

Ministry of Education

Before and After School Programs Kindergarten – Grade 6

POLICIES AND GUIDELINES FOR SCHOOL BOARDS

September 2019

PREFACE

School boards are required to ensure the provision of before and after school programs (i.e. school board-operated and third party programs) in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand.

School boards are required to comply with the provisions for before and after school programs set out under [Part IX.1 of the Education Act, Regulation 221/11 entitled “Extended Day and Third Party Programs,”](#) and policies set out in this document. Some provisions under the *Child Care and Early Years Act, 2014* (CCEYA) and regulations may also apply.

PURPOSE OF THIS DOCUMENT

This document summarizes the provisions set out in the *Education Act* and regulations for before and after school programs for students in Kindergarten to Grade 6. It also sets out requirements with regard to reporting and program content for before and after school programs and additional considerations to support the implementation of these programs.

WORKING TOGETHER FOR CHILDREN AND FAMILIES

LOCAL SERVICE SYSTEM MANAGERS

Under the [Child Care and Early Years Act, 2014](#), Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) are designated as service system managers responsible, at the local level, for the planning and management of early years services, including child care and child and family programs.

Service system managers, in partnership with families, service providers, school boards and community agencies, lead locally-based planning and development to support an integrated approach to child care and early years services that respond to the needs of the community.

The ability to strengthen the quality of child care and early years experiences and enhance system integration requires the strategic leadership of CMSM/DSSABs to initiate, sustain and monitor local planning and development to achieve Ontario’s vision for the early years.

Service system managers are required to develop Service System Plans in accordance with provincial requirements. Service planning should be done in the context of the full range of coordinated early years and child care services for children and families, including before and after school programs for children in Kindergarten to Grade 6.

SCHOOL BOARDS

School boards play a critical role in the child care and early years sector. They provide an environment where services can be co-located and integrated for the purpose of reducing transitions, building cohesion and alignment across early years pedagogy and stronger connections between children, families, and early years and school professionals and educators.

School board leadership is vital to supporting comprehensive and continuous education that supports children from birth to adulthood.

School boards include district school boards and school authorities as defined under the *Education Act*.

DUTY TO COOPERATE

Under the [Child Care and Early Years Act, 2014 \(CCEYA\)](#) service system managers are required to consult with school boards in the development of service plans. The [CCEYA](#) also states that the service system manager, school boards and other identified child care and early years partners shall cooperate with each other for the purpose of implementing the service plan.

For the past several years, service system managers and school boards have worked in partnership to assess and jointly submit school-based early years capital funding projects to the ministry. As part of this process, CMSMs/DSSABs and school boards work closely together to identify suitable early years capital projects that meet the eligibility, sustainability and priority requirements of the ministry, then jointly sign off on all proposals which are submitted for approval.

Through greater integration with early years, child care, and education services, more children will benefit from a seamless day and consistent quality of care that supports healthy child development, well-being and lifelong success.

1. DUTY: PROVISION OF BEFORE AND AFTER SCHOOL CARE

SCHOOLS SUBJECT TO THE DUTY

Requirement:

In accordance with section 2 of O. Reg. 221/11, 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. from Kindergarten to Grade 6) where there is sufficient demand and/or viability.

Programs must be available on every instructional school day.

A before and/or after school program may not be required if there is insufficient demand. Please see section 3 for more information.

Considerations:

Programs may operate on non-instructional days (e.g. professional development days, winter, spring and summer breaks) if there is a need required by families within the community.

