



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #409.0, Licensed Child Care in Schools Procedure #409.1, Before and After School Programs Procedure #409.2, Security for Licensed Child Care and Before and After Care Programs in Schools

The Licensed Child Care in Schools policy and procedure outline the York Region District School Board's commitment to building strong partnerships with child care operators in order to support planning, curriculum and program coordination that will benefit students, families and our school communities.

This commitment is further supported by Procedure #409.1, Before and After School Programs, which outlines how before and after care programs are established and maintained in schools and Procedure #409.2, Security for Licensed Child Care and Before and After Care Programs in Schools which outlines how the York Region District School Board works with licensed child care operators in schools to address security protocol in support of students, staff, families and communities.

Who has responsibilities?

- Board of Trustees
- Director of Education
- Coordinator of Child Care and Community Services
- Administrators
- Caretaking Staff
- Child Care Centre Supervisors
- Before and After Care Supervisors
- Parents

How is this policy and/or procedure related to Board priorities?

The Community Use of Schools policy supports the York Region District School Board's Mission, Vision and Values as it promotes the development of strong partnerships and collaboration with agencies that support the care, development and education of our shared students. At the centre of the Board's vision is the belief that staff, students and the community have a collective responsibility to create an effective learning environment. Collaborative and respectful partnerships with childcare and community partners will support all students in their future success.

The work with childcare partners fits within the YRDSB Modern Learning Strategy, under collaborative learning communities, as we continue to build partnerships, create co-learning opportunities for professionals and share resources and materials, both indoors and outdoors. By creating collaborative learning spaces for our shared children, especially for our kindergarten children that are shared between programs and staff, we will be able to enhance modern learning experiences in support of student learning and well-being.

This policy and procedure supports a safe, caring and supportive school environment to ensure children, staff and the school building is safe. It supports school staff and community partners to work together to ensure the security of school buildings while maintaining a welcoming environment for families. It fits with the strategy to create accessible and inviting physical environments in schools and workplaces.

Department

Education and Community Services

Legislative Context

[Child Care and Early Years Act](#)
[Education Act](#)

Related Documents

[Caring and Safe Schools](#)
How Does Learning Happen?

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.



Board Policy #409.0 Licensed Child Care in Schools

Policy Statement

The York Region District School Board is committed to building strong partnerships with child care operators in order to support planning, curriculum and program coordination that will benefit students, families and our school communities. The York Region District School Board supports the vision for early learning and care in Ontario. Through successful relationships, the Board collaborates with early years partners to guide and transform practices to support a common approach to pedagogy in early years settings.

Responsibilities

The Board of Trustees is responsible for:

- reviewing the Licensed Child Care in Schools policy in accordance with the priorities in the [Multi-Year Plan](#) and the approved policy review cycle; and
- understanding and communicating with members of the community about the Licensed Child Care in Schools policy, as required.

The Director of Education is responsible for:

- implementing and operationalizing the Licensed Child Care in Schools policy.

Definitions

Child Care Centres

Licensed, quality early learning and care environments that provide an early childhood education program for children 0-3.8 years to support children's early learning and healthy development while meeting the care needs of working families.

Child care space is either built or renovated to meet the licensing requirements of the [Child Care and Early Years Act](#) regulated by the Ministry of Education. Child Care Centres in schools are considered licensed space that could be modeled in one of two formats:

- (1) a child care centre attached to the school; or
- (2) one to three classrooms within a school that is identified as exclusive use for the purpose of child care.

Coordinator of Child Care and Community Services

A Board employee responsible for the establishment and coordination of child care programs in York Region District School Board schools.

History

Approved: 1996

Working Document: November 2017

Revised 2002, 2005, 2008, April 2013, July 2018



Board Procedure #409.0

Licensed Child Care in Schools

This procedure outlines how the York Region District School Board works with licensed child care centres/operators in schools in order to support students, families and communities.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Licensed Child Care in Schools procedure.

Planning Services shall:

- determine if a new or existing school is able to accommodate a child care centre.

