

# CHILD CARE IN SCHOOLS:

## A GUIDE TO CREATING EFFECTIVE PARTNERSHIPS



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## 1. Introduction:

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

YRDSB's Mission, Vision and Values promote the development of strong partnerships and collaboration with agencies that support the care, development and education of our shared students. At the centre of the Board's vision is the belief that staff, students and the community have a collective responsibility to create an effective learning environment. Inclusivity, relationships and engagement are three of the Board's key values. Through collaborative relationships, we ensure learning environments are effective, inclusive and nurture healthy growth in learning, development and well-being. We recognize that childcare and early years staff, who work in our buildings on a daily basis with our shared students, are important partners in achieving this goal and their role in supporting achievement and well-being for our shared students.

The purpose of this handbook is to provide Principals, Vice-Principals, Child Care Centre Supervisors and YRDSB staff with guidelines and resources to develop and maintain relationships that promote communication, cooperation and collaboration for the benefit of all YRDSB students and their families.

## 2. YRDSB's Early Years Vision

Developed to support and build stronger and more integrated programs, the YRDSB Early Years Strategy outlines the framework of our Board's commitment to children and their families from birth to Grade 3. It supports the vision that **"each child is at the centre of responsive decision making"** and highlights next steps the board is taking to create integrated supports for our families and to strengthen our partner relationships. See the [YRDSB Early Years Strategy](#) for more information.

## 3. Ministry of Education's Vision

The Ministry of Education supports an integrated early years and childcare system in which school boards and childcare professionals work together to provide quality programs throughout the day. Ontario's vision for Early Years is "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."

YRDSB has aligned the Early Years Strategy with the Ministry of Ontario's vision. Our Early Years Strategy works to address the need for all the worlds (home, school, community) of a young child to come together to provide integrated support as the child learns.

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), is a professional learning resource created to support Ontario's renewed vision for the early years. This resource, designed to guide and transform practices to support a common approach to pedagogy in the early years setting, is the pedagogy found in childcare and EarlyON program philosophy and curriculums. The same pedagogy is embedded in the Kindergarten Program Document, 2016.

## 4. Types of Child Care Programs

**Child Care Centres and Before and After School Care programs** are operated by independent non-profit or commercial pre-approved childcare agencies. These programs follow the Regulations of the Child Care and Early Years Act, 2014 (CCEYA) and are licensed by the Province under the Ministry of Education, Quality Assurance and Licensing Unit. YRDSB works with childcare agencies on a daily basis through both exclusive and shared space accommodations.

**Child Care Centres** refers to licensed, quality early learning and care environments that provide an early childhood education program for children from birth to 3.8 years. These programs support children's early learning and healthy development while meeting the care needs of working families.

Childcare centres in schools is a licensed space that is modeled in one of two formats: (1) a childcare centre attached to the school, or (2) one to three classrooms within a school identified as exclusive use for the purpose of childcare.



**Before and After Care programs (BA)** are programs that operate before and after school in shared space within schools where there is an identified need by parents. The before and after care is divided into two age groupings as per the Child Care and Early Years Act, 2014 (CCEYA):

**BA for four- and five-year-olds** operate within Kindergarten classrooms in schools. The before and after care program for four and five year olds is aligned with the Kindergarten program using the Extended Day Program Document. It provides a coordinated and consistent experience for children.

**BA for Children Six- to Twelve-Year-Olds** provide a program that is designed to be recreational in nature, and support the social and emotional development and well-being of the children in our system.

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.



**EarlyON Child and Family Centres**, funded by the Ministry of Education, are operated by community agencies. These programs provide opportunities for children from birth to 6 years of age to participate in play and inquiry-based programs, and support parents and caregivers in their roles. These centres offer safe and welcoming environments open to all families, with qualified professionals and quality programs. EarlyON programs operate within both shared and exclusive spaces in schools.

## 5. Strategies to Promote Strong Relationships and Collaboration Amongst Partners

It is through strong leadership, purposeful partnerships, open communication and collaboration among all partners that a working climate is established that meets the individual and collective needs of all concerned. Although there are always challenges with sharing space, particularly classrooms, this working climate allows everyone to problem solve the issues that come with shared space in a collaborative manner thus meeting the YRDSB Early Years Strategy vision of “each child at the centre of responsive decision making.”



In order to create a school culture that recognizes everyone’s role in student achievement and well-being, it is important to understand who we are and what our roles are. Collaborative culture exists when:

- Each partner respects the knowledge, experience and opinions of the other partner(s).
- Partners include all those who play a role in the child’s life. This includes families, early childhood educators in early years settings, BA staff and schools teams – Teachers, Designated Early Childhood Educators and Educational Assistants.
- Members of the early childhood education team recognize the differences in educational training and legal responsibilities to governing bodies as part of their understanding of each other’s roles and responsibilities.
- Children, parents and members of the community view all staff as a cohesive unit.
- In kindergarten, childcare and school partners work as a collaborative team on elements of the program including planning, communication about growth and learning, communication to parents and the learning environment.
- School and childcare 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.

### ***Coordinator of Childcare and Community Services***

The Coordinator of Child Care and Community Services , a YRDSB employee who:

- Provides support to Principals/Vice-Principals and childcare operators and EarlyON agencies.
- Conducts routine on- site visits to childcare and BA programs.
- Conducts quarterly meetings with operators/managers of the childcare and EarlyON programs to update them on Board procedures and policies.
- Facilitates meetings at schools to ensure action plans are developed in a positive problem solving approach to address challenges, issues and concerns that may arise.
- Supports families in finding childcare and parenting programs within their community and links parents with community agencies for additional services, if necessary.
- Acts as a liaison between childcare operators and parents to address issues when they arise within their existing care arrangements.
- Supports operators in resolving issues regarding quality and provides additional resources if need be.

## **Communication**

Communication is essential in supporting and maintaining relationships and creating a collaborative culture throughout the school.

### **Administrators:**

- Establish regularly scheduled leadership meetings throughout the school year with the Childcare Supervisor. Consider a minimum of four times a year, such as late August, December, March and June, and as needed throughout the year. Meetings could include relevant school staff such as custodians and secretarial staff.
- Provide regular opportunities for school and child care staff to work as a collaborative team.
- Extend invitations to the Childcare Supervisor to attend staff meetings when relevant.
- Invite childcare staff to be involved with school events (e.g., school assemblies, curriculum nights, open houses, registration events, Welcome to Kindergarten events).
- Use communication tools to support ongoing communication (e.g., emails).
- Include childcare updates such as registration information and upcoming events in the school communication to families.
- Provide professional learning opportunities that are inclusive for the educators in both Kindergarten and child care programs on school sites (i.e. relevant health and safety training).
- Communicate YRDSB information about education, expectations and outcomes that affect both childcare and the school.
- Facilitate classroom visits between educators of both settings.
- Coordinate fire drills, lockdowns, and invite childcare staff to participate.
- Coordinate Kindergarten registration with the child care/BA program.
- Communicate such things as children's absences to the childcare staff through the Office Administrative Assistants.
- Communicate the importance of childcare being a partner in the school by posting child care staff photos with school staff.
- Post the BA program information on the school website as required by the Ministry of Education.
- Post the Quick Reference Poster of Child Care in Schools – A Guide to Effective Partnerships in all classrooms used as shared space for BA programs as required.

### **Supervisor:**

- Upon hiring, introduce all new staff to the school staff.
- Inform the Principal and Vice-Principal of any pertinent happenings in the childcare centre.
- Provide a copy of the childcare license and space sharing confirmation form to the Principal.
- Share any licensing issues that may arise.
- Share copies of postings of any health issues or outbreaks.
- Share with both Principal and Coordinator of Child Care all serious occurrences reported by the childcare centre Supervisor to the Ministry of Education, Licensing Unit.
- Provide childcare registration lists to the school's office before the start of the school year and update as needed.
- Extend invitations to school staff to attend childcare staff meetings when relevant.
- Ensure childcare staff wear visible badges that identify them as program staff for that school site (i.e. badge could have staff picture, name of agency and school name).
- Invite School staff and Principal/Vice-Principal to child care events (e.g. holiday celebrations, open house, advisory committee meetings).



- Ensure all families receive and sign the Board's **Exchange of Information Form** to obtain permission from parents so that communication can occur between childcare and school board staff on an ongoing basis. Provide copies of signed consent forms to the school's office.

#### Child Care and School Educators:

- Share program goals and philosophies to ensure a better understanding of each program's pedagogical approach.
- Share documentation to create a common understanding of children's development and progress.
- Share programming plans.
- Provide opportunities to visit classrooms during each other's program to observe and understand classroom expectations about space, resources, behavior guidance, etc.
- Provide opportunities for Kindergarten Educators to visit the childcare centre to become familiar with children who will be entering year one Kindergarten.
- Provide opportunities for preschool children to visit Kindergarten classrooms as part of their transition into Kindergarten.
- Develop consistent messaging for the children concerning expectations in use of classroom materials, behavior, etc.
- Share communications sent out to parents from both programs.
- In the beginning of the school year, discuss timetables, routines, transitions and busing with the before and after care **Registered Early Childhood Educators (RECEs)**.
- Jointly plan parent education meetings and activities.
- Communicate daily.
- Collectively seek outside input from the Vice-Principal, Principal, Supervisor and/or Coordinator of Child Care and Community Services if a difference of opinion arises and cannot be resolved.

### ***Transition Strategies for Kindergarten***

For Kindergarten, the BA program is intended to connect and align to the learning that happens in the Kindergarten classroom during the regular school day.

All children benefit from consistent routines. School educators need to work together with childcare educators to create routines and transitions that support children rather than fitting children into transitions.



#### **School and Child Care Partners:**

- Create routines that include the BA RECE's as part of the morning and afternoon routines in the Kindergarten classes. For example:
  - The RECE from the BA program takes the children attending the Before Care program to the gym (if available) for a gross motor activity or on the carpet to do a small group activity while the kindergarten team is getting ready for the day.
  - In the afternoon, the RECE from the BA program could come into the Kindergarten classroom prior to dismissal to support the end of the day routine where the children



attending the BA program are getting dressed at the same time as children going home and going directly outside for outdoor programming.

- Create scheduled visits for preschoolers entering Junior Kindergarten to Kindergarten classroom(s) prior to Kindergarten entry from registration to the end of June.

### ***Sharing Resources (equipment, materials and storage)***

With the implementation of Full Day Kindergarten, four-and five-year-olds are in Kindergarten classrooms beyond the hours of Kindergarten. From the view of a child, classroom materials are there for engaging with throughout the day and this view does not change when the educators change.

School and Childcare staff should consider sharing resources such as:

- Sand tables
- Water tables
- Dramatic play equipment
- Large blocks
- Manipulatives, both Board owned and child care owned
- Outdoor equipment
- Easels
- White boards
- Board owned books/child care owned books
- Gym equipment
- Technology where appropriate



Childcare operators have budgets for purchasing materials and are required under Child Care and Early Years Act, 2014 (CCEYA) to have a required number of toys and equipment. Often the equipment being purchased is a duplicate of what is found in a Kindergarten classroom. Consideration could be given to joint purchasing of manipulatives and materials that can be shared throughout the day, so that both YRDSB staff and childcare staff are creating an environment that is intentional and play-based and supports inquiry learning from 7 a.m. - 6 p.m.

Kindergarten teams are not expected to share personal items. Childcare operators would supply their own consumables such as paint, paper, art supplies, markers, crayons, etc.

To support the sharing of equipment and materials, protocols should be created to address replacement of lost or broken items belonging to either program (refer to Appendix A for sample damage log). Set common expectations for children on how to use materials and return items to the designated location in the room to help reduce the number of items misused or misplaced.

