



BEFORE AND AFTER SCHOOL PROGRAM GUIDE

Building Effective Partnerships



THE PROTESTANT SEPARATE
SCHOOL BOARD OF THE
TOWN OF PENETANGUISHENE



BURKEVALE
Protestant Separate School

www.pssbp.ca

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INTRODUCTION

The Protestant Separate School Board of the Town of Penetanguishene (PSSBP) is committed to building a strong partnership between the Before and After School Program (BASP) and school program in order to support student achievement and well-being. Successful relationships in support of improved student learning are created when parents, students, staff and community partners work together to build trust, commitment and respect.

The PSSBP promotes these relationships in its Mission, Vision, and Values statements as follows:

- encouraging all students to achieve their full potential spiritually, academically, physically and socially;
- supporting students' development, potential, self-worth, while honouring individuality;
- respecting the individual journey of each person in the spirit of inclusivity and equity;
- ensuring the dignity of each individual in the learning process;
- setting the framework for academic excellence and accountability in instruction;
- establishing and maintaining a positive learning and working environment;
- applying a diverse curriculum that celebrates integration of academic areas, innovation and creative inquiry;
- promoting and fostering the development of healthy lifestyles; and
- collaborating with community partners.

The purpose of this handbook is to provide the principal, vice-principal, Before and After School Child Care provider and supervisor and PSSBP staff with guidelines and resources to develop and maintain relationships which promote communication, cooperation and collaboration for the benefit of all PSSBP children and their families.

MINISTRY OF EDUCATION'S VISION

The Ontario Early Years Policy Framework provides a vision for early years and child care in Ontario.

“All children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child-and-family-centred and contribute to children’s learning, development and well-being.”

Ontario’s Renewed Early Years and Child Care Policy Framework, 2017

See the [Ontario Early Years Framework](#) for more information.

DUTY TO OFFER A BEFORE AND AFTER SCHOOL PROGRAM (BASP)

Under the *Education Act*, school boards are required to ensure the provision of a BASP on every instructional day for every elementary school serving students in the primary and/or junior division where there is sufficient demand and/or viability.

BASP’s are operated by independent non-profit or commercial pre-approved agencies. These programs follow the Regulations of the Child Care and Early Years Act (CCYA) and are licensed by the Province under the Ministry of Education, Quality Assurance and Licensing Unit.

The PSSBP is partnered with the YMCA Child Care to provide a BASP on a daily basis through a shared space accommodation.

The program for children ranging in age from 3 years 8 months (Year One Kindergarten) to 12 years of age (grade 6) who are enrolled as students in Burkevale School operates from 7 a.m. until the start of the regular school day and from the end of the regular school day until 6 p.m.

A. PROMOTING STRONG RELATIONSHIPS AND COLLABORATION AMONG PARTNERS

It is through open communication and collaboration among all partners that a working climate is established in order to meet the individual and collective needs of all concerned.

A collaborative culture exists when:

- partners respect the knowledge, experience and opinions of the other partner(s);
- partners include all those who play a role in the child's life e.g. families, BASP staff and school teams;
- children, parents and members of the community view all staff as a cohesive unit; and
- day-school and BASP staff exhibit a high degree of professionalism, ensuring differences of opinion are dealt with in a confidential manner and are resolved through discussion among team members.

A.1 Early Years Lead

- provides support to the principal, vice-principal and child care operator;
- conducts routine on-site visits to the BASP program;
- establishes meetings with the appropriate staff of the BASP program and school leadership team, as required;
- supports families in finding child care and parenting programs within their community and links parents with community agencies for additional services, if necessary;
- acts as a liaison between the child care operator and parents to address issues when they arise within the existing BASP program;
- verifies information regarding the fee schedule with the BASP operator and maintains information on the PSSBP website: www.pssbp.ca
- supports a collaborative approach to problem-solving between the school and BASP; and
- provides **Sharing of Information - Before and After School Program (Appendix A)** form to BASP staff.

