition of the family into the program routine.

### **Information Updates**

Under the CCEYA, families are required to provide the centre with the following information:

- Home address and telephone numbers (including work and cell phone numbers)
- Telephone numbers of emergency contacts
- Immunization status or any affidavit, or declaration
- Custody arrangements and/or special circumstances

To abide by a temporary or final custody order, separation agreement, or other domestic contract, a copy of the official document is required. It is the registering parent's responsibility to notify the supervisor of any changes to any agreement, in writing. Please ensure that all details are included. A parent should advise, in writing, of any developing concerns or circumstances associated with custody and access that may impact pick-up and drop-off routines.

## **Arrivals, Departures, and Release of Children**

For the safety and protection of children, UCCC ensures strict procedures are followed regarding arrival and departure of children. Educators will ensure that parents deliver their children directly to a teacher, and notify educators when they are taking their children home. Daily attendance records will be kept with each group at all times.

Families are required to notify the centre if someone (minimum age of 16 years) other than a main contact person will be picking up their child. If the authorized person is unknown to employees on duty, the authorized person will be required to show photo identification.

Children will **not** be permitted to leave the program unaccompanied by a parent or other authorized person (minimum 16 years of age).

## **Late Pick-Up Fee Policy**

Occasional and unforeseen circumstances may occur causing parents to arrive after closing time. Late fee rates are posted in the centre and are paid directly to the employee supervising the child(ren). Our Late Fee policy is posted in the centre and is designed to encourage parents to arrive on time. We do not provide an extended hours service and ask that parents respect the employees and the hours of operation.

If a child has not been picked up longer than one hour after the centre closes, and employees are unable to reach families or emergency contacts, we are required to notify the regional Children's Aid Society and local police department.

## **Canada Wide Early Learning Child Care System (CWEELCC)**

The CWEELCC is a National Child Care Program intended to reduce child care fees for parents and provide more funding for better pay for child care professionals. Families do not apply for any rebates, the new fees will be automatic once a child care provider is enrolled and approved within the system.

Upper Canada Child Care has been accepted into the CWEELCC system in all three of the regions where we operate (York, Toronto, and Simcoe). Exceptions exist where the program does not serve children of the eligible age group such as in schools that offer French Immersion programs.

Families who are eligible for reduced fees under CWEELCC, will be rebated according to the following schedule:

- An average of 25% off the standard fee as of September 1. Retroactive to April 1, 2022.
- An additional discount of an average of 25% off the standard fee as of January 1, 2023.
- Remaining rebates will be phased in over time, until September 2025, to reach the average price of \$10/day.

## **Who is eligible?**

Families may be eligible for reduced fees if they pay more than \$12 per day for child care and if their child:

- Is under the age of six, or
- Turns six years old between January and June and is enrolled in a licensed preschool or kindergarten age group before and after school program, until June 30, or
- Turns six years old after June 30, and is enrolled in a licensed kindergarten camp or before and after school program, but will be eligible for reduced fees only until the last day of the month in which they turn 6.

Parents of eligible children must sign an acknowledgement which is part of the Child Care Contract indicating that they are aware that the government is supporting a portion of their child care fees through the CWELCC system and that if the funding is no longer available, that the parents resume responsibility for the entire child care fee.

### **Payment Policies**

- Once space has been confirmed, a non-refundable family registration fee of \$40 is required.
- A security deposit of \$200 per family (families receiving fee assistance are exempted) is required. It will be applied to any outstanding balance when families withdraw from care with the required notice.
- Fees are processed exclusively in the form of monthly pre-authorized payment. Accounts will be debited according to individual payment terms. Either the full fee amount will be debited on the first business day of the month or two equal payments are withdrawn on the 1<sup>st</sup> and 15<sup>th</sup> of each month. Any payments which fall on a weekend or holiday will be withdrawn on the next business day.
- All payments returned from the bank (i.e. NSF) will be subject to a processing fee of \$40.
- Fees will not be refunded for statutory holidays or other days we are required to be closed which is outside the control of UCCC, school holidays, professional activity days or any absent days due to vacation or illness.
- Failure to resolve any unpaid or overdue balances will ultimately result in termination of service. Child care spaces will not be held for accounts in arrears.
- A receipt of payment will be issued to the account holder(s) noted on the pre-authorized payment form after year end for income tax purposes. Bank statements serve as interim receipts.

### **Withdrawal Procedures**

Families are required to provide one month written notice to the centre supervisor prior to withdrawal or making changes to child care arrangements. If appropriate notice is not provided, fees will continue to be charged to the account for the one month notice period. Families receiving fee assistance should comply with the terms and conditions stated in their regional subsidy agreements.

Should the supervisor of the program, in consultation with the director, determine that a child cannot adjust to the program, or if the parent has not upheld the terms of the Child Care Contract, termination of services may occur. The process of termination for all children will include any or all of the following steps:

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| <ul style="list-style-type: none"><li>▪ Documentation of incidents</li><li>▪ Meeting with appropriate parties</li><li>▪ Request for payment to reimburse damages to property</li></ul> | <ul style="list-style-type: none"><li>▪ Alteration to the terms of service</li><li>▪ Referral to/consultation with outside agencies</li><li>▪ Suspension/termination of service without notice</li></ul> |
|--|--|

The safety of all children is our primary concern. The provision of our service is conditional upon the compliance of parents and children with our Code of Conduct outlined in the Child Care Contract. If it is determined that we can no longer provide care, a signed, written notice of permanent withdrawal will be provided to a family one month in advance. However, behaviour that poses a safety hazard will not be accepted and may result in immediate termination of service.

**NOTE: a child suspended from school may not attend a child care centre located on the same site during the suspension.**

## **Emergency Management Procedures**

Each UCCC centre has written policies and procedures regarding the management of emergency situations that outline:

- Preparation for emergency management, including establishing appropriate gathering/evacuation sites and regularly conducting evacuation drills.
- Roles and responsibilities of centre employees during emergency situations.
- Guidelines for communication with parents, emergency personnel, and external supports throughout an emergency. Parents will be notified electronically and/or by phone when a program has been evacuated due to an emergency event.
- Procedures to support children and employees who experienced distress during the emergency. For detailed information regarding emergency management procedures, please consult with the centre supervisor.

## **Workplace Harassment, Bullying, and Violence**

All UCCC centres are in compliance with Bill 168 of the Occupational Health and Safety Act relating to violence and harassment in the workplace. For detailed information about the policies, please refer to the bulletin board in the centre where these policies and procedures are posted.

## **Serious Occurrence Notification Form Posting**

All UCCC centres follow Ministry of Education requirements to post a Serious Occurrence Notification Form at the child care centre where a serious occurrence has taken place. The Serious Occurrence Notification Form will be posted within the timelines of the Ministry requirements and will maintain the confidentiality of the parties involved. For detailed information about the policy, please consult with the centre supervisor.

## **Information Sharing Consent and Privacy**

A signed Information Sharing Consent Form enables a child's school and child care to share pertinent information, related to a child. Ongoing communication between the school and the child care provides consistency and enhances a student's educational experience.

The collection, use, and disclosure of parents' and children's personal information by a centre is for the purpose of providing childcare services to children enrolled in centre programs. The centre will protect the privacy of all personal information in its possession in compliance with prevailing privacy legislation and in accordance with the UCCC Privacy policy.

## **Field Trips and Outings**

Centres may go on occasional field trips that require school bus transportation. Families will be notified in advance of all trip details including specific modes of transportation. Where families do not wish their child to participate in specific outings or events, it is the responsibility of the family to arrange for alternative care for the duration of those activities.