## ***Strategies That Support Shared Space***

When considering shared space for BA programs, consider the following:

### **Administrators:**

- Host the BA program in the same space for a ten-month period to minimize transitions for children and families.
- Allocate space where one room is used for the a.m. program and another room for the p.m. program.
- Identify spaces to be licensed and used as transitional spaces for safe arrival (e.g., gyms, staff rooms, libraries) so classroom teachers have an opportunity to pack up and put away personal belongings at the end of the day.
- Determine where the fridge and food can be stored and snacks prepared.

Although not encouraged, if it is necessary to have BA programs rotate classrooms throughout the school year, the rotation must happen once throughout the school year or on a natural break during the school year, i.e. September – December break, January to March break, and March break to end of June. Rotation on a frequent basis becomes disruptive and inconsistent for children and families, especially in cases where there are children with exceptional needs who may require a longer adjustment period to routines.

### **Child Care Supervisors:**

- Arrange the BA program schedule to enable the teacher in the shared space to have time to prepare for their day or pack up (e.g. outdoors activities after attendance taken) whenever possible.
- Consider transitional spaces (gym, Staff room, libraries, etc.) for children to come to for safe arrival and then proceed to designated licenced classrooms or directly for outdoor activities.
- Ensure the BA RECEs take the children for outdoor programming in the a.m. (weather permitting) when yard duty begins. This supports the children in preparing for the school's morning routine when they transition out of childcare and provides classroom teachers with an opportunity to prepare for their day. In some school locations, the BA program time finishes when yard duty begins and the children are released to the teachers on yard duty.

### **Classroom Teachers and Child Care staff:**

- Discuss room setup and organization.
- Identify storage space (i.e. is there room to install an additional storage unit/teacher cupboard in a classroom for BA supplies or room for storage of rolling carts).
- Discuss allocation of display space.
- Identify shared resources (i.e., furniture, chairs, etc.) and expectations for clean-up.
- Establish a system for routine communication and problem solving.
- Establish common classroom expectations for children (i.e., no running, recycling programs, etc.).
- Determine a location where children, childcare staff can hang bags and coats.
- Share information regarding allergies of all children using classroom space.

## ***Supporting Children with Special Needs***

YRDSB is committed to building strong partnerships with childcare operators in order to support planning, curriculum and program coordination that will benefit students, families and our school communities. (Child Care Policy 409)

Childcare and BA Providers in our schools make great efforts to meet the needs of a range of learners while at the same time being challenged by resource and structural constraints. The following are required to support the inclusion of students with exceptionalities in childcare and before and after care programs in YRDSB schools.

**Equity of Access** – It is a condition of application for all pre-approved child care operators who wish to operate programs in YRDSB schools that they are committed to providing a quality child care program that is inclusive, respectful and responsive to the needs of children with differing abilities and families in differing circumstances. To ensure there are no barriers to access, YRDSB, through the Coordinator of Child Care and Community Service, should revisit this commitment with childcare providers on an ongoing basis.

**Communication** – It is an expectation that communication from YRDSB and childcare staff to families of children with special needs is informed, clear, compassionate and consistent. The first contact is particularly important in communicating to families the message that, “We value your child and are committed to working with you towards appropriate care.” Effective, ongoing communication with families is reciprocal in nature and key to any successful placement.

**Capacity Building** – On an ongoing basis, RECEs can access professional development geared towards working with children with special needs, through various community organizations, including the Child and Family Collaborative, Early Intervention Services and Kerry’s Place. In addition, it is beneficial for YRDSB to invite childcare staff to access training offered on-site to school staff. Childcare and school staff must establish integrated links and continuous service as children transition among programs and environments. Child care staff and school staff will work together to ensure safe and supportive transitions between school day and the BA Program and that common strategies are implemented in both programs.

## **6. Operating Guidelines for School Based Child Care**

### ***Process to become a Board Approved Child Care Operator:***

To become a board approved childcare operator, agencies must complete an application. The agency must be an existing childcare operator, operating licensed childcare within York Region for a minimum of two years or an Authorized After School Rec provider approved by the Ministry of Education (Before and after care programs only). The operator must be able to obtain a purchase of service agreement with The Regional Municipality of York so families who qualify for fee assistance can access the program.

Once the completed application is received, the approval process is as follows:

- Review of proposals (Includes site visit of current program by Coordinator of Child Care and Community Services)
- Recommendation made for approval to Associate Director of Education

Once the agency is pre-approved, they are able to apply for tenders for any school site where it has been determined through the survey process that there is a need for childcare. *(Refer to Appendix B for application.)*

### ***School Survey Process***

In order to determine if there is a need for a childcare program at a particular school site, surveys are distributed to parents/guardians in the particular school. For new schools, surveys are distributed to holding schools and posted on the YRDSB website. *(Refer to Appendix C Before and After School Survey.)* If there are a minimum of 15 positive responses received from the surveys indicating a need is required for a BA Program, then the Coordinator of Child Care and Community Services will initiate the process to establish a program.

When it is determined, there is a need for a program in a school location, YRDSB pre-approved childcare operators can apply to a tender request. A selection committee made up of the Principal and parents within the school community who would access the care then chooses the operator.

### ***Selection Process for Child Care Operators for New Programs***

- The Coordinator of Child Care and Community Services facilitates a request for letters of intent from pre-approved childcare operators.
- Parents are recruited through the survey process to volunteer to sit on the Selection Committee, along with the Principal. The Coordinator of Child Care and Community Services organizes and facilitates the meetings.
- At the first meeting, the Selection Committee reviews the proposals submitted and then meet with the Operators to ask questions that are specific to community needs.
- The Selection Committee shortlists a smaller number of chosen operators. Parents have the next few weeks to visit existing programs of the agencies on the short list. Parents need to make a minimum of three site visits (i.e., one visit per agency).
- A second meeting is held after the site visits have been completed. The Selection Committee discusses the visits and chooses one operator.
- One Child Care Operator is chosen to be the licensed childcare provider for each school.
- The Coordinator of Child Care and Community Services informs the successful operator. The Principal and the chosen operator arrange a meeting to discuss the details required for the program set up.
- The Coordinator of Child Care and Community Services issues a lease that is renewed annually.

## **7. Licensing Requirements**

Childcare and BA programs must meet the requirements of the Child Care and Early Years Act, 2014 (CCEYA), the legislation that regulates licensed childcare in Ontario. The CCEYA sets out the requirements that a licensed childcare operator has to meet in order to operate. These requirements help 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 childcare programs are now required to post the results of annual licensing inspections publically. Program Advisors, conducts unannounced inspections for license renewals on an annual basis or more frequently for shorter term or provisional licenses.

### ***Space Requirements***

Schools play a key role in the support and growth of BA Programs by providing a safe, regulated, quality environment for children outside of regular school hours. In a majority of schools, BA programs operate in shared space. BA Programs can only operate in space that has been licensed under the Child Care and Early Years Act, 2014 (CCEYA) by the Ministry of Education's Quality Assurance and Licensing Unit.

Under the Act, operators can use any available rooms/spaces as agreed upon with the school board, as long as the same age group uses the rooms/spaces during the school day. The intent of the act is to ensure that programs are operating in kindergarten rooms for kindergarten children and in a primary/junior classroom for the school age children (6 – 12 years). There are restrictions to the size and number of children that can be in each licensed room.

Childcare operators and school Principals can mutually agree on the use of any room in the school, as long as the room(s) meet the following Ministry requirements:

- The same age group uses the rooms/spaces during the school day.
- The rooms are a minimum of 2.58 m2 per child.( Director Approval under s.16 (2) of O. Reg. 137/15 under the CCEYA can allow the use of a room or area with less than 2.58 square metres of unobstructed floor space, as long as the space/classroom is used for the same age group during the day). This will allow kindergarten rooms to hold up to 26 children and standard primary/junior classrooms to hold up to 30 children, 6-12 years.
- Once the Administrator and the Child Care Supervisor agree upon the rooms, a shared space confirmation form (refer to appendix I) is completed. This document identifies all of the rooms and spaces available in each school that the school board has approved for use by before- and/or after-school childcare programs. It lists the rooms/spaces and describes how they are used by the school during the school day. The School Administrator and Supervisor are both required to sign it. Only the rooms listed on this form are the designated space on the license used as the BA location. The form can include regular use space and alternate use space.



- An up to date shared space confirmation form must be available onsite and given to the Ministry Program Advisor upon request. The Ministry will provide the forms to the childcare agency.

Under the CCEYA, staff rooms can no longer be used as regular program space for before and after care programs. They can be, in addition to gyms and libraries, be used as alternate space when regular licensed rooms are not available. Lunchrooms and multipurpose rooms can be used for licensed space for 6-12 yr. old group only. Staff rooms will require Director Approval from the Ministry before being added to the space sharing confirmation form.

### ***Room Allocations***

As required under the CCEYA, kindergarten classrooms are the shared space used for kindergarten children as this space is designed for this age group. However when identifying space for children six- to twelve-year-olds, consider the following:

- Childcare programs are required to have access to licenced space immediately after the dismissal bell.
- Location of room(s) near the main entrance in the building so that parents have easy access for drop off and pick up. Refrain from putting programs in portables.
- Easy access to the playground and washrooms.
- Convenient space for bags, coats for children and staff.
- Convenient area to store rolling shelves containing program supplies, a filing cabinet containing administration items and a refrigerator to store snacks and medicine.
- Investigate non-home rooms such as the lunchroom, library, and community classrooms.
- Be prepared to host programs in one space for a ten-month period.
- Access to and use of gym/gym equipment.

Although some BA programs may operate within an empty classroom(s) when available, only full-day childcare centres have access to exclusive use space as described earlier under the types of childcare offered in YRDSB schools.

### ***Room Changes***

Decisions regarding room changes are made collaboratively between the childcare operator and Principal as long as the rooms meet licencing requirements. In circumstances where room changes will be required and the BA Program is requested to relocate to another classroom space, consider the following:

- Classrooms meet the requirements that the same age group uses the rooms/spaces during the school day. Kindergarten children in kindergarten classrooms, grade 1-6 in primary/junior classrooms.
- All classrooms are listed on the space sharing confirmation form.
- Provide appropriate notice to the Child Care Supervisor so that they can plan for the relocation and prepare children and families for transition.

In YRDSB, it is our continued expectation that BA programs operate out of consistent classrooms/spaces throughout the school year. In order to ensure consistency for students, reduce transitions and in keeping with the YRDSB early years vision, “each child at the centre of responsive decision making”, frequent rotation of classrooms is not advised or recommended.

## ***Program Expansions***

When licencing a before and after care program in a school, consider the licenced capacity to ensure the program is large enough to allow for potential growth of the program.

As BA Programs operate in shared space, there is no limit to the number of rooms allocated for before and after care. The expectation of the board is that the program is flexible in its growth to accommodate the care needs of the families within the school community.

## ***Inspections***

### **Zoning and By-Law Regulations**

Operators of full day childcare centres must obtain separate zoning approval to operate childcare on any school premises. They are required to meet all local By-Law regulations (fire and building requirements) as set out by each municipality. Operators are responsible for providing all the required documentation to the Program Advisor at time of licensing.

Operators of a before-and-after school program in a publicly funded school are exempt from meeting certain requirements that have already been met by the school (i.e. fire and building requirements) or that are no longer applicable based on the fixed design of the school space (i.e. window glass and artificial illumination requirements).

### ***Health Regulations***

Childcare and BA programs must meet all local health regulations as set out by York Region Community and Health Services.

All childcare programs are required to have a designated emergency shelter in the event of an emergency evacuation.