ELIGIBLE PROVIDERS: SCHOOL BOARD-OPERATED OR THIRD PARTY

Requirement:

In accordance with the *Education Act* and regulation, school boards may directly operate before and after school programs or they may enter into an agreement with a third party that is either:

- A licensed child care centre that is eligible to receive fee subsidy payments for children enrolled in the program; and/or
- An authorized recreational and skill building program for after-school programs

THIRD PARTY PROGRAMS

Considerations:

When selecting potential service providers, school boards are encouraged to work with their local service system managers to select third party operators that have the capacity to:

- deliver high quality before and after school programs
- collaborate and integrate services with community and school partners
- address the diverse needs of all children and families in the community

Where a school board is proposing to work with a licensed child care centre to meet the expanded duty and wishes to license space in the school to deliver the program, providers are encouraged to begin the licensing application process as early as possible to prevent delays.

School boards are not required to prioritize agreements with third party programs that are operated by a not-for-profit or a municipality. School boards will continue to have the authority to decide who to enter into agreements with for the purposes of meeting their duty. School boards may wish to continue to work with not-for-profit third party providers or enter into agreements with for-profit providers in order to best meet their local needs. This flexibility may assist school boards in meeting the various needs of child care in different communities across the province.

Although the prioritization of not-for-profit operators has been removed for child care funding, service system managers continue to have discretion about the providers with which they enter into purchase of service agreements. On-going communication and collaboration with the service system manager is essential.

ENTERING INTO AGREEMENTS WITH ANOTHER SCHOOL BOARD

Considerations:

In accordance with the Act and regulations, two or more school boards may enter into an agreement together for one of the school boards to directly operate or enter into an agreement with a third party to operate a before and/or after school program in a school of the board, for students of another school board.

2. PROGRAM FEES AND ACCESS TO CHILD CARE SUBSIDY

PARENT FEES: SCHOOL BOARD-OPERATED PROGRAMS (Extended Day)

Requirement:

In accordance with the *Education Act*, the *CCEYA* and their respective regulations, every school board shall charge fees to parents of students enrolled in school board-operated programs to recover costs incurred by the school board.

School boards are also required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the program.

Considerations:

A school board may also require a deposit or a registration fee to be paid to enroll a student in a school board-operated program.

- Deposits cannot exceed fees charged by the school board for two weeks enrolment in a program.
- Where a parent withdraws an enrolled student before the first day of the program, school boards must refund deposits, less a maximum of \$50 for administrative fees.
- Registration fees cannot exceed \$50.

PARENT FEES: THIRD PARTY PROGRAMS

School boards do not determine third party fees as these are set by the provider. The ministry does not regulate child care fees set by licensed child care centres or recreation providers.

Ontario Regulation 137/15 prohibits child care centres from charging a waiting list fee or deposit to parents seeking to be added to or removed from a waiting list.

CHILD CARE SUBSIDY

The ministry provides funding to local service system managers who are responsible for the administration of child care fee subsidies in their communities. Child care subsidy is available for children enrolled in licensed child care, school board-operated before and/or after school programs, children enrolled in authorized recreational and skill building program, and for children enrolled in camps that meet criteria set out under the *CCEYA* and regulations.

Eligible families may apply for subsidy through their local service system manager. Fee subsidy for eligible families is subject to the availability of subsidy funds within the budget of the CMSM or DSSAB, the existing of a purchase of service agreement with the operator, as well as space being available within a child care program.

Local service system managers have the flexibility to determine how to allocate child care and early years funding to best meet the needs of children, families and service providers within their community. There may be instances where a before and after school program is not in receipt of fee subsidy even if it is eligible.

Service system managers may also choose to provide general operating funding to school board operated programs (extended day programs), as defined under the *Education Act*, to alleviate high fees to parents, consistent with service system managers' discretion to provide general operating funding to other child care programs.

Requirement:

Child care subsidies may only be provided through the local service system manager. School boards are not permitted to directly provide subsidies to families to access a before and/or after school program.

Considerations:

School boards may enter into agreements with a local service system manager to provide subsidies to eligible families with children enrolled in a school board-operated program. Local service system managers may administer child care subsidy based on local policies and priorities, in accordance with ministry regulations and policies, to best respond to the needs in their community.

