

SCHOOL OPERATIONS AND EQUITABLE EDUCATION

Child Care, Early Years, and After-School Recreation Programs

Adopted under- Child Care and Early Years Act (2014), Reg 221/11, 137/15 and 138/15

1.0 Objective

- 1.1 The objective of this procedure is to implement the Child Care, Early Years, and After-School Recreation Programs Policy to support high-quality early learning programs and services in Durham District School Board (DDSB) schools through licensed Child Care Operators and community and government-based organizations and partners. These programs are intended to meet the needs of DDSB school communities based on data and demographics and promote the health, safety, and well-being of children and families.
- 1.2 The partnership between the DDSB and the Child Care, Early Years, and After-School Recreation partners shall be beneficial to the students, families, and communities they collectively serve. A successful partnership is based upon the principles of open and honest communication, mutual respect, and an understanding of the complementary philosophies of each partner in the Early Years Consortium and is reflective of community needs. The partnerships with external community agencies are intended to meet family needs and strengthen student learning and success at school.
- 1.3 This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

2.0 Definitions

In this procedure,

- 2.1 Board refers to the Board of Trustees for Durham District School Board.
- 2.2 District refers to the corporation entity of Durham District School Board.
- 2.3 Staff refers to any individual who is employed by Durham District School Board.
- 2.4 Child Care refers to licensed early learning and care programs for children from birth to 3.8 years of age. In accordance with the *Child Care and Early Years Act (2014)*, child care means the provision of temporary care for or supervision of children in any circumstance other than in exempt circumstances.

- 2.5 Early Years refers to programs and services specifically designed for children aged from birth to 6. These programs involve or relate to the learning, development, health and well-being of children and families.
- 2.6 Before and After-School programs refers to programs in schools serving children between the ages of 3.8 -12 years of age before the school day begins, and after it ends, as defined in the *Child Care and Early Years Act (2014)*.
- 2.7 After-School Recreation programs refers to authorized recreational/skill building programs approved by the Ministry for school-aged children six to twelve* years of age (*exceptions are made for four- and five-year-old children who have older siblings in the recreation program and/or if there is no child care on site or the child care is unable to accommodate them). These programs offer learning and recreation activities including sports, outdoor play, special events, creative activities, and homework help.
- 2.8 Early Years Consortium refers to the collection of DDSB Child Care, Early Years, After-School Recreation partners, and school administrators committed to working collaboratively in a mutually beneficial, on-going and supportive relationship that benefits children, families, staff, and communities as transitions occur from an early learning program to school and from school to an early learning program.
- 2.9 Child Care Supervisor refers to the Registered Early Childhood Educator who manages the daily operations of the program/center.
- 2.10 Child Care Operator/Partner refers to the designated Administrator with decision-making authority who oversees operations for all the programs/centres and participates in the DDSB Early Years Consortium.
- 2.11 Exclusive Space refers to a dedicated Child Care, Early Years and After-School Recreation space within the school.
- 2.12 Shared Space refers to space being used jointly by the Child Care, Early Years and After-School Recreation program and the school. This space is determined in consultation with the Principal, Child Care Supervisor, and approved by the Early Years Manager. These spaces are used before and after regular school hours, on non-instructional days, and/or on other days when instruction is not available, cancelled or interrupted.
- 2.13 Alternative Space refers to backup space accessed by Child Care Partners, as required for licensing. These spaces are included as an alternate licensed space and are accessed when a primary space is unavailable.
- 2.14 Designated Space refers to space designated by the Board to be used for a Child Care/Early Years program.
- 2.15 Agreements refer to a promise or commitment made by the Child Care and Early Years partners and Durham District School Board for access and use of the school facilities and resources.
- 2.16 Memorandum of Understanding refers to an annual promise or commitment made by the After-School Recreation partner and the Durham District School Board for access and use of the school facilities and resources.

3.0 Procedure

3.1 Human Rights and Accommodation

The District supports working in partnership with the Early Years Consortium to provide Early Years, Child Care, and After-School Recreation programs and services to meet the needs of Durham's diverse communities. To meet the District's responsibilities to provide safe and welcoming environments free from discrimination, the District will not enter partnerships with or permit space to groups or organizations that do not support human rights principles, whose mandates/objectives conflict with DDSB's values and commitments as set out in section 1.3, or who cannot support the DDSB in meeting its responsibilities under the Ontario Human Rights Code and Occupational Health and Safety Act. Wherever possible, the DDSB will partner with groups and organizations that actively demonstrate their support for human rights and anti-discrimination, and who can support the District in meeting its responsibilities related to inclusive design, addressing discriminatory barriers and accommodating diverse needs.