The school's Life Safety Binder must be available at the time of licensing as Childcare and BA programs are required to have access to the following school board reports:

- Fire safety plan - a copy of stamped approval page
- Annual fire alarm system inspection record and certificate
- Monthly fire equipment inspection reports
- Sprinkler system inspections

Childcare operators are required to submit an updated schedule N to the Coordinator of Childcare and Community Services when making changes to the licence capacity or when required by YRDSB's Health and Safety department.

### ***Flushing Regulations Child Care***

Licensed Child Care Operators are required to comply [with O. Reg. 243 Schools, Private Schools and Day Nurseries](#) as set out by the Ministry of Environment. YRDSB and childcare operators in Board buildings will share water samples taken for annual lead testing.



The Board will conduct sampling in accordance with the requirements set out in Reg. 243. Costs for sampling in childcare centres are split 50/50 with the board. There is no charge to operators for BA sampling. Childcare operators will receive sample results in a timely manner.

Childcare operators are responsible for providing updates to the Ministry of Environment of new contacts for the childcare centre and when a new laboratory is identified.

Caretakers will continue to meet the flushing requirements and maintain the daily or weekly logs in accordance with the Safe Water Drinking Act 2002-0.Reg, 243/07. These records will be kept in the Caretaker's office and made available to the Child Care Supervisor when required for licensing.

### ***Staff Qualifications***

At least one adult working with every group of children must be a Registered Early Childhood Educator (RECE) who is a registered member of the College of Early Childhood Educators or who has Ministry approval to take the place of an RECE.

RECEs are individuals who have completed post secondary education and have either a diploma or degree in Early Childhood Education.

For each licensed primary/junior school age group that includes only children who are 9-12 years and/or a licensed junior school age group, the licensee has employed at least one-program staff who:

- i. is listed on the College of Early Childhood Educators' Public Register as a member in good standing ("current member")
- ii. has a diploma or degree in child and youth care,
- iii. has a diploma or degree in recreation and leisure services, or
- iv. a member in good standing with the Ontario College of Teachers,

Or has been otherwise approved by a director.

### ***Capacity and Age Groupings***

Childcare centres are required to have a separate play space per age grouping. They have a capacity per age group and are required to meet staff-child ratios:

Age Group	Maximum Group Size	Staff : Child Ratio
Infants ( birth – 18 months)	10	3:10
Toddlers (18 months – 2.5 yrs.)	15	1:5
Preschool (2.5 – 3.8 yrs.)	24	1:8
Kindergarten age (3.8 – 5.6 yrs.)	26	1:13
School age (6-13 yrs.)	30	1:15
School Age (9-13 yrs.)	20	1:20

## ***Policies and Procedures***

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

- Anaphylactic Policy;
- Sanitary practices Policy;
- Serious Occurrence Policy; o Medication Policy;
- Supervision of Volunteers and Students Policy;
- Program Statement Implementation Policy;
- Staff Training and Development Policy;
- Criminal Reference Check/Vulnerable Sector Check Policy;
- Fire/Evacuation Procedures;
- Policies and Procedures for Monitoring Compliance and Contraventions;
- Waiting List Policy, if applicable;
- Parent Issues and Concerns Policies and Procedures; and,
- Emergency Management Policies and Procedures.
- Administration of medication to children
- Behaviour guidance

These policies are available to parents and kept on each school site. Childcare and BA program Administrators and Supervisors should review these policies annually with all staff to ensure understanding and consistency of approach.

## ***Playgrounds***

For childcare programs that run for more than six hours a day (full day childcare centre), a playground must be provided. Children are required to have outdoor programming for a minimum of two hours per day, an hour in the morning and again in the afternoon. Additional requirements are:

- The playground must be located adjacent to the premises.
- For playgrounds used by children under six years of age, a fenced area with a minimum height of 1.2m (4 ft.) must be installed with a gate. It must have 5.6 square metres (60 square feet) per child. The maximum number of children per fenced area is 64.
- The playground must be designed to ensure constant supervision by staff. Children under 30 months of age must be separated from older children during active outdoor play. This can be achieved by a separate playground area or through schedule usage.
- Playgrounds must have secure storage for outdoor equipment.
- Ministry policy requires that play structures and surfacing meet CSA standards where permanent structures are in place. This must be verified in writing by a third party certified playground inspector.
- The CCEYA does not require permanent play structures on playgrounds.
- Where a permanent play structure is not provided, the operator is responsible for ensuring other play materials and equipment are available to meet children's developmental needs.

## ***Equipment and Furnishings***

Childcare and BA programs:

- Must be equipped with the appropriate toys and furniture and in adequate quantities for the licensed capacity.

- Must either be equipped with telephone services, cell phone or landline.
- Require a designated storage space for their materials and equipment.
- Must have a refrigerator.
- Must have a filing cabinet to keep child and staff records on site.
- Must have an area to lock medications.

## 8. Lease Agreements

All childcare centres and BA program agencies must have an executed lease agreement with YRDSB for each school site in which they operate. The lease defines the responsibilities between the Board and the childcare agency. Leases are signed on an annual basis, using 12-month agreements for exclusive use space used by childcare centres and 10-month agreements for BA programs and shared space. Lease costs are associated with both the childcare centres and BA programs. Lease costs are on a cost recovery basis and reviewed annually. *(Refer to Appendix D for sample before and after care lease agreement and Appendix E for childcare lease agreement.)*

### ***Purchase of Service Agreement with the Regional Municipality of York***

All Board-approved childcare operators are required to have a purchase of service agreement so families eligible for childcare fee assistance can access the program. All programs must be licensed to have a purchase of service agreement and the programs must operate within licensed space.

### ***Hours of Operation***

The lease outlines the times and days the programs can operate. Childcare centres operate from Monday to Friday, September to August (12 Months). BA programs have access to schools and licensed space as early as 6:30 a.m. until the start of the school day and then again at the end of the school day to as late as 6:30 p.m. Most programs operate between the hours of 7:00 a.m. - 6:00 p.m. BA programs operate from September to June (10 months).

If the BA program requires space to operate in the months of July and August, the agency must enter into a summer-lease-extension agreement for those two months. This is based on the needs of the families in the particular school community. Therefore, not all agencies offer a summer program at all schools.

### ***Access to School Facilities***

The lease agreement for childcare programs outlines the terms for the use of the space designated as exclusive use for infants, toddlers and preschoolers or one or more classrooms for shared use for BA programs. This includes access to the gym for physical/gross motor activities and access to kitchens/serveries or staff rooms for snack preparation. Staff rooms are also made available for child care staff rest breaks as required by the Child Care and Early Years Act, 2014 (CCEYA) . This might include locations where the childcare centre does not have a designated staff room within the centre. In many school locations, preschool children are invited to access the library for literacy and shared reading activities.



### ***Access to Keys***

Caretaking staff are responsible for opening and closing buildings. In schools with stand-alone before and after Care programs, staff do not have access to keys and cannot be responsible for arming and disarming the school building, for any reason.

In schools with full-day childcare centres attached to the building, caretaking staff is still responsible for opening and closing the building. However, these childcare centres are zoned separately and have a separate alarm system. Childcare staff will have keys to access the childcare centre only however there must be a caretaker in the building while childcare staff are on site. BA programs may have access to classroom room keys being used for programs or keypad cards where appropriate.

### ***PA Days, December Break and March Break***

Childcare centres operate in exclusive use space on all PA days, December Break, and March Break and throughout the summer months. Programs are closed on weekends and statutory holidays.

BA programs must have access to licensed space on PA days, March Break and during the December Break on days that are not a Board-required shutdown day. These programs operate for the full day from as early as 6:30 a.m. until 6:30 p.m.

As classroom Educators may require dedicated time in their classrooms on PA days, it is important to ensure that the students are kept at the centre of the decision-making and plans are made in advance of the day to ensure that programs run effectively.

Considerations for making shared space work on PA days are:

- BA programs access the classrooms as per usual at the beginning and end of the day and for a lunch period and access alternate space where applicable.
- BA Staff can rotate the programs with organized activities in the gym (Kindergarten on one side/6-12 on the other side) while one group, weather permitting, are doing extended activities outside. This allows for time in the morning and afternoon for classroom educators to be in their classrooms without jeopardizing the quality and license of the BA program.
- If the child care is able to be flexible to use other locations in the school, such as the gym, lunchroom, staff room (for short term small group activities like cooking activities or snack), libraries, Administrators can consider these spaces for this day and add these rooms to the shared space confirmation form as alternate space.
- If applicable, the childcare can organize field trips off site.
- In schools with alternate licensed space that are additional classrooms, the programs could be shared i.e. morning in one classroom and the afternoon in the other.

By coordinating and planning the day together, it should prevent any unexpected disruptions and accommodate needs for all parties involved.

## ***Playgrounds***

In most school locations where there is a childcare centre on site, the childcare centre will have its own playground space. Childcare operators are responsible for the maintenance and repair of the playground, equipment and fencing.

In many locations, the playground is shared between the Kindergarten and the childcare. In these locations, the cost of repairs and maintenance may be split 50/50 unless the childcare has installed equipment such as climbing structures. School staff and child care staff must coordinate a schedule that meets the needs of both groups to ensure that the child care is meeting the Child Care and Early Years Act, 2014 (CCEYA) with regards to outdoor programming.

## ***Use of Board Equipment***

Photocopiers:

In school locations with childcare and/or BA Programs, there may be use of school photocopiers by the childcare staff to copy such things as memos to parents, attendance sheets and other items as necessary. In these cases, the childcare agency is assigned a Prox. Card. Reports are generated by the school and sent to the Coordinator of Childcare and Community Services. The childcare agency is invoiced by the Board for the use of the copier on a per copy basis at a rate determined by the Board. Invoicing happens twice a year. January for the September to December term and again at the end of June for the January to June term.

Audio/Visual Equipment:

In some cases, childcare operators may be provided access to use audio/visual equipment such as televisions, DVD players and smart boards.

Computers:

Computers may also be made available for the use of students attending the BA program where appropriate to support curriculum and homework opportunities. Students may sign into their board account but BA staff must supervise.

## ***Signage***

Childcare operators can install pylon signs or signs that are attached to the school, with written approval of the Board. Pylon signs can be installed outside either on Board property or municipal property with permission. Pylon signs can have the agency logo; however, it must match the YRDSB pylon signs in dimensions and style.

Signage attached to the school must be designed with the specifications (size, lettering) that match the lettering of the school to ensure consistency in size. Agency logos are not permitted to be included on signs attached to the school. The agency must use a board-approved contractor and the Board must approve the sign before installation. For example, operators can install a sign above the front door of the childcare centre that states "Child Care Entrance" but it cannot use the agency centre name or logo on that sign. BA programs can hang temporary banners on school fences to advertise the onsite BA program. Banners cannot have agency logos on the banners.

The agency is also responsible for having the sign removed and the land or Board property restored to its original condition.

### ***Parking***

As described in the Planning and Design Guidelines for Child Care, childcare centres located in YRDSB schools must have sufficient parking provided for staff and visitors that meet the local zoning bylaws. As parents are required to bring children directly into the program, parking for parents should be convenient to the main entrance of childcare and school. In some school locations, parking spaces for the child care staff and parents are separate and clearly identified. In other school locations, childcare staff and parents are expected to park in the general school parking area.

In schools that only have a BA program, staff and parents are expected to park in the general school parking areas. As with all parking areas, available space is on a first-come, first-serve basis. If on-site parking cannot be achieved, consider availability of street parking (subject to municipal approval).

## **9. Permits**

Although childcare centres and before and after care programs operate on lease agreements and pay associated lease costs to access space in YRDSB schools, there are circumstances where licensed child care operators and Ministry approved Authorized Recreation Providers must submit a permit request through the Community Use of Schools department. This is to ensure that board staff are aware of who is in school buildings at all times and to prevent space conflicts with community permit holders.