3. PLANNING: COMMUNITY ENGAGEMENT

Requirement:

To support an integrated approach to the planning and delivery of before and after school programs, school boards are required to consult with the following community partners to determine demand and program viability (section 4 of O. Reg. 221/11):

- Service system manager(s) for the service areas of the school board
- Any First Nation that has a tuition agreement with the school board
- Operators of existing third-party programs selected by the school board (e.g. licensed child care programs and authorized recreation program providers)
- Parents with children who are enrolled/they intend to enroll in Kindergarten – Grade 6 with the school board
- Indigenous organizations that provide culturally appropriate programs and services to urban Indigenous communities

School boards are required to include information regarding the estimated daily fee and non-instruction fee for school board-operated and third party programs when assessing demand. School boards are also required to assess demand for non-instructional days.

Working with Indigenous Organizations as Local Partners

The Ministry of Education recognizes the value of culturally appropriate early years and child care programs for Indigenous communities, and is committed to working closely with partners to support a strong early years and child care system for Indigenous children and families.

Early Years and Child Care in Urban Indigenous Communities

The Ministry of Education provides funding to Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) to support culturally appropriate programming through 61 off reserve Indigenous-led child care and early years projects. This programming is delivered by Indigenous-led organizations in partnership with CMSMs/DSSABs.

Indigenous Education Strategy

The Ministry of Education is committed to working with Indigenous and education partners to continue improving Indigenous student achievement and well-being in Ontario and increasing all students' knowledge and understanding of First Nation, Métis, and Inuit histories, cultures, contributions and perspectives.

Ontario supports strategies for improving achievement among Indigenous students in provincially funded schools beginning in the early years and continuing through postsecondary, training or workplace opportunities. In addition, the Ministry of Education is committed to raising awareness about First Nation, Métis, and Inuit cultures, histories, perspectives and contributions among all students.

The government is committed to continuing to build positive relationships with Ontario First Nation, Métis and Inuit partners and working in a spirit of mutual respect through all interactions. Strong partnerships between the ministry, school boards, schools, educators, families, students, community organizations and Indigenous partners are essential.

Considerations:

District school boards should engage with their Indigenous Education Councils and with Indigenous organizations, such as their local Indigenous Friendship Centres, to support Indigenous students who may be accessing before and after school programs.

Working with Indigenous organizations will help the province meet its commitments to both reconciliation and its equity and inclusive education policy.

A Consistent Approach for Families

Considerations:

As part of the consultative planning process, school boards must work with their local service system manager(s) and their community partners, including urban Indigenous organizations, to develop an approach on how to assess sufficient demand and viability. The regulatory framework provides flexibility for partners to work together to assess viability and demand and develop planning processes that are responsive to the particular qualities and needs of a community. Factors for consideration may include:

- Demand and/or gaps in services:
 - These gaps may include specific populations that face barriers to accessing programs and may require specific programming to accommodate their specific needs

- Partners may wish to co-create community surveys and share existing information such as waitlist data for child care or enrolment data in schools
- Interests identified by children and families in programming (programming content, hours of operation, provision of snacks)
- Capacity to expand and/or establishing program
 - Partners may identify existing service providers and their capacity to meet specific programming needs in the community (e.g. culturally responsive, newcomer programs)
 - Partners may consider the availability of qualified staff and/or service providers that are able to meet the programming requirements
 - School boards may take an inventory of existing programs offered in their schools that operate before and after school such as licensed child care centres, nutrition programs, and After-School Programs funded by the Ministry of Tourism Culture and Sport
- Parent Fees
 - Programs should consider demand for both full-fee paying families and families that require subsidy to access programming
 - Where demand is insufficient in the absence of subsidies, a program may not be viable
 - School boards are encouraged to work with their local service system manager to support equitable access to before and after school programs for children

School boards and local service system managers are encouraged to share information to develop a common approach to assessing viability of programs and identify potential solutions at a community level.

