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| <b>Procedure Title</b>   | <b>Child Care For Bluewater District School Board Schools and Agencies</b>                           |                       |                        |
| <b>Date of Issue</b>   | January 11, 2006   | <b>Related Policy</b> | BP 3120-D              |
| <b>Revision Dates</b>  | August 29, 2007; August 28, 2008; August 19, 2009; November 2, 2011; July 2, 2014; September 6, 2017 | <b>Related Forms</b>  |                        |
| <b>Review Date</b>   |  | <b>Originator</b>     | Administrative Council |
| <b>References</b>  |  |                       |                        |
| Child Care and Early Years Act (CCEYA) 2014; BP/AP 5902-D "Community Use of Schools"; Ministry Memo B1 : 2010; Ministry Memo 2017:EY1; Before-and After School Programs Kindergarten - Grade 6 Policies and Guidelines for School Boards January 2017; Child Care and Ontario Early Years Protocol, September 2017 (Administrator's Handbook); How Does Learning Happen? Ontario's Pedagogy for Early Years, Ministry of Education, 2014 |  |                       |                        |

**1.0 BACKGROUND**

- i. The Ontario Ministry of Education has established an Early Years Division to guide and direct the delivery of child care as an integral component of an educational system. Municipal service system managers are required to consult with school boards in the development of service plans, and the school board and other identified child care and Ontario Early Years partners will cooperate with each other for the purpose of implementing the service plan.
- ii. All day programs operate according to individual lease agreements for each site between the "Landlord" (BWDSB) and the "Tenant" (Child Care Provider).
- iii. School boards are required to ensure the provision of a before and after school program for every elementary school serving students in the primary and/or junior division (i.e., kindergarten to Grade 6) where there is sufficient demand and/or viability. The decision that a school will not provide a program must be agreed upon by the board, the local service system manager, and any First Nation with a tuition agreement for students of the school that a program is not viable in.
- iv. Before and after school child care programs and extended day programs for kindergarten students run by a third party operate as a result of a tender process and in consultation with the local service system manager.
- v. Parents/guardians of students enrolled in school board-operated before and after school programs, and extended day programs for kindergarten students, will be charged fees to recover the operating costs. Costs associate with accommodating students with special needs will be incorporated into the cost of the program.
- vi. These agreements have been developed to ensure that a safe, happy, and respectful environment for children and staff exists in and out of traditional school programs.

**2.0 RATIONALE**

- i. Bluewater District School Board and their child care partners support the provision of quality child care service in schools through qualified, licensed child care providers where space is available, and where the need for service has been identified through a community planning process.

**Licensed Child Care Centres and Third Party Operated Before and After School Care Programs**

- i. Child Care and Early Years Act (CCEYA) is the piece of legislation under which the Ministry of Education license child care operations
- ii. The lease agreement (for all day child care) for each site provides the context within which this protocol is developed.
  - a. This procedure goes beyond the lease/letters of agreement by specifying the roles of all parties who have responsibility for the effective operation of the child care program, or who are impacted by it.
  - b. Letters of agreement which exist for before and after school childcare may include additional site specific information.
- iii. The Child Care and Ontario Early Years Protocol (September 2017) is designed to assist Bluewater District School Board administrators and the child care agencies by providing a framework for a common understanding information regarding the mandate and regulations that child care operators and educators are required to meet under the Child Care and Early Years Act and the Education Act. It is reviewed bi-annually by BWDSB/child care provider committee members, and is available to school principals electronically in the Administrators' Handbook
- iv. The space used for child care programs is licensed by the Ministry of Education under the Child Care and Early years Act 2014. The Ministry of Education will license additional spaces as alternates. Programs must be located in licensed spaces only.
- v. All licensed child care programs are required to follow the guidelines of the Child Care and Early Years Act; review and enforcement is a function carried out by the ministry's representative.
  - i. The basic requirements for a child care centre are that each school age child requires a minimum of 30 square feet per child of clear floor space.
  - ii. This space must be a designated and dedicated space, while the program is running, to receive a license.
  - iii. The act requires daily, monthly, seasonal and annual play space inspections, and that a Public Health and Fire Department inspection be completed annually.
  - iv. All licenses are subject to an annual renewal by the Ministry of Education Child Care Quality Assurance and Licensing branch, and include annual inspections by Health and Fire Departments.
  - v. Wall space is required in each licensed space as regulations mandate the posting of the following: the operator's license, a large yellow licensing poster, a menu for snacks for the week in operation and the week following, and a weekly program schedule.

