



# 2021 Annual Report



**Schoolhouse Playcare Centres of Durham**

## Message from the Chair, SPC Board of Directors

I am so proud of the entire team at Schoolhouse Playcare Centres of Durham, for their unwavering dedication and resiliency as we continue to navigate through obstacles like COVID protocols, school closures and workforce challenges.

This past year, while our enrollment has not returned to pre-COVID levels, the demand for high-quality childcare continues to grow. One of our main goals as an organization is to maintain and grow our staffing team to meet the demand, while maintaining many of the same safety and security measures established in the past two years to keep everyone safe. With every mandated closure/lockdown we have gone through, we have kept our employees' jobs secure. We did this to support our teams but also to support our families with routine and familiar friendly faces, as the world continues to change around us.

***The work done by our team is paramount to supporting our communities, as it offers an extended family that cares and nurtures our children.***

To increase our team's resiliency and strength, we focused on developing our team members this year – providing training and development workshops with dedicated programming to support our Head Office, Supervisory teams and Board of Directors.

As an organization, we developed a relationship with Ignite Durham Learning Foundation and are proud to recognize them as our charity of choice. Ignite Durham Learning Foundation (IDLF) is a new charity in our community that supports DDSB students. Among other things, they provide much needed essentials for children/youth to be prepared for school and approach learning with confidence. This past year our Head Office, Supervisors and Board of Directors gathered to learn

more about this charity and its initiatives. We committed to the foundation through a donation on behalf of the organization and together we filled toiletry bags for teens – a significant need identified through the foundation.

Following over two years of virtual board meetings, we kicked off hybrid board meetings in April, where we leveraged our spacious office and new hybrid meeting technology. As our team recruited four new members to the Board of Directors this year, our recruitment and engagement committee planned a fun engagement session outside of board meetings to establish, build and maintain relationships on the Board in March. In May, the Board also held a review of our board roles and a review of non-profit board governance in order to ensure the new team is set up for success for the year ahead.

Our future is bright. In the last 5 years on the board, I have witnessed a lot of change in our sector and our team. Our Schoolhouse Playcare Centres of Durham team is one that is strong and resilient. Each hurdle that has been placed in front of us has made us rise bigger and better. And as I step down from my role on the board as chair, I am grateful for all the experiences that I have had as both a parent of children at Schoolhouse Playcare Centres of Durham, and as a board member.

I am confident that your new board chair, Nelson Loureiro, will do great work with Lisa Rankin our Executive Director and our Head Office Team. Our Board of Directors is well positioned to support the whole Schoolhouse Playcare Centres of Durham team to continue the great work our team is known for.

**-Amanda Melnyk**

## Message from the Incoming Chair, SPC Board of Directors

As a new member to the Board of Directors team at Schoolhouse Playcare Centres of Durham, I am honoured and excited to serve as the Board Chair for the upcoming 2022/23 term.

I first wanted to express thanks, admiration and appreciation, on behalf of the Board, to the staff that are part of the Schoolhouse Playcare Centres of Durham team. The resiliency, dedication and care that you have shown to the children of Durham region throughout the continued COVID-19 pandemic is truly appreciated and admirable. A big KUDOS to all of you!!!

I also wanted to thank Amanda Melnyk, Kelly Garant and Grace Damian for all their contributions in executive roles on the Board of Directors over the past few years. You have truly left Schoolhouse Playcare Centres of Durham in a very good place.

***When looking ahead to the upcoming year, I see one full of opportunity and potential.***

The childcare sector will have continued focus from all levels of government, as access to childcare remains a critical priority in supporting our families and communities. As such, the Board will remain committed to providing guidance and support to Lisa Rankin, Executive Director and the Schoolhouse Playcare Centres of Durham team.

I look forward to the year ahead with great expectations and anticipation working with this great team of passionate and dedicated individuals.

**-Nelson Loureiro**

### Thank you to our SPC Directors!

You have contributed your time, talent, and experience throughout 2021 to help advance our mission and support the diverse needs of the children and families within the communities we serve!