School boards are encouraged to work through their local service system manager(s) to engage with existing third party providers.

Co-Terminous School Boards

Consideration:

School boards are encouraged to work with their co-terminous school boards to ensure a consistent approach to the provision of before and after school care for families across the community.

Please note: The regulatory requirement that each parent is surveyed every year has been removed from regulation (though school boards may continue to use the survey to inform planning discussions).

EXEMPTIONS FROM DUTY

Requirement:

A before and/or after school program may not be required for a school if there is agreement between the school board, the local service system manager and any First Nation with a tuition agreement relating to students attending that school that there is insufficient demand.

This assessment must be informed by the consultative process set out above, which includes engagement with urban Indigenous organizations, existing third party providers, and parents.

DETERMINATIONS

Requirement:

Based on the consultative process, school boards must determine:

- The schools in which the school board will offer before and after school programs in the next school year for students enrolled in Kindergarten to Grade 6 including:
 - the length of time the program will operate
 - the times in the day during which the before and after school portions of the program will operate
 - any non-instructional days on which the school board anticipates before and/or after school program will operate
 - the features the school board-operated program will include (e.g. provision of snack, homework help)
 - The daily fee and non-instructional daily fee for school board-operated program

Reporting requirements set out in section 9 below include an affirmation signed by the school board, relevant local service system manager(s) and First Nations indicating there is agreement that where a before and/or after school program is not offered, the school is exempt from the duty because it is not viable (e.g. there is insufficient demand). See section 9 for more information.

4. SCHOOL BOARD–OPERATED (EXTENDED DAY): PROGRAM REQUIREMENTS

PRINCIPLES GUIDING PROGRAMMING

Requirement:

School board-operated programs complement what happens during the regular school day and are guided by [How Does Learning Happen?: Ontario's Pedagogy for the Early Years](#) (HDLH). Consistent with HDLH it is expected that school board-operated programs are guided by the following principles:

- *View of the Child:* All students are competent, capable of complex thinking, curious and rich in potential. Environments and experiences allow students to exercise choice and responds to individual abilities and interests.

- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions as well as provide opportunities for students to engage in independent activities. All students, including students with differing abilities feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural, economic).
- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strength are valued.

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) provides a comprehensive framework to guide program development and pedagogy in early years settings and support Ontario's vision of high quality programs and services centered on the child and family with a view of children as competent and capable of complex thinking, curious and rich in potential.

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) helps move Ontario towards increasingly integrated programs and services for children and families whether in child care, child and family programs, or Kindergarten, with a shared view of the child, common pedagogical approaches and foundations of belonging, well-being, engagement and expression that are aligned with the Kindergarten program.

STAFFING RATIOS

Requirement:

- The maximum allowable child to adult staffing ratio for a school board-operated program shall be 15:1.
- Where a program unit size exceeds a child to adult ratio of 15:1, the school board shall appoint another staff person to that program unit.
- Each group of children shall not exceed a maximum size of 30 students (this maximum size does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program).

STAFF QUALIFICATIONS AND ADULT SUPERVISION

Requirement:

As set out under Part IX.1 of the *Education Act*, school board-operated programs must have at least one Registered Early Childhood Educator (RECE) to lead the program unit.

For programs only serving children 9 years of age or older, there must be at least one adult to lead the program unit who meets one of the following criteria:

- Has a diploma or degree in child and youth care;
- Has a diploma or degree in recreation and leisure services;
- Is a member in good standing with the Ontario College of Teachers; or
- Is a member in good standing with the College of Early Childhood Educators

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.

Considerations:

Programs may wish to exceed the minimum ratio and staffing requirements. Research suggests that smaller group sizes support more meaningful and positive interactions between children. This may also permit greater capacity to support children with higher levels of need.