Principals shall:

- ensure that the child care operator is made aware of the requirement to comply with the Board's policies and procedures, with particular attention to the [Caring and Safe Schools](#) policy and procedure including the Student Code of Conduct;
- promote and maintain communication and collaboration with the child care centre staff;
- encourage school staff and child care centre staff to get to know each other and their environments;
- share monthly/yearly calendars between the child care centre and the school, such as, but not limited to, special events, professional activity days, kindergarten schedules;
- include child care partners as part of the school team and give opportunities for professional learning and participation in school activities including staff meetings wherever possible;
- work with the coordinator of child care and community services and the operator to arrange for the use of shared space for school aged children;
- arrange for shared space in kindergarten classroom(s) where there is an extended day programs for kindergarten age children;
- include students in the child care centre as part of school activities whenever possible and appropriate;
- establish guidelines for the sharing of school equipment and facilities, such as, but not limited to, gym, playground, library, school resources;
- refuse to admit into the school any person who the principal believes is infected with or exposed to a communicable disease, including children from the child care centre;
- ensure that when a fire or emergency drill is held by the school, everyone including people in the child care centre takes part;
- provide clarity around roles and responsibilities of the principal and child care operator to support the safety and security of all students especially during an emergency;
- report, in the course of their professional duties, any grounds to suspect that a child may be or may have been abused to the appropriate authorities as per their legal obligations;
- share the organizational policies and procedures with child care operators on a regular basis especially when changes occur that will affect the operator; work with the coordinator of child care and community services and the child care operators to expand programs in order to meet growing community needs wherever possible.
- provide leadership in order to develop a purposeful, positive partnership that supports and promotes open communication, cooperation and collaboration between the school staff and the child care staff.

Principals may:

- be a member of the advisory committee of an incorporated child care centre and as such would have certain legal obligations and potential liabilities.

The Coordinator of Child Care and Community Services shall:

- support the incorporation of purpose-built child care centres in new schools under a lease arrangement with full cost recovery to the Board over a multi-year period;
- ensure that operators meet all administrative and operational requirements and relevant legislation including documentation that is required for leasing and licensing;
- facilitate partnerships with agencies and various levels of government and the community to achieve equitable access to child care services across public schools in York Region;
- plan for and respond to the needs for programs by facilitating the opening of new programs in schools at no cost to the Board, subject to space availability, local community support and compliance with applicable regulations;
- as part of the selection process for operators of purpose-built child care centres in new and existing schools;
 - request proposals submitted by child care operators that meet the criteria outlined in the application for pre-qualification of child care operators,
 - review the submitted proposals and present to a committee made up of Board staff for consideration,
 - present to the Property Management Committee for approval,
 - when possible provide opportunities for parents to meet the child care operators whose proposals have been received and meet the Board policy and criteria for selection and participate in the selection process; and
 - inform the successful operator,
- prepare the lease agreements for child care operators with full cost recovery to the Board in consultation with the Planning Services and Business Services;
- ensure that child care operators and supervisors are aware of their responsibilities throughout the school year;
- ensure that communication about school expectations is clear and ongoing throughout the school year;
- ensure ongoing communication with principals;
- ensure a positive relationship between the child care operators and the principals;
- facilitate regular and ongoing communication between the Board and child care centre operators;
- conduct child care centre visits to respond to program concerns and build relationships with staff;
- make every effort, along with the child care centre operators, to ensure the consistency of quality programs through the use of tools and professional learning;
- support the child care operator in resolving issues and initiate a parent satisfaction survey when concerns are raised;
- if a significant number of families are dissatisfied with the program and would like to explore other options for a provider, the coordinator of child care and community services will move forward with recommendation of termination of the lease and initiating the selection process for a new operator;
- build links among child care centres, communities, families, agencies, and schools to ensure a coordinated approach;
- require the operator in both elementary and secondary school settings to give priority registration to preschool children entering year one of kindergarten residing in the school's attendance area; and present the annual child care report to the Coordinating Council of Superintendents and the Board Standing Committee;

Child Care Centre Operators shall:

- obtain all required documentation in order to hold a valid license under the [Child Care and Early Years Act](#);
- when opening a new child care centre;
 - submit all the required documentation to the Ministry of Education, such as, but not limited to, fire and health inspections and the certificate of occupancy, no less than one month prior to the date the centre is scheduled to open,