An annual analysis and review of community needs in consultation with the Region of Durham, Consolidated Municipal Service Manager (CMSM) will be conducted to support viable expansion for early learning programs and services within Durham schools.

3.2 Programs/Services Review

3.2.1 Existing Child Care, Early Years, and After-School Recreation programs and services:

- Once a school is designated as a site for a Child Care, Early Years, or After-School Recreation program, it remains a site until the program ceases to fulfill the community needs or space no longer exists within the school building. The DDSB Early Years Consortium will review Child Care programs annually in consultation with the Consolidated Municipal Service Manager (CMSM).
- The DDSB Early Years Consortium will review Child and Family Centre Hubs, Preschool/Nursery Schools, After-School Recreation programs, and Early Years Summer School programs annually.

3.2.2 New Child Care, Early Years, and After-School Recreation programs and services:

- Establishment of a new Child Care program shall be at the mutual agreement of the Child Care Operator, Superintendent/Manager responsible for Early Years, CMSM, and in consultation with Corporate Services.
- As set out under subsection 6(4) of the *Child Care and Early Years Act, 2014* and its General Regulation, Authorized Recreational and Skill Building Programs, school boards may enter into an agreement with an authorized recreational and skill building program for After-School Recreation programs that serve school-aged children six* to twelve years of age (*exceptions are made for four- and five-year-old children who have older siblings in the recreation program and/or if there is no child care on site or the child care is unable to accommodate them).

3.3 Use of Space

3.3.1 All Child Care, Early Years and After-School Recreation Program Spaces

- All Child Care Partners will execute and adhere to a five-term agreement.
- All Early Years Partners will execute and adhere to a three-year term agreement.
- All After-School Recreation partners will execute and adhere to an annual Memorandum of Understanding (MOU).

3.3.2 Rent

Early Years programs, including Early Years Community Hub and After-School Recreation programs, will be provided with space from the DDSB as an in-kind contribution during operating school hours prior to six o'clock. Should this need to change based on rising operating costs, the Board will provide a minimum of thirty (30) days' notice to the partner and update the partnership agreement to include a fee schedule as an addendum. When changes to fees or structures are required based on a Ministry directive, the Board cannot provide a timeline for implementation or notice outside of what is given by the Ministry and may result in immediate changes to the agreement.

Child Care partners are responsible for base rent and cost recovery items, as outlined in their five-year partnership agreement with the DDSB.

a) Exclusive Space and/or Purpose-Built Space:

- Cost recovery for the use of space will be evaluated annually.
- Child Care partners will be given 30 days' notice for any rent increase.
- Includes heat/hydro/water.
- Includes repairs and maintenance to building and exterior fencing (all DDSB property).
- At the cessation of the Child Care Program the exclusive space reverts to DDSB property exclusively.
- A review of space shall be conducted by the Board on a regular basis.

b) Shared Space/Combined Space:

- The Child Care partner will be charged at full cost recovery.
- Cost recovery will be evaluated annually.
- Cost includes use of designated or alternate space, as per the times indicated on the permit, as well as access to the washrooms.

3.3.3 Equipment

- a) All equipment for use by the Child Care, Early Years, or After-School Recreation programs will be the responsibility of the Child Care, Early Years, and After-School Recreation Partner.
- b) Every licensee shall ensure that the play materials, equipment, and furnishings in each Child Care centre it operates are maintained in a safe and clean condition and kept in a good state of repair, and that there is adequate storage available for the play materials. (CCEYA).
- c) Shared Equipment is a best practice. This is at the discretion of the Principal and the Child Care Supervisor and/or After-School Recreation Program Lead/Manager. It is strongly recommended that partners and school educators consider sharing resources and materials, always keeping the best interest of the child in mind. Maintaining clear, consistent, and mutually agreed upon expectations for the use of material and equipment is a key factor in successfully sharing spaces. It is strongly encouraged that all educator teams engage in ongoing collaboration and communication to support this expectation.

3.3.4 Holidays

Use of space and custodial services as outlined in the Child Care and Early Years partnership agreements and After-School Recreation Memorandum of Understanding:

- a) Child Care and Early Years programs may continue to run during school designated holidays, non-instructional days, and professional development days, excluding the Board's ten statutory holidays, and as determined by community need and approved by the Early Years Department.
- b) After-School Recreation programs may continue to run during school-designated holidays, non-instructional days, and professional development days, as approved by the Early Years Department.
- c) The school building will be fully operational with heat, hydro, and water.
- d) Where possible, sites will be combined.
- e) Additional overtime fees may apply.