Permits are not required during regular operating hours for childcare centres and before and after care programs, the first week of Winter Break in December and on PA days.

### ***The following outlines when Permits are required:***

For standalone before and after care programs:

- July and August
- Second week of the December break for stand-alone BA programs that plan to operate on board shutdown days.
- March break
- Easter Monday ( for childcare purposes only)
- Evening events such as staff meetings, celebrations etc. after 6:00 pm

For full day childcare centres:

- July and August for BA program space only
- March break for BA program space only
- Evening events such as staff meetings, celebrations etc. after 6:00 pm

When applying for permits please include the following, where applicable:

- number of classrooms ( list the room numbers in the comments section)
- gym
- staff room
- multipurpose room

Note: that there is no guarantee that the gym will be available unless your program operates from the gym on a daily basis as your regular licensed space.

Please identify the reasons for the permit using the following:

- childcare staff meeting
- childcare family celebration
- Before and After Care program (March break, winter break)
- Before and After summer lease (July and August)

Permit Fees:

Lease costs are covered under your annual lease agreements (including summer leases) and therefore no permit charges will apply except for the following circumstances:

- Evening permits after hours for family events when using the gym, staff room and additional classrooms (outside the license childcare rooms for full day centres).
- The Second week of the December break( board shut down days) for stand-alone BA programs
- Easter Monday for stand-alone BA programs

## 10. Caretaking

As outlined in the childcare centre lease agreement, YRDSB has agreed to provide at the childcare (Tenant's) cost, caretaking services (for up to two hours per day), maintenance, repairs and replacements to the premises including the grounds and designated parking spaces. These costs are all included in the lease costs. Childcare operators are responsible for supplying their own toilet paper, paper towel, facial tissue and hand soap for childcare centre washrooms. This does not apply to BA programs that operate within shared space. The Board provides the products.

Guidelines have been created that outline the responsibilities of caretaker and child care staff in the maintenance and cleaning of the childcare centre and BA Program shared space. *(Refer to Appendix F for Guidelines for Caretakers Responsibilities for Schools with Child Care Centres and/or Before and After Care Programs.)*

As part of the lease agreement, childcare centres receive an annual clean up in which the floors in the Child Care Centre are sprayed buffed. The date of this clean up is scheduled with the Lead Caretaker to take place during non-instructional days (March Break, summer months, and December Break) so the Childcare can relocate the children. In the event the clean up cannot be scheduled during those times, a weekend will be considered.

Childcare centre operators are responsible for maintaining ongoing daily communication with caretaking staff. A caretaker logbook should be located in the childcare centre with easy access for both childcare and caretaking staff to ensure that questions, concerns or issues are recorded and handled appropriately.





As identified in the Security for Licensed Child Care and Before and After Care Programs in Schools Procedure 409.2, school radios will be provided to each child care program located in a school for the use of child care operators to provide direct communication with the school staff. *(Refer to Appendix G for Procedure for Use of Radios for Child Care and Before and After Care Programs in YRDSB Schools.)*

### ***Guidelines for Maintenance and Repairs in Child Care Centres***

All Child Care Operators must request approval prior to having any painting or repair / installation /replacement of such items as flooring, millwork, appliances, signage, and playground equipment. All Child Care Operators are required to use Board Approved Contractors only for any work on YRDSB property.

A Request for Repair or Maintenance form must be completed, signed by the Principal and emailed / faxed with quotes from Board Approved Contractors only to the Coordinator of Child Care and Community Services. Once written approval is given, the work can proceed.

The following is a list of what type of repairs are the responsibility of the Child Care Operator, the York Region District School Board, and the Child Care renewal funds that are collected with the lease payments:

Child Care Operators are responsible for the costs associated with:

- Painting
- Replacement of flooring in kitchens, playrooms, bathrooms, etc.
- Installation of new or replacement millwork such as countertops and cabinets
- Replacement or installation of new sinks and toilets
- Replacement and repair of window coverings
- Major changes to landscaping in outdoor spaces
- Replacement and installation of new outdoor equipment and surface upgrades
- Repairs and maintenance of outdoor playground equipment and surface materials
- Repairs and maintenance of perimeter fencing (some costs may be shared 50/50 if playground is shared)
- Major repairs and new installation of appliances owned and operated by the Child Care Operator
- Installation and repairs to signs (note: new sign design requires YRDSB approval)
- Phone installation and repairs / maintenance
- Installation of bulletin boards as long as they are board approved (attach photo identifying the area of installation - wall or corridor). Once approved, installation will be completed by a Caretaker or board approved contractor, depending on school location.
- Installation cost for new and replacement keypad lock entry systems (YRDSB will complete installation).
- Programming of keypad lock entry systems.

The York Region District School Board is responsible for costs associated with:

- Life safety systems such as fire alarms, sprinklers
- Repairs associated with A/C units
- Minor repairs to flooring, millwork, fencing and gates excluding situations where damage is caused by misuse i.e. wet rags left on floor, sunscreen spilt on floor
- Installation of replacement dishwashers (like for like) where installation does not require new plumbing or an electrician for installation.

- Anything identified by the YRDSB as a health and safety issue is building related within the school that may include Child Care space, either shared or exclusive use.
- Lead testing to meet legislative requirements (costs will be shared 50/50)
- Landscaping (grass cutting, trimming) in outdoor areas and perimeters
- Repairs of keypad lock entry systems

The Renewal Amount expense covers the cost for anything that is attached to the school building such as heating, air-conditioning, plumbing, roofing, windows, and doors.

As situations arise there may be some items that fall under a “to be determined” category and will be decided upon a case-by-case basis.

### ***School Grounds Enhancement Projects***

When schools are considering changes to outdoor play spaces to create inviting physical environments, they must follow the guidelines set out by the School Grounds Enhancement Projects Committee. This includes submitting plans that outline the design of all projects, existing or proposed, related to the grounds of the school. (Refer to [Procedure #NP460.0, School Grounds Enhancement Projects](#)). Childcare operators are required to follow this procedure when making physical changes to outdoor play spaces. This does not apply to regular maintenance and repairs to existing play spaces.

### ***Guidelines for Child Care Centre Playground Renovations/Replacement***

The following steps are to be followed when submitting a request to renovate and/or replace childcare playgrounds. This process does not apply to repairs and maintenance to playground structures, fencing or surfacing. It only applies when re-designing a playground or when adding new materials and equipment.

- Review the School Grounds Enhancement Process [Step Chart](#).
- Consult with the Assistant Manager of Construction and Maintenance and the Supervisor of Facilities Services.
- Fill out the School Grounds Enhancement Project Application with the School Principal. The Principal can download the application from the BWW site –(see [Application & Process](#), and [Resources](#)).
- Include with the application the layout and designs for the proposed playground with specific details regarding the materials and equipment, types of trees, etc. to be installed or planted.
- Include in the designs any items that are existing and that will remain in the playground such as trees, plants, shrubs, playground equipment, etc.
- Ensure plantings do not attract bees or wasps.
- Avoid plants listed on any of the following lists:
  - CAN/CSA-Z614-07 Table G.1 for plants to be avoided in children’s play spaces
  - [Ontario Ministry of Agriculture, Food and Rural Affairs list of noxious weeds in Ontario](#)
  - [Ontario Poison Centre](#)
  - [SickKids – Plant Safety](#)
- Ensure trees will not have a destructive root system that may damage adjacent areas or utilities.
- Select tree and shrub species from the Board-approved [Tree and Shrub Species List](#).
- Consider tree species that will not provide easy climbing and access to the adjacent roof of a building.

- Submit the completed application to [schoolgroundsadvisor@yrdsb.ca](mailto:schoolgroundsadvisor@yrdsb.ca) and a copy to the Coordinator of Child Care for review and approval of the School Grounds Enhancement Project Committee.
- Applications can be submitted at any time of the year. Keep in mind that the review and approval process can take anywhere from four weeks to one year, depending on the scope and type of the project. Plan and submit applications well in advance of the intended implementation date.
- Approvals to proceed will be provided in writing by the Principal and/or the Coordinator of Child Care. Projects will only proceed after approval.



### **Portable Air Conditioner Units**

Portable A/C units can be used during the summer months by BA programs under the following guidelines:

- All costs must be borne by the leaseholder (installation, equipment, utility and removal).
- All installations must be returned to their original state.
- Monthly utility costs will be estimated by YRDSB Plant Services and added to the lease charges.
- No extension cords can be used.
- Electrical supply in the room must be adequate for A/C unit and the intended use of the room.
- If additional electrical wiring is required, the cost of installing this wiring will be borne by the leaseholder.
- A Board representative must verify installation.
- Other than the daily set-up and takedown of the window hose system, the Board must complete all work.
- If the Board must provide some installation or removal service, the cost will be charged at an hourly rate. If Board trades people are used, the annually declared rate shall be used.
- If a Board-approved contractor is used, the actual invoice cost will be charged to the leaseholder. In both cases, a 10 per cent administration fee will be added.
- Only portable A/C units can be used. No window-mounted units can be used.
- Room must be secured every night by the leaseholder (the window hose system must be removed every night and the window(s) locked).

- Any liabilities because of a breach of security for an unsecured window shall be the responsibility of the leaseholder.

### **Use of Small Appliances**

Only use kitchen appliances in the staff room or approved kitchens/spaces. These are the only spaces equipped to handle such appliances. Kettles, coffee makers, toaster ovens and microwaves are not to be used in any other rooms, including health rooms, department offices or classrooms.

## **11. Emergency Procedures**

### ***Inclement Weather Days***

An inclement weather day is a day where road or weather conditions make it impossible to operate a school bus safely. In situations where buses are cancelled due to inclement weather affecting road conditions, the day shall be designated an inclement weather day. Childcare and BA programs will continue to operate regular program hours.

In the event that schools are required to close early due to inclement weather, caretakers will remain on site until all children are picked up and programs are closed. However, childcare and BA programs are encouraged to contact parents and request they pick up as early as possible. Programs will not be expected to close until all children are picked up by an authorized pick-up person. The childcare operator determines cancellations of childcare programs and BA programs due to inclement weather. (Refer to [Policy and Procedure #152.0, Inclement Weather Days.](#))

### ***Emergency School Closures***

Emergency is defined as a situation in which the normal operations of the school or work location cannot continue or where there are concerns for student and staff safety. In cases where denied access results in closure of programs, the lease payments will be adjusted accordingly. (Refer to [Procedure #217.0, Emergency Preparedness](#) for more information.)

### ***Lockdown Procedures***

A lockdown is defined as a school emergency response to the presence or suspected presence of an armed intruder or other similar violent threat within the school. Childcare staff are responsible for following the procedure and protocols during a lockdown. Administrators should include childcare staff in the development of the Lockdown Plan and related training. (Refer to [Board Procedure #668.9 Lockdown, School Sites.](#))

### ***Fire***

Childcare and BA programs are responsible for ensuring they meet all fire regulations and for following the school evacuation procedures at all times. Administrators should include childcare staff when school staff reviews fire safety at the beginning of each school year.

Childcare operators are responsible for having a fire safety plan. In YRDSB, all childcare and BA programs are included as part of the school's fire safety plan and must complete the Schedule N form (refer to Appendix J). The schedule N form must be kept in the School's Fire Safety Binder found in the school's office. At the beginning of each school year, and as required, childcare operators should ensure the

Schedule N form is updated and a copy has been provided to the school to be kept in the Life Safety Binder. An electronic copy must be forwarded to Human Resource Services-Health and Safety.

