



Schoolhouse Playcare Centres of Durham

Family Handbook

Schoolhouse Playcare Centres of Durham

Cultivating the leaders of tomorrow

Mission

To provide best in class, responsive, inclusive programs and services for children and families

Vision

Children will have a strong foundation to meet their full potential

Values

Belonging - We acknowledge and value the individual perspectives, thoughts, beliefs, and ideas of others and create spaces for everyone to belong

Collaboration – We foster meaningful partnerships and collaborations to meet the diverse needs of the communities we serve

Innovation – We proactively seek unique ways to create and adapt to change, to inspire the healthy growth and development of others

Diversity, Equity and Inclusion Statement

At Schoolhouse Playcare Centres of Durham we respect the rich diversity of our families, our employees, placement students, volunteers, and partners. We recognize that these individuals represent all dimensions of diversity including, but not limited to, gender, religion, race, ethnicity, sexual orientation, gender identity, family structure, age education, physical and cognitive ability, and socio-economic status. Everyone brings with them a unique set of perspectives, thoughts, beliefs, and ideas. This diversity continuously challenges us to reflect on our practices and strive to do better. We fundamentally believe that all individuals should feel welcome in our spaces and should always be treated equitably. The experiences of families, employees, placement students, volunteers and partners will be free from discrimination.



Welcome to Schoolhouse Playcare Centres of Durham!

Welcome! Choosing the right childcare provider for your family is a big decision and we thank you for putting your trust in us.

We have always believed that children learn best through play-based experiences, and that early learning environments rich in play set the foundation for lifelong learning. We believe that children and their families deserve programs that reflect high quality, inclusive learning experiences that are based on current research on children’s development and best practices in pedagogy.

Our youngest learners benefit from qualified early childhood educators who facilitate play experiences that help develop foundational skills in language and literacy, mathematics, science and technology and the arts. These foundational skills help to foster a life-long appreciation for learning that will ultimately assist children in meeting their full potential.

Our before and after-school programs for kindergarten and school-age children are grounded in some of these same principles. Our educators plan active, engaging, and FUN play-based programs based on the interests of the children. Our before and after-school programs are designed to develop and enhance social skills including leadership, teamwork, problem solving and conflict resolution. They provide ample opportunity for choice and are designed to help children form meaningful relationships with their peers and feel connected to their community.

We value our partnerships with families, and together we will ensure your child has a safe, positive environment to learn, grow, thrive, and lead.

Lisa Rankin
Executive Director

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All families receive a copy of our Family Handbook at the time of registration. Additional copies are available upon request. The Family Handbook is provided at no additional fee.

At Schoolhouse Playcare Centres of Durham, we offer several programs to respond to the diverse needs of busy, working families. We offer:

Licensed Centre-Based Childcare (0-12 years)

We offer full day licensed childcare programs for infant, toddler, and preschool children (0-3.8 years) at several locations throughout Durham Region. These programs are licensed under the CCEYA (Child Care and Early Years Act) and offer a safe, nurturing environment for our youngest learners. We believe in the power of play and support the well researched belief that young children learn best through play experiences that are supported by well trained, experienced, and responsive early childhood educators. We know that positive learning environments in the early years create a solid foundation for future learning and success.

Our before and after-school programs are designed specifically for children 3.8 years of age to 12 years of age and operate through the school year. Our educators work collaboratively with the children to plan engaging, fun, play-based experiences that are based on the children's interests. These programs are licensed under the CCEYA (Child Care and Early Years Act) and are designed to develop and enhance social skills including leadership, teamwork, problem solving and conflict resolution. They provide ample opportunity for choice and help children form meaningful relationships with their peers and feel connected to their community. To meet the needs of busy working families, we also offer full-day programs for children 3.8-12 years of age on non-instructional school days including PA days, Winter Break and March Break.

Licensed Home Childcare Services (0-12 years)

Schoolhouse Playcare Centres of Durham is a reputable licensed childcare organization that has been serving Durham Region for more than 35 years. Given this experience, we now offer licensed home childcare services throughout the region. Providers who would like to become licensed through Schoolhouse Playcare Centres of Durham go through a detailed screening process that includes home visits as part of the selection process. Once providers are licensed through us, we provide regular administrative and licensing support, conduct monthly monitoring visits, quarterly health and safety visits, and provide ongoing support to ensure the provision of a high-quality home childcare experience for families.

Summer Licensed Programs (3.8 – 12 years)

We offer full day licensed summer programs for kindergarten and school-age at several locations throughout Durham Region. These programs are licensed under the CCEYA (Child Care and Early Years Act) and provide children with fun, engaging activities like group games and sports, creative arts, active outdoor play and neighbourhood excursions to parks and splash pads. These programs are a great choice for children who benefit from the familiarity of their neighbourhood school and community.

Summer Camp (6-12 years)

Our outdoor recreational camp programs are specifically designed to allow children to connect with nature, get messy, develop their skills, meet new friends, and make memories that will last a lifetime. Depending on the program, children will explore the forest and creek, create natural art pieces, learn new camp skills such as campfire building & cooking and shelter building. Older children will develop their teamwork and leadership skills and participate in programming options like biking and archery. Our programs are supported by an experienced Schoolhouse Playcare Centres of Durham supervisor and led by camp facilitators who are carefully screened and selected and participate in a variety of training opportunities including High Five® Principles of Healthy Child Development.

Our Early Learning and Child Care Teams

Our childcare programs are facilitated by a team of experienced and highly trained professionals. Each centre has a team that includes:

- A Centre Supervisor – our supervisors are Registered Early Childhood Educators in good standing with the College of Early Childhood Educators
- Registered Early Childhood Educators – our RECEs have successfully completed their diploma or degree in Early Childhood Education at a recognized post-secondary institute, and they are in good standing with the College of Early Childhood Educators
- Assistant Educators – our assistant educators come with a wide range of experiences and a passion for working with children and families
- Dietary Managers (full-sites) – our dietary managers freshly prepare our meals and snacks on-site and all menus are reviewed/endorsed by a Registered Dietician and follow the recommendations outlined in the Canada Food Guide
- Placement Students – we believe in providing in-centre learning opportunities and mentorship for individuals who are pursuing a career in Early Childhood Education. We partner with reputable/ accredited colleges and universities by providing placement opportunities for their students*

Our Placement Students and Volunteers Policy outlines the guidelines and procedures with respect to the hiring and supervision of students and volunteers. Students and volunteers are not included in the educator to child ratios as outlined in the Child Care and Early Years Act and are never left alone with the children.

The College of Early Childhood Educators

The College of Early Childhood Educators is the professional self-regulatory body for registered early childhood educators (RECE) in Ontario. The College's role is to protect the public interest by setting requirements for registration to practice as a RECE, setting ethical and professional standards and holding RECEs accountable for their practice. RECEs are trained in child development and the planning and delivery of play-based learning in childcare programs. Schoolhouse Playcare Centres of Durham educators with an Early Childhood Education diploma or equivalent qualifications degree must be current members of the College in good standing. RECEs must renew their membership with the College on an annual basis.