- schedule all necessary inspections no less than one month prior to the anticipated opening of the centre,
- provide the dates, once confirmed, to the coordinator of child care and community services to ensure the building is accessible,
- be responsible for contacting the appropriate municipal planning department to obtain the certificate of occupancy and communicate immediately to the coordinator of child care and community services and/or the identified contact from the Board's Plant Services if there are any issues or building deficiencies that have been identified by the municipality so that they can be addressed and the certificate of occupancy can be obtained,
- provide a minimum of two weeks' notice to families registered for care that the centre may not open on the scheduled date in the event that the school construction has been delayed, and
- inform the coordinator of child care and community services and the principal of any contravention resulting in a provisional license;
- manage the daily operations of the child care centre;
- ensure that the [vulnerable sector screening form](#) is completed by all staff, students and volunteers;
- make every effort, along with the coordinator of childcare and community services, to ensure the consistency of quality programs through the use of resources, tools and professional learning;
- provide a purposeful daily program that is carefully planned with a wide variety of learning experiences to serve individual needs and to facilitate each child's progress in the four foundations that ensure optimal learning and development (Belonging, Engagement, Expression, Well-Being) outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#);
- protect and promote the psychological and physical health, safety and well-being of each child in the care of the child care operator;
- communicate on a regular basis with the principal;
- share information pertaining to serious occurrences with the principal and coordinator of childcare and community services in a timely manner;
- report, in the course of their professional duties, any grounds to suspect that a child may be or may have been abused to the appropriate authorities as per their legal obligations;
- ensure that families in the community who live within the school boundaries, especially those with preschool children entering year one of kindergarten receive priority for enrollment in the child care centre;
- communicate new registrations and enrolment information with the school principal;
- meet early in the school year and then on a regular basis with the principal to share organizational procedures between the school and the child care centre;
- invite kindergarten educator teams to visit the child care centre;
- ensure that the health and safety and WHMIS information is shared with staff and that staff are trained annually;
- establish and maintain an open, cooperative partnership with each child's family that supports the family in meeting their responsibilities for the child;
- conduct parent satisfaction surveys on an annual basis and share a summary of the results with families the principal and the coordinator of child care and community services;
- establish and maintain a cooperative and collaborative working relationship with supervisors, colleagues, assistants and with other community services;
- reflect on practice and identify areas where obtaining additional knowledge or changing approaches improves the child care centre;
- utilize observation and assessment tools to measure success of the students in their care;
- establish, implement, review and revise an achievable, realistic professional development plan for their staff;
- interact positively and effectively with a broad range of partners;
- hire, develop and maintain knowledgeable, sensitive and motivated staff to ensure that children, staff and families are treated in an equitable and respectful manner; expand existing programs in order to meet growing community needs;
- ensure that when a staff member becomes aware of a student who may have engaged in an activity for which suspension or expulsion must be considered, that the staff must report the matter to the school's principal as soon as possible;
- abide by the policies and procedures of the York Region District School Board as defined in the

- lease and adhering to ethical standards in all aspects of practice;
- make every reasonable effort to support and provide child care programs that are inclusive, respectful and responsive to the needs of children with differing abilities;
- have a program statement that uses [How Does Learning Happen?](#) (HDLH) as the framework to guide programming and pedagogy;
- deliver program content consistent with the [Ministry of Education's Extended Day Program](#);
- develop a purposeful partnership that supports and promotes open communication, collaboration and strong relationships between the school staff and the child care staff;
- demonstrate that the child care program is of quality, meets the needs of families in the community and is aligned with the direction of the Board; and
- develop and maintaining a warm, caring and responsive relationship with every child and with the group of children in their care.

Parents shall:

- enter into an agreement directly with the child care operator for the care of their child.

History

Approved 1994

Working Document November 2017

Revised: 2008, April 2013, July 2018



Board Procedure #409.1, Before and After School Care Programs

This procedure outlines how before and after school care programs are established and the role and responsibilities of the principal, the before and after school care program supervisor and the child care coordinator.

In order to establish opportunities to share information between the school and the before and after school care program, a communication strategy must be put in place in order to ensure two-way communication. The need to build and sustain relationships must be reinforced. Every effort will be made to foster healthy working relationships to support this partnership.

Application of Procedure

Establishing a Before and After School Care Program

A survey will be circulated to parents of students for established schools and through holding schools to determine the demand for an on-site before and after school care program. A minimum of 15 positive survey responses are required for a program to be established. Parents are recruited through the survey process to volunteer on the parent selection committee.

If the survey indicates a demand for a before and after school care program, the following steps are implemented.