### ***Caring and Safe Schools***

YRDSB is committed to sustaining caring and safe schools that promote student learning, achievement and well-being. Child Care Supervisors are expected to report to the Administrator any behaviors exhibited by students that could result in suspension or expulsion. This could be either on or off school property, where the activity will have a negative effect on the school climate. Childcare operators should report the incident using the Safe Schools Incident reporting form part 1 (Appendix K). (Refer [Policy and Procedure #668.0, Caring and Safe Schools.](#))

### ***Safe Welcome Program***

Childcare and BA program staff are expected to be aware of, understand and follow the Safe Welcome Program. Childcare program staff must ensure that doorways connecting their facilities with the main school building are locked at all times and a process is established to ensure a safe, welcome environment. (Refer Board [Procedure #668.8 Safe Welcome Program: Elementary Schools.](#))

### ***Visitors***

Unless entering through an exclusive childcare facility entrance, all visitors are required to access the school through the main doors and report to the school's office during school office hours before proceeding to the childcare location. Visitors could include fire or health inspectors, Program Advisors, Early Interventionists or other health professionals.

## **12. Board Policies and Procedures**

### ***Licensed Child care in Schools Policy #409***

Policy #409.0, Licensed Child Care in Schools and procedure #409.1 Before and After School Programs, outlines YRDSB's commitment to building strong partnerships with Childcare operators in order to support planning, curriculum and program coordination that will benefit students, families and our school communities. (Refer to [Policy 409 Licensed Child care in School.](#))

This commitment to building strong partnerships is further supported by Procedure #409.2, Security for Licensed Child Care and Before and After Care Programs in Schools which outlines how YRDSB works with licensed child care operators in schools to address security protocol in support of students, staff, families and communities. (Refer to [procedure 409.2 Security for Licensed Child Care and Before and After Care programs](#) in Schools.)

## 13. APPENDICES

## Appendix A

## Information Sharing Consent

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Ongoing communication among professionals involved in your child's day enhances your child's educational and childcare experience. To best serve your child's needs, it is necessary that staff from the Child Care Centre and School exchange information regularly. The purpose is to create a coordinated approach to support the interests, strengths and safety needs of your child.

Your consent will give permission for the verbal exchange of information between the Child Care Centre and the staff at your child's school.

I/We give permission to:

Name of Child Care Centre

and staff members at

Name of

School For the daily reciprocal exchange of information about my child:

Name of Child

Date of Birth

Your signature on this form indicates your consent for the daily exchange of information between the Child Care Centre and staff members who have program-planning responsibility for

\_\_\_\_\_ at \_\_\_\_\_  
Child's name School

Name of Parent/Guardian:

Please Print

Signature

Witness:

Please Print

Signature

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for planning for the student. Any general questions about the information gathered on this form may be discussed with the principal of your child's school or the Child Care Centre supervisor. School phone numbers are listed alphabetically in the phone book under York Region District School Board or through the Board's website: [www.yrdsb.ca](http://www.yrdsb.ca).



## Appendix B      Sample Damage Log

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Date	Description of Item	Description of Damage	YRDSB Property	Child care Property	Date Repaired/Replaced

## **Appendix C                      Application to Become a Pre-Approved Child care Operator**

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### **APPLICATION FOR PRE-QUALIFICATION OF CHILD CARE OPERATOR**

APPLICANTS MUST SPECIFY THAT THEY HAVE READ, UNDERSTOOD AND ACCEPTED ALL THE RELEVANT BOARD POLICIES AND PROCEDURES, AND COMPLY WITH ALL CONTRACTUAL REQUIREMENTS INCLUDING THE FOLLOWING:

The Applicant Shall:

1. Enter into a legal agreement with the YRDSB regarding all matters of administration and operational conditions.
2. Be responsible for the rent or actual costs of maintenance and cleaning of the facility and a prorated share of costs for any outside area or facility, which is used in common such as playground equipment or the parking lot.
3. Be responsible for all utility costs, which result from the operation and the use of the childcare facility.
4. Assume all financial responsibility including such operating costs as staff salaries and benefits, appropriate liability insurance, etc., and YRDSB must be named as co-insured in the operator's policy (5,000,000.00 general liability).
5. Agree that the use of the Board's property by the childcare operator shall be at all times subject to the supervision of the employees of the Board. The Centre's program shall adhere to all the rules and regulations of the school in respect to the health and safety of its occupants, including but not limited to regular fire drills.
6. Currently hold and maintain a Regular license under the Child Care and Early Years Act, 2014 (CCEYA) for a minimum of two years
7. Must have a purchase of service agreement with The Region of York.
8. Provide annually to the Board through the Coordinator of Childcare and Community Services a copy of their financial statement; evidence of a regular license and such other information as may be required.
9. At the time of application, be incorporated under the Corporations Act.
10. Agree to abide by the policies and procedures of the YRDSB.

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Signature

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Date

## APPLICATION FOR PRE-QUALIFICATION OF CHILD CARE OPERATOR

Please ensure the following information is included in your application:

- History of Organization
- Type of Organization (non-profit or commercial)
- If non-profit, proof of non-profit status and include the following:
- Incorporation papers (incorporated under part 3 of the Corporation Act or incorporated under the Co-operative Corporations Act), Must include the following 10 provisions in letters patent:
  1. The corporation shall have at least five directors.
  2. No employee of the corporation may be a director of it.
  3. The corporation shall not purchase goods or services from any director, officer or person related to a director or officer of the corporation unless there is only one available source of the goods or services within a reasonable distance of the day nursery.
  4. The corporation shall not sell goods or services, other than child care services, to any director, officer or person related to a director or officer of the corporation.
  5. The corporation shall not lend money to or borrow money from any director, officer or person related to a director or officer of the corporation.
  6. The corporation shall not rent property to or from any director, officer or person related to a director or officer of the corporation.
  7. The corporation shall not engage in any other transaction, which may directly or indirectly confer a financial benefit on one of its directors.
  8. The directors of the corporation shall serve as directors without remuneration but may be reimbursed for reasonable expenses incurred in the performance of their duties.
  9. No director of the corporation shall directly or indirectly receive any form of money or money's worth as a result of his or her position as director.
  10. Upon dissolution of the corporation and after payment of all of its debts and liabilities, the remaining property of the corporation shall be distributed or disposed of only to charitable or non-profit organizations, which provide childcare, which are beneficial to the community and which operate solely in Ontario.
    - The list of current board of Directors, names, addresses, phone numbers.
    - Copies of Minutes to the Board of Directors meetings indicating that the board has appointed the Executive Director.
- Provide a summary of satisfaction/feedback surveys completed by parents enrolled in their programs for the previous two years.
- Current program locations – include address and phone numbers
- Ages Served
- Statement of Philosophy and goals
- Daily Program Schedule
- Parent Involvement ( i.e. Parent Advisory Committee)
- Copy of Centre's parent Handbook
- List of all Daily fees ( part-time, full-time, before only, after only), registration fee, Professional Activity Day Fee, Holiday Fee ( summer, march break, December break)
- Breakdown of Service Agreement
- Annualized operating budget – including administrative fees
- Two years financial audited statements
- Part time policy
- Minimum enrollment requirement
- Inclusion policy of children with special needs.
- Briefly outline your agency's community involvement
- Two (2) letters of reference from community agencies.
- Additional relevant information you feel would be of interest.

PRE-QUALIFICATION OF CHILD CARE

OPERATOR PROPOSALS SUBMITTED



REVIEW OF PROPOSALS

(Includes site visit of current program by Child care Coordinator)



RECOMMENDATION FOR APPROVAL TO  
ASSOCIATE DIRECTOR OF EDUCATION

## Appendix D      Before and After Care Needs Survey

---



Date\_\_\_\_\_

Dear Parents:

In order to determine if there is a need for a Before and After School Care Program on-site at \_\_\_\_\_ **Public School**, we are surveying the school community.

If you have a need for a before and after school program, please complete this survey and return it to the school office no later than *enter date*

If there is a need, a program would operate before and after school as well as full day programs (7am – 6pm) on Professional Activity days, March Break and if a need is apparent, through the summer months for children ages 4 – 12 years with the possibility of care for Kindergarten.

If significant interest is shown (at least 15 positive responses); we will explore the opportunities of meeting the needs of the school community.

If you require further information, please contact \_\_\_\_\_, Coordinator of Childcare and Community Services for the YRDSB at (905) 727-0022 Ext. \_\_\_\_\_.

Sincerely,

Principal

The information you provide on this survey is collected pursuant to the board's education responsibilities as set out in the Education Act and its regulations. This information is protected under the Municipal Freedom of Information and Protection of Privacy Act and will be used only for the purpose related to the Board's policy P412, Community Use of Schools. In the event that a childcare agency is chosen to operate a program onsite at \_\_\_\_\_ Public School, the surveys will be given to the chosen agency to contact you. Any questions with respect to this survey or the program should be directed to the Coordinator of Child care and Community Services."

## BEFORE AND AFTER SCHOOL CARE SURVEY

We are currently exploring the possibility of housing a Before and After School Care Program for children 4 to 12 years who will be attending \_\_\_\_\_ Elementary School elementary school. In order to proceed, we must first understand the needs of our community.

If you are interested in this service, please take the time to complete this survey and return it via fax at 905-727-6282 attention Sandra Sanz or email at [sandra.sanz@yrdsb.ca](mailto:sandra.sanz@yrdsb.ca).

Average weekly fees for before and after school care range from \$0.00 - \$0.00

If you would need information on financial support with your childcare fees, please contact The Kids Line at (905) 830-9487 or 1-888-703-5437 for information on how to obtain fee assistance.

Do you presently use childcare arrangements?    Yes                      No

If yes, please specify name of program \_\_\_\_\_

Would you like to explore other options for childcare providers?            Yes                      No

Would you use a before and after school program at our school in September

20xx?    Yes                      No

How many of your children will be in the following age group in September 20xx?

Kindergarten \_\_\_\_\_                      6 to 12 years of age \_\_\_\_\_

When do you normally need childcare?

Morning                      afternoon                      both morning and afternoon

Days (please circle):

Monday              Tuesday              Wednesday              Thursday              Friday

Please provide your name and phone number if you would like to participate on the selection committee, if a need is determined to select a childcare agency to operate a new before and after school program at our school.

The commitment required for the selection committee:

- attend two, one-hour evening meetings
- conduct at least three site visits to existing before and after school programs.

I would like to be a part of the selection committee            Yes                      No

Name: \_\_\_\_\_ Home phone #: \_\_\_\_\_

Email address: \_\_\_\_\_ Work phone #: \_\_\_\_\_

*Please Print Clearly*

## Appendix E      Lease Agreement, Before and After Care Programs- Sample

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AGREEMENT MADE INDUPLICATE THIS 31st DAY OF AUGUST 20xx BETWEEN:

THE YORK REGION DISTRICT SCHOOL  
BOARD (the "Board")  
- and -  
Name CHILD CARE CENTRE INC.  
(the "Lessee")

1. That in consideration of the rents, covenants and agreements hereinafter contained, the Lessor hereby leases to the Lessee one or more classrooms or equivalent area (the "Demised Premises") at the discretion of the Principals of the school locations listed in "Schedule A" attached hereto for ten (10) months commencing on the th day of September, 20xx (the "Commencement Date") and ending on the th day of June, 20xx (the "Term"). If either the Board or the Lessee wishes to renew or terminate this agreement, the Board or Lessee shall notify the other party of the desire to do so, such notice to be given in writing not later than six (6) months prior to the end of this agreement.
2. The Board and the Tenant acknowledge and agree that the services provided by the Tenant are provided exclusively by the Tenant and that the Board is not in any way involved in or responsible for the provision of the services provided by the Tenant.
3. IN CONSIDERATION THEREOF, the Lessee agrees and covenants:
  - (a) To pay rent to the Board semi-annually in advance on the 1st day of September 20xx and the 1st day of January 20xx in the amount specified from the fee schedule attached hereto as Schedule 'B' ("the school")
  - (b) That the rent payable to the Board shall include:
    - i) caretaking services;
    - ii) general maintenance, upkeep and repairs;
    - iii) utilities (heat, hot water, light, power);
    - iv) snow removal;
    - v) garbage removal and pick-up;
    - vi) landscaping and grass cutting.

attributable to the Lessee's use of the Facility. These services shall be reviewed annually.