A.2 School Administrator

- provides updates at regularly scheduled meetings throughout the school year with the BASP supervisor to review procedures, use of space, use of materials, transitions, etc. Meetings may include relevant school staff e.g. custodians and secretarial staff;
- provides opportunities for school and BASP staff to work as a collaborative team;
- invites BASP staff to be involved with school events e.g., curriculum nights, open houses, registration events, Kindergarten@Burkevale;
- supports on-going communication with BASP e.g., bus cancellations, schedules, sports activities, etc.;
- coordinates any change in short-term use of space as a result of school activities e.g.,

- book fair, parent-teacher interviews, etc.;
- includes community updates in school newsletters e.g., registration information, upcoming events, etc.;
- provides professional learning opportunities that are inclusive for the educators in both Kindergarten and the BASP;
- communicates PSSBP information about expectations, and outcomes that affect both the BASP and the school;
- coordinates Kindergarten registration with the BASP; and
- communicates the importance of the BASP being a partner in the school.

A.3 YMCA School Age Supervisor

- informs the principal and vice-principal of any pertinent happenings in the BASP, including those that may require involvement from the school;
- shares any licensing issues that may arise;
- shares copies of postings of any health issues or outbreaks as per SMDHU requirements;
- shares when a serious occurrence is reported by the School Age Supervisor to the Ministry of Education, Licensing Unit;
- provides BASP registration lists to the school office;
- ensures BASP staff wear badges that identify them as program staff;
- invites school staff and principal/vice-principal to BASP events e.g., holiday celebrations, open house;
- ensures all families receive and sign the ***Sharing of Information Form - Before and After School Program (Appendix A)*** to support communication between the BASP and school staff; and
- in collaboration with school staff, develops consistent messaging for the children with regards to expectations in use of classroom materials, behaviour, etc.

B. SUPPORTING SHARED SPACES

BASP's are designed to be an extension of a child's school day experiences. Materials, equipment and resources the child interacts with during their time in the environment, whether during core day or before/after school, should remain consistent.

When determining shared space for BASPs, the following strategies may be considered:

B.1 School Administrator

- hosts the BASP in the same space for a ten-month period to minimize transitions for children and families, wherever possible.
- allocates space where one room is used for the a.m. program and another room for the p.m. program.
- identifies spaces that may be used as transitional spaces in extenuating circumstances.
- determines where the fridge and food can be stored

It may be necessary to have BASP programs rotate classrooms throughout the school year. Ideally the rotation should happen on a natural break during the school year, e.g., Christmas break, March break.

B.2 School Age Supervisor:

- arranges the BASP schedule to enable the teacher in the shared space to have time to prepare for their day or pack up;
- finishes morning supervision when yard duty begins and the children are transitioned to the teachers on yard duty; and,
- meets BASP children in the designated meeting area for outdoor programming for at least 15 minutes after the end of the school day (in case of inclement weather, alternate space is provided).

B.3 Classroom Teachers and BASP staff:

- discuss room setup and organization;
- identify shared resources e.g., furniture, chairs, etc. and expectations for cleanup;
- establish a system for routine communication and problem solving;
- establish common classroom expectations for children e.g., no running, recycling program, etc.; and
- determine a location where children can hang bags and coats.

If an educator has personal items they do not want shared, it is recommended that these items be stored away during the operation of the BASP.

Working Together in a Shared Space

B.4 Equipment and Storage

The child care operator shall supply all of their own consumables e.g., art supplies, paper, writing utensils, etc.

The child care operator is required to provide necessary toys and equipment, beyond those that are part of the regular classroom, to meet the needs of children enrolled in the BASP.

The child care operator will require storage within the school for materials and equipment.

Communication with the school custodian, principal and child care supervisor will be necessary to develop a storage plan in the school.

Items that will need to be stored include:

- program rolling cart; and
- fridge, in an accessible area, close to the program.