Karen Clevett  
Grace Damian, Secretary  
Patrick Farrell  
Kelly Garant, Vice-Chair  
Sobrena Glasgow



***"You are really the unsung heroes in a child's development. Childcare workers often spend more time with children than their own parents. Parents know how valuable you are to a community. Thank you for all your hard work and patience with our kids."***

**-SPC Parent**

Amanda Melnyk, Chair  
Candice Salhab  
Damion Scott, Treasurer  
Kimberly Silva



## Message from the Executive Director

In 2021, COVID-19 continued to present significant challenges within our communities and within the childcare sector. While case counts became more manageable and vaccination rates increased, we continued to navigate through the uncertainty of school closures, Ministry of Education mandates and enhanced public health protocols. Childcare operators across the province managed to continue their operations and remain open for in-person services throughout – and Schoolhouse Playcare Centres of Durham was no exception.

Our childcare professionals showed up and continued to ensure children and families were supported and engaged in a safe, high-quality learning environment. While this has been a challenging time, our teams worked together, demonstrated incredible resiliency and stayed true to our mission. We also learned many valuable lessons and identified some key “silver linings” from this experience:

- Childcare has gained recognition and value as being a critical pillar for families and the economy – both during the pandemic and as we move into recovery
- The essential work of childcare through the pandemic has:
  - a. mitigated the impact of the pandemic on children’s learning, social-emotional development and well-being;
  - b. alleviated families’ stresses;
  - c. allowed parents/guardians to continue to study and/or engage in the labour market;
  - d. lessened the consequences of the pandemic on the economy

The last year has also confirmed what we already know. The key ingredient to a high-quality childcare experience where children are supported, feel a sense of belonging and approach

new learning with confidence is having well-trained, educated early childhood educators.

***Now, more than ever, we must elevate the profession and should seize the opportunity to encourage new educators to join the field.***

I continue to hold a deep appreciation not only for our educators, but for the team of professionals who are “behind the scenes” at our administrative offices. These professionals have worked tirelessly through a period of great uncertainty to ensure our frontline teams have the resources and support to continue to meet the diverse needs of our communities. Thank you!

Throughout the year, I have had the opportunity to observe our programs “in action.” The chance to interact with the children, see the joy in their eyes and experience their spirit is priceless... and so rewarding! I would like to thank our families for partnering with us, entrusting us and for allowing us to share in your child’s journey.

I would also like to extend a heartfelt thank you to the SPC Board of Directors for their ongoing contribution and engagement in our work. This dedicated group of volunteers has provided their expertise and have supported us in being well positioned to realize the goals outlined in the new Canada-Wide Early Learning and Child Care plan. I’m excited about our opportunity to expand licensed childcare spaces, improve affordability, broaden the scope of our program delivery and continue to advocate for our valued childcare professionals.

**-Lisa Rankin**



### Our Mission

Schoolhouse Playcare Centres of Durham provides a strong foundation of lifelong learning and discovery through play-based childcare



### Our Vision

Inspiring a journey of learning and personal growth for every child

### Our Values

**Fun and Friendship:** We create challenging, fun and rewarding experiences that nurture the formation of lasting friendships

**Respect and Inclusiveness:** We create an inclusive family environment where everyone belongs

**Child-Focused:** We support each child's unique strengths, needs and character in all that we do

**Caring and Nurturing:** We ensure a safe and secure environment where every child feels loved and nurtured to discover and grow

**Family and Partnerships:** We collaborate with parents in their child's care and foster external relationships with partners that champion quality childcare for all

## Annual General Meeting: Tuesday, June 21st, 5:30 - 8:00 p.m.

**Keynote Speaker: Tracy Barclay, RECE, BA**  
6:15 p.m. – 7:30 p.m.

Please join us as we learn more from **Tracy Barclay, RECE, BA - Quality Assurance Advisor at the Children's Services Department/ Social Services Department for the Regional Municipality of Durham** about the Durham Region Child Care and Early Learning Workforce Strategy. Tracy will discuss the key challenges, consistent themes and opportunities related to the childcare sector workforce.

Following Tracy's keynote address, a panel of childcare experts, executives and educators will highlight their experiences, and answer questions related to workforce pressures, along with their key recommendations, hopes and aspirations for the sector.

**Annual General Meeting**  
7:30 p.m. – 8:00 p.m.

Our Annual General Meeting will be in-person at our Head Office location – **1602 Tricont Avenue, Unit 6, Whitby, Ontario**. Copies of the 2021 year end financial audit and minutes from the 2020-2021 Annual General Meeting will be provided at the meeting.