1. A request for proposal is issued to pre-approved child care agencies who meet the criteria outlined in the application for pre-qualification of child care operators.
2. A selection committee will meet to review proposals in accordance with established community needs.
3. The selection committee will short list to a smaller number of chosen operators to move forward in the next step of the process.
4. Site visits to one existing program operated by each of the agencies who are on the short-list.
5. A second meeting is held after the site visits where committee members discuss the visits and a before and after care program operator is selected to provide service at the school location based on established criteria/observation.
6. A meeting with the principal and the before and after care program operator will be scheduled to discuss licensing requirements.
7. A lease agreement will be created and signed.
8. Leases are reviewed annually.

Definitions

Before and After School Care Program

Licensed and operated by independent non-profit or commercial pre-approved agencies. These programs follow the regulations of the [Child Care and Early Years Act](#) and are licensed by the Ministry of Education.

Before and After School Care Program Supervisor

Is employed by the independent not-for-profit or commercial pre-approved agencies and is responsible for the daily operations of the program located at the school.

Care Coordinator of Child Care and Community Services

Is a staff member of the York Region District School Board responsible for the establishment and coordination of before and after school care programs in York Region public schools.

Parent Selection Committee

Is composed of the school principal, coordinator of child care and community services and parent volunteers who will be using the before and after child care program. The committee review proposals submitted by child care agencies and choose one operator to provide the before and after care program at the school.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Before and After School Care Programs procedure.

The Principal shall:

- work with the child care coordinator to determine the need for a before and after care program in their school;
- forward completed needs surveys to the *care coordinator of child care and community services*;
- promote and maintain communication and collaboration with the before and after school care program supervisor;
- create opportunities in which the before and after school care program staff can dialogue as part of the school team in order to support shared families;
- include before and after school care program staff in related professional development opportunities, wherever possible;
- plan and network as a team to support the use of shared spaces;
- be prepared to host the before and after school care program in classrooms that are licensed for before and after school care use for a 10-month period;
- clarify roles and responsibilities of the principal and the before and after school care program supervisor to support the safety and security of all students;
- ensure the before and after school care program site supervisor is aware of their responsibility to comply with the school code of conduct and the [Caring and Safe Schools](#) policy and procedures;
- support the before and after school care program and ensure actions taken by the before and after school care program supervisor are consistent with Board policy; and
- be familiar with the content in the [Child Care in Schools: A Guide to Creating Effective Partnerships](#) to promote collaborative relationships and strengthen partnerships and for additional resources.

The Before and After Care Program Operators shall:

- hold a valid [Child Care and Early Years Act](#) license issued by the Ministry of Education;
- comply with the regulations as set out in [Ontario Regulation 221/11, Extended Day and Third party Programs](#);
- inform the *care coordinator of child care and community services* of any contravention resulting in a provisional license;
- manage the operations of the before and after school care program;
- carry insurance in the amount of not less than five million dollars general liability, naming the Board as additional insured;

- ensure all before and after school care program site staff members are aware of their responsibility to comply with the school code of conduct and the [Caring and Safe Schools](#) policy and procedures;
- conduct parent satisfaction surveys on an annual basis and share a summary of the results with families, the principal and the coordinator of child care and community services;
- provide a program that positively impacts on children's learning and development; and
- be familiar with the content in the [Child Care in Schools: A Guide to Creating Effective Partnerships](#) to promote collaborative relationships and strengthen partnerships and for additional resources.

Before and After Care Program Site Supervisors shall:

- share information pertaining to serious occurrences with the principal or designate;
- communicate on a regular basis with the principal or designate;
- be aware of and follow all [Board policies and procedures](#);
- ensure families with children who live within the school community receive priority for enrollment in the before and after school care program;
- invite the principal or designate to the before and after school care program's parent advisory committee meetings;
- meet early in the school year with the principal to share organizational procedures between the school and the before and after school care program;
- promote and maintain ongoing communication and collaboration with appropriate school staff members;
- ensure all before and after school care program staff members are aware of their responsibility to comply with the school code of conduct and the [Caring and Safe Schools](#) policy and procedures;
- conduct parent satisfaction surveys on an annual basis and share a summary of the results with the principal and the child care coordinator;
- ensure that staff evaluations are conducted a minimum of every three years; and
- adopt quality assessment procedures that support and encompass quality before and after school care programs, including, but not limited to, Raising The Bar, Professional Development and School Age Care Environmental Rating Scale.

