



**Upper Canada  
Child Care**

# **FAMILY HANDBOOK**

*A Guide to Upper Canada Child Care Programs and Services*



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## WELCOME MESSAGE



**Bill Harlow**

CEO OF UPPER CANADA CHILD CARE

Welcome! I want to take this opportunity to share the history of Upper Canada Child Care with you as well as our mission and vision for the organization.

UCCC is the direct result of the experience and passion of my mother Josie. An ECE graduate, Josie provided families with professional and high-quality childcare, but she wanted to make that available for all families. With my dad, John and his partnership, they opened their first not-for-profit childcare at Fenside Public School in 1983. That was the start of their brand of professional childcare. Upper Canada Child Care was well received and they grew.

Since those early days, we have evolved into a large organization providing care and support to thousands of children and their families in Toronto, York Region, and Simcoe County. It is quite a legacy.

As a not-for-profit organization we are governed by a Board of Directors made up of volunteers who have experience in business, childcare, and education.

My role as CEO is to report to our Board of Directors and ensure the stability of the organization.

Upper Canada Child Care may be a large organization but each centre is a team of caring, committed professionals who reflect the diversity of their community who work together to provide high quality childcare to our clients.

Grounded in our organizational values of trust, support, professionalism, safety, and respect our teams work to achieve our vision:

A smile on each child's face...every day.

We are able to realize this goal by staying true to our mission statement:

Building relationships is at the core of what we do. In our playful and caring environments we support each child's self-discovery and their growing connections to others and nature; we foster communities where everyone belongs.

Thank you for choosing UCCC to be your partner and trusted childcare provider.



## OUR LEARNING MODEL



### Our Foundation

Our programs prioritize play-based learning, inquiry, and the importance of time spent outdoors. By following our Program Statement, we ensure an integrated approach to early learning which is consistent with Ministry of Education legislation and pedagogy, as outlined in the following:

- 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



**Ann Macdonald**

VP CHILD CARE PROGRAMS

Our program delivery is based on the belief that children are capable, complex, curious, and rich in potential. We respect each child as an individual who is unique in their interests, abilities, and nature and who deserves to feel accepted, understood, and supported.

### Quality Assurance

Our childcare programs benefit from educators who have certification and expertise in the following areas:

- Inclusion Support
- Quality Assurance and Licensing Support
- Training and Development
- Outdoor Education
- Summer Camp

These experts provide training, support, resources, and guidance to our classroom educators with the goal of building capacity and improving our programs and delivery.

### Program Statement

Our Program Statement outlines our curriculum goals and what they look like in practice. We offer rich play experiences where children learn through their interactions with peers and educators, and through active exploration of the world using their bodies, minds, and senses.

We encourage children to engage in experiences that are meaningful to them, support their interests, and help them to make connections between what they already know and what they are experiencing. We also help children to effectively regulate their energy and emotions, to take risks and face challenges. Our complete [Program Statement](#) is found in the appendix.





Centre supervisors are RECEs who manage day-to-day operations. Centres have an assistant supervisor or designate who supports the supervisor and manages operations in their absence. School Age Programs also have a team lead.

Each classroom has an RECE certified or equivalent teacher and an assistant.

All centre employees have:

- Standard First Aid and CPR-C
- A clear Vulnerable Sector Screen

Most also have food handlers certification.

Supply staff are available to cover educator absences.

Student/apprentice teachers are also part of our childcare programs: they are required to provide a clear Vulnerable Sector Check, medical assessment, and review all policies prior to their placement. All students and volunteers are always supervised by an employee and are not permitted to be left alone with any child.

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. (The college regulates and governs the profession of RECEs in the public interest and according to the provisions of the Early Childhood Educators Act, 2007 and oversees continuous learning requirements for its members.)

## ROLE OF EDUCATORS

Educators observe and join in children's play to identify their interests and knowledge. They extend and discover the next step in children's learning by asking purposeful questions like:

- What do you think?
- What do you wonder?
- How do you think we can find out?