### Agenda

5:30 p.m. - 6:00 p.m.	Welcome & Reception <i>Refreshments provided by Frantastic Events</i>
6:00 p.m. - 6:15 p.m.	<ul style="list-style-type: none"> <li>Message from the Board Chair, Amanda Melnyk</li> <li>Message from the Executive Director, Lisa Rankin</li> <li>SPC Featured Educator Story</li> </ul>
6:15 p.m. - 7:30 p.m.	Keynote Speaker & Panel Discussion
7:30 p.m. - 8:00 p.m.	Business Meeting

# Rebuilding the Childcare Workforce

Since the launch of Full-Day Kindergarten across Ontario (introduced in 2010 and fully implemented in 2014) the community-based childcare sector has struggled to attract, recruit and retain early learning professionals. Many of the workforce pressures facing the sector pre-date the pandemic but have been exacerbated as a direct result of COVID-19, to the point where some childcare operators have had to close rooms or entire centres due to staffing shortages. The recruitment of early childhood educators is placing unprecedented pressures on childcare organizations, and efforts to retain existing educators require organizational resources like never before.

In part, these pressures are due to our inability to compete with the salaries and robust benefit & pension plans offered by school boards and municipally-operated programs. Simply put, the reliance on parent fees limits our ability to generate sufficient revenue to be competitive, even though we've worked very hard to create parity. Additionally, the childcare sector relies heavily on split shifts and casual/part-time positions to operate. This creates precarious work that adds to workforce pressures and sustainability issues.

While government initiatives like the Provincial Wage Enhancement Grant (PWEG) have certainly helped to address some of these disparities, it isn't enough. The lack of any increases to PWEG in the face of escalating inflationary pressures diminishes the impact of these investments over time. Going forward, any new funding models developed under the Canada-Wide Early Learning and Child Care system must take these considerations into account. This will allow operators to effectively plan and deliver innovative programs while being assured of consistent, stable revenue streams, particularly through the upcoming transition.

The Canada-Wide Early Learning and Child Care system is based on the critical pillars of **quality, accessibility and affordability**. In order to achieve these objectives, we rely upon the skills, expertise and experience of the professionals delivering the programs. **In other words, without a highly qualified, skilled and stable workforce it will be impossible for Ontario to achieve the goals of the plan.**

The plan itself does create a unique opportunity to think and do things differently across Ontario; to embrace innovation and transform the existing system. It presents us with the opportunity to collaborate with our partners from the Ministry of Education and all levels of government to inspire action and change.

While it is important to bring to light the significant challenges of the childcare sector workforce, we must work collaboratively to strategically implement a plan to address this critical need. Given how essential childcare has been to Ontario's COVID-19 response – and how important it will continue to be throughout the province's recovery – the need to find solutions to these complex problems is urgent and must be a priority for all stakeholders who are concerned about children, families and the economy.

Over the last several years, Schoolhouse Playcare Centres of Durham has been part of the Quality Early Learning Network (QELN). The group is made up of not-for-profit, multi-service, multi-site childcare organizations from across Ontario. QELN member organizations operate over 500 licensed childcare centres across the province with almost 87,000 spaces for children aged birth to 12 years of age.

**QELN MISSION** – The Quality Early Learning Network will work collaboratively with public policy decision makers and funders to develop deliver and sustain a community based, not-for-profit system of early learning and childcare services for all children and families which is accessible, affordable, accountable, inclusive and effective.

**QELN VISION** – Children, families, educators and communities thrive supported by comprehensive, high-quality and inclusive early learning and childcare services provided by not-for-profit and/or charitable community agencies and the public sector collaborating to deliver excellence.

This group of professionals have been working to identify **some** of the key workforce challenges. A snapshot of proposed solutions is outlined in this report. It captures the group's combined experience and perspective.

## Workforce Issue: **ATTRACTION**

**Negative perceptions about the work in the public realm discourages prospective educators from entering the field**

**Engage sector champions/ambassadors to elevate the work** – Many successful Ontarians started with careers as ECEs. Profile them on social media about how the opportunities helped develop their career, professional fulfilment, community contributions, etc.

**Leverage the College of Early Childhood Educators (CECE)** – As the only province/territory in the country with a professional regulatory body for Early Childhood Educators, the CECE is uniquely positioned to raise the profile of the profession and deepen understanding about the importance of the work.

**Create a new narrative through province-wide public awareness campaign** – Develop a multi-pronged strategy to dispel myths and excite & attract new people to the sector.