The Coordinator of Child care and Community Services shall:

- with the support of principals, determine the need for new before and after school care programs in each school location;
- ensure that all before and after school care program operators and supervisors are aware of their responsibilities throughout the school year;
- obtain feedback from principals and before and after school care program operators, when required;
- issue a ten-month lease agreement, including lease costs, to each before and after school care program annually;
- provide before and after care operators with the option to extend the lease to provide a full-day program throughout the summer;
- contact before and after school care program operators regarding the continuation of the program during the following school year, in accordance with the timelines in the lease agreement;
- ensure clear communication with before and after school care program operators about Board expectations;
- facilitate communication between the Board and before and after school care programs operators;
- conduct site visits for before and after school care programs to support quality programming, when required;
- be aware of and follow-up on before and after school care programs that hold a provisional license;
- ensure that each before and after school care program meets Board requirements;
- support the consistency of quality programs;

- build links among community partners, home and schools to ensure a coordinated approach;
- ensure all appropriate information regarding the operation of before and after care programs is included in the [Child Care in Schools: A Guide to Creating Effective Partnerships](#); and
- collect statistical information on an annual basis pertaining to before and after school care programs.

The Parent Selection Committee shall:

- identify community needs to be considered when reviewing proposals;
- review proposals received for before and after care programs; and
- select one operator to provide before and after school care programs at the school.

History

Approved May 2005

Working Document June 2014

Revised March 2015, July 2018



Procedure #409.1 Security for Licensed Child Care and Before and After Care Programs in Schools

This procedure outlines how the York Region District School Board works with licensed child care operators in schools to address security protocol in support of staff, students, families and communities.

Definitions

Child Care Operator

Agencies that operate both child care centres and before and after care programs within York Region schools.

Child Care Site Supervisor

The individual, hired by the child care agency, to provide the supervision and management for a licensed child care centre or before and after care program operating within York Region schools.

Child Care Staff

Registered Early Childhood Educators (RECE) who are employed by child care agencies to directly supervise and provide programs to children attending the child care and before and after care programs.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Security for Licensed Child Care and Before and After Care Programs in Schools procedure.

Principals shall:

- ensure that the child care staff is included in any school based training regarding the [Caring and Safe Schools](#) policy or security issues;
- include child care partners as part of the safe school team;
- work with the coordinator of childcare and community services and the operator to arrange for the use of shared space for school-aged children giving consideration to what room(s) will be allocated for the program, preferably close to a main entrance/exit door so as to ensure the safety of child care staff, students and parents;
- communicate to child care site supervisor the protocol for opening and securing the building during school hours;
- include students in the child care centre as part of safe school activities whenever possible and appropriate;
- ensure that when a fire or emergency drill is held by the school, everyone including people in the child care centre takes part;
- establish roles and responsibilities of the principal and child care site supervisor to support the safety and security of all students especially during an emergency;
- supply a school radio for the use of child care staff to provide direct communication with the school staff;

- be aware of all staff working in their school or facility on a day-to-day basis;
- ensure the school's emergency plan includes the child care centre and or before and after care program; and
- ensure child care operators have access to Board emergency numbers such as the security monitoring company.

The Coordinator of Child Care and Community Services shall:

- ensure that child care operators and site supervisors are aware of their responsibilities throughout the school year through regular meetings and communications;
- ensure communication about school expectations is clear and ongoing throughout the school year through meetings, communications and site visits; and
- facilitate communication regarding changes to security practices and policies between the Board and child care centre operators through regular meetings and dialogue.

Child Care Centre Operators shall:

- comply with the safety and security requirements outlined in the [Child Care and Early Years Act](#),
- communicate on a regular basis with the principal regarding any concerns of safety and security;
- introduce all new child care staff and supply staff to school office and caretaking staff;
- ensure all child care staff are wearing appropriate identification tags;
- provide and update current lists of children registered in the child care and/or before and after care program to the school office;
- inform the school office or caretaker of any individuals in the building who are not recognized and is not there for the purpose of picking up a child from the program;
- ensure that the [Caring and Safe Schools](#) policy and procedures are shared with staff upon hiring and that staff are trained annually;
- communicate to adults that they must use the school's main entrance when entering the school building;
- communicate to parents that they must use designated school entrance for before and after care programs or child care centre entrance when dropping off and picking up children; and
- install keypad entry systems where possible following the guidelines for Maintenance Requests for Child Care Operators.

Lead Caretaker (elementary) or Supervisor of Facility Services (secondary) shall:

- inform child care staff if a caretaker is not on the premises; and
- ensure child care operator has contact numbers in situations where a caretaker is not onsite.

History

Approved: April 2013

Working Document: July 2012, November 2017

Revised July 2018