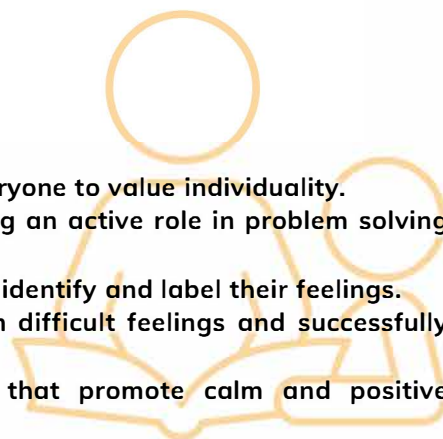
In any given moment, "play" can include opportunities to explore math, science, art, or literature; our educators are always looking for those opportunities.

Educators document and share daily activities and provide insight into the children's learning in a variety of ways.

## GUIDING BEHAVIOUR

Educators encourage safe and appropriate behaviour by:

- Helping children to develop positive relationships with others.
- Supporting children's efforts to join play.
- Focusing attention on positive interactions and encouraging everyone to value individuality.
- Encouraging children to respond to challenges/conflict by taking an active role in problem solving and identifying alternative solutions.
- Responding sensitively to emotions and encouraging children to identify and label their feelings.
- Providing time and support children may need to recover from difficult feelings and successfully rejoin the group.
- Providing small group experiences and smooth transitions that promote calm and positive interaction.





## INCLUSION AND DIVERSITY

It's important to us that families feel welcome and have a sense of belonging in our programs. We celebrate the uniqueness of each child and readily adapt our programming to support each one's optimal development.

Our inclusion policy and philosophy promote environmental adaptations and modifications to support every child's full participation regardless of "appearance, age, culture, ethnicity, race, language, gender, sexual orientation, religion, family environment, and developmental abilities" (ELF, 2007, pp. 11-12). Special emphasis is given to: promoting choice and accessibility of materials throughout the day, each child's individual needs, peer interaction, building friendships, and independent play.

Our programs create equitable learning and developmental opportunities for children from diverse racial, ethnic, social, and cultural backgrounds by continuously seeking to prevent, or identify and remove barriers to participation.

When children require extra support, we access additional resources and strategies through collaboration with families and community partners such as Speech and Language Services, Early Intervention Services, and Community Living Services.

The consultants who make up the Inclusion Support Team (IST) have the experience and credentials to support our goals of inclusivity for children and families. Each team member supports the centres in their region with resources, programming, practical implementation, and 'hands on' support for children with unique needs.

Our partnerships with families and communities are critical in supporting the development of children.



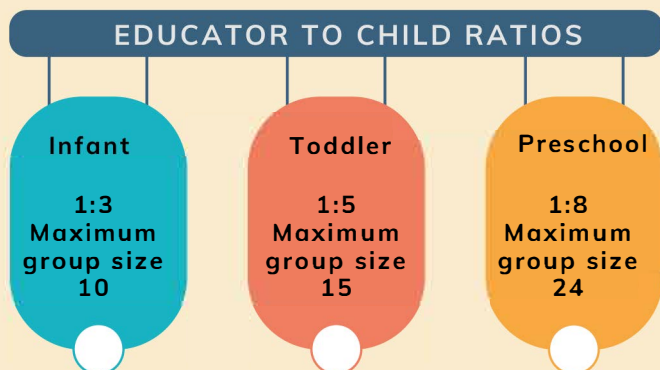
The following resources are available on our website.  
[UCCC Inclusion Principles, Accessibility Plan](#)



## OUR FULL-DAY PROGRAMS

- Full-time and part-time care (a minimum of 2 consistent days per week) is subject to availability
- Not all programs are available at all locations.
- Open Monday to Friday, 7:00 AM – 6:00 PM (some locations have extended hours).
- Fee subsidy available (based on qualifying criteria). CWELCC funding (0 to 6 years).

### EDUCATOR TO CHILD RATIOS



### ABOUT NUTRITION

- Menus are:
  - healthy, varied, and change seasonally
  - reviewed by a registered dietician
  - based on Canada's Food Guide
  - nut-free, allergy aware
  - responsive to dietary requirements
  - posted in centre
- Each snack/meal contains a minimum of 3 food groups.
- Two nutritious snacks and hot lunch are provided daily for full-day programs.