All Schoolhouse Playcare Centres of Durham employees go through a rigorous selection and screening process that includes:

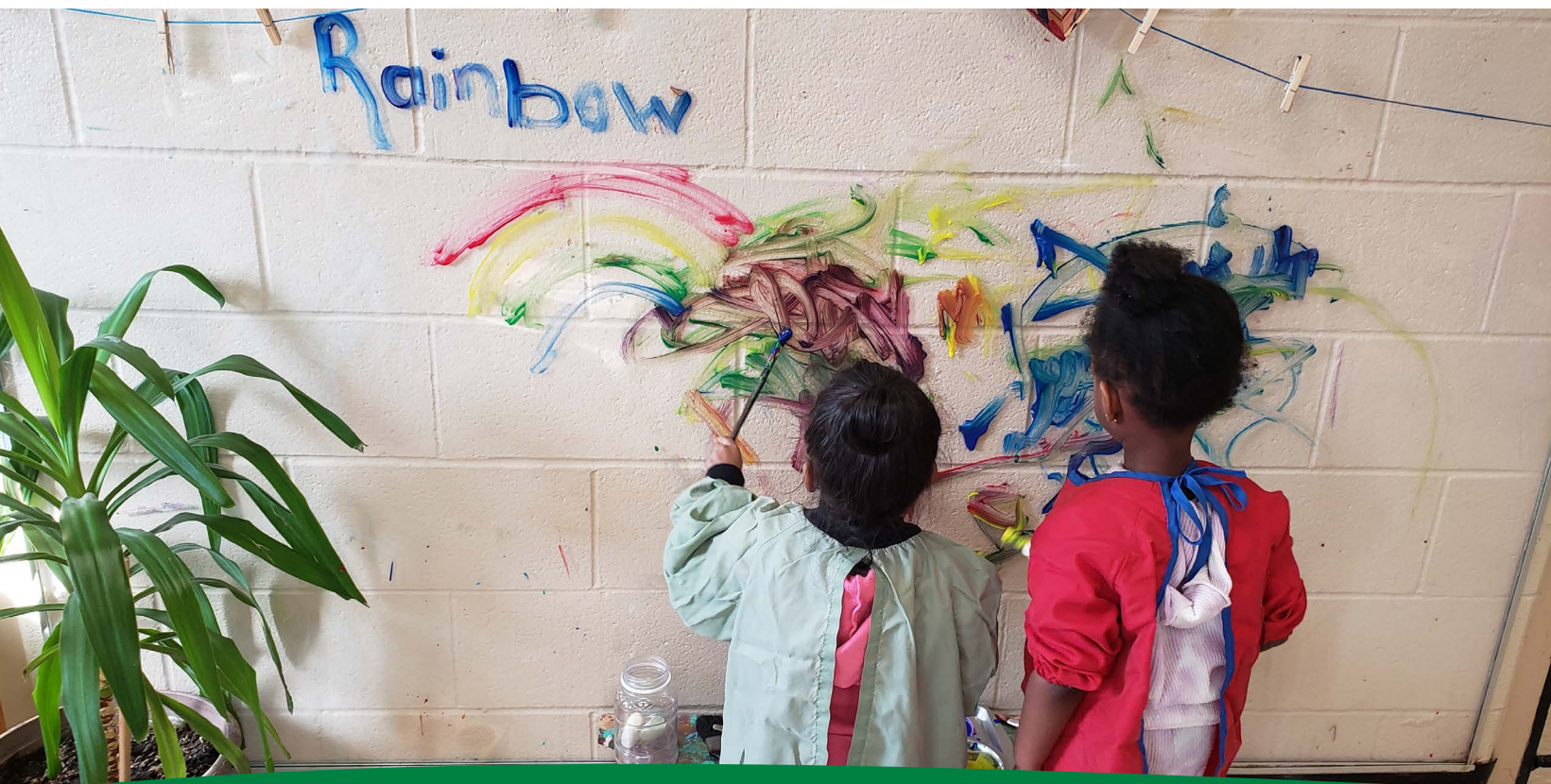
- Participating in an interview process
- Providing us with reference checks
- Completing and submitting a Police Records Check w/ Vulnerable Sector Search (renewable every 5 years with an Annual Offence Declaration)

Once selected, all employees are required to:

- Hold a valid, current Standard First Aid & Infant/Child CPR certification
- Actively participate in orientation and ongoing professional learning opportunities
- Review and sign off on Ministry of Education and Schoolhouse Playcare Centres of Durham Policies and Procedures (reviewed annually thereafter)

Our licensed childcare programs are regulated by the Child Care and Early Years Act, and we adhere to the following educator to child ratios:

Program	Ages	Ratio
Infant	0 months – 18 months	1 educator: 3 children
Toddler	18 months – 2.5 years	1 educator: 5 children
Preschool	2.5 years – 3.8 years	1 educator: 8 children
Kindergarten	3.8 years – 6 years	1 educator: 13 children
School Age	6 years – 12 years	1 educator: 15 children



About Our Programs

Schoolhouse Playcare Centres of Durham is a non-profit, charitable organization with deep roots in the community. For more than 35 years, we have been offering high-quality, inclusive licensed childcare programs for children 0-12 years of age across Durham Region. The Child Care and Early Years Act (CCEYA) requires licensed childcare operators to have a program statement that is consistent with the Minister’s policy statement on programming and policy. Our program statement aligns with our policies and procedures, which educators are required to adhere to, and which guide our work with children and families.

Program Statement

Schoolhouse Playcare Centres of Durham supports the belief that every child is capable, competent, curious, and rich in potential, and we are committed to collaborating with children, families, and educators to create environments that will enrich children’s learning.

In keeping with “**How Does Learning Happen, Ontario’s Pedagogy for the Early Years**” we support children in achieving the following goals for programs as outlined below:

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

As further means of implementing an early learning framework and to guiding our practices in program delivery, we have also incorporated **Ontario’s Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings** (also referred to as ELECT). Evidence of children’s developmental gains and learning successes can be found in the program’s pedagogical documentation and learning stories which are displayed within the childcare centres.

Our childcare professionals are dedicated to the children and families we serve, and in keeping with the requirements of the Child Care and Early Years Act, we are committed to creating environments that reflect best practices for quality early learning environments.

Health, Safety and Nutrition

Effective health, safety, and nutrition practices contribute to the healthy development of the children we serve and support positive outcomes. We know families deserve to have the peace of mind, knowing their children are safe and developing as they are supported by our knowledgeable educators. Some of the strategies we implement to ensure a healthy and safe environment include:

- Attendance procedures that are strictly followed by all educators to ensure that children are signed in/out upon arrival and departure as well as guidelines that address managing attendance while outside, on community outings and field trips
- Strict protocols related to access. The use of walkie talkies to ensure educators can easily contact one another in the event of an emergency
- Health and Safety checklists and Playground Inspections that are completed regularly to ensure that equipment and facilities are in good repair and free from safety hazards
- Fire procedures that are posted as required and drills that are performed monthly with the children in care
- Strict adherence to exclusion of children and educators who are showing signs of illness as outlined in our policy, regular hand hygiene and respiratory etiquette
- Ongoing cleaning and/or sanitizing throughout the day and additional cleaning performed daily in the evening
- Regular cleaning and sanitizing of toys and equipment, and adherence to local public health requirements
- Fresh snacks and meals that are prepared on-site, reviewed by a licensed dietician, and follow the guidance set out in the Canada Food Guide
- Meals times that are designed to promote pro-social behaviour like turn-taking, manners, and independence
- Strictly prohibiting television and/or movies. Computer or other “screen” time (i.e. iPads, Chromebooks) is closely monitored and in keeping with the Durham Region Operating Criteria

Positive Adult/Child/Family Interactions

Our commitment to provide high quality childcare involves remaining knowledgeable with current research in child development. We understand that young children flourish in all areas of development when they have positive, responsive relationships with adults. Our educators build a foundation of trust with children by being sensitive, responsive, and caring. Our educators create an inclusive and respectful environment to foster positive, equitable, and collaborative relationships.