**Disparities in compensation exacerbate workforce pressures in the community-based sector**

**Establish a provincial compensation framework** – Standardize salaries and benefits to align with school boards and/or municipally operated programs to level the playing field within the system. Notwithstanding the wage floor Ontario will implement using funding provided by the federal government under the CWELCC agreement, Ontario should invest its own resources to create a sustainable compensation system for early learning and childcare.

**Adopt an alternate provincial funding model** – Current funding arrangements in the community sector are complex and rely on parent fees, which limits employers' ability to address/improve compensation to remain competitive and responsive. The CWELCC presents an opportunity to rethink the systems and shift to a more standardized approach that reflects the true cost of operating high-quality childcare – inclusive of funding to attract and retain quality educators.

## Workforce Issue: **RECRUITMENT**

### Limited opportunities for career advancement

**Create additional designations/categories of registration within CECE, combined with a provincial compensation structure for enhanced designations** – The current system doesn't recognize early learning professionals with enhanced training/expertise (supervisors/managers, pedagogical leaders, inclusion specialists, etc.) Expand the recognition of these roles through the profession's regulator and combine with salary scales/floors to expand opportunities for advancement and create a visible pathway for advancement.

### Issues related to precarious work (casual/part-time and split shifts)

**Reduce the reliance on casual workers and split shifts by creating more permanent positions** – Embed shift premiums in funding models to recruit/retain educators required for split shifts. Financially incentivize the creation of permanent, full-time float positions in multi-site operators to reduce the reliance on casual staff. Encourage and financially incentivize multi-site, multi-service organizations to create full-time positions across service areas and programs.

## Workforce Issue: **RETENTION**

**Insufficient support for children with special/additional support needs**

**Embed special needs resource staff in the Child Care and Early Years Act** – Designated Special Needs Resourcing staff should be required by legislation to ensure full and equitable inclusion of children in licensed childcare (centre and home-based) and EarlyON programs with funding provided for these positions. Notwithstanding investments in Special Needs Resourcing (SNR) provided to municipalities to provide these supports, the absence of dedicated staff with specialized training to meet the complex and unique needs of children/families leads to frustration, burnout and turnover.

**New and more flexible staffing models required for the post-pandemic environment**

**Additional staff complement to allow for pedagogical time and professional learning** – Have additional staffing at the centre level to allow educators to plan meaningful experiences/programs that enhance learning and development. Additional resources would allow educator teams to collaborate, document & record children's learning, engage in professional dialogue, and participate in professional development. This should be captured in the funding model as it reflects the "true cost" of high-quality early learning and childcare.

**Alternate work arrangements** – While split shifts and part-time work are appealing for some educators, these positions remain difficult to fill. Organizations can explore alternatives to address workforce shortages and recruitment/retention issues, such as compressed work weeks, job sharing, flexible scheduling, etc. It is recommended that the Ministry of Education consult with the sector to understand what works, what doesn't and what might be scaled across the province either as a recommended or required practice.

**Lack of recognition for outstanding educators at the program and system level**

**Premier's Award for Excellence in Early Childhood Education** – Establish an annual provincial award to recognize outstanding educators in the field of early learning. CMSM/DSSABs could also be encouraged to establish similar recognition strategies in their local jurisdictions. This could include a financial award in addition to public recognition.

# Schoolhouse Playcare Snapshots: Not All Superheroes Wear Capes!



At Schoolhouse Playcare Centres of Durham, we are so proud of our incredible, dedicated team of educators. While reflecting on the past school year, we couldn't celebrate our successes without celebrating the educators that make our programs possible. We asked a group of SPC educators about what inspired them to work in childcare, what their hopes are for educators across the province, and what they would say to encourage someone to join the community of childcare educators. ***Here are their stories.***



**Divine Makonga Lutumba, RECE  
School Age Educator, Highbush SPC**  
8 months working at SPC

Growing up, I was bullied when I was 11 years old and in grade 5. It was the most detrimental thing that happened in my life. I had spoken to teachers and childcare teachers, and no one ever did anything for me. My pain inspired me to be a reliable person in the life of others. Being able to just be there for my children, or any child really, is what makes me the happiest. I'm giving them something I never had – a friend, a counsellor, a guide.

Every day while going into work, I tell myself "Divine, try your very best." For children, I'm able to gain their trust. Communication is a key to a better relationship. I do my best to inform families about what goes on with the development of their children, but also just a conversation about whatever they feel like talking about. As for the community, inclusiveness is very important. I use my knowledge and

participate in community activities. Participating in workshops, or just being part of story time at the library.