- (c) To pay promptly all taxes, rates, levies and charges attributable to the Lessee's use of the Facility, and to indemnify and save harmless the Board from any and all claims in respect of all such taxes, rates, levies and charges;
- (d) That the Lessee will not make alterations or improvements to the Facility and shall not affix furnishings or equipment including signs to the floors, roof or ceilings of the Facility without the Board's prior written approval of such alterations or improvements and of their design;



- (e) That at the termination of the lease, the Lessee, at the Lessee's own cost, will restore the Facility to its present condition and make good to the satisfaction of the Superintendent of Plant any damage that may have occurred;
- (f) To abide by all policies of the Board as they are enforced from time to time, including, but not limited to policies relating to health, fire drills and safety, and the policy that prohibits smoking on Board property;
- (g) That the access to and use of the Facility and to the school washrooms and playground area shall be designated by the Principal of the school, shall be subject to the supervision of employees of the Board, and that the staff of the Lessee shall be subject to the Principal's duty and authority to organize and manage the school;
- (h) To indemnify and save harmless the Board from any and all loss or damage to the Board's or Lessee's property, including the Facility, that results from the Lessee's occupancy and use of the Facility, and to restore the Facility to its present condition, at the Lessee's own cost.
- (i) To carry replacement value property insurance with the Board as a named insured and liability insurance in an amount not less than Five Million (\$5,000,000) Dollars with the Board as a named insured to protect the Lessee and the Board from any and all claims that may arise from the persons involved in the use or operation of the Facility by the Lessee. Proof of insurance to be submitted to the Board office prior to occupancy of the Facility;
- (j) That the Board shall not be liable or responsible in any way for any death or injury of any kind whatsoever that may be suffered by the Lessee or any employee, agent, customer of the Lessee, or any user of the Lessee's services or any person who may be in the Facility or for any loss or damage or injury to any property belonging to the Lessee or its employees or to any other person while such property is in the Facility save and except where any property damage, injury, death, or other loss giving rise to any claim is caused by the negligence of the Board or those for whom it is at law responsible. Without limiting the generality of the foregoing, the Board shall not be liable for any damage or damages of any kind to persons or property in the Facility caused by explosion, fire, theft, or breakage, by sprinkler, drainage or plumbing systems, by failure for any cause to supply adequate drainage, or snow or ice removal, or maintenance of the Facility, by the interruption of any public utility or service, by steam, gas, water, rain, snow or other substances leaking, issuing or flowing into any part of the Facility, or by anything done or omitted to be done by the Board or any of its trustees, employees, or agents. In addition, the Board shall not be liable for any loss or damage for which the Lessee is required to ~~insure~~ pursuant to paragraph 2(h), nor for any loss or damage resulting from any construction, alterations, repair or maintenance; and or re-location or closure as stated in paragraph (n) iv.
- (k) To indemnify the Board against and from all loss, costs, claims or demands in respect of any injury, loss or damage referred to in paragraph 2(j) against and

from any act, omission or neglect by the Lessee or those for whom the Lessee is at law responsible, and against and from any breach by the Lessee of any provision of this lease;

- (l) to obtain and maintain a license under the Child Care and Early Years Act, 2014, S.O. 2014 (CCEYA), and to abide by the minimum standards prescribed by the Act and its accompanying regulations, including but not limited to the standards for staff to child ratios, programs, equipment and furnishings, health and safety, immunizations, building and accommodation, nutrition, behavioral management, financial records, inspections, training and development and staff qualifications; and to provide quality programs and services which fulfill the needs of the children, families and community associated to the School and which adhere to the Code of Ethics and Standards of Practice, 2011 established by The College of Early Childhood Educators.
- (m) To notify the principal or designate in the event of a serious occurrence or injury to any person on the demised premises;
- (n) That the hours of use under the terms of this lease with those of the listed Public Schools in "Schedule A" shall be as follows:
  - (i) As early as 7:00 am until the morning school bell and then from the dismissal bell until 6:30 pm at the latest. Monday to Friday from September (date) to June (date) save and except the provisions of paragraphs (ii) and (iii);
  - (ii) 7:00 a.m. to 6:30 p.m. Monday to Friday during March break, Christmas vacation, and all professional development days;
  - (iii) Notwithstanding the provisions of the foregoing paragraphs (i) and (ii), the school will be closed to public access and to the Lessee on statutory holidays as follows:

Thanksgiving Day  
December 25, to January  
inclusive Family Day  
Good Friday  
Easter Monday, and  
Victoria Day
  - (iv) In extenuating circumstances where board employees are on strike and or are taking job action, or the board acting reasonably due to unforeseen circumstances where public access to the Facility is not possible due to damage, repairs or reasons of safety, the lessee may be required to relocate, reduce hours of operations or close programs. In such cases in which denied access results in closure of programs, the lease payments will be adjusted accordingly.
- (o) That the Lessee will not assign or sublet the Facility;
- (p) That the Lessee will not carry on any business other than the childcare, which is the purpose of this agreement in the Facility;

- (q) That the hours, routines and operation of the Lessee in the Facility shall not conflict with or interfere with the programs or classes of those of the listed Public Schools in "Schedule A" .
- (r) That if approved modifications are made, at the termination of the lease, the Lessee will restore the Facility to its present condition and make good to the satisfaction of the Superintendent of Plant;
- (s) To comply with the regulations as set out in O. Reg. 221/11 – Extended Day and Third party Programs.
- (t) That both parties agree to the collaborative use of shared space that supports the operations and transitions of programs as outlined in the YRDSB Child Care in Schools: A Guide to Creating Effective Partnerships.

4. THE BOARD agrees and covenants:

- (a) To provide at the Lessee's cost, caretaking services, maintenance and repairs, snow and garbage removal and landscaping to the Facility;
- (b) To provide light, heat, water and power.

5. It is agreed that the Board may re-enter the Facility on non-performance of the Lessee's covenants.

6. This agreement may be terminated at any time by mutual consent in writing or by written notice by either the Board or the Lessee six (6) months prior to the said termination date. The Board reserves the right to terminate this agreement immediately for failure by the Lessee to maintain adequate property or liability insurance coverage to the satisfaction of the Board or for the failure by the Lessee to possess a valid license under the Child Care and Early Years Act, 2014, S.O. 2014 (CCEYA), or for failure of the Lessee to adhere to the Board's policies relating to health or safety.

7. The term of this agreement shall be for the said period of ten (10) months. The Lessee has an option to extend the lease for a period of two (2) months for July and August 20xx. Any extension of this lease shall be negotiated upon the Lessee giving notice in writing to the Board of its desire to do so not later than March 01, 20xx.

Dated:

YORK REGION DISTRICT SCHOOL BOARD

Per: \_\_\_\_\_

Title: Associate Director of Education,

I/We have the authority to bind the corporation

XXX CHILD CARE CENTRE INC. Per:

\_\_\_\_\_  
Name

Title: A.S.O.

I/We have the authority to bind the corporation

## SCHEDULE "A"

### SCHOOL LOCATIONS

1. XXX Public School, *insert address*
2. XXX Public School, *insert address*
3. XXX Public School, *insert address*
4. XXX Public School, *insert address*
5. XXX Public School, *insert address*

(each of which is referred to herein as the "school")

## Appendix F                      Lease Agreement, Child care Centre - Sample

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THIS AGREEMENT MADE IN DUPLICATE THIS \_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_.

BETWEEN:

YRDSB  
(the "Board")  
-and-  
NAME OF  
AGENCY (the  
"Tenant")

1. **THIS AGREEMENT WITNESSETH** that in consideration of the covenants and agreements hereinafter reserved and contained on the part of the Board and the Tenant, the Board hereby leases to the Tenant those childcare premises and being more particularly described in Schedule "A". (the "Demised Premises") within XXXXXX Public School (the "School") on lands municipally known as *insert school address*,

2. **TO HAVE AND TO HOLD** the Demised Premises for and during the term of one (1) year commencing on the **September 01, 20\_\_** (the "Commencement Date") and ending **August 31, 20\_\_** (the "Initial Term"). The tenant shall have the option to renew the lease for one further one-year term provided that it first secures the written approval of the Board, which approval shall not be unreasonably withheld. If the Tenant wishes to renew this agreement, or make changes to the license capacity the Tenant shall notify the Board of the desire to do so, such notice to be given in writing not later than six (6) months prior to the expiry of the Initial Term and the expiry of the first renewal term.

3. The Board and the Tenant acknowledge and agree that the services provided at the Demised Premises and the school by the Tenant are being provided exclusively by the Tenant and that the Board is not in any way involved in or responsible for the provision of the services provided by the Tenant.

4. The Tenant understands that the Board has agreed to enter into this lease on condition that

a) the Tenant provide its services professionally since the services will be accessed to families within the area of the school in which the services are provided, and

b) priority in registration in the Tenant's childcare program will be given to Kindergarten- aged children in the school area in which the Demised Premises are located.

5. **IN CONSIDERATION** thereof, the Tenant agrees and covenants:

(a) To pay basic rent ("Rent") for the Demised Premises in the amount of \$ 0.00 per month payable in advance in the form of 12 monthly post dated cheques.

(b) to pay promptly all taxes, including realty taxes, if applicable, rates, levies and charges attributable to the Demised Premises or the Tenant's use of the Demised Premises, and to indemnify and save harmless the Board from any and all claims in respect of all such taxes, rates, levies and charges;

(c) to pay to the Board the entire costs of caretaking services (for up to two (2) hours per day), operating the Demised Premises, examples include but are not limited to, maintenance and inspections on play structures built for or by the tenant as per section 5(x) general maintenance, upkeep, repairs, replacements (structural and otherwise) and the cost of utilities including heat, hot water, light power, snow removal, garbage, landscaping and grass cutting attributable to the Demised Premises (collectively, "Additional Rent"), such Additional Rent to be estimated by the Board annually in advance, prorated and charged to the Tenant in twelve (12) monthly payments;

(d) that the Tenant will not make alterations or improvements to the Demised Premises and shall not affix furnishings or equipment including signs to the floors, walls, roofs or ceiling of the Demised Premises without the Board's prior written approval, such approval not to be unreasonably withheld;

(e) to abide by all policies of the Board as they are in force from time to time, including but not limited to policies relating to health, fire drills and safety, the policy that prohibits smoking and alcohol consumption on Board property and Board Policy #409.0 (the "Policy" in respect of Licensed Child care in Schools (a copy of which, in its present form, is attached to this Lease as Schedule "B" , it being acknowledged by the tenant that the policy may be amended during the Term of this Lease in which case, once the amendments to that Policy are made, Schedule "B" herein shall be deemed to be amended to reflect those amendments), provided that the Board provides the tenant with a written copy of the amended policy.