We believe that our expertise in childcare is only one part of ensuring every child has the best experience possible. We rely on our families to work side by side with us to better understand and respond to individual needs of their child(ren). We encourage our families and our educators to exchange information regularly. Some of the strategies we implement to ensure positive adult/child/family interactions include:

- Centre tours and orientations for families prior to enrolling their children in the program. This orientation sets the foundation for the partnership moving forward and this allows families time to ask questions, be introduced to educators, and observe the program
- An open-door policy that encourages families to spend time in the program with their children when they are able

- Encouraging families to share information about their child and their experiences to create a sense of belonging
- Educators who model warm, welcoming, individualized interactions with children and families during arrival/departure times and throughout the day
- Ongoing and regular communication with families through Storypark®, newsletters, social media and in-person communication
- Providing opportunities for families to participate in centre-specific events (i.e. open houses, socials, celebrations, etc.)

Self-Regulation

We know that the early years are a time of extraordinary growth and development. Children’s capacity for self-regulation—how they manage energy expenditure in response to stressors and then recover from the effort—is wired during these critical years. Our educators pay close attention to the children’s self-regulation and create environments that help them feel safe and secure. Some strategies we use to help children develop important self-regulation skills include:

- Encouraging children to express their ideas, thoughts, and feelings through a variety of means. Some examples include painting, drawing, modelling, telling/writing stories, dancing, singing, expressing their feelings to others, building, experimenting, and problem-solving
- Educators who communicate and using positive, supportive language as a basis to model effective communication and to support self-regulation
- Educators who support children with strategies to calm while experiencing stress, and the tools to help solve conflict
- Providing alternative spaces/activities when children are faced with frustration or challenges in expressing their feelings
- Encouraging children to understand and respect others who may not have the verbal skills to express themselves and/or have a different perspective

“Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting, complex, open-ended materials that children can use in many different ways”

-HDLH, pg. 20



Learning Through Play

How do we foster the children's exploration, play and inquiry?

- The learning environment is set up/designed in such a way that invites the children to question, explore and experiment
- Children are encouraged to explore, investigate, and use materials in a variety of ways
- Educators observe the children's play and listen to their conversations. To facilitate learning, they authentically engage in the conversation, ask questions, and add materials/equipment to build on the children's interests/ideas and expand on their learning
- Educators document children's experiences and interests so that inquiry-based learning can be expanded upon
- Educators will work with the children to research areas of interest and probe for new information (centres access technology such as tablets to support research and documentation)
- Educators are reflective and collaborate with their colleagues to support deeper exploration, and plans are intentionally designed to extend learning

How do we provide child-initiated and adult-supported experiences?

- Weekly program plans display planned activities based on the observed interests of the children. Regular and ongoing observations are added to the plan to ensure the program is reflective of the children's interests and learning
- Educators facilitate small group experiences throughout the day. This enables educators to have a deeper connection with children, engage in their play more authentically and develop a better understanding of their interests
- Transitions for the children are kept to a minimum with a focus on individual children's skills, development, and interests

How do we provide positive learning environments and experiences in which each child's learning and development will be supported?

- Children have choices in the activities/experiences in which they participate throughout the day. Children's choices are respected
- The daily routine is emotionally safe and predictable, and the emphasis is on the child's overall well-being
- Educators actively engage with children as a play partner, encourage their ideas and interests and facilitate new experiences to expand learning
- Educators are documenting the children's learning in a variety of ways including learning stories, photographs, referencing How Does Learning Happen? and ELECT, etc.

How do we incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day and consider the individual needs of the children receiving care?

- A variety of developmentally appropriate materials, based on the interests of the children, are available in all areas of program both indoors and outdoors
- The learning environment provides spaces for active play (i.e. block/construction play) and quiet play (i.e. literacy area)
- A natural flow from one experience to another allows for educators to support the diverse needs and abilities of the children

- The environment is modified to support quiet and rest times (i.e. dim lights, cots, soft music, etc.) Children who do not sleep observe a “rest period” and are provided with alternate quiet activities
- Children make choices about their play as opposed to being directed to an area of play
- Outdoor activities include exploring/learning about nature and experiencing the natural environment

How do we strengthen the capacity of educators through ongoing and continuous professional learning/development?

- Educators commit to their own professional learning plan and have the opportunity to attend internal and external training
- In-person “classroom style” workshops offered through Schoolhouse Playcare Centres or through other relevant organizations (i.e. CPI, High Five, Durham Region, ECDCC)
- Internal or external committee work is made available to educators (i.e. DDSB Anti-Black Racism, SPC Family Engagement)
- Network meetings and focus groups are made available to our childcare professionals (i.e. Supervisor’s Networks, Region of Durham - Communities of Practice-Supporting Allyship through Interrupting Biases, SPC Nutrition and Menu Planning for Dietary Managers)
- Online webinars, workshops and certifications are encouraged (i.e. Respect in the Workplace, Addressing Anti-Black Racism in Early Childhood Education, Region of Durham, AECEO)
- Job shadowing and mentoring (typically recommended individually to develop specific skills)
- Communication among educators is encouraged through a variety of means including networking events, unit meetings, and regular staff meetings



Schoolhouse Playcare Centres has a Program Statement Implementation Policy that guides the employees and organization on the implementation and monitoring of how the Program Statement is demonstrated within the centres and within their classrooms. All educators, students and volunteers review the Program Statement prior to interacting with children and any time the statement is modified.

What will your child need to have a successful day in care?

By packing a few essential items for your child and providing any specific details about your child's health, rest, feeding, and activity, you help our educators to provide responsive, individualized care for your child. Please ensure all your child's belongings are clearly labelled with their name.

What to bring for your infant (0-18 months):

- Diapers, wipes and any creams or lotions labelled with your infant's name and written instructions for application
- Bottles/sippy cups
- Formula (labelled with your infants' full name, the date prepared) or expressed milk labelled with your infant's full name, the mother's full name, date milk expressed and written instructions for feeding (baby foods and whole milk or 2% milk will be provided)
- Changes of clothing
- Seasonal outdoor clothing

What to bring for your toddler (18 months – 2.5 years):

- Diapers, wipes and any creams or lotions labelled with your toddler's name and written instructions for application
- Bottles/sippy cups
- Formula (labelled with your toddlers' full name, the date prepared) or expressed milk labelled with your toddler's full name, the mother's full name, date milk expressed) and written instructions for feeding (baby foods and whole milk or 2% milk will be provided)
- Pull ups, training pants, underwear (for toilet learning) *if applicable
- Change of clothing
- Seasonal outdoor clothing
- Blanket and/or sleep toy for rest time

What to bring for your preschooler (2.5 years – 3.8 years):

- Diapers, wipes and any creams or lotions labelled with your child's name and written instructions for application *if applicable
- Pull ups, training pants, underwear (for toilet learning)
- Change of clothing
- Seasonal outdoor clothing
- Blanket and/or sleep toy for rest time

Community Outings/Walks and Field Trips

Community outings, walks and field trips provide valuable experiences for children and allow our educators the opportunity to extend the children's interests and learning outside of the classroom. Local outings and walks within the community (i.e., local parks, splash pads etc.) are a regular part of our program, and families are asked to complete the program consent form in their Registration Package at the time of enrolment. For any planned excursions or fieldtrips, outside of local outings and walks, families will be asked to complete a permission form giving consent for their child to participate.

Partnering with our Families

Our commitment to ensuring high quality, inclusive childcare is grounded in remaining knowledgeable with the most current research in child development and involves working in partnership with our families.