My hopes and aspirations are for us educators to be a little more appreciated. We're not "babysitters" – we are people that take care of the development of children & cater to children's needs just like teachers do. We matter too. Public recognition would be great. Sometimes getting recognized for the hard work that you put in behind closed doors is very important for our career and even our mental health. Coming from the government it would be such a big deal for the centres we work for, and especially for us educators. Organize events for educators that would allow them to hold on to something like a trophy, or a certificate. It would be well appreciated. It would give the next generation a reason to join the Early Childhood Development program at College or University.

***Superheroes don't only wear capes; they may just wear converse and glasses.***

If you love children, want to be a role model for them, and deepen your understanding for childcare, I strongly advise you to join the program, you won't regret it.





**Danielle DaDalt, RECE**  
**Supervisor, Fallingbrook SPC**  
18 years working in childcare | 5.5 years at SPC

I choose to work in childcare to help make a difference in children's lives. I want to be an advocate for them when they might not be able to advocate for themselves. I love that every day in childcare is a different day. I work with children with a variety of backgrounds, and each has their own unique strengths, personality and needs. I love knowing that I am valued, and I know that my contributions are important and my unique skills are appreciated. I know that children, parents, families, fellow educators,

and the community rely on us as educators, and I love going into work knowing that I am filling a necessary, important, vital and appreciated role.

The work that we do sets children up with skills that will serve them well through the rest of their lives. In our care children will learn physical, cognitive, and emotional skills. They will build relationships with others and learn important problem-solving skills.

***Beyond getting children ready for school, our programs get children ready for life.***

The work that we do in our programs is ideal for the child, can improve life at home with their families, and set them up to be productive members of society. Our work allows children to be their true selves and to be in charge of their own learning.

It is my hope that RECE's will be elevated to the level of other professions, like nurses, doctors, teachers, and engineers. We serve a similar need in society. Filling a role that, if we weren't there, would make society, "less." The province has recognized the importance of RECE's and through the Canada-Wide Early Learning and Child Care system it is my hope that society (parents, teachers, members of the public) will also recognize the importance of RECE's. Recognition from the province should come in many forms: information, media ads, social media, awards and continued subsidies and financial supports to encourage families to take part in our programs.

To encourage someone to join the field of Early Childhood Education, I would tell them it is one of the most inspiring jobs you will ever have. You can watch children grow and thrive in a program that you are involved in. Learning and supporting children's development is extremely rewarding. You will be truly appreciated and feel a sense of belonging with children and their families – you will know how much your work matters and you will feel a sense of fulfillment. You get to go to work every day and share your ideas, work as a team, work independently, feel creative, make a child's day, smile, and have fun.



**Jonathan Middleton, RECE**  
**School Age Educator, Glen Dhu SPC**  
8 years working at SPC

I used to volunteer and help a lot with camps and programs that were organized at the church I used to attend, since I was 16 years old.

***The most joy I get from the field is the creativity and the imagination of the children.***

My work impacts children, families and the community by just being a role model, having patience when working with children and being able to show and communicate to families the work and creativity of what children do.

I think the Canada-Wide Early Learning and Child Care system is an opportunity for us as childcare educators to be publicly recognized and get the acknowledgement we have been longing for.

For anyone considering becoming an educator, I'd like to say that we need more men/males in the sector! If you enjoy and love working with children, and you have the patience, and the heart and soul to be a role model to children, then I would highly recommend it.



**Alana Davis, RECE**  
**Supervisor, Lincoln Avenue SPC**

20 years working in childcare | 4.5 years at SPC

I wanted to become a nurse working in the Children's Hospital, but soon realized I have a soft heart and cry. I come from a large family and helped my parents with younger siblings, and my first job in Canada happened to be a childcare worker for a private family. Being in a caregiving role for these children meant that I was responsible for their early learning and with each milestone and accomplishment I saw the joy in the children and their family. I decided

this was where my heart is and after 20 years, I still get excited to see children meet their potential.

It is very gratifying working with children and their families, and you can see the impact when children and their families feel a sense of belonging. We foster confidence and self-esteem in children, and they learn so much through the play-based activities in our programs. Families are comfortable sharing information about their children and their background. They share information about their children's development and like to hear how their children are doing. These families reach out to you for advice on their child's development and often utilize us as a community resource when

needed. We also work with community partners in the program to help each child and their families reach their full potential.