3.3.5 Security

Shared Space and Exclusive Space:

- a) The school custodian is responsible for securing the building.
- b) Designated drop-off and pick-up doors to be assigned by the Early Years Manager in consultation with the Facilities Services Manager, Custodial Services, and School Administrations.
- c) Child Care exclusive space will ensure doors remain locked during school hours.
- d) Exclusive office space for Child Care/Early Years partners (not including purpose-built Child Care centres) cannot be guaranteed and will only be designated based on unavailability within the school.

Child Care, Early Years, and After-School Recreation programs will inform the Manager of Early Years, who will inform Facilities Services in writing, of the operations of each centre/program on non-instructional days and/or on other days when instruction is not available or interrupted. Child Care, Early Years, and After School Recreation programs will work in collaboration with school administration to identify primary shared spaces on days when DDSB staff may continue to be operating within the building (i.e., Professional Activity days).

3.4 Agreements/Memorandums of Understanding

Agreements will be issued for a five-year period for all Child Care partners, a three-year period for all Early Years (i.e., Community Hub) partners, and MOU's will be reviewed annually for After-School Recreation partners. Agreements and MOUs will include requirements to adhere to DDSB's policies and procedures.

Shared space agreements will be issued for a five-year period for all Child Care shared spaces, including appropriate backup rooms.

3.5 Emergency Procedures

Child Care, Early Years, and After-School Recreation Staff and children are occupants of the building and must be included in school evacuation plans and emergency procedures.

In the case of an emergency closing of schools before the start of the school day due to weather conditions, all Child Care, Early Years, and After-School Recreation programs will be closed. Information regarding school and program closures will be posted on social media and the board website by 6:30 am.

In case of an emergency, where custodians do not arrive on site for Child Care partners to enter the premises, Child Care partners are provided with an emergency contact number which will investigate the individual scenarios and ensure programs can open and operate as quickly as possible under the individual circumstances.

In the event of a disruption to regular school operations, Child Care programs will operate where community needs are determined.

No person shall operate a premise where Child Care is provided except under the authority of a license to operate a Child Care centre (CCEYA).

3.6 Communication

The Child Care, Early Years, and After-School Recreation partners and school Principals shall be advised of policies and changes of system directives by a member of the Early Years Department.

The Child Care, Early Years, and After-School Recreation Supervisor/Program Leader shall be advised of policies and changes of school directives by the Principal of the school.

The first line of communication about any Child Care, Early Years, or After-School Recreation issues at a site shall be between the Principal and the Supervisor/Program Leader. The Supervisor/Program Leader is responsible for communicating with parents/families/communities. Any communication linked to the DDSB operations must be approved by the Manager of Early Years prior to being distributed.

Issues that cannot be resolved at the school shall be directed to the Child Care, Early Years, or After-School Supervisor/Program Lead and Manager responsible for Early Years.

The Child Care Early Years, and After-School Supervisor/Program Lead shall communicate/inform the Principal and the Manager of Early Years regarding issues related to day-to-day operations.

The Principal shall communicate/inform the Child Care, Early Years, or After-School Supervisor/Program Lead and the Manager of Early Years regarding issues related to day-to-day school operations.

The Family of Schools Superintendent shall be responsible for informing new administrative staff of the existence of Child Care, Early Years, and After-School Recreation programs in their schools.

The Manager responsible for Early Years shall inform the DDSB Early Years Consortium of a change in school Principal.

The DDSB Early Years Consortium members shall be responsible for informing their Supervisor/Program Lead of the new Principal.

3.7 Establishment of New Before- and After-School Child Care and After-School Recreation programs Using Shared Spaces

If the Principal or Family of Schools Area Superintendent is approached by the SCC or the community at large that a Child Care or After-School Recreation program is needed, the following steps shall be taken:

- a) The Principal or family of Schools Area Superintendent contacts the DDSB Superintendent or the Manager responsible for Early Years.

- b) The DDSB Superintendent or the Manager responsible for Early Years contacts the Region of Durham's Consolidated Municipal Services Manager (CMSM) at the Regional Municipality of Durham Manager for Children's Services. Approval to proceed with expanding/opening a new Child Care program will be provided by the CMSM.
- c) The DDSB Superintendent or Manager responsible for Early Years contacts the DDSB Early Years Consortium to inform them of the request.
- d) Any existing Child Care/After-School Recreation program/partnership located within the school, or within a neighbouring location, will be provided with the first right of refusal for the new/additional program, depending on program capacity and/or expansion capability.
- e) The Principal conducts a Child Care or After-School Recreation needs survey for the school created in consultation by the Early Years Department and identified partner.
- f) The survey results are compiled and reviewed by the DDSB Manager of Early Years.
- g) The Early Years Consortium reviews the survey data and makes a recommendation to the Manager of Early Years.
- h) The DDSB Manager of Early Years coordinates the implementation of the Child Care or After-School Recreation program.