We believe that children should be respected for their unique strengths and abilities, and to ensure they have a positive experience; we need to work closely with their families. We encourage our families and our childcare professionals to exchange information regularly. We have an open-door policy and encourage our families to spend time in the program with their child when possible.

We use many approaches to ensure collaborative, open communication with our families. Some examples include:

- informal information sharing during drop off and pick up times
- phone calls and emails
- open houses and family engagement events
- individual meetings
- Storypark® (for infant, toddler, preschool and kindergarten), social media and family newsletters
- annual report

Etiquette Statement

Schoolhouse Playcare Centres of Durham is a shared experience for everyone to enjoy. The experience our children, families, and childcare professionals is enhanced when everyone commits to always treating one another with respect and dignity.

We reserve the right to suspend, or withdraw childcare services, for any of the following behaviours from families:

- Any sexual, cultural and/or racial abuse, slurs and/or harassment;
- Any action or language that is disrespectful, profane, or offensive to another's comfort or well-being;
- Any physical assault, threats of assault or use of intimidation;
- Any abuse of the facility and/or the equipment;
- Any inappropriate behavior not conducive to a values-based family environment



“Families bring diverse social, cultural, and linguistic perspectives. Families should feel like they belong, are valuable contributors to their children’s learning, and deserve to be engaged in a meaningful way.”

-HDLH

Family Concerns and Conflict Resolution Policy

Schoolhouse Playcare Centres of Durham believes that parents/guardians have the right to communicate any concerns or issues pertaining to the safety, care and learning of their child through a respectful process that maintains ongoing fair treatment to both the child and family. Conflicts will be resolved in an unbiased and equitable manner as outlined in the following procedures.

Procedures

For all issues/concerns pertaining to the overall management of the childcare centre and the health and safety of the children, the following procedures will apply. This includes but is not limited to registration, payment, program oversight, communication and the administration of policies and procedures.

1. The parent/guardian should bring the issue/concern to the attention of the Centre Supervisor. This can be done via email, in person, or through telephone contact.
2. The Supervisor will respond to the parent/guardian within two business days and will work with the parent/guardian to clarify the organization's policies and/or resolve the issue/concern. If the Supervisor is going to be absent, they will designate another staff member who will either speak with the parent/guardian or defer the issue/concern to a Program Manager.
3. If the parent/guardian is not satisfied with the resolution, they can bring the issue/concern to the attention of the Program Manager responsible for that centre. This can be done via email or through telephone contact.
4. The Program Manager, in collaboration with the Director of Operations, will respond to the parent/guardian within two business days to acquire details on the issue/concern. The Program Manager will investigate the issue/concern as necessary to determine if the organization's policies, procedures, and practices were followed. The Program Manager will respond to the parent/guardian within three business days with the findings of the investigation, to confirm the organization's policies and/or to resolve the issue/concern. The Program Manager will document the issue/concern, the investigation that was completed and the resolution. This documentation will be signed off by the Director of Operations and forwarded to the Executive Director for review. If the Executive Director feels that the issue/concern was not resolved adequately, they will advise all parties of any additional recommendations or decisions. If the Executive Director feels that the issue/concern was resolved adequately, no additional follow up will be required.
5. If the parent/guardian is not satisfied with the resolution after taking it to a Program Manager, they can bring the issue/concern to the attention of the Executive Director. This can be done via email or through telephone contact.
6. The Executive Director will respond to the parent/guardian within two business days to acquire details on the issue/concern. The Executive Director will retrieve the documentation pertaining to the issue/concern and will investigate the issue/concern as necessary to determine if the organization's policies, procedures, and practices were followed. The Executive Director will respond to the parent/guardian within five business days with the findings of the investigation, to confirm the organization's policies and/or to resolve the issue/concern. If the Executive Director is absent and unable to respond within timelines indicated above, the response will be delayed until the Executive Director's return. The Executive Director will document the issue/concern, the investigation that was completed and the resolution.

7. If the parent/guardian is not satisfied with the resolution after taking it to the Executive Director, they can bring the issue/concern to the attention of the Board of Directors. This must be done in writing (via email or letter format) and sent to the Executive Director. The Executive Director will forward the written concern/issue as well as all other documentation of the attempts made to resolve the issue/concern to the Chair of the Board of Directors. The Chair will review the documentation, seek additional information as necessary and respond to the parent/guardian in writing within twenty business days with a final assessment of the issue/concern. A copy of this letter will also be forwarded to the Executive Director to be filed with the remaining documents at head office.
8. A comprehensive list of head office contact information can be found on the last page of the parent manual as well as on the organization's website at: www.schoolhouseplaycare.ca

For all issues/concerns pertaining to the child's daily program, their learning needs and their experience in the program, parents/guardians are encouraged to speak directly to the educators in the program first. If the parent/guardian is not satisfied with the resolution, they should then follow the steps outlined above.

Concerns about the Suspected Abuse or Neglect of a Child

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/guardian express concerns 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.

(Effective Date of Policy: September 2017)



Our Work with Children

Inclusionary Practices

At Schoolhouse Playcare Centres of Durham, we support the belief that “all children benefit in inclusive environments where they are able to participate and collaborate in meaningful ways to form authentic caring relationships. When children with special needs have access to appropriate support from early years programs it can help them to have rich and fulfilling childhoods and prepare them for meaningful participation in society” (Ontario Ministry of Education, 2014)

We welcome all families into our programs and work to remove the barriers that prevent children from actively participating in our programs. When a child needs extra support, we work in partnership with families to understand their child’s unique needs so we can be responsive and supportive. A critical component of setting children up for success is for families to share all relevant information about their child prior to, and throughout their time in childcare. To facilitate the effective exchange of information we ask families to:

- identify any special needs (medical or other) at the time of registration
- identify any other agencies involved with the child/family on the registration form
- share information about any special needs (medical or other) once starting in the program, and as part of orientation
- collaborate with the educators/supervisors to develop an Individual Support Plan (ISP) for their child, as needed
- support the strategies outlined in the Individual Support Plan and aim to have consistent approaches in the home
- meet with the educator team and/or supervisor to provide updates and modify the plan as needed
- consent to the involvement of SNR (Special Needs Resourcing) agencies with the intent of supporting their child in group care, as needed
- sign a ‘consent to disclose’ form so that the childcare educators can work collaboratively with the school teachers to ensure a smooth transition between the core day and before and after-school programs

To support our commitment to inclusionary practices, our educators and supervisory teams work with several Special Needs Resourcing Agencies across Durham Region. If our educators and/or supervisors feel that individualized services may be required to support a child, they will seek consent from the family prior to requesting services. It is an expectation that families work in collaboration with our childcare teams, and any relevant Special Needs Resourcing Agencies that are recommended, as a condition of remaining within our childcare programs.

Guiding Children’s Behaviour

We believe that when children have positive, responsive relationships with our educators it supports all areas of their development. We know that these critical relationships set the foundation of trust and that children will feel safe, secure, and self-assured.

We understand our role in helping children learn how to interact in a positive manner with other children, adults, and their environment.