My hope for each educator will be for them to be recognized as a crucial part of children's early learning. Early Childhood Educators play a significant role in supporting children to achieve their developmental goals for a strong foundation in life. In addition to recognition, Early Childhood Educators deserve better wages, and this would allow for more consistency for children and less turnover in the field. During the lockdown we were there for families, and we saw the ripple effect of the closures when doctors, nurses and working families struggled with childcare.

Working in childcare is extremely gratifying. You are a role model for children and are there through their early learning journey.

***Early Childhood Educators foster and ignite the true potential of children and by doing so, they provide them a strong foundation early on.***

Every day will have its share of challenges but the satisfaction of seeing the joy on children's faces when they accomplished something is priceless. Working with children is also a lifelong experience - every day you learn something new about yourself, your co-workers, and your children's families. Some days will be more challenging than others, but on those days children will say or do unexpected things that will put a smile on your face. These are the days I cherish and bring me back to why I chose this career.



**Sally Perron, RECE**  
**Supervisor, Robert Munsch SPC**

35 years working in childcare | 22 years at SPC

I didn't know anything about the field but in high school I did a placement at a childcare centre and fell in the love with the field immediately. The way the educators supported children and cared for them. The way the educators became a part of the children's lives supporting families from a variety of backgrounds. I have struggled in my younger years and was ready to quit high school and live off my part time job at Burger King. I never thought I would ever go to college and neither did my parents.

***Childcare gave me a purpose; I am very thankful I found this calling!***

Childcare is usually the first place that children's needs become noticeable, and we can support the unique needs of children and families by working with other community agencies. We can help children, who may be having challenges, as they start school. This helps the community because we give the families strategies and resources to succeed in their adventures raising children.

I am hoping childcare educators get more respect and acknowledgement of their work and what they do. Obviously, a higher pay is important to attract new educators. It would be nice to see us equal with the teachers in schools. It is the most rewarding job you will ever have. Nowhere else do people cheer your name and run to hug you everyday you come to work!





**Claire Whalley**  
**Early Childhood Assistant (Toddler),**  
**Sinclair SPC**

3 years working in childcare | 7 months at SPC

Having such a passion for children and helping them grow and learn is what inspired me to choose to work in childcare. Helping children of all ages grow and learn in all aspects of life and watching them try new things is such a big part of why I have a passion for working with children. Whether it's teaching them how to do up a zipper on their coat, learning words or teaching them a sport, their reaction to completing it to the best of their ability and learning from it gives me joy.

***I feel the most joy when I see children happy at their successes, learning from their mistakes and putting what they have been taught into action.***

In my humble opinion the impact I portray to children, families and the community starts with passion, dedication and love for working with children. Ensuring that each child is heard and understood is what I strive for to make their childcare experience unique to them and leave them with a smile. Being able to teach these children skills and give them the tools they need to build on those skills learned is an important part of their development. Having a positive relationship with families is key to helping their children reach their full potential and get the most out of the childcare experience.

With the announcement of the Canada-Wide Early Learning and Child Care system, the hopes and aspirations I would like to see

for educators across the province is support and further funding for programming. Further funding would help buy things such as learning materials and essentials to further children's cognitive and behavioral abilities. As well as having more training that is free to help with challenging behaviours and ways to help children from all different ages and backgrounds. Since the onset of the pandemic things have been hard on everyone. From employment to finding the money to pay for childcare. Having this new system is a great place to start. Allowing everyone to have the opportunity to afford and send their child to a childcare location gives their child the tools needed to socially and developmentally thrive. Childcare and having educators to teach these children is very important as it is a crucial part of making children stay healthy physically and mentally. I hope the government publishes these educators who put their full efforts into these childcare centers and make sure children have a great experience and learn in all kinds of ways. These educators, like myself, do our utmost to ensure these children stay healthy, have support and feel like they have a safe place to learn and grow. Having a spotlight on these educators will show just what they go through day to day to make the next generations start on the right path and display how essential they are.

The impact you will have on these children and their families is endless. From building positive rapport with families and helping grow the minds of so many children from different backgrounds and ethnicities who walk through your doors to watching them take on the world outside in the blink of an eye. You will be surrounded by so many positive people who will be there to help you reach your goals and aspirations to be the best childcare educator you can be. Along with that you will build positive relationships with coworkers and in that you will build a sense of community in the childcare field. The learning experiences you will receive, and how rewarding it is to see children grow and learn because of your teaching, is just the beginning of the amazing journey of childcare!