ACTIVE PLAY

Requirement

School board-operated programs are required to offer a minimum of 30 minutes of active play in daily programming to provide opportunities for increased physical activity for children and youth. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should be on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

OUTDOOR PLAY

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

OPTIONAL ACTIVITIES AND PROGRAMS

Considerations:

School boards may wish to offer specific programming based on the needs and interests of the community and participants in the program. This programming can include:

- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves
- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement

Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet recommendations set out in [Canada's Food Guide](#).

DEVELOPMENTALLY RESPONSIVE SPACES

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

5. AUTHORIZED RECREATIONAL/SKILL BUILDING PROGRAMS

Where a school board chooses to enter into an agreement with a provider to deliver an authorized recreational and skill building program, the school board must ensure that the following programming requirements set out below are included in the agreement between the school board and the recreation program provider.

AUTHORIZED RECREATIONAL AND SKILL BUILDING PROGRAMS

For after school programs that serve kindergarten students or higher, school boards may enter into an agreement with an authorized recreational and skill building program.

Authorized recreational and skill building program providers include municipalities, the YMCA, Boys and Girls Clubs of Canada, and Ontario's After School Program funded by the Ministry of Tourism, Culture and Sport.

Two new providers/operators have been added to the list of authorized recreational and skill building programs exemption under section 3.1 of Ontario Regulation 137/15. Programs that are recognized by Parks and Recreation Ontario as a HIGH FIVE© accredited organization and programs that are operated by a Friendship Centre that is a member of the Ontario Federation of Indigenous Friendship Centres are permitted to deliver authorized recreational and skill building programs.

Child Care and Early Years Act, 2014

As set out under [subsection 6\(4\) of the Child Care and Early Years Act, 2014](#) and [the General Regulation, Authorized Recreational and Skill Building Programs](#) may provide **up to 3 hours** of care once a day for children aged 4 (or if the child care is provided on or after September 1 in a calendar year, the child will attain the age of 4 in that year). and up if they are:

- Operated by the local service system manager, a municipality, a school board, a First Nation or the Métis Nation of Ontario;
- Operated by a member of the YMCA or by a member of Boys and Girls Clubs of Canada;
- An Ontario After-School Program funded by the Ministry of Tourism, Culture and Sport (MTCS);
- Recognized by Parks and Recreation Ontario as a HIGH FIVE accredited organization
- Operated by a Friendship Centre that is a member of the Ontario Federation of Indigenous Friendship Centres
- Operated by a member of a provincial sport organization or multi-sport organization recognized by MTCS, where the program’s activities are related to the sport or sports promoted by the organization;;
- Operated by an MTCS agency or attraction (e.g. ROM, Ontario Science Centre); or
- Authorized by the local service system manager or First Nation provided that the program supports the health, safety and well-being of children.

PROGRAM REQUIREMENTS

Research suggests that key factors in quality after-school programs include staff qualifications, small group sizes, more adults per child to encourage increased and meaningful interaction, and a variety of activities that stem from self-directed programming.

Principles Guiding Programming

Requirement

Authorized Recreational and Skill Building programs should be consistent with [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#).

- *View of the Child:* All students are competent and capable of complex thinking, curious and rich in potential. Programming allows students to exercise choice and responds to individual interests.

- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions, and provide opportunities for students to engage in independent activities. All Students, including students with differing abilities, feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural, economic).
- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strengths are valued.

Staffing Ratios

Requirement:

Authorized recreational and skill building programs must have a minimum of one staff person for every 15 students (1:15). Where the number of students exceeds 15, a second staff person is required.

Each group of children shall not exceed a maximum size of 30 students. Note that this does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program.

Staff Qualifications and Supervision

Requirement:

Each program must have access to at least one adult to lead the program who meets one of the following criteria:

- Is a member in good standing with the College of Early Childhood Educators; or
- Is a member in good standing with the Ontario College of Teachers; or
- Has a diploma or degree in child and youth care; or
- Has a diploma or degree in recreation and leisure services; or
- Has a diploma or degree in social work, psychology, sociology, kinesiology with a focus/experience working with children aged 4 (or if the child care is provided on or after September 1 in a calendar year, the child will attain the age of 4 in that year) to 12 years old.