Some strategies used by our educators to help children thrive within our programs include:

- providing small group experiences that allow for more individualized attention and support
- role modelling positive, respectful, and collaborative approaches with children and other adults
- setting and communicating reasonable expectations that reflect the individual age and development of the children
- creating learning environments that reflect the needs and interests of the children, and provides opportunities for choice
- modelling pro-social skills to support children in communicating effectively, resolving conflict, and understanding how their behaviour impacts others
- anticipating problems and creating conditions for children to experience success (i.e., clear expectations and consistent follow through, wide variety of age-appropriate toys/equipment, invitations to play, flexibility and choice)
- implementing positive guidance strategies as appropriate when behaviour starts to escalate (i.e., redirecting children to other activities, providing self-directed opportunities for calming, prompting changes in routine/activities, reminders of expectations and consequences)
- using natural consequences (i.e., a child should not be excluded from outdoor play for ripping a book but rather asked to leave the book area and assist in mending the book)

Prohibited Practices

A prohibited practice is any behaviour by an educator, volunteer or placement student that puts children at risk and/or impacts their healthy growth and development. All Schoolhouse Playcare Centres of Durham employees, volunteers and placement students are aware of the following prohibited practices:

- corporal punishment of children;
- physical restraint of a children, such as confinement to a highchair, care 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;
- any form of abuse (physical, emotional, sexual or neglect)
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of children that would humiliate, shame, frighten, or undermine their self-respect, dignity or self-worth;
- depriving children of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding and/or making children eat or drink against their will;
- locking the exits of the childcare centre for the purpose of confining children, or confining children 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;
- using a locked or lockable room or structure to confine children when separating them from other children.
- interacting or relating to children outside of a SPC program activity. (i.e., home visits, baby-sitting, social media etc.)

Protection of Children & Legal Duty to Report

Everyone in Ontario, including members of the public and professionals who work closely with children, are required by law to report suspected child abuse and/or neglect.

Our childcare professionals must immediately report suspicions, and the information on which it is based, directly to the Children's Aid Society immediately if they have reasonable grounds to suspect that a child is or may need protection. If they think the matter is urgent and they cannot reach the Children's Aid Society, they are expected to contact the police. We all share a responsibility to protect children from harm. This includes situations where children may be at risk, suffer abuse and/or neglect in their own homes.

We recognize our responsibility to promote safe environments and practices to protect children from abuse. Schoolhouse Playcare Centres of Durham employees, volunteers, and placement students:

- have a legal responsibility to immediately make a report to the Children's Aid Society if they suspect abuse.
- are responsible for making the decision to report suspected abuse without consulting their supervisor or colleagues. *
- are accountable to ensure the report remains confidential and sealed. Details of the report are not to be shared with anyone, this includes the supervisor, other employees, or parents unless authorized by Children's Aid Society.

"Duty to Report" is defined under section 72(1) of the Ontario Child and Family Services Act and sets out what must be reported to a child protection agency (i.e., Children's Aid Society - CAS).

*No employee, volunteer, placement student or parent shall advise someone not to report suspicions of abuse, nor try to stop the person from reporting or consulting with a child protection agency.



Withdrawal of Child Care Services

If your child's needs are not being met or if your child's participation in our program is negatively affecting the physical and psychological safety of others (other children and educators), the Supervisor will meet with you. The Supervisor will work in partnership with you to find solutions and explore options.

We will:

- treat your family in a fair and equitable manner, ensuring ongoing transparent communication
- invite you to meet to discuss ways to adapt the program to better support your child in a group care environment
- introduce program adaptations, additional resources, or community agency support to address your child's needs
- provide consistent notice of meetings and clear documentation of discussions

If it is determined that Schoolhouse Playcare Centres of Durham is unable to accommodate your child's needs and/or family's circumstances, and your child is asked to leave, we will:

- provide two (2) weeks written notice of withdrawal
- provide referrals to other services where appropriate
- document the use of support services and meetings with parents
- notify Durham Region Children's Services of the withdrawal of care
- make appropriate referrals to a more suitable program where possible

In the extreme event that the behaviours of the child and/or family pose a safety risk to educators or other children, we reserve the right to give immediate notice of withdrawal to the family.



Health, Safety and Nutrition

To ensure children, families and educators in our programs are safe, Schoolhouse Playcare Centres of Durham has developed policies and procedures that align with Durham Regional Public Health and the Child Care and Early Years Act. We know that sound practices related to the health, safety and nutrition of children contribute to their healthy growth and development.

We recognize that some children may have medical considerations that we need to be aware of and rely on our families to provide this information prior to enrolling and/or as new medical considerations arise. If there are specific medical considerations for the children in our programs, families will be asked to complete an Individual Medical Plan for their child outlining emergency contact information, symptoms of medical issue and emergency procedures. The educators will work collaboratively with families to ensure that they understand the condition and are able to respond to emergencies as necessary. All employees, students and volunteers will be trained in responding to the medical emergency and will be required to review the plans upon enrolment, when any changes occur, and annually thereafter. Information about a child's medical considerations will be kept confidentially.

Medication Administration – Prescribed and Non-Prescribed

It is the policy of Schoolhouse Playcare Centres of Durham that the only medication to be administered to a child will be that which has been prescribed by a physician.

All medication must:

- come in the original container;
- state the child's name;
- state the name of the medication;
- expiration date;
- specific instructions for storing and administration

Employees of Schoolhouse Playcare Centres of Durham will not administer any medication which is non-prescription (i.e., cough syrup, Motrin). If a family feels that non-prescription medication is necessary, we require a signed note from the doctor that indicates the name of the medication and specific instructions for administration.

Please be aware that non-prescription medications and doctor's notes will be honoured for a six (6) month period, at which time a new note will need to be provided.

To administer medication to a child, families are required to complete the Schoolhouse Playcare Centres of Durham "Administering Medication" form. All medication will be placed in a locked medication box and stored out of the reach of children.

When Should a Child Stay Home?

Our health policies and procedures are based on guidelines from the Durham Region Public Health Department and align with the Child Care and Early Years Act. If a child becomes ill while at one of our programs, we will contact the family immediately to request the child to be picked up. Children should not come to our programs when:

- they are too ill/lethargic to fully participate in all aspects of the daily program, including going outside;
- they need more individual care than we can provide without compromising the needs of the other children;
- there is a risk of infecting other children or educators, for example:
 - i. fever (temperature above 38°C)
 - ii. diarrhea
 - iii. vomiting
 - iv. undiagnosed rash/skin condition
 - v. persistent pain
 - vi. persistent cough
 - vii. thick, coloured discharge from eyes
 - viii. head lice
 - ix. communicable disease

If a child shows signs of ill health, you may be asked to provide the centre with a doctor's note. Children with diagnosed communicable diseases (i.e., chickenpox) are not permitted to attend our programs.

Please note: we will strictly follow the exclusion periods required by Durham Region Public Health at all times

Preventing the Spread of Illness

To help promote a safe and healthy environment, and to prevent the spread of illness, we have several infection control procedures in place. We use these procedures when:

- diapering, toileting, and hand washing
- applying first aid/responding to emergencies
- cleaning up blood or other body fluids
- handling waste
- preparing food
- cleaning and sanitizing toys and equipment

We encourage children to wash their hands frequently, and to cough and/or sneeze into their sleeve to help reduce the spread of illness. We encourage families to promote these healthy practices at home as well.

Allergies and Anaphylactic Allergens

To ensure the safety of children, it is critical that families communicate their child's allergies prior to starting in our programs, as well as any changes during their time with us. For any child who has an anaphylactic allergy, requires an inhaler for asthma that is life threatening, or a medical need that is life

threatening, families are required to provide training to the supervisor and/or designate as a condition of care. Additionally, a written plan must be developed and signed by the family and the supervisor and/or designate to be used in the event of a reaction at the centre. Children are unable to attend care until both the plan and training have been completed. If these medications are discontinued, a doctor's note will be required stating that the child no longer requires the lifesaving medication.

With all allergies, it will be the responsibility of the educators to ensure that the appropriate measures are taken to reduce the risk of exposure to the allergy-causing agents.