***"Thank you for doing the most important job on earth - teaching our little ones creativity, collaboration, happiness and more. We so appreciate your kindness, patience, and passion, which is seen in the daily updates that describe how wonderful each day is. I look forward to reading those updates and seeing how happy my baby is at the end of everyday. Thank you all!"***

**-Lindsay, SPC Parent**



**Trina Tardif, RECE**  
**Supervisor, Captain Michael**  
**Vandebos SPC**

23.5 years working in childcare | 11.5 years at SPC

I always wanted to be an Early Childhood Educator but after having my children we needed more of an income. I started caring for children that lived in my community at my home. I had my girls home at the same time, so this also helped socialize them. I wanted to make sure that my children, as well as the children that I was caring for, were kept busy and were prepared for kindergarten.

I always offered educational activities. I loved researching activities and coming up with unique ways to teach the children in my care as well as keep them engaged. After five years of offering home childcare, I was offered to run the summer program at our local licenced childcare center. I thought this would be fun! After the summer was over, the center offered me a full-time position in their preschool centre. After working for about a year, my supervisor encouraged me to go back to school and get my Early Childhood Education diploma. I loved working with the children and seeing how much my programing, activities and engagement impacted the children and families in my very small community - this motivated me.

Its hard to put into words how my work impacts the children, families and community without saying that it impacts me as well. I believe that children need, and should always have access to a loving, supportive engaging program that encourages and supports their mental health as well as their social growth. They should always feel supported and safe.

***Families should feel stress-free knowing that they have their children in a program that is supporting their child in all the domains – and know that we are there to support the family as well.***

The community benefits from these programs as children gain confidence and skills to meet their potential and give back to their community.

My biggest hope is that all families have access to high-quality childcare. It makes me sad that there are so many families that do not have access to high-quality childcare, and they are forced into putting their children into programs that do not support the children and their individual needs. I hope that RECE's are recognized that they are professionals and are an essential part of the community. Without us and access to quality childcare, families (especially women) could not be engaged in the workforce and their children may not have the support that they need at home. I also hope that we are acknowledged as educators and not "babysitters." This needs to be reflected in not only our pay, but how people see RECE's and their value in the communities.

Becoming an Early Childhood Educator is one of the most rewarding jobs. There is nothing more rewarding than to see the joy in the eyes of a child who has just accomplished something and knowing you where there to support them on their journey. Seeing children that you have cared for when they become adults, knowing that you helped shape them into the independent, confident people that they are today, is the best feeling ever! I feel inspired every day when I go into work and know that I get to spend my day with some amazing children that have so much to offer the world. They just need the support and encouragement from us to achieve their dreams.





# Independent Auditor's Report

To the Members of  
Schoolhouse Playcare Centre of Durham



Grant Thornton

## Opinion

We have audited the financial statements of Schoolhouse Playcare Centre of Durham (the "Organization"), which comprise the statement of financial position as at December 31, 2021, and the statements of operations, changes in net assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at December 31, 2021, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

## Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Other Matter

The financial statements of the Organization for the year ended December 31, 2020 were audited by Hurren Sinclair MacIntyre CPA's LLP who expressed an unmodified opinion on those statements on May 18, 2021. The partners and staff of Hurren Sinclair MacIntyre CPA's LLP joined Grant Thornton LLP on November 1, 2021.

## Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

## Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

## Statement of Financial Position

	2021	2020
<b>ASSETS</b>		
<b>Current</b>		
Cash and cash equivalents	\$ 7,540,030	\$ 5,412,161
Accounts receivable	1,081,709	1,321,814
HST rebate receivable	111,928	67,027
Prepaid expenses	104,695	148,841
	8,838,362	6,949,843
<b>Long-term</b>		
Investments	2,094,625	2,087,044
Property and equipment	508,815	379,962
	2,603,440	2,467,006
	\$ 11,441,802	\$ 9,416,849
<b>LIABILITIES</b>		
<b>Current</b>		
Accounts payable and accrued liabilities	\$ 1,514,952	\$ 1,562,197
Deferred day care fees	124,194	88,197
Taxes withheld	121,571	116,340
Deferred government grants, wage subsidies	502,602	416,388
Current portion of capital lease obligation	13,989	17,634
	2,277,308	2,200,756
<b>Long-term</b>		
Deferred licensed home childcare revenues	120,740	120,740
Deferred property and equipment grants	-	7,573
Deferred fundraising revenues	5,761	5,761
Deferred organizational fundraising revenues	1,994	1,994
Capital lease obligation	5,180	18,982
	133,675	155,050
	2,410,983	2,355,806
<b>NET ASSETS</b>		
Invested in Property and Equipment	508,815	379,962
Internally Restricted	5,418,491	4,900,393
Unrestricted Net Assets	3,103,513	1,780,688
	9,030,819	7,061,043
	\$ 11,441,802	\$ 9,416,849