In consultation with the principal, gym equipment may be used by the child care operator. All equipment must be returned to its proper location after use. Communication between the principal and the child care supervisor is necessary to develop a specific protocol related to the use of gym equipment in the school. Keys to access the storage space may be required and determined at the school level.

The photocopier may be used by the BASP staff, to copy such things as memos to parents, attendance sheets, and other items as necessary.

BASP staff do not have access to keys to the school and cannot be responsible for arming and disarming the school building, for any reason. Custodial staff is responsible for opening and closing the building.

C. PROGRAMMING CONSIDERATIONS FOR BASP

C.1 Mixed Age Groupings

The BASP will include mixed age groupings with students from Kindergarten to Grade 6. It is the responsibility of before and after school educators to ensure that a variety of age-appropriate activities are provided.

C.2 Supporting Students with Special Education Needs:

All children have unique needs, and as before and after school educators build relationships with children enrolled, their needs will surface and be appropriately supported.

In situations where specific strategies are developed by teams to support specific student needs, involving before and after school educators to co-plan will enhance common understanding and support the creation of a successful BASP environment for the student(s).

If a safety plan is developed to support a child, it is important to note that some of the strategies contained within may contravene the CCEYA, thus prohibiting attendance during BASP's.

C.3 Modified Day and Suspensions:

Students who are on a modified day schedule will not be able to attend before and after school programs.

Students who have been suspended from school will not be able to attend the before and after school program until their suspension is completed. Returning to the program may require a meeting with the family, principal and child care operator.

D. EMERGENCY PROCEDURES

D.1 Inclement Weather Days

In situations where buses are cancelled due to inclement weather, the school will normally remain open for learning. The BASP program will continue to operate during regular program hours.

In the event the school is declared closed on any day, the BASP will not operate. If the school is required to close early, e.g., during the regular school day, due to inclement weather or other unforeseen circumstance, the afternoon program will be cancelled. As part of its notification process, the school will inform the YMCA regarding the closure. (*See Board Policy D-29 School Closure*)

D.2 Fire

The BASP is responsible for ensuring it meets all fire regulations and for following the school evacuation procedures at all times.

The BASP operator is responsible for having a fire safety plan.

D.3 Caring and Safe Schools

The PSSBP is committed to creating and sustaining a caring and safe school which promotes student learning, achievement and well-being. The school-age supervisor is expected to report to the school administrator any behaviors exhibited by students that could result in suspension or expulsion.

This could be either on or off school property, where it is deemed that the activity will have a negative impact on the school climate.

E. LICENSING REQUIREMENTS

Child care and BASP programs are licensed by the Ministry of Education Child Care Quality Assurance and Licensing Unit. They must meet the requirements of the Child Care and Early Years Act which is the legislation that regulates licensed child care in Ontario. The CCEYA sets out the requirements that a licensed child care operator must meet in order to operate. These requirements are designed to protect the health, safety and well-being of children.

The *License* is the document that the Ministry of Education issues to the operator providing the authority to operate the child care program. A license can be regular or provisional and may have terms and conditions.

Licensed child care programs are inspected at least once a year and are required to publicly post the results of annual licensing inspections. Unannounced inspections are conducted for license renewals on an annual basis or more frequently for shorter term or provisional licenses.

The BASP is required to have access to licensed spaces during the hours of operation as described earlier in this document.

E.1 Inspections

Operators are required to have all licensed spaces inspected and approved by the municipal fire, health and in some cases, building departments.

E.2 Fire Regulations

BASPs are required to have access to the following reports at time of licensing:

- fire safety plan - a copy of stamped approval page;
- annual fire alarm system inspection record and certificate;
- monthly fire equipment inspection reports; and
- sprinkler system inspections.

All licensed programs must complete a fire drill every month as per Fire Reg. 2.8.3.2.(1)(a) and are required to have a designated emergency shelter in the event of an emergency evacuation.

E.3 Health Regulations

BASPs must meet all local health regulations as set out by Simcoe Muskoka District Health Unit (SMDHU). Public Health inspections are required each time a classroom is added to the child care license.