Given the increasing number of nut allergies and the fact that the most common anaphylactic reaction is to nuts, Schoolhouse Playcare Centres of Durham attempts to be nut free. Individual centres may also restrict certain foods from being brought into the centre if necessary to prevent allergic reactions.

Families are asked not to provide special foods (i.e., birthday cakes) or may be asked to provide a list of ingredients if necessary to reduce the risk of an allergic reaction.

To limit the risk of exposure, signage will be posted on all doors leading into the childcare centre indicating a list of allergies specific to that centre. The signage will be updated to reflect any changes and will be provided to families upon enrolment and every September thereafter.

As required by the Child Care and Early Years Act, Schoolhouse Playcare Centres of Durham has an Anaphylactic Policy that addresses the training of educators in emergency use of an epinephrine auto-injector, the requirement of educators to be informed of each individual child's symptoms of allergic reaction, emergency contact information and an annual review of the policy and procedures. All employees and students are required to review this policy and all children's individual emergency plans upon hire and annually thereafter.

Food Restrictions

Families are encouraged to communicate their child's food restrictions at the time of registration, and as they change. To support families, we will provide our menus in advance for their review. While we will make every effort to offer alternative food items, we may require families to provide these food items if we feel that their child's food restrictions are too extensive for us to accommodate. In these circumstances, families are asked to follow the Canada Food Guide and to provide the food in a container, clearly labeled with their child's name. When possible, an ingredients list is to be included.

Children will be discouraged from sharing food items brought into the centre with others.

Accidents and Injuries

Children are active and curious. It is not uncommon for children to experience cuts, scrapes, and bruises while running, jumping, and playing. All Schoolhouse Playcare Centres of Durham employees hold valid certification in Standard First Aid and Infant and Child CPR and have been trained in emergency procedures. If a child has a minor accident/injury, the family will be advised, and an accident report will be completed by educators. The accident report will indicate what happened, and what (if any) first aid treatment was required. Upon pick-up the family will be asked to sign the accident report. A copy of the report will be issued to the family. Families will be contacted anytime their child has an injury to their head.

In the event of a more serious accident, which requires more immediate medical attention, the family will be notified immediately of the situation and, depending on the severity, will be asked to pick up the child to seek medical attention or they will be asked to meet one of the educators at a designated hospital.

Emergencies

In the event of an emergency requiring the children to be evacuated from the centre (i.e., fire, flood) the children will be taken to the evacuation site identified by Schoolhouse Playcare Centres of Durham. Families will be advised of the evacuation site at the time of enrolment. Once the evacuation has been safely completed, all families will be notified via email and/or telephone.

If the entire neighbourhood is evacuated (i.e., police activity/threat to public safety) we will follow the instructions of police/emergency services, Durham District School Board Emergency Evacuation Plan, and/or directions from Durham Region Social Services. Centres within the Ajax/Pickering nuclear evacuation area have Emergency Evacuation policies. Please speak with your supervisor for further information. In the event of such an evacuation, your child will be taken to the evacuation site. Once the evacuation has been safely completed, all families will be notified via email and/or telephone.

Schoolhouse Playcare Centres of Durham has an Emergency Response Policy that outlines what constitutes an emergency, the procedures to follow when dealing with an emergency and the responsibilities of employees and external partners in responding to an emergency.

Extreme Weather

During extreme weather conditions, advisories, or alerts, (heat, smog, or wind chill) Schoolhouse Playcare Centres of Durham follows the guidelines outlined by the Durham Region Public Health department. Our priority is to keep children safe from serious adverse health effects such as frostbite and sunburn. Our educators will adjust the amount of time spent outdoors or provide an alternative indoor plan.

Program Closures

On rare occasion, Schoolhouse Playcare Centres of Durham programs must close due to circumstances beyond our control. Some examples include, but are not limited to, severe weather, flooding, job action. Families will be notified through email and/or phone when their program has been canceled and are encouraged to connect to local news media outlets for updates. News of closures will also be shared on our Facebook page. In severe weather conditions, full-day Child Care and Before & After School programs will follow the same closure procedure as the school board. When schools in a region close due to weather, our childcare programs will also close. Families will be charged their regular daily rate when there is an emergency cancellation of programs and/or closures of centres that are outside of the control of Schoolhouse Playcare Centres of Durham

Serious Occurrences

As a licensed childcare organization, Schoolhouse Playcare Centres of Durham is required to report all "Serious Occurrences" to the Ministry of Education, as well as to post all Serious Occurrences for families to review at the centre-level. The Ministry of Education provides clear guidelines on what constitutes a Serious Occurrence as outlined below:

- Any death of a child while participating in the program;

- Any allegation of abuse or neglect to a child while participating in the program;
- Any life-threatening injury to or life-threatening illness of a child while participating in the program;
- Any situation where a child goes missing or is temporarily unsupervised;
- Any unplanned disruption to the normal operations that poses a risk to the health, safety or well-being of the children receiving care

Schoolhouse Playcare Centres of Durham has a written Serious Occurrence Policy that includes the above requirements, as well as detailed steps on the reporting procedures. All employees and placement students review the policy upon hire and annually thereafter. Serious Occurrences are reported to Durham Region Children's Services and are reported to the Board of Directors monthly. Families can find all Serious Occurrences posted with the Centre license, for ten days immediately following the occurrence.

Smoke Free

Schoolhouse Playcare Centres of Durham programs are required to be smoke free environments under the Smoke Free Ontario Act 2005. Smoking or handling a cigarette or tobacco on the premises where a childcare program is located, including all in-door and outdoor areas is prohibited. This includes playgrounds, school property and surrounding areas. Failure to comply could result in a penalty of up to \$5,000.00. Please note: vaping is strictly prohibited.

Arrival, Departure and Absences

To ensure the safety of the children in our program, all children are signed in/out upon arrival and departure, and there are guidelines in place for educators to manage attendance while outside, on community outings and field trips.

Families are asked to accompany their child to and from the program room everyday. There will be a childcare educator in each classroom, ready to greet the children and speak with families at the beginning and end of each day. To ensure that the educators on duty during the children's arrival/ departure are aware of how many children they have, families are responsible for confirming their child's arrival/departure with one of the educators. Educators cannot be responsible for children who arrive unescorted, and repeated incidences may result in withdrawal of childcare services.

If your child will not be attending childcare, please contact your centre to inform the educators/ supervisor of your child's absence.

If your child is involved in extra-curricular school activities, which may lead to their absence from childcare at any time, please notify your child's educators/supervisor.

Safe Arrival and Dismissal Policy

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide educators, students, and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps will be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

Schoolhouse Playcare Centres of Durham will ensure that any child receiving care, is only released to the child's parent/guardian or an individual that the parent/guardian has given authorization to release the child to.

Children are not permitted to leave unescorted to walk home alone or with friends. If families are unable to pick up their child, they must arrange for an alternate pick-up person, who is a minimum of 13 years of age.

Parents/Guardians are expected to inform the childcare if their child will be absent from care. Where a child does not arrive in care as expected or is not picked up as expected, educators must follow the safe arrival and dismissal procedures set out below.

Accepting a child into care - infant, toddler and preschool programs

When accepting a child into care at the time of drop-off, educators must:

- greet the parent/guardian and child.
- If a parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the educator must confirm that the person is
- listed on the child's emergency file card or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
- document the change in pick-up procedure in the logbook.
- sign the child in on the classroom attendance record, indicating the time of arrival.