### INFANT (3 TO 18 MONTHS)

All infants receive personalized care responsive to their needs. Educators focus on forming a warm, secure attachment with each child. A daily record (sleeping, eating, diapering) is available to families.

Infants experience playful and nurturing interactions that support language growth, motor skills, and active exploration. Babies enjoy daily outdoor time and age-appropriate experiences



### TODDLER (18 TO 30 MONTHS)

Our program encourages emerging language and motor skills and growing capacity for self-regulation. We support peer connections and cooperative play. Daily outdoor time in all seasons is also a priority.

Families can expect a flexible group routine responsive to needs (e.g. play, nourishment, toileting, rest). A daily record for each child is available.



### PRESCHOOL (2.5 TO 5 YEARS)

Ever-curious preschoolers participate in programs which are based on their interests. We offer playful opportunities to explore literacy, numeracy, science, nature, and creative arts.



Daily outdoor play in all seasons is a priority. Groups also take community walks and visit White Pines Forest School. Alternate care isn't available for those days. Families can expect a flexible group routine with periods set aside for play, nourishment, toileting, and rest.



## OUR SCHOOL AGE PROGRAMS

- Full-time and part-time care (a minimum of 2 consistent days per week) is subject to availability.
- Care available for PA Days, Winter and March Break (pre-registration may be required).
- Local summer camps available.
- Open Monday to Friday, 7:00 AM to school start and school end to 6:00 PM (some locations have extended hours).
- Fee subsidy available (based on qualifying criteria).
- 2 nutritious snacks offered daily.

### EDUCATOR TO CHILD RATIOS

#### Kindergarten

1:13  
Maximum  
group  
size 26

#### School Age (Ages 6-9 yrs)

1:15  
Maximum  
group  
size 30

#### School Age (Ages 9-12 yrs)

1:20  
Maximum  
group  
size 40



### ABOUT NUTRITION

- Menus are:
  - healthy, varied, and change seasonally
  - reviewed by a registered dietician
  - based on Canada's Food Guide
  - nut-free, allergy aware
  - responsive to dietary requirements
  - posted in centre
- Each snack contains a minimum of 3 food groups.



### KINDERGARTEN (4 TO 5 YEARS)

We offer fun, play-based programs to further develop growing self-help, self-regulation, and social skills. Parents can expect a flexible group routine, daily outdoor play in all seasons, and two healthy snacks.



### SCHOOL-AGE (6 TO 12 YEARS)

Educators model respectful, positive interactions while recognizing children's need for more independence and time with friends.

Parents can expect a flexible group routine, two healthy snacks, and daily outdoor play in all seasons.



### PA DAYS, WINTER, AND MARCH BREAK (4 TO 12 YRS)

A PA Day program is offered at most sites or a convenient site nearby.

The longer days allow for more extended, fully developed play experiences.

A packed lunch from home is required.

GO OUTSIDE, GET DIRTY,  
HAVE FUN, HAVE  
ADVENTURES. REPEAT.



### SUMMER CAMP (4 TO 12 YRS)

Summer camp is a great opportunity for children to explore, follow their interests, and create lasting memories.

At UCCC, campers will:

- Explore local communities and enjoy amenities such as splash parks.
- Go on field trips and participate in special theme days, nature experiences, arts and crafts. Alternate care isn't available for those who don't wish to attend trips.
- Bring a peanut-free packed lunch Monday to Thursday, and join us for a pizza lunch on Fridays.

For more information, see [uppercanadachildcare.com](http://uppercanadachildcare.com)





## THINGS TO KNOW



As a licensed childcare provider, UCCC must follow legislated requirements from the Ministry of Education, Public Health, and the Ministry of Labour. That can create quite a few rules and regulations we must follow. Please note this is a summary of requirements and cannot cover every situation. If you have any questions please speak to classroom educators or the centre supervisor.