**3.0 ROLES AND RESPONSIBILITIES****A. Child Care Agency**

- i. Operates the child care program including: providing a quality program that meets or exceeds the minimum requirements set out by the Child Care and Early years Act and is consistent with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*
- ii. Ensures that there be a second adult on the premise when there are more than five children due (This is a requirement for a program that is licensed for 15 or fewer children.)
- iii. Ensures all child care staff are fully aware of this administrative procedure (AP 3120-D) and the Child Care and Ontario Early Years Protocol (September 2017).
- iv. May not enter into any individual agreements with board staff to perform duties at the work site during regularly scheduled work hours.

**B. Child Care Staff**

- i. Ensures the security of the building and reports any irregularities to the principal, e.g., break-ins
- ii. Maintain a floor plan with other emergency information for the use of the fire department in the case of fire alarm activation outside regular school hours

**C. Principal/Vice Principal**

- i. The school principal plays a key role in the successful partnership between child care centres, before and after programs, and the extended day programs which operate in the schools. While not directly responsible for supervision, the principal is accountable for all that happens within the school building and therefore plays an educating and coordinating role with child care partners and school staff by ensuring that the following items are addressed:
  - a. Establishes and maintains a positive relationship with child care staff and supervisors.
  - b. Ensures school staff understand the importance of each program and are respectful of the licensed child care space.
  - c. Minimizes schedule changes that impact on licensed child care space.
  - d. When scheduling changes are unavoidable, ensures that child care staff are given as much notice as possible.
  - e. Informs the child care program staff immediately when school is closed for emergencies or inclement weather.
  - f. Includes child care contact information in inclement weather plan.
  - g. Maintains a list of home and cell numbers for child care staff.
  - h. Maintains playground reports and provides reports to the child care providers.
  - i. Will retain a copy of the 'Authorization to Communicate and Share Information' form given to them by the child care provider (available in the Child Care and Ontario Early Years Protocol, September 2017) for the time period that the form is applicable to
  - j. Assists with communication to parents by providing information regarding the program on school websites, in school newsletters, and by any other means the principal may deem appropriate.
  - k. Acquaints school staff with the current Child Care and Ontario Early Years Protocol.

**4.0 SCHOOL BOARD OPERATED PROGRAMS**

In the event that Bluewater District School Board is not able to enter into a contract with a third party to operate a before and after school program, and there is sufficient demand, the board will establish a program under the following requirements:

- i. Board-operated programs will complement programming offered during the regular schools day and will be guided by *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (HDLH).
- ii. The maximum allowable child to adult staffing ration of a school board-operated program shall be 15:1. When the program exceeds the child to adult ration of 15:1, another staff person shall be appointed to that program unit. The maximum number of children in a single unit shall not exceed 30 students.
- iii. Programs must have at least one Registered Early Childhood Educator (RECE) to lead the program unit.
- iv. For programs serving children nine years of age or older there must be at least one adult to lead the program unit who meets on to the following criteria:
  - a. has a diploma or degree in child and youth care; or

- b. has a diploma or degree in recreation and leisure services; or
  - c. is a member in good standing with the Ontario College of Teachers; or
  - d. is a member in good standing with the College of Early Childhood Educators.
- v. Programs must have adult supervision on-site at all times. Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults onsite at all times.
- vi. School board-operated programs are required to offer a minimum of 30 minutes of developmentally appropriate active play in the daily program which accommodates student fitness levels and takes into account student interests. The emphasis should be on participation and enjoyment. When possible, and appropriate, this should include opportunities to engage in vigorous play in outdoor settings.
- vii. Board-operated programs may offer specific programming based on student/community needs. This programming can include:
  - a. academic assistance or time for students to complete school work;
  - b. arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits;
  - c. personal health and wellness education (e.g., anti-bullying, body image, fostering resilience);
  - d. community involvement;
  - e. providing snacks for students participating in the program; and
  - f. unstructured time to allow children to develop interest, engage with their peers, play independently, and make choices and decisions for themselves.

## 5.0 AUTHORIZED RECREATIONAL/SKILL BUILDING PROGRAMS

Bluewater District School Board may choose to enter into an agreement with a provider to deliver an authorized recreational and skill building program for students from Grade 1 and higher (e.g., municipalities, YMCA, Boys and Girls Clubs of Canada, Ontario's After School Program funded by the Ministry of Tourism, Culture and Sport).