Where a child has not arrived in care as expected (infant, toddler, preschool):

Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing educator at pick-up):

- educator will inform the supervisor or designate that the child has not arrived.
- the supervisor or their designate will call the child's parent/guardian to find out why the child is absent by 10 am. If there is no answer, the supervisor or designate will leave a message and if they still have not received a response, they will try calling again in 60 minutes.
- once the child's absence has been confirmed and/or the voicemail has been left, the educator will document the child's absence on the attendance record and any additional information about the child's absence in the logbook.

Where a child has not arrived in care as expected (kindergarten, school age):

Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing educator at pick-up):

- follow the above procedure for non-instructional days. (PA days, winter break, March break and summer break)

During a regular school day if a child has not arrived to the afterschool program the supervisor/designate will:

- check child's attendance with the school office to confirm if the child was picked up through the school day
- quickly check of school premises, including the outdoor space
- call the parent/guardian to confirm if the child was picked up. If the parent/guardian cannot be reached, call the emergency contacts to confirm if the child was picked up
- call the police and inform the Program Manager and Director, Operations
- complete the SPC incident reporting form

Releasing a child from care (ALL age groups):

1. The educator who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided authorization to pick up. When the educator does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another educator that the individual picking up is the child's parent/guardian/ authorized individual.
- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up and the centre is closed (ALL age groups)

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by the time the centre closes, educators shall ensure that the child is given a snack and activity, while they await their pick-up.

2. One educator shall stay with the child, while the second educator calls the parent/guardian to advise that the child is still in care and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual, the educator will contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

3. If the educator is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the educator shall call the people listed on the child's file as authorized to pick-up.

4. Where the educator is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) after 60 minutes of the centre closing the educator will contact the local Children's Aid Society (CAS) at 905-433-1551. Educators will follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures (ALL age groups)

Educators will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Registration and Payment Information

Canada Wide Early Learning and Child Care

On March 28, 2022, the Province of Ontario announced that it had signed the Canada-Wide Early Learning and Child Care (CWELCC) agreement which commits to increasing access to high-quality childcare while making it more affordable for families. Schoolhouse Playcare Centres of Durham has long advocated for this, and we have enrolled in this program.

Families with children 5 years and younger, and kindergarten children until the month they turn 6 years old, who are enrolled in Schoolhouse Playcare Centres of Durham licensed childcare programs are eligible. Base fees are reduced upon registration by 52.75% to a minimum daily fee of \$12.00. In 2024, the province of Ontario announced an additional reduction of fees for CWELCC eligible families. Effective January 1, 2025, the daily rate for infant, toddler and preschool children will be reduced to \$22.00/day. The minimum daily fee of \$12.00/day for CWELCC eligible families will remain in effect.

Privacy Statement

Schoolhouse Playcare Centres of Durham is committed to respecting the privacy of clients and will act responsibly in the collection, handling, and storage of personal information. Personal data is collected to better meet clients' needs, ensure safety, inform clients of service information and to comply with government and/or regulatory requirements.

We collect only the information required to provide services. If the personal information we require is collected for a reason other than to provide services, consent will be obtained before or at the time the information is collected.

Examples of why we collect personal information include:

- Informing clients of service information/ensuring regular communication
- Recommending services that Schoolhouse Playcare Centres of Durham believes will be of interest and provide value to clients
- Processing applications and/or childcare registration forms
- Ensuring the health and safety of clients is being upheld
- Collection and processing of childcare fees, keeping track of transactions and reporting back to clients
- Complying with government and/or regulatory requirements
- Protecting against fraud or error

Schoolhouse Playcare Centres of Durham uses and discloses personal information only for the purposes it was collected. We retain personal information only as long as it is required for our business relationship or as required by federal and provincial laws.

We are committed to providing information about our policy and practices related to management of personal information. Our full Privacy Policy is available by visiting our website at www.schoolhouseplaycare.ca

Enrolment Information Requirements

As outlined in the Child Care and Early Years Act, we are required to have complete registration information on file as a condition of being enrolled in childcare. The information collected allows us to ensure the health, well-being, and safety of your child at all times. Once childcare is confirmed, families are asked to provide a complete registration package, prior to attending the program, that includes:

- registration form
- medical information and program support form
- program consents form
- pre-authorized debit agreement*
- updated fee schedule
- family handbook

*Please note: we require a pre-authorized debit agreement from all families, including subsidized families with daily parental contribution of \$0.00/day. This allows us to apply appropriate charges if/when a parent contribution rate changes.

Other forms may be requested at the centre-level to meet the individual needs, age and/or development of your child.

To meet licensing requirements, we are required to ensure that all children are up to date with all the Durham Region Public Health recommended immunizations. Families who have a medical objection or a religious/conscience objection to immunization must complete the appropriate documentations as required by the Ministry of Education prior to their child's enrolment into the program.

Child Care Fees

Families are charged their daily rate, as outlined in the fee schedule, based on the number of chargeable days in the month. Childcare payments are processed by pre-authorized debit only, and fees are withdrawn on the 7th of each month.

If a family requires an alternate payment plan, they are asked to submit their request, in writing, to the Director of Finance, Rita Ricard at r.ricard@schoolhouseplaycare.ca

Children who are enrolled in **both** the before and after-school components of their program will be charged at the regular daily rate for all PA Days and will be guaranteed space in the program. Children who are enrolled in **either** before or after-school care will not be charged their regular daily rate for PA days. If families require care on these days, they will be charged the full day rate, as outlined in the fee schedule, and space in the program will be confirmed based on availability.

Families who require care for March Break and Winter Break, are required to register their child and will be charged for the days they are registered.

Families are charged for the following Statutory Holidays. All SPC locations will be closed on Easter Monday (Professional Development Day), and families will not be charged for this day:

- Labour Day
- Thanksgiving Day
- Christmas Day

- Boxing Day
- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Civic Holiday

Please note: Schoolhouse Playcare Centres of Durham locations will close at 2:00 p.m. on Christmas Eve

Failure to pay fees may result in withdrawal of childcare services. Families are provided with a monthly invoice outlining their charges, and provided with an annual tax receipt.

Shared Fee Agreements

Requests for payments to be split should be made in writing. Families should request a form from the centre supervisor to initiate this arrangement.

Unless there is a court order that stipulates how childcare fees should be paid and by which individual, Schoolhouse Playcare Centres of Durham will bill for shared fees as agreed to by both parties.

In cases of joint custody, and where the custody agreement does not specify the allocation of fees, each individual will be responsible to pay for the days on which care is needed during their individual custody schedule.

Due to confidentiality, we will not share information re: fees/payments of one individual with the other individual.

Failure to pay fees may result in withdrawal of childcare services. Families are provided with a monthly invoice outlining their charges, and provided with an annual tax receipt.

NSF Fees

If a pre-authorized payment is returned non-sufficient funds (NSF), the family will be informed and given 10 days to make re-payment. An additional \$25 administrative fee will be charged for each NSF return. Families with more than two NSF returns, will be required to pay by money order.

Late Fees

Our educators are counting on you to be on time to pick up your child at the end of the day so that they can meet their personal and family obligations. We do understand that weather conditions, traffic accidents and other emergencies happen, and we appreciate you calling the centre to let them know you will be late. If arriving on time to pick up your child is an ongoing challenge, families are requested to make alternate arrangements (i.e., have a friend or family member pick up their child) Alternate pick-up arrangements should be communicated in advance.

For reasons other than unavoidable emergencies, late fees will accrue at a rate of \$5.00 per every ten minutes or portion thereof. Upon entering the centre after the regular closing time, the individual picking up the child will be asked to sign a "Late Arrival Acknowledgement", which will verify the late fee charge. Late fees will be applied to the monthly fee.