3.8 Roles and Responsibilities

3.8.1 The Durham District School Board (DDSB) will:

- a) Develop policies and procedures to support the collaborative efforts of education and Child Care, Early Years, and After-School Recreation.
- b) Establish annual rent/lease agreements.
- c) Designate a Superintendent and staff responsible for Early Years.
- d) Facilitate activities of the Early Years Consortium and ensure quarterly meetings.
- e) Provide training and orientation to DDSB personnel to support effective partnerships between schools and Child Care, Early Years, and After-School Recreation partners.
- f) Support the day-to-day operations in the schools.
- g) Mediate any major dispute or conflicts that arise in relation to Child Care, Early Years, or After-School Recreation programs in DDSB schools.
- h) Mediate any dispute between Child Care, Early Years, and After-School Recreation and school officials in conjunction with the Superintendent/Manager of Early Years.
- i) Provide the facility and space that is conducive to a quality Child Care, Early Years, and After-School Recreation program and meets legislation requirements, as detailed in the Child Care and Early Years Act (CCEYA).

3.8.2 School Administrator will:

- a) Ensure that Child Care, Early Years, and After-School Recreation partners abide by the policies and procedures of the Board as defined in their agreement and the Ministry of Education Shared Space document.
- b) Facilitate communication between the school and Child Care, Early Years, and After-School Recreation program.
- c) Be responsible for ongoing communication with the Child Care, Early Years, and After-School Recreation Supervisor/Program Lead.
- d) Advise the Child Care Supervisor of school circumstances or events that impact or

enhance the day-to-day operations of the Child Care program.

- e) Advise the Early Years/After-School Recreation Program Lead of school circumstances or events that impact or enhance the day-to-day operations of the program.
- f) Communicate space changes to the Child Care, Early Years, and After-School Recreation Supervisor/Program Lead 20 school days in advance of the anticipated temporary change, due to an event or report card meetings with parents for example. Space changes must comply with back up spaces as indicated in the Shared Space Agreement.
- g) Establish a professional relationship with the Child Care, Early Years, and After-School Recreation personnel.
- h) Provide leadership to develop a purposeful, positive partnership that supports and promotes open communication and collaboration between the school staff and Child Care staff.

3.8.3 Child Care, Early Years, and After-School Recreation Partners will:

- a) Manage the Child Care, Early Years, and After-School Recreation operations in all designated/assigned board locations.
- b) Ensure compliance with all necessary licensing regulations of the Ministry of Education, Child Care and Early Years Act, and/or Ministry of Heritage, Sport, Tourism and Culture.
- c) Ensure compliance with all other regulatory bodies.
- d) Comply with applicable legislation, DDSB policies and procedures, and section 1.3.
- e) Maintain a Purchase of Service Agreement for fee subsidy in good standing with the Regional Municipality of Durham - Children's Services Division, when required/appropriate.
- f) Ensure vulnerable sector screening is completed for all staff, student placements and volunteers and submit employee criminal reference check indemnification letters to ensure compliance to Board policy.
- g) Inform the Manager of Early Years and the Principal regarding operational issues that impact the DDSB.
- h) Facilitate communication with appropriate Board personnel.
- i) Pay rent, leases, etc., when required/appropriate.
- j) Provide proof of insurance.
- k) Work in conjunction with Durham District School Board Administration in fulfilling requirements of all procedures (i.e., Facilities Services, Operations, Health and Safety).
- l) Recommend policy changes and develop procedures for the establishment and operation of Child Care programs with the Early Years Department.
- m) Conduct an annual review of existing programs with the Early Years Department.
- n) Submit the hours of operation, subject to approval by the Board. When operating on Board approved non-operational days, Child Care and Early Years partners must pay for services provided by the Board.
- o) Communicate with the school Principal on a regular basis.
- p) Provide semi-annual enrollment stats to the DDSB, Early Years Department.

- q) Provide documentation on an annual basis as listed in their agreement with the DDSB.
- r) Work with the Early Years Manager and Early Years Consortium to ensure the consistency of quality programs using best practice tools and professional learning.
- s) Promote and protect the overall health, safety, and well-being of each child in care.
- t) Attend regular Early Years Consortium meetings as an engaged participant.
- u) Submit all communication pieces that relate to the DDSB to the Early Years Department for approval prior to distribution.
- v) Ensure WHMIS information is shared with staff and that staff are trained annually.
- w) Ensure the programs implement Ministry mandated requirements.
- x) Ensure Child Care programs have a program statement that details "How Does Learning Happen?" as the framework to guide programming and pedagogy.