- i. Authorized recreational and skill building programs may provide up to three hours of care once a day for children age six and up.
- ii. Authorized recreational and skill building programs should be consistent with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*.
- iii. Programs must have a minimum of one staff person for every 15 students (1:15). Where the number of student exceeds 15, a second staff person is required. Each unit of students in a single area must not exceed 30 students. Additional units may be in the same location, but in a separate area.
- iv. Each program must have access to at least one adult to lead the program who meets one of the following criteria:
  - a. Is a member in good standing with the College of Early Childhood Educators; or
  - b. Is a member in good standing with the Ontario College of Teachers; or
  - c. Has a diploma or degree in child and youth care; or
  - d. Has a diploma or degree in recreation and leisure services; or
  - e. Has a diploma or degree in social work, psychology, sociology, kinesiology with a focus/experience working with children 6-12 years old.

- v. Thirty percent (30%) of the program time must be dedicated to involving students in developmentally appropriate active play which takes into consideration student interests and fitness levels. The emphasis should be on participation and enjoyment. Where possible, and appropriate, a portion of the activity should take place in the outdoors.
- vi. Authorized recreational and skill building programs may offer specific programming based on student/community needs. This programming can include:
  - a. Academic assistance, or time for students to complete school work;
  - b. Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits;
  - c. Personal health and wellness education (e.g., anti-bullying, body image, fostering resilience);
  - d. Community involvement;
  - e. Providing snacks for students participating in the program; and
  - f. Unstructured time to allow children to develop interest, engage with their peers, play independently, and make choices and decisions for themselves.
- vii. Authorized recreation programs must have the following policies in place at each site, and these policies must be reviewed annually with all staff:
  - a. An emergency action plan communicated with the school and visibly posted;
  - b. Accident and injury reporting;
  - c. Plans for children with medical or special needs;
  - d. Safety policies to monitor equipment and facilities;
  - e. Reducing risk of and responding to exposure to anaphylactic causative agents;
  - f. Safe arrival and departure procedures for children, particularly with regard to transitions after the school day which include:
    - i. Daily sign-in/sign-out procedures so that staff are aware of which children are in the attendance;
    - ii. Procedure to be followed if a child does not attend an staff have not been notified in advance of the reason;
    - iii. Process by which parents must inform the program in writing of who is or is not allowed to pick up their children;
    - iv. Process by which parents must provide written consent for children of any age to sign themselves in and out; and
    - v. Process by which the authorized recreation provider communicates with the school to support transitions to after the school day.
  - g. Safe food handling with a minimum of one staff person that has been certified in a licensed safe food handling course;
  - h. Vulnerable sector screening for all staff and volunteers, before they interact with children:
    - i. Service providers must obtain an offence declaration from the person or an attestation from their employer that a vulnerable sector check has been obtained and reviewed;
    - ii. Vulnerable sector checks must be renewed at of minimum of every 5 years and offence declarations must be completed annually; and
    - iii. All persons in contact with children in the program must be appropriately screened or supervised.
  - i. The provision of health and nutritious food and drink for students;

- j. Ensuring protection of privacy of children, youth and their families
- k. Authorized recreation programs must have a staff training plan that ensures orientation as well as initial and ongoing staff education. A staff training plan must include:
  - i. Yearly after school/organizational orientation where the staff sign-off on the organization's policies and procedures;
  - ii. Training in occupational health and safety (Workplace Hazardous Material Information System (WHMIS));
  - iii. Training in ways to encourage positive interactions and communication among peers and support students self-regulation abilities; and training on prohibited adult practices (i.e., harsh or degrading measure withholding physical activity as a form of punishment);
  - iv. Training in conflict resolution;
  - v. Training in Standard First Aid and Cardiopulmonary Resuscitation (CPR) certificate from a Workplace Safety & Insurance Board (WSIB) recognized agency;
  - vi. Training in healthy child development (e.g., High Five's Principles of Health Child Development);
  - vii. Training on the role of healthy eating for development of healthy behaviours and one staff at each location must be trained in safe food handling practices;
  - viii. Training in adapting physical activity opportunities to include children and youth at all levels of athletic ability, and those with physical, sensory or intellectual disability; and
  - ix. Training and familiarity with resources on integrating physical activity throughout the program.
- l. Authorized recreation program operators must have a current certificate of Comprehensive General Liability for at least \$2 million naming "Her Majesty the Queen in right of Ontario, Her Ministers, Agents, Appointees and Employees" as additionally insured.
- m. All staff must be certified in Standard First Aid/CPR from a Workplace Safety Insurance Board (WSIB) recognized agency.
- n. Programs operated on school board property and using school board equipment, must comply with the expectations outlined on the Child Care and Ontario Early Years Protocol (September 2017).