Programs must have adult supervision on-site at all times and at least one adult must meet the requirements above or be enrolled as a student in the fields identified above.

Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults on-site at all times.

Active Play

Requirement:

After-school programs must offer a minimum of 30 minutes of active play in daily programming. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should focus on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

Outdoor Play

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

Optional Activities and Programs

Considerations:

School boards may encourage recreation providers to offer specific programming based on the needs and interests of the community and participants in the program. This programming can include:

- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves
- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement
- Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet [new Canada's Food Guide, updated and released to the public in January 2019](#).

Developmentally Responsive Spaces

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

HEALTH AND SAFETY REQUIREMENTS

Requirement:

Where a school board chooses to enter into an agreement with an authorized recreational and skill building program for the provision of after-school programs for kindergarten students or older, the agreements must require that the operator meet the following conditions:

Policies and Procedures

Requirement:

Authorized recreational and skill building programs must have the following policies in place at each site and reviewed annually with all staff:

- An emergency action plan communicated with the school and visibly posted
- Accident and injury reporting
- Plans for children with medical or special needs
- Safety policies to monitor equipment and facilities
- Reducing risk of and responding to exposure to anaphylactic causative agents
- Safe arrival and departure procedures for children, particularly with regard to transitions after the school day (see below)
- Safe food handling with a minimum of one staff person that has been certified in a licensed safe food handling course
- Vulnerable sector screening for all staff prior to interacting with children
- The provision of healthy and nutritious food and drink for students (if the program provides snacks)
- Ensuring protection of privacy of children, youth and their families

Safe Arrival/Dismissal Policy

Requirement:

At a minimum, this policy should include a:

- Daily sign-in/sign-out procedure so that staff are aware of which children are in attendance and which are absent
- Procedure to be followed if a child does not attend and staff have not been notified in advance of the reason (e.g. contact school/parent if child has not arrived by a certain time)

- Process by which parents must inform the program in writing of who is or is not allowed to pick up their children
- Process by which parents must provide written consent for children of any age to sign themselves in and out
- Process by which the authorized recreational and skill building provider communicates with the school to support transitions to after the school day

Standard First Aid and CPR

Requirement:

All staff must be certified in Standard First Aid / CPR from a Workplace Safety Insurance Board (WSIB) recognized agency.

Vulnerable Sector Checks

Requirement:

Authorized Recreational and Skill Building programs are required to obtain vulnerable sector checks (VSCs) from all staff, volunteers, and students before they interact with children.

For any person, other than an employee, volunteer or student, who provides services to a child in the program, the program must obtain an offence declaration from the person or an attestation from their employer that a vulnerable sector check has been obtained and reviewed.

Vulnerable sector checks should be renewed every five years and offence declarations should be completed annually except in the year when a vulnerable sector check is obtained.

Authorized Recreational and Skill Building programs are required to have a policy in place to ensure that persons in contact with children in their programs are appropriately screened or supervised.

ORGANIZATIONAL REQUIREMENTS

Professional Learning and Development

Requirement:

Authorized recreational programs must have a staff training plan that ensures orientation, as well as initial and ongoing staff education. A staff training plan must include:

- Yearly after school/organizational orientation where the staff sign off on the organization's policies and procedures
- Training in occupational health and safety (WHMIS)
- 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. using harsh or degrading measures withholding physical activity as a form of punishment)
- Training in conflict resolution

- Training in Standard First Aid and CPR certificate from a WSIB recognized agency (i.e. Red Cross, St. John’s Ambulance)
- Training in healthy child development (e.g. High Five’s “Principles of Healthy Child Development”)
- Training on the role of healthy eating for the development of healthy behaviours and one staff at each location must be trained in safe food handling
- 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
- Training and familiarity with resources on integrating physical activity throughout the program

Liability Insurance

Requirement:

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.