## Statement of Operations

	2021	2020
<b>REVENUE</b>		
Day care fees	\$ 7,003,775	\$ 5,556,307
Federal grants	4,095,054	5,131,053
Government grants and wage subsidies	2,779,731	3,440,402
Wage enhancement	359,803	314,286
Interest income	45,896	56,647
	14,284,259	14,498,695
<b>EXPENSES</b>		
Advertising and promotion	20,491	16,203
Amortization	109,970	85,789
Bad debts	6,348	5,395
Classroom supplies	48,225	43,036
Equipment repairs and replacement	77,345	843,324
Food and supplies	546,688	417,165
Insurance	83,028	65,589
Interest on capital leases	3,229	3,265
Legal settlement	-	37,807
Office and administration	147,252	116,739
Personal protective equipment	-	20,739
Professional development	65,162	24,803
Professional fees	35,931	24,236
Rent	892,272	573,379
Staff appreciation	8,911	4,674
Telephone and utilities	25,526	25,892
Toys	3,607	13,364
Transportation	4,669	3,649
Wages and benefits	7,424,217	6,842,951
Wages and benefits funded by government grants	2,779,731	3,789,115
	12,282,602	12,957,114
Excess of revenue over expenses before other income	2,001,657	1,541,581
<b>OTHER INCOME</b>		
Gain on sale of property and equipment	335	-
(Loss) gain on sale of marketable securities	(32,216)	41,028
Gain due to waiver of lease payments	-	76,807
<b>Excess of revenue over expenses</b>	<b>\$ 1,969,776</b>	<b>\$ 1,659,416</b>

## Statement of Changes in Net Assets

	Invested in Capital Assets	Internally Restricted	Unrestricted Net Assets	2021	2020
Balance, beginning of year	\$ 379,962	\$ 4,900,393	\$ 1,780,688	\$ 7,061,043	\$ 5,401,627
Excess (deficiency) of revenue over expenses	(109,970)	-	2,079,746	1,969,776	1,659,416
Invested in property & equipment	238,823	-	(238,823)	-	-
Internally imposed restrictions	-	518,098	(518,098)	-	-
Balance, end of year	\$ 508,815	\$ 5,418,491	\$ 3,103,513	\$ 9,030,819	\$ 7,061,043

A full copy of the 2021 audited financial statements are available at each centre. Please speak to your centre Supervisor to view them.



## Statement of Cash Flows

	2021	2020
<b>Increase (decrease) in cash</b>		
<b>Operating</b>		
Excess of revenues over expenses	\$ 1,969,776	\$ 1,659,416
Items not affecting cash		
Amortization	109,970	85,789
Gain on sale of property and equipment	(335)	-
Loss (gain) on sale of marketable securities	32,216	(41,028)
	2,111,627	1,704,177
<b>Change in non-cash working capital items</b>		
Accounts receivable	240,105	(829,303)
HST rebate receivable	(44,901)	14,079
Prepaid expenses	44,146	(12,097)
Accounts payable and accrued liabilities	(47,245)	754,039
Deferred day care fees	35,997	(48,161)
Taxes withheld	5,231	(20,249)
Deferred government grants, wage subsidies	86,214	(143,539)
Deferred fundraising revenues	-	(16,622)
	2,431,174	1,402,324
<b>Financing</b>		
Deferred property and equipment grants	(7,573)	-
Deferred fundraising revenues	-	(169)
Repayment of capital lease obligation	(17,447)	(17,634)
	(25,020)	(17,803)
<b>Investing</b>		
Purchase of investments	(39,797)	(41,687)
Purchase of property and equipment	(238,488)	(139,191)
	(278,285)	(180,878)
<b>Increase in cash</b>	2,127,869	1,203,643
<b>Cash</b>		
Beginning of year	5,412,161	4,208,518
End of year	7,540,030	\$ 5,412,161





"Thank you, for being there, for going above and beyond, for caring for our little ones when others may be caring for yours, for keeping their curiosity and learning on the right path - we are eternally grateful."

-SPC Parent

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