[***Child Care and Early Years Act, 2014, S.O. 2014, c. 11, Sched. 1***](#)

E.4 Other Policies and Procedures

Child care operators are required to have written policies and procedures in place to address matters such as:

- serious allergies;
- sanitary practices;
- serious occurrences such as a child injury, parent complaint, etc.;
- vulnerable Sector Screens for staff, and volunteers;
- administration of medication to children; and
- behaviour guidance.

These policies are available to parents when requested and are kept on the school site.

BASP administrators and supervisors should review these policies with all program staff to ensure understanding and consistency of approach.

E.5 Equipment and Furnishings

BASPs:

- must be equipped with the appropriate toys and furniture and in adequate quantities for the licensed capacity;
- must be equipped with telephone services, either cell phone or landline;
- require a designated storage space for materials and equipment;
- must have a refrigerator;
- must have a filing mechanism to keep child and staff records on site; and
- must have an area to lock medications.

E.6 Room Changes

In circumstances where room changes will be required and the BASP is requested to relocate to another classroom space, the following must be taken into consideration:

- all classrooms dedicated for before and after school care are required to be licensed;
- identify alternate space at the time of licensing in anticipation of future room changes;
- request for room changes should occur around the license renewal date;
- due to fire, health and Ministry inspections, ample notice should be given when requesting a BASP to relocate;

- a minimum of three months is needed to add classrooms to the license to meet all the licensing requirements; and
- new rooms must be the equal in size to the current licensed room(s) so the licensed capacity is not reduced.

E.7 Program Expansions

When consideration is being given to the number of rooms to license in a school for before and after care, there should be additional classroom space added to the license for the potential of growth. As BASPs operate in shared space, there is no limit to the number of rooms that can be allocated for before and after school care. The expectation is that the program is flexible in its growth to accommodate the needs of the families within the school community.

F. LEASE AGREEMENT

The YMCA (Operator) must have a lease agreement (Before and After School Child Care Service Contract) with the PSSBP in order to operate a program at Burkevale School. The lease defines the responsibilities between the Board and the Operator. Leases are signed on an annual basis, using a 10-month agreement for the BASP and shared space. Lease costs are negotiated with the YMCA. Lease costs are determined on a cost recovery basis and reviewed annually. A copy of the Lease Agreement will be on file with the PSSBP.

APPENDIX A



SHARING OF INFORMATION – BEFORE and AFTER SCHOOL PROGRAM

To ensure the safety and well-being of your child, _____, the Protestant Separate School Board of the Town of Penetanguishene (PSSBP) and YMCA Child Care will share information pertaining to your child's enrolment, attendance, transportation, health, and general daily well-being. Incidents involving your child that are reportable under the Safe Schools Act will also be shared.

The PSSBP staff and YMCA Child Care staff will further work in partnership to support your child's development by sharing educational goals and/or strategies to support your child's individual needs.

AUTHORIZATION AND CONSENT

Please sign below acknowledging you understand the sharing of information between PSSBP and YMCA Child Care Staff.

I confirm that I am the child's legal parent/guardian. I understand:

- a. a signed copy of authorization will be provided to and may be kept on file in the office of my child's school. A signed copy will also be kept on file within the School Age Program; and
- b. authorization remains valid for the duration of time my child is enrolled in this before and after school program

Child's Name (please print)

Parent's/Guardian's Name (please print)

Parent's/Guardian's Signature

Date

The collection, use and disclosure of both children's and parent's/guardian's personal information by the Child Care Centre is for the purpose of providing child care services to children enrolled in the Centre programs. The Centre will protect the privacy of all personal information in its possession in compliance with prevailing privacy legislation and in accordance with the Child Care Centre's Privacy Policy.

Information is collected or released by the Protestant Separate School Board under the authority of the Education Act and/or signed consent of the parent/guardian in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the **purposes outlined above**.