(f) that the Board's property and the Demised Premises shall be at all times subject to the supervision of the employees of the Board and that the Tenant will have regard for the duty and authority of the principal of the School (the "Principal") to manage the School;

(g) to carry replacement value property insurance against the perils of fire and standard extended coverage and rental income insurance with the Board as a named or additional insured and to provide proof of such insurance acceptable to the Board prior to occupancy of the Demised Premises and annually thereafter;

(h) to carry liability insurance with the Board as a named or additional insured with sufficient limits to protect the Tenant and the Board from any claims that may arise as a result of the Tenant's use or operation of the Demised Premises, such insurance to be in an amount of not less than Five Million Dollars (\$5,000,000.00) and to provide proof of such insurance acceptable to the Board prior to the Commencement Date and prior to the commencement date and renewal term if applicable;

(i) that the Board shall not be liable or responsible in any way for any death or injury of any kind whatsoever that may be suffered by the Tenant or any officer, director, employee, agent or customer of the Tenant or any user of the Tenant's services or any person who may be on the Demised Premises or for any loss or damage or injury to any property belonging to the Tenant or its employees or to any other person while such property is on the Demised Premises, unless the loss or damage is as a result of the negligence of the Board, or those for whom at law the Board is responsible. Without limiting the generality of the foregoing, the Board shall not be liable for any damages of any kind to persons or property on the Demised Premises caused by explosion, fire, theft or breakage, by sprinkler, drainage or plumbing systems, by failure for any cause to supply adequate drainage, or snow or ice removal, or maintenance of the Demised Premises, by the interruption of any public utility or service, by steam, gas, water, rain, snow or

other substances leaking, issuing or flowing into any part of the Demised Premises, or by anything done or omitted to be done by the Board or any of its trustees, employees, or agents. In addition, the Board shall not be liable for any loss or damage for which the Tenant is required to insure pursuant to paragraphs 3(h) and (i) of this Lease, nor for any loss or damage resulting from any consideration, alterations, repair or maintenance;

(j) to indemnify the Board (which indemnity shall survive the termination of this Lease) against and from all loss, costs, claims or demands in respect of any injury, loss or damage and from ~~any~~ omission or neglect by the Tenant or those for whom the Tenant is at law responsible, and against and from any breach by the Tenant of any provision of this Lease, or for any increase in any cost that may be incurred by the Board by virtue of the breach by the Tenant ~~Tenant or the~~ covenants contained in this Lease, or as a result of any claim made against the Board resulting from the use of the playground or the equipment located thereon, and from any injury, loss or claim resulting from the use of the Demised Premises or any equipment located thereon, and which collectively are as a result of a loss, cost or claim that occurs during the Term or any renewal thereof;

(k) to notify the Principal or designate in the event of a serious occurrence or injury to any person on the demised premises;

(l) to obtain and maintain a license or a provisional license in accordance with the terms of the *Child Care and Early Years Act, 2014 (CCEYA)* , R.S.O. 1990 c.D. 2 as amended (the "Child Care and Early Years Act, 2014 (CCEYA) ");

(m) to provide full day child care each week day, that is, Monday to Friday of the term of the Lease except for the ten (10) statutory holidays as follows:

Christmas Day,  
Boxing Day, New  
Year's Day,  
Family Day Good  
Friday, Victoria  
Day, Canada  
Day, Civic  
Holiday, Labour  
Day, and  
Thanksgiving Day

(n) to provide annually to the Board's Coordinator of Child Care and Community Services a copy of the Tenant's financial statement, the names of the members of the Tenant's Board of Directors or School-Based Advisory Committee with an explanation of how each meets the Tenant's requirements for membership, evidence of a current license or provisional license under the *Child Care and Early Years Act, 2014 (CCEYA)* and evidence that the children attending the Tenant's child care centre satisfy the Board's requirements of giving priority for attendance to children in school boundaries of Kindergarten age;

(o) to liaise with the Board's Coordinator of Child Care and Community Services;

(p) that the Tenant will not assign or sublet the Demised Premises without the written consent of the Board which consent may be unreasonably withheld;



- (q) that the Tenant will not carry on any business other than the child care which is the purpose of this Lease of the Demised Premises;
- (r) to install and pay the costs of a telephone on the Demised Premises with the telephone number listed in the telephone directory under the name of the child care centre;
- (s) that the operation and use of the Demised Premises shall not interfere with the programs or classes of the School;
- (t) the Tenant acknowledges that the Demised Premises form a part of the School and that the School is at all times subject to the exclusive control, management and operation of the Board. Without limiting the generality of the foregoing, the Board shall have the right, but not the obligation, in its control, management and operation of the School or any part thereof and at all times throughout the term with forty-eight (48) hours notice to the Tenant except in the event of an emergency or apprehended emergency (when no notice shall be required) (i) to maintain, repair, replace, or alter the School or any part thereof and to construct improvements and additions to the School or on the lands upon which the School is constructed provided that the exercise by the Board of any such rights shall not have the effect of unreasonably denying the Tenant access to the Demised Premises except in the event of an emergency or apprehended emergency or during periods of maintenance, repairs or replacements and (ii) to do such other things on, in or near the School or any part thereof as the Board determines to be advisable;
- (u) the Tenant agrees that no sign, advertisement or notice whatsoever shall be inscribed, painted or affixed on any part of the outside of the school without the written approval of the Board first being obtained;
- (v) the Tenant covenants and agrees with the Board that it will not, without the written consent of the Board, erect or cause to be erected on the School or any part thereof any television or radio antennae, device or apparatus. If any such television or radio antennae, device or apparatus is erected without such written consent, the Tenant shall immediately remove the same upon request of the Board. The Tenant further agrees that if any such television or radio antennae, device or apparatus is erected on the School, that the Tenant will at its own expense repair any damage done to the School or the Demised Premises;
- (w) the Tenant shall not do, or permit to be done, anything on the Demised Premises or bring or keep anything therein which will in any way increase the risk of fire or public liability insurance at the School or on property kept therein, or obstruct or interfere with the rights of other occupants, if any, or conflict with the laws relating to fires or with the regulations for the Fire Department or with any insurance policy upon the School or any part thereof, or conflict with any of the rules or ordinances of the Board of Health or with any statute or municipal bylaw;
- (x) the Board acknowledges that the Tenant or the YRDSB on the Tenant's request, may install certain playground or other equipment upon the lands adjoining the Demised Premises which playground equipment may be shared with the students of the Board who attend the School. The Tenant covenants to ensure that the Tenant's equipment shall be safe for use at all times, in the event that it installs its own equipment, whether installed by the Board or the Tenant, with the consent of the Board;
- (y) the Board shall have the right from time to time to make reasonable rules and regulations as in its judgment may from time to time be necessary for the safety, care and cleanliness of the

building/location in which the Demised Premises are located , including the Demised Premises and for preservation of good order therein and throughout the common areas of the School, the operation or use of the School or any part thereof including the Demised Premises and supervision and security in the School and on the lands upon which the School is constructed, and the same shall be kept and observed by the Tenant who shall ensure that all persons using the Demised Premises by reason of the use of the Demised Premises by the Tenant shall observe and comply with the said rules and regulations;

(z) to provide, at its sole cost, all supplies required for the operation of the Demised Premises as a child care centre, including but not limited to toilet paper, paper towel, facial tissue and hand soap supplied to the washroom located in the Demised Premises; and

(aa) to abide by the minimum standards prescribed by the Child Care and Early Years Act, 2014 (CCEYA) and its accompanying regulations, including but not limited to the standards for staff to child ratios, programs, equipment and furnishings, health and safety, immunizations, building and accommodation, nutrition, behavioural management, financial records, inspections, training and development and staff qualifications; and

(bb) upon the expiry or earlier termination of the Term, the Tenant shall restore the Demised Premises in such condition as it was in on the Commencement Date, it shall make good to the satisfaction of the Superintendent of Plant any damage that may have occurred to the school and/or Demised Premises caused by the Lessee's, or those for whom the Lessee is responsible at law, use thereof, it shall leave the Premises in a neat, clean and broom-swept condition and it shall deliver all keys for the school to the Board.

6. THE BOARD agrees and covenants:

(a) to provide at the Tenant's cost, care taking services (for up to two (2) hours per day), maintenance, repairs and replacements to the Demised Premises including the grounds and designated parking spaces, all of which is included in Additional Rent;

(b) to cooperate with the Tenant if the Tenant requires maintenance and repairs to the interior of the Demised Premises;

(c) in the event that the Demised Premises are destroyed by fire, or other act, so as to render the Demised Premises not usable by the Tenant as determined by the Board, acting reasonably, then during the period that the Demised Premises are being repaired, the Board will attempt to re-locate the Tenant to other facilities that might be available. If alternative premises are not available, the Board will use its reasonable efforts to rebuild the Demised Premises and the Term of the Lease will be extended by the number of months for which the Demised Premises were not usable. Basic Rent would abate during the time that the Demised Premises are not usable;

(d) the Board covenants and agrees that it shall not, during the Initial Term of this Lease, and provided the Tenant is not in default of its obligations under the Lease, lease any part of the School of which the Demised Premises forms a part, to any other operator of a child care facility, or any other organization offering similar services; and

(e) that if the Province of Ontario amends or alters its current policy in relation to FDK, and the Board as a result of such amendment or alteration is required to reclaim from the Demised Premises space occupied by the Tenant, then the Board and the Tenant each covenant and agree that they will renegotiate the terms of this Lease, each acting reasonably, to make the terms of this Lease comply with the amended or altered provincial policy and the Board and the Tenant will enter into an agreement amending the terms of this Lease to reflect such renegotiated terms.

7. IT IS AGREED THAT the Board may re-enter the Demised Premises on non-performance of the Tenant's covenants.

8. THE BOARD AGREES to provide the Tenant with notice of any breach of covenant and the Tenant shall have a period of seven (7) days after notice to rectify said breach (or such longer period of time as the Board may reasonably grant to cure such default if it can be reasonably demonstrated that the Tenant is attempting to bona fide rectify said default), failing which this Lease shall, at the option of the Board, be terminated.

9. PROVIDED THAT if the Tenant remains in occupation of the Demised Premises after the expiration of the term, without a written agreement to the contrary, it shall be deemed to be a Tenant at will.

10. PROVIDED THAT the Board reserves the right to terminate this agreement on twenty four (24) hours written notice for failure by the Tenant to maintain a license or a provisional license under the Child Care and Early Years Act, 2014 (CCEYA) , for failure by the Tenant to maintain adequate liability or property insurance or for the failure of the Tenant to adhere to the Board's policies as set out in Subsection 3(e) hereof.

11. Any notice to be given pursuant to the provisions of this Lease shall be given by delivery or sent by facsimile transmission at the address and fax number indicated below and shall be deemed to have been delivered on the next business day following the confirmed transmission of said notice at the addresses set out below.

(a) The Board at:  
YRDSB,  
The Education Centre – Aurora,  
60 Wellington Street West, Box  
40, Aurora, Ontario, L4G 3H2  
Fax: 905-727-3053

(b) The Tenant at:

**Name**  
**Address**

Either party shall from time to time notify the other of any change of address or the provisions of the foregoing section shall accordingly be amended.

**YRDSB**

Per: \_\_\_\_\_

Name:

Title:

I/We have the authority to bind the corporation

Name of Child care Operator

Per: \_\_\_\_\_

Name:

Title:

Per: \_\_\_\_\_

Name:

Title:

I/We have the authority to bind the corporation

Attach Schedule A – Floor Plan

Attach Schedule B – Childcare Policy

Where applicable, attach Schedule C – shared playground

## Appendix G

### Caretaking Guidelines for Child Care Centres and Before and After Care Programs

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#### ***GUIDELINES FOR CARETAKERS RESPONSIBILITIES IN CHILD CARE CENTRES***

##### Daily:

1. Sweep floors and vacuum carpets.
2. Clean chairs, desk and tabletops.
3. Clean and disinfect toilets, sinks, and countertops of washrooms.
4. Clean and disinfect all other sinks in the Child Care Centre (CCC).
5. Replace paper towel, soap and toilet paper in dispensers where required.
6. Remove garbage from each room.
7. Wet mop washroom floors and flooring in classrooms.
8. Remove debris from the playground; remove snow and salt walkways leading to CCC and from CCC to the playground.
9. Lunchroom garbage pick-up – if requested.