3.8.4 Early Years Board Personnel will:

- a) Ensure or foster/facilitate a positive relationship between the Child Care, Early Years, and After-School Recreation partners and the Principals.
- b) Facilitate partnerships with agencies and various levels of government and the community to achieve equitable access to Child Care, Early Years, and After-School Recreation programs and services in DDSB schools.
- c) Mediate any major dispute between Child Care, Early Years, and After-School Recreation personnel and school staff in conjunction with the partner.
- d) Inform Principals with Child Care facilities or Early Years/After-School Recreation programs of changes to policy and procedure.
- e) Conduct an annual review of existing programs with the Child Care, Early Years, and After-School Recreation partners.
- f) Recommend policy changes and develop procedures for the establishment and operation of Child Care, Early Years, and After-School Recreations programs in consultation with the Early Years Consortium.
- g) Provide information and necessary documentation to the Child Care, Early Years, and After-School Recreation partners, as required.
- h) Support the incorporation of purpose-built Child Care Centres in new schools under a lease agreement with cost recovery to the Board.
- i) Ensure that Child Care, Early Years, and After-School Recreation partners meet all administrative and operational requirements and relevant legislation including documentation that is required for leasing/licensing.
- j) Respond to community needs by opening programs in schools, subject to space availability, CMSM approval, and local community support.

3.8.5 Child Care, Early Years, and After-School Recreation Program Supervisors/Leaders will:

- a) Report serious occurrences to the school Principal and the Early Years Department and Manager of Health & Safety.
- b) Manage the day-to-day operations of high-quality programming.
- c) Be responsible for ongoing communication with the School Principal.
- d) Be responsible for adhering to section 1.3 and applicable school policies and procedures, including the Code of Conduct.

- e) Advise the Principal of Child Care, Early Years, and After-School Recreation program circumstances or events that impact or enhance the day-to-day operations of the school.
- f) Ensure respectful use of the building and equipment.
- g) Establish a professional relationship with the school personnel.

3.9 Relationships

The Early Years Department, School Leads, and Child Care, Early Years, and After-School Recreation programs and service staff will work collaboratively in service of students, families, and the school community.

The key to a good working relationship and strong partnership between the school and Child Care, Early Years, and After-School Recreation partner is ongoing communication and cooperation. Continuous communication encourages consistency and continuity for children as they transition from an early learning program to school, and from school to an early learning program. Working in partnership with Child Care, Early Years, and After-School Recreation partners and school personnel is key to providing continuity for children and consistency for families. School Administrators, program Supervisors/Manager/Leads, and classroom educators are responsible for collaboratively establishing the conditions essential for fostering positive working relationships among diverse early years professionals and staff who operate within both exclusive and shared spaces within schools.

Before- and after-school and After-School Recreation programs occur in shared spaces, necessitating collaboration between staff in Recreation programs, Child Care, and school-based educators to jointly create shared environments. Consideration for each group is crucial when scheduling the use of multi-purpose rooms. It is expected that school Administration, Child Care Supervisors, After-School Recreation program leaders, and staff collaborate to ensure ongoing availability of shared space and high-quality programs and experiences for students and families. Shared planning between the school, Child Care, Early Years, and After-School partners helps to support the development of a good relationship and strong partnership.

4.0 Reference Documents

4.1 Policies

Indigenous Education Policy
Human Rights, Anti-Discrimination and Anti-Racism Policy
Safe and Respectful Workplace and Harassment Prevention Policy

4.2 Procedures

Human Rights, Anti-Discrimination and Anti-Racism Procedure
Human Rights Inclusive Design and Accommodation Procedure
Human Rights Roles, Responsibilities and Accountability Framework

4.3 Other Documents

Ontario Human Rights Code
Occupational Health and Safety Act
Education Act
How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
Ontario Early Years Child & Family Centres Guidelines (2015)
The Renewed Ontario Early Years Policy Framework (2017)

Before and After School Programs - Kindergarten - Grade 6: Policies and Guidelines for School Boards (2017)

Policy/Program Memoranda: B6 and B9 Child Care Capitol Policies (2016-2017)

Child Care and Schools - Working Together in a Shared Space (2017-2018)

Child Care Modernization Act (2014)

Child Care and Early Years Act (2014)

Appendix:

None

Effective Date

2004-02-26

Amended

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2011-04-10

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