After two incidences of arriving late, the late fee rate will change to \$1.00 for every minute late. The individual picking up the child will be asked to sign a "Late Arrival Acknowledgement", which will verify the late fee charge. Late fees will be applied to the monthly fee.

Childcare arrangements may be withdrawn if families frequently pick up their child late.

Child Care Fee Subsidy

Schoolhouse Playcare Centres of Durham holds a purchase of service agreement with the Regional Municipality of Durham. Families can apply for childcare fee subsidy by contacting the Durham Region office or visiting their website by clicking below: <https://www.durham.ca/en/living-here/child-care-fee-help-subsidy.aspx>

Deposits and Notice of Withdrawal

Upon registration in an infant, toddler, or preschool program, a deposit equivalent to the amount of two (2) weeks' fees is required. This deposit is returned to the family provided a two-week notice of withdrawal period is provided by the family when they end care. Deposits will be held if a two-week notice period is not honoured by the family. This practice is in place because we require time to fill a vacancy in our programs, and not providing appropriate withdrawal notice compromises the centre's revenues. Families who have their fees subsidized through Durham Region will have their deposit prorated to reflect their daily parental contribution. Families enrolled in our Kindergarten and School Age programs are required to provide a two-week notice period of withdrawal.

Absence from Care

Refunds for childcare fees will not be processed for the following: missed days, vacation, sick days, medical leaves or program closures outside of the control of Schoolhouse Playcare Centres of Durham, as operating costs are based on the number of children enrolled.

Registration Changes

If a family requires changes to their current program registration these requests should be made to the centre supervisor in writing. Please allow a two-week period for changes to be accurately reflected and fees to be adjusted (if applicable).

Waitlist Procedure

We understand the critical need for families to have access to quality childcare and we strive to accommodate all registration requests. However, there may be times when space is unavailable in our programs and a family may be offered to be put on a waitlist. To address this need, we have developed a waitlist procedure. Please note: there is no fee to place a child on our waitlist.

Children are placed numerically on the waitlist based on the date and time that the request is received by Schoolhouse Playcare Centres of Durham.

Determining admission into a program is subject to several considerations including, but not limited to;

- when the children currently enrolled move to the next age group
- the ages of the children on the waitlist
- the length of time each child will be in an age group before having to transition to the next age group

Exceptions that could affect the order in which admissions are offered are:

- A child protection agency requests placement for a child;
- Children requiring full time care (5 days per week);
- Siblings of children currently registered in a Schoolhouse Playcare Centres of Durham program;
- Children transferring from other Schoolhouse Playcare Centres of Durham programs;
- Children of Schoolhouse Playcare Centres of Durham employees;
- Children enrolled at a school with a Schoolhouse Playcare Centres of Durham program on-site;

Schoolhouse Playcare Centres of Durham waitlists are managed by the centre supervisor at each location. To find out your family's status on the waitlist please contact the childcare centre directly.



“The teachers are wonderful and truly care for our kids. There is always a new activity introduced and our kids were excited to share what they did with us. We are so sad our boys have aged out of the program. In our youngest son’s words ‘everyone is super nice to me and I think they really love me!’”

- Parent, Julie Payette

Our operational hours are guided by community need and vary from centre to centre. We operate our programs between 6:30 a.m. - 6:30 p.m. Please confirm the hours for the centre you attend with the centre supervisor.

Centre	Hours	Address	Programs Offered				
			Infant ●	Toddler ■	Preschool ◆	Kindergarten ▲	School Age ★
Pickering/Claremont							
Altona Forest	905-421-9147	405 Woodsmere Cres	●	■	◆	▲	★
Claremont	905-649-4129	1675 Central St	●	■	◆	▲	★
Highbush	905-420-1475	605 Strouds Ln	-	■	◆	▲	★
Valley Farm	905-686-2489	1615 Pepperwood Gate	-	■	◆	▲	★
Westcreek	905-509-9470	1779 Westcreek Dr	-	-	-	▲	★
Ajax							
Applecroft	905-427-8097	55 Coles Ave	-	■	◆	▲	★
Cadarackque	905-428-3331	15 Miles Dr	-	■	◆	▲	★
Eagle Ridge	905-426-9146	425 Delaney Dr	-	-	-	▲	★
Lincoln Alexander	905-619-3627	95 Church St N	-	■	◆	▲	★
Lincoln Avenue	905-683-2173	70 Lincoln St	-	-	-	▲	★
Roland Michener	905-686-5440	95 Ritchie Ave	●	■	◆	▲	★
Whitby/Brooklin							
Blair Ridge	905-620-0600	100 Blackfriar Ave	-	-	-	▲	★
Brooklin Village	905-655-5600	25 Selkirk Dr	-	■	◆	▲	★
Captain Michael VandenBos	905-665-0342	3121 Country Ln	-	-	-	▲	★
Fallingbrook	905-665-5896	155 Fallingbrook St	-	-	-	▲	★
Glen Dhu	905-430-1898	29 Fallingbrook St	-	■	◆	▲	★
John Dryden	905-433-1387	40 Rolling Acres Dr	-	■	◆	▲	★
Julie Payette	905-430-0600	300 Garden St	-	-	-	-	★
Ormiston	905-430-3346	20 Forest Heights St	-	■	◆	▲	★
Robert Munsch	905-620-0062	20 Norista St	-	-	-	▲	★
Sinclair	905-666-2416	380 Taunton Rd	●	■	◆	-	-
Sir Samuel Steele	905-579-2896	55 Bakerville St	-	-	-	▲	★
Whitby Shores	905-668-9258	485 Whitby Shores Greenway	-	-	-	▲	★
Williamsburg	905-430-1080	20 Kirkland Pl	-	-	-	▲	★
Oshawa							
Elsie MacGill	905-440-7320	800 Greenhill Ave	●	■	◆	▲	★
Stephen Saywell	905-433-4730	855 Roundelay Dr	-	-	◆	▲	★



Fee Schedule

August 2024 - September 2025

	Per Day* Sept-Dec 2024	Per Day* Effective Jan 2025	Notes
Infant			
Full Time	\$27.37	\$22.00	Fees will be applied daily. Monthly charges will reflect the number of days in the month, and will vary.
Toddler			
Full Time & Part Time PT=2 or 3 days/week	\$24.64	\$22.00	Fees will be applied daily. Monthly charges will reflect the number of days in the month, and will vary.
Preschool			
Full Time & Part Time PT=2 or 3 days/week	\$23.59	\$22.00	Fees will be applied daily. Monthly charges will reflect the number of days in the month, and will vary.
Kindergarten			
Before and After School	\$13.69	\$13.69	Fees will be applied daily. Monthly charges will reflect the number of days in the month, and will vary. **Minimum daily rate
Before OR After School Only	\$12.00**	\$12.00**	
PA Days	\$19.14	\$19.14	
Winter Break & March Break	\$19.14	\$19.14	
Summer Care - Full Day	\$20.51	\$20.51	
School Age			
Before and After School	\$27.01	\$27.01	Fees will be applied daily. Monthly charges will reflect the number of days in the month, and will vary.
Before OR After School Only	\$23.68	\$23.68	
PA Days	\$47.00	\$47.00	
Winter Break & March Break	\$47.00	\$47.00	Reduction of fees will be applied to all children up to the month of their 6th birthday.
Summer Care - Full Day	\$52.00	\$52.00	

- All centres will be closed on New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day & Boxing Day. Regular fees will be applied.
- All childcare programs will be closed on Easter Monday for Educator Professional Development. Families will not be billed for this day.

*Based on enrolment in the Canada-Wide Early Learning and Child Care program, for all eligible families with children 0-5 years of age.

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