### CONDUCT

To promote a safe, comfortable and inclusive atmosphere. UCCC community members are expected to:

#### Client Conduct (Children and Parents)

- Be respectful of self, others, the environment, equipment, materials, and property.
- Communicate through listening and speaking in ways to resolve conflict in a peaceful manner.

Behaviour that poses a safety hazard may result in termination of service.

#### Employee/Student/Volunteer Conduct

- Uphold UCCC's core values: support, safety, trust, professionalism, and respect.
- Follow approaches to child guidance that are outlined in the Program Statement.

### ABUSE OF ANY KIND (VERBAL, PHYSICAL, EMOTIONAL ETC.) IS NOT TOLERATED



**IF YOU SUSPECT A CHILD IS BEING ABUSED OR NEGLECTED, CONTACT THE LOCAL CHILDREN'S AID SOCIETY IN YOUR REGION, IMMEDIATELY.**

### REPORTABLE ACTS

- Corporal punishment
- Physical restraint, such as confining a child to a high chair, car seat, stroller, or other device for the purposes of discipline or supervision. Physical restraint is permitted to prevent injury of the child or others and only as a last resort or until the risk has concluded.
- Locking exits of a childcare centre to confine a child or confining a child in an area or room without adult supervision, unless 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. 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 a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- Inflicting any bodily harm on a child including making children eat or drink against their will.

## PACKED LUNCHES AND ALLERGIES

When school age children attend programs for a full day (e.g. camp, PA Days, Winter or March Breaks) UCCC educators examine lunches to ensure that families adhere to the following:

It's a Ministry of Education requirement that all lunches brought from home must be nutritionally-balanced and be nut/allergen-free. UCCC offers two nutritious snacks per day to children in all school age programs.

- 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.

### Nutrition Tips



- **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.
- **Limit** prepackaged foods which contain high amounts of sodium, sugars, and fats.
- **Use** fresh foods or leftovers not more than a day old.
- **Wash** fruits and vegetables.



**Some children have allergies that are life threatening.**



Families are asked to be allergy aware and to:

- Be aware of ingredients and not pack foods containing peanuts/nuts/or other identified allergens which cause anaphylactic reactions.
- If children eat peanut butter for breakfast it's important to wash hands and brush teeth before arriving at centres.
- Avoid cross-contamination with allergens (e.g. do not use the same cutting board to prepare toast with peanut butter and then lunches without washing in between).

## HEALTH AND WELLNESS



Regional Public Health Units determine when a child is to be excluded from a program and UCCC must comply with those rules.

These measures are in place to avoid serious outbreaks of illness/disease.

If an outbreak, local Public Health recommendations will be followed.

Upon registration, families will receive a copy of Recommended Exclusion Guidelines for Common Communicable Illnesses.

In compliance with Public Health guidelines, educators perform a daily visual check upon arrival to confirm that children are well enough to participate in the program.

**If signs of illness are observed that might prevent participation, the child may not be accepted into the program.**

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.**

Children may return when no longer communicable and have been symptom-free for 24 hours.

## EMERGENCY MEDICAL PROCEDURES

In case of emergency UCCC will take any or all of the following actions:

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



## SPECIALIZED NEEDS

The Ministry of Education requires that any child with specialized medical conditions must have an individualized Medical Plan, or in the case of Anaphylaxis, an Anaphylaxis Plan.

Plans will be developed with input from the child's physician (optional) and parent and is required at the time of enrollment.

Plans must be reviewed and updated as needed or annually.



## MEDICATION

The centre will administer prescription medications to children, according to legislation. Families must provide the following:

- Written authorization, including the dosage and times a drug is to be given.
- 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.

**Please speak to the centre supervisor about requirements for non-prescription medications.**

It's important to hand medication directly to an educator. **Never leave medication in a child's bag.** Employees will not administer expired medication.

## Serious Occurrences

**In the event of a serious occurrence, a notice is posted on the front door of the centre with details and action items. Families should consult directly with the supervisor.**

## REST TIMES

Sleep is important to each child's health and well-being, and is integral to physical, cognitive, and emotional development.