6. LICENSED CHILD CARE CENTRES

Licensed child care centres are regulated under the *Child Care and Early Years Act, 2014*. Under the Act and its regulations, centres must meet a number of provincial standards including:

- Maximum group size and ratios for staff and children in care
- Staff qualifications
- Policies and procedures to support health, safety and wellbeing of children in care.

These regulations also require that licensed child care centres are guided by [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#) in the development of their programming for children. Consistent with [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#), licensed child care centres offering before and after school care are required to provide a minimum of 30 minutes of outdoor time each day in their programming.

7. THIRD PARTY PROGRAMS: LINKAGES TO THE SCHOOL DAY

TRANSITIONS AROUND THE SCHOOL DAY

Requirement:

Agreements must include how third party programs and schools ensure the safe arrival and departure of children enrolled in third party programs as they transition between the school day, before and after school programs, and home.

Considerations:

Children have differing experiences and connections with their school. It is important that school boards and providers are considering transition requirements that support the individual needs of children in the program. A child may have an individualized education plan where specific supports may be required to transition children from the school day to before and/or after school programming. At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an Individual Education Plan (IEP) and have not been identified as exceptional.

Individualized transition plans that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs can also be a valuable component of developing an individual student profile.

SAFE SCHOOLS

Requirement:

In accordance with section 28 of O. Reg. 221/11, agreements must include that operators of third party programs must ensure that when its employees or contractors become aware that a student of the school board may have engaged in an activity for which suspension or expulsion must be considered, that these staff or contractors report the matter to the school's principal.

PROGRAMS OFFERED OFF SCHOOL PREMISES

Considerations:

School boards may choose to offer programs off school premises through a third party provider. For example, an after-school program for 4 -12 year olds may be offered at a municipal community centre where the space may be more developmentally appropriate for the children. Although this is permissible, school boards should ensure that appropriate transitions (including transportation to the location, where applicable) are provided to support the safety and well-being of all children.

This is intended to recognize existing partnerships between school boards and municipalities and service providers to serve children and better integrate existing services to support local planning, particularly for after school recreation programs.

8. COMMUNICATION TO PARENTS

POSTING INFORMATION

Requirements:

Before the start of May of each year, school boards are required to provide the following information to parents and guardians in writing and post on the school board's website:

- The fees for before and after school programs
- The process and approach for determining sufficient demand and viability

- Schools that will and will not be offering a before and/or after school program
- Information on how to apply for financial assistance for before and after school programs
- Notice that if a third party program ceases to operate, the school board will ensure that another program will be available but the fees, days and times of operation may change

Considerations:

School boards may wish to work with their Indigenous and community partners and co-terminous board to help communicate information to parents.

9. REPORTING TO THE MINISTRY

Requirement:

School boards are required to report the following information to the ministry by the end of each school year (e.g. June 30th):

- For the upcoming school year:
 - A summary of:
 - How the school board consulted with the local service system manager(s), First Nations with tuition agreements, existing service providers, urban Indigenous organizations and parents
 - Total number of schools that will be delivering a before and after school program
 - The maximum number of spaces for children in before and after school programs excluding non-instructional days
 - Names of all schools exempt from the duty
 - Range of daily fees (i.e. lowest fees and highest fees) for before and/or-after school programs (excluding non-instructional days).
 - Affirmation signed by applicable local service system manager(s) and First Nation(s) that:
 - Indicating that sufficient demand and viability was determined
 - There is agreement that the schools that are not offering a before and/or after school program is exempt from the duty because a program was not viable
 - Affirmation that third party and board-operated programs meet the requirements under the *Education Act*

Considerations:

School boards may also wish to provide the following information:

- What additional information and data were used or collected to support planning (surveys, asset mapping, demographic projections, waitlist information)