##### Weekly:

1. Wet mop all flooring including storage and office spaces.
2. Vacuum children's cubbies and dust/damp cloth the tops.
3. Thoroughly clean and disinfect washroom areas – mirrors, walls, partitions, toilets, sinks counters, etc.
4. Clean glass and doors.
5. Spot clean walls
6. Check for unsafe or broken hardware such as fire extinguisher holders, burned out bulbs, door hinges, clocks, etc.
7. Repair and install equipment, shelves, etc., for CCC, which is accompanied by a letter of permission from the York Region District School Board (as per Lease Agreement, Item 3(d)).
8. Maintain the grass and landscaping on the playground.

##### Project Cleaning or when required:

1. Spray buff floors
2. Clean carpet (extraction).
3. Remove snow piles near CCC doors and from CCC to the playground.

## ***GUIDELINES FOR CHILD CARE CENTRE STAFF CLEANING AND MAINTENANCE RESPONSIBILITIES***

1. Floors swept and wet mopped regularly during the day, e.g. sand, water, art materials, etc.
2. Lunchtime clean up – clean tables and chairs, sweep and mop up food and liquid on floor – kitchen should be maintained in a safe and sanitary condition at all times.
3. Plastic sheets or mats should cover the floor area under and around easels – daily cleaning of mats and easels.
4. Paint, paste, finger marks on doors, walls and windows removed daily.
5. Toy-shelves, storage areas and counter tops to be kept neat, clean and well organized – clean weekly.
6. Toys and equipment to be cleaned and disinfected weekly or daily for infants.
7. Toilets, sinks and taps to be disinfected daily or after being soiled.
8. Laundry of sheets, smocks, aprons, etc., must be done weekly with children's blankets sent home for laundering.
9. Combs, washcloths or towels must be disinfected daily.
10. Cots and mattresses must be disinfected weekly or after being soiled.
11. Coatroom area to be neatly maintained with cubbies emptied weekly to allow for vacuuming.
12. Daily inspection of all outdoor equipment, space and fence for safety. Report maintenance required to the Supervisor. (Supervisor will hire a contractor for repairs.)
13. Sweep sand from walkways and remove garbage or litter.
14. Weekly inspection of outdoor storage cupboard for broken equipment, sweeping of floor and reorganization of contents so that the area is safe.
15. Arrange for repairs to toys and equipment as required.
16. Conserve on electricity and water usage (use a plug in sink while washing dishes, turn out lights when not required).
17. The office area should be totally maintained by the childcare Supervisor except the floor, door, and windows.
18. Prepare a list of maintenance requirements and pass it onto the Lead Caretaker weekly.

## ***GUIDELINES FOR CARETAKERS RESPONSIBILITIES FOR SCHOOLS WITH BEFORE AND AFTER CARE PROGRAMS***

Caretakers are responsible for performing everyday caretaking duties as they would for any general classroom however the duties are completed after 6:00 pm or once the Before and After Care program ends. There may be situations, such as an infectious breakout, that enhanced cleaning measures will be implemented.

As part of regular caretaking duties, caretakers are responsible for:

1. Checking the designated Before and After Care space after the morning program ends and before the school day begins to ensure that there are no spills or messes that would interfere with the next program ( i.e. school class).
2. Check the classroom at the end of the school day and before the Before and After Care Program begins to ensure there are no spills/messes that interfere with program operations.
3. Review shared space with Before and After Care Supervisor when ongoing concerns exist because of multiple users in the shared space.
4. Remove garbage from each room used for before and after shared space if required after school ends and Before the After Care program begins.
5. The Board supplies/stocks paper towels, soap and toilet paper in dispensers where required such as washrooms and staff rooms.
6. Paper towels are provided and restocked in dispensers in classrooms where sinks are located for hand washing only.
7. Ensure that the Before and After site Supervisor has emergency contact numbers.

## ***GUIDELINES FOR BEFORE AND AFTER CARE STAFF CLEANING RESPONSIBILITIES***

1. Floors swept and wet mopped during the program, e.g. sand, water, art materials, etc.
2. Snack time clean up – clean and wipe tables and chairs, sweep and wet mop food and liquid on the floor.
3. Plastic sheets or mats should cover the floor area under and around easels and tabletops – daily cleaning of mats and easels.
4. Be aware of damage caused by the spray or spills of sunscreen on tile floors as well as the potential slip hazard. Avoid the use of spray type bottles and clean spills immediately.
5. Paint, paste, finger marks on doors, walls and windows removed daily.
6. Equipment-shelves, storage areas to be kept neat, clean and well organized.
7. Review shared space with Lead Caretaker when ongoing concerns exist because of multiple users in the shared space.
8. Ensure Lead Caretaker has appropriate emergency contact information.

## Appendix H

### Procedure for Use of Radios for Childcare and Before and After Care Programs

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#### Procedure for Use of Radios for Childcare and Before and After Care Programs in YRDSB Schools

As identified in the *Security for Licensed Child Care and Before and After Care Programs in Schools procedure*, school radios will be provided to each child care program located in a school for the use of child care operators to provide direct communication with the school staff;

*Protocols for the use of school Radios are:*

- Each childcare program will be assigned one radio per site.
- In schools with Before and After care programs only, the radio will be kept in the caretakers office and identified as the Before and After care radio.
- In schools with Childcare Centres, the radio and charger will be kept in the childcare office.
- Intended to be used for purposes of security and safety.
- Costs incurred because of damages due to inappropriate use will be the responsibility of the childcare operator.
- General maintenance, service, repairs or replacement will be at the cost of the board.

*Responsibilities*

Childcare and/or Before and After Care Staff shall:

- retrieve the radio from the caretaker's office before the start of the program and return it to the caretaker's office at the end of the program.
- turn radio on and test to ensure radio is working, volume levels and channel reception is satisfactory.
- keep radios charged and turned on at all times while the program is operating.
- provide additional communication devices for program staff to communicate with each other.
- be accountable for the proper use and maintenance of the radio.
- ensure the radios are secured while in their possession.
- ensure that they use the technology in an appropriate manner in accordance with Board policies and procedures.

Childcare Supervisor shall:

- be responsible for training designated staff in proper use of the equipment.
- communicate with the Lead Caretaker if Radio is malfunctioning.

Lead/SoFS shall:

- establish a channel for use between childcare and caretaking.
- ensure onsite Child Care/BA Supervisor is trained on proper use of the equipment.



## Appendix I Request for Maintenance Form

Maintenance/Repair Request for Approval

Name of Child Care Centre:

Name of School:

Contact Name:

Telephone #:

Date:

Principal Signature:

Describe in detail the work to be done. Include all specifications including the materials to be used and the location of the work. **Enclose a diagram and quotes from Board approved contractors.**

Name of Contractor:

Telephone #:

This section is for the Child Care Coordinator. Please leave blank.

Date received:

Board Contact:

Date Approved or Rejected:

Description of follow-up:

## Appendix J Schedule N Form

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Child Care/BA Program:

Occupant Loads      Number

Name:	Staff:	
Owner or Manager	Children:	
Phone:		

Days and Hours of Operation:

Time:              Days Open: Indicate with X

Opening	Closing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Rooms used for BA:

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NOTE: Child Care centers must complete a Fire Drill every month as per Fire Reg. 2.8.3.2.(1)

(a) Location of Exits: SEE SCHEMATICS

- A daily list of all children in the day care centre must be kept in the day care office and be readily available in an emergency.
- Be knowledgeable of the fire emergency procedures for the school as outlined in the schools fire safety plan.
- Fire drills will be conducted monthly
- Keep rooms safe from fire hazards and report any potential fire hazards to the school Principal or caretaker.
- Combustible artwork and teaching materials that are attached to the walls shall not exceed 20 percent of the area of the walls.

### CHILD CARE STORAGE

- Flammable and combustible liquids shall be stored in an acceptable location and in areas inaccessible to the children
- Waste receptacles shall be made of non-combustible materials.
- When handicapped children are cared for, sufficient staff shall be present at all times during the period the children are in the centre to escort them to safety in the event of a fire emergency.

## Appendix K Incident Reporting Form Part 1

Report No: \_\_\_\_\_

**CONFIDENTIAL**

**SAFE SCHOOLS INCIDENT REPORTING FORM – PART I**

Name of School \_\_\_\_\_

1. Name of Student(s) Involved (if known) \_\_\_\_\_

2. Location of Incident (check one)

☐ At a location in the school or on school property (please specify) \_\_\_\_\_

☐ At a school-related activity (please specify) \_\_\_\_\_

☐ On a school bus (please specify route number) \_\_\_\_\_

☐ Other (please specify) \_\_\_\_\_

3. Time of Incident

Date: \_\_\_\_\_ Time: \_\_\_\_\_

4. Type of Incident (check all that apply)

**Note:** If the identified infraction has a negative impact on school climate, whether it occurred on or off school property, or during a school-related activity or event, it shall be reported using this form to the school Principal.

**Activities for which suspension must be considered under section 306(1) of the Education Act**

- ☐ Uttering a threat to inflict serious bodily harm on another person
- ☐ Possessing alcohol or illegal drugs
- ☐ Being under the influence of alcohol or illegal drugs
- ☐ Swearing at a teacher or at another person in a position of authority
- ☐ Committing an act of vandalism that causes extensive damage to school or Board property or to property located on school/Board premises
- ☐ Bullying or cyber-bullying
- ☐ Any act considered by the principal to be injurious to the moral tone of the school
- ☐ Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community, and/or
- ☐ Any act considered by the principal to be contrary to the school code of conduct

**Activities for which expulsion must be considered under section 310(1) of the Education Act**

- ☐ Possessing a weapon or replica weapon, including possessing a firearm
- ☐ Using a weapon to cause or to threaten bodily harm to another person
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ☐ Committing sexual assault
- ☐ Trafficking in weapons or in illegal drugs
- ☐ Committing robbery
- ☐ Giving alcohol to a minor
- ☐ Bullying or cyber-bullying, if,
  - i. the pupil has previously been suspended for engaging in bullying and/or cyber-bullying, and
  - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- ☐ Any infraction outlined in *Board Procedure #668.1 Student Suspension* that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- ☐ The pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others; and/or
- ☐ The pupil has demonstrated through a pattern of behaviour (e.g., neglect of duty, truancy or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper

5. Report Submitted By: Name: \_\_\_\_\_

Role in School Community: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Information: Location: \_\_\_\_\_ Telephone: \_\_\_\_\_

6. **FOR PRINCIPAL'S USE ONLY:** Check if the incident was a violent incident, as defined in Policy/Program memorandum No. 120.

☐ **Violent incident** (ensure this is recorded in Trillium)

Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.

## Appendix L Space Sharing Confirmation Form



### Space Sharing Confirmation Form for Kindergarten and School age Programs

Child Care Centre Name

Licence Number

Address

Name of School and School Board

Room/Space Number Or Name	Primary Use Of The Room/Space During The School Day	Which BAS age grouping can use this Room/Space?

\_\_\_\_\_  
Date

\_\_\_\_\_  
Licensee/Designate name and position

\_\_\_\_\_  
Signature

I confirm that the rooms/space listed above are available to be used by the childcare centre to provide care to kindergarten and/or school age care.

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board Representative name and position

\_\_\_\_\_  
Signature

It is an offence under s. 77 of the *Child Care and Early Years Act, 2014* to knowingly give *false* or misleading information in any application, report or other document required under this act.