Ministry of Education legislation requires that providers establish flexible daily routines which include sleep or rest time for children in consultation with their family, as well as supervision measures to ensure safety during sleep time routines.

## DAILY OUTDOOR PLAY

Ministry regulations stipulate that outdoor play is part of our daily routine. Our programs often go on neighborhood walks and visit local fields, ponds, and forests. These outings provide opportunities for children to explore new spaces and experience age-appropriate physical challenges.

Our programs also participate in outdoor play during mildly inclement weather (e.g. light rain, cold weather). We ask that you ensure children come ready to participate by providing clothing suitable for physical activity, the weather, and the season.

Muddy Buddies (full-body, waterproof suits) are provided on site for preschool classes.



## OUR OPERATING POLICIES



### Operating Hours

Full-time care is provided five days per week (Monday to Friday). We are open 52 weeks a year. Our general hours of operation are from 7:00 AM to 6:00 PM. Some locations have extended hours. 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, and Boxing Day.** Note: All centres close at 3:00 PM on Christmas Eve (December 24).

If unexpected closures due to conditions beyond our control result in an inability to provide services within our regular hours of operation or location, an alternate location may be provided.

### Admissions

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. For our full Waiting List policy, please see addendum.

Enrolled families in our school age programs must notify UCCC of their intent to re-enroll prior to the end of the school year. Typically we ask for this commitment in the Spring. Final enrollments and confirmations must be provided no later than August 1, which is when supervisors begin contacting families on the waiting list.

### Contact Information

It's a requirement of the Ministry of Education and a condition of care, that UCCC is provided the following accurate information:



- Home address and telephone numbers including work and cell phone numbers and email address.
- Please ensure that your email is accessible to receive messages from us and located in countries that do not restrict emails from outside their borders.
- Telephone numbers of emergency contacts
- Immunization status or any affidavit, or declaration
- Custody arrangements and/or special circumstances
- Families must notify us immediately of any changes to their contact information.



### Arrivals and Departures

Parents must deliver their children directly to an educator when dropping children off, regardless of the child's age, and must also notify educators when they are taking their children home. Daily attendance records are kept.



Please notify the centre if someone other than a main contact person will be picking up your child. If the authorized person is unknown to employees on duty, photo ID will be required.

Children are never permitted to leave the program without an authorized adult (16 years+). It is very important to notify UCCC if your child will not be attending a program for any reason such as illness or vacation.



## Fees



By signing our Childcare Contract, families commit to a payment schedule and payment is processed exclusively through an automated system. **Failure to meet your financial commitment will result in termination of childcare services.**

- UCCC will apply administrative charges to accounts for any late payments.
- One month written notice is required for any change to childcare services or withdrawal. Fees will continue until appropriate notice is provided.
- 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.
- For our full fee policy which includes late fees, registration, and security deposits, please review the Fee Schedule in the addendum and our Childcare Contract.

## CWELCC and Fee Subsidy

Upper Canada Child Care has been accepted into the CWELCC system in all the regions where we operate (York, Toronto, and Simcoe) except where the program does not serve children of the eligible age group (e.g. French Immersion). If this funding ceases to be available, or is cancelled, or UCCC no longer qualifies, families are responsible for the entire childcare fee.

Children are eligible for CWELCC fee reductions up until the end of the month that they turn 6 or until June 30, whichever is the later date. The fee reduction is detailed on the fee schedule in the addendum.

Some families may also qualify for fee assistance through the local Children's Services department. This funding is applicable to all age groups. Links to subsidy websites are available on [uppercanadachildcare.com](http://uppercanadachildcare.com).

## Emergency Management

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

- Establishing gathering/evacuation sites and conducting regular safety drills.
- Responsibilities of centre employees during emergency situations.
- Guidelines for communication with parents, emergency personnel, etc. Parents will be notified as soon as it is safe to do so, when a program has been evacuated. Parents will be notified of a centre evacuation by either phone, email or parent communication app as soon as it is safe to do so.
- Procedures to support children and employees who experienced distress during the emergency.

## Privacy

Your confidentiality and privacy is our priority. We take all available measures to protect your information according to current legislation.

UCCC will collect, use, store, disclose, and transfer personal information families provide to us, to provide services to families and to third parties/agencies responsible for funding, quality assurance, inspection, support etc. (e.g. Children's Services consultants, school board personnel, teachers, government agencies/bodies etc.) in accordance with the UCCC Privacy policy.

Our [Privacy Policy](http://uppercanadachildcare.com) is located on [uppercanadachildcare.com](http://uppercanadachildcare.com)



# FAMILY ENGAGEMENT

UCCC has an expectation of engagement and a system that's worked well for us and evolved over many years. **In our centres parent engagement is a daily event.** UCCC strives to build relationships with families and serve them in ways that are meaningful to them and may vary from community to community.

We start building relationships with our community through the sharing of information and we use many methods such as:

- Informal daily interactions, communication boards, and postings
- Email communication
- Meetings (by phone, virtual, or in person) as needed/requested
- Daily Records (provided for Infant and Toddler Programs)
- Calendars
- Storypark App



**We encourage families to engage with programs in ways that reflect their interests/talents and according to their personal comfort level.**

Opportunities for participation include:

- Visiting the classroom
- Interacting with educator and class via Storypark
- Volunteering on field trips and outings
- Demonstrating interests, skills, or hobbies



Our centres host events, mostly smaller ones, but some larger, throughout the year. This might look like coffee and a muffin or special craft from a child to their parent on a holiday, an opportunity for families to come into the class to make a craft with their child, or a chance to participate in a community-based charity drive for the local food bank.



**Organizationally, we share information with and invite input from families in the following ways:**

## **Annual Family Satisfaction Survey and Summer Camp Surveys.**

Feedback provided on our annual surveys gives UCCC insight into families' experience of our programs and is examined closely to find ways to improve programs at both the centre and organizational level.

## **Blog/News/Events Portal on our Website**

Our blog showcases information that give families concrete examples of our Program Statement and education philosophy in action.

## **Annual Founders Award for Excellence in Early Childhood Education**

Each year (since 2018) we invite families to nominate an educator of their choice by submitting a letter which explains how an educator has made a difference to them. We receive greater numbers of nominations from happy families each year. Thank you!

## **Family Newsletter – Connections**

Our organizational newsletter shares seasonal information, important events, dates, centre happenings. Most importantly, Connections provides more information about our educational philosophy, and the benefits of outdoor education, play-based learning, and risky play. We publish four issues per year.



## FAMILY ENGAGEMENT



While we want to accommodate reasonable requests, we must also balance that with regulations that govern our license, the needs of all children and their safety in the program. We value our partnership, so before escalating a concern, please try and discuss it directly with the person involved. If it cannot be resolved with that individual, we request that you follow the hierarchy below:

1. Classroom Educators
2. Supervisor
3. Regional Director
4. VP Child Care Programs

Our policy on resolving Parent Concerns can be found in the addendum.

### Upper Canada Child Care Head Office

Address	498 Markland St. Unit # 5 Markham ON L6C 1Z6
Phone	289-982-1113
Email	info@ucccc.ca
Website	<a href="http://www.uppercanadachildcare.com">www.uppercanadachildcare.com</a>
Instagram	<a href="https://www.instagram.com/uppercanadachildcare/">https://www.instagram.com/uppercanadachildcare/</a>
Facebook	<a href="https://www.facebook.com/UpperCanadaChildCare">https://www.facebook.com/UpperCanadaChildCare</a>

### STORYPARK APP

Upper Canada Child Care offers access to Storypark in our programs: a secure, private, online service accessible via web or mobile devices. Storypark supports communication between educators, children, and families and makes play-based learning visible through photo, video, and written documentation. This service is provided to families at no additional cost. Storypark is one of many tools to help build successful partnerships throughout our childcare communities.

Please be aware that posting on Storypark will occur when possible as the primary focus of our educators is to engage with and care for the children. Safety and supervision is our priority. Individual needs of children and programs varies and as a result your Storypark experience will also vary.