



Early Years and Child Care: Building A Shared Understanding

At-a-Glance Information and
Links for School Board Leaders

*Early Years and Child Care Division
Updated for 2019-20*



Contents

Introduction.....	3
Planning and Operations.....	4
• Obligation to Offer Kindergarten / Right to Attend.....	4
• Part-Time Attendance	4
• Recording Part-Time Attendance.....	5
• Kindergarten Registration and Admission Requirements	5
• Staggered/Gradual Entry to School for Kindergarten	6
• Early Years Experiences at Kindergarten Registration (EYE@K) Data Collection.....	7
• Full-Day Kindergarten Class Size and Class Organization.....	7
Staffing.....	9
• Educator Teams and the Duty to Cooperate.....	9
• Letters of Permission for Early Childhood Educators (ECEs)	10
• Appointment to Early Childhood Educator Positions, Urgent Situation.....	10
• Funding for Early Childhood Educators (ECEs)	10
• Early Childhood Educator (ECE) Access to Pupil Records and Communication of Learning Templates	11
Students.....	12
• Students with Special Education Needs	12
• Toileting.....	13
Program.....	14
• Play and Inquiry-Based Learning	14
• Naps/Rest time.....	14
• Literacy and Mathematics through the Day.....	15

Before and After School Programs.....	16
• Provision of Before and After School Programs	16
• Licensing Requirements for Child Care	17
• Working Together in a Shared Space	17
• Access to Child Care Subsidy	19
• Accommodation/Lease Costs	19
Other	21
• Kindergarten Classroom Standards.....	21
• Early Years Leadership Strategy Funding.....	21
• Early Development Instrument (EDI).....	22
• EarlyON Child and Family Centres.....	23
Helpful Links.....	24

Introduction

Ontario's early years and child care system provides a range of programs and services to meet the diverse needs of families, including: Kindergarten, all forms of high-quality child care, before and after school programs, and child and family programs. Committed to the success and well-being of every student and child, school boards have been important partners in supporting a continuum of learning across these early years and child care settings.

This resource is a compilation of key messages and links intended to provide school board Early Years Leads, senior leaders and school administrators with information relating to early years and child care programs. It is not intended to be comprehensive, but rather a support that provides key messages and links to relevant legislation, regulations and memoranda addressing some of the most frequently raised questions from public inquiries. This resource reflects current thinking and makes resources available to support system and school board leaders in their important work of building shared understanding and leadership capacity in the early years.



Planning and Operations

Obligation to Offer Kindergarten / Right to Attend

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • As of June 2014, the obligation on school boards to offer full-day kindergarten was fully rolled-out. • School boards are required to offer kindergarten in all schools in which instruction is provided in Grade 1. (Schools organized to service only grades 3 to 6, for example, are not subject to this requirement.) • Single track French Immersion schools with a Grade 1 entry point are exempt from the obligation to offer Kindergarten (if the board policy relating to single track French Immersion entry points was in place as of June 26, 2014). • A child has the right to attend junior kindergarten on September 1 in the calendar year in which the child turns 4 years old. This means that a child can attend at the minimum age of 3 years and 8 months. • The board for which a kindergarten student has a right to attend is required to register the student and complete their due diligence in reviewing the relevant documentation to support this right. 	<p>June 26, 2014 Memo: Regulatory Changes to Modify the Obligation for School Boards to Offer Full-Day Kindergarten (FDK)</p> <p>O. Regulation 224/10 Full Day Junior Kindergarten and Kindergarten</p> <p>Supporting All Children to Attend Kindergarten, 2019</p>

Part-Time Attendance

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Under the <i>Education Act</i>, participation in Kindergarten is not mandatory. • Participation is an optional parental/guardian choice as compulsory registration in school is not required until age six. • School boards can decide what part-time attendance would look like (e.g., half-time mornings/afternoons etc.). • If at any point during the school year a parent/guardian chooses to transition his or her child from part-time to full-time attendance in Kindergarten, the child has the right to attend full-time. • Principals and educators work with parents to facilitate a child’s transition to full-time attendance. • As with other grades, students who are on a part-time register as of the time of the board’s submission of enrolment numbers in October are funded as part-time pupils (less than an average of 210 minutes of instruction for the purposes of Average Daily Enrolment (ADE)). 	<p>Education Act, Section 21: Compulsory Attendance</p> <p>Enrolment Register Instructions for Elementary and Secondary Schools</p> <p>What Else do I Need to Know? Common Asked Questions Website</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> Meeting the pupil residency requirements (i.e., living within the jurisdiction of the school board) and the pupil and/or parent/guardian’s status in Canada will determine a pupil’s right to attend with or without payment of tuition fees. 	

Recording Part-Time Attendance

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> Parents may choose part-time attendance in Kindergarten for their child. If a child is not expected to be at school because the parent has chosen to have the child attend Kindergarten on a part-time basis, the morning/afternoon they are not there may be recorded as an ‘N’ or Non-instructional day in the register. This is determined by local policy. When the principal has indicated that an ‘N’ day should be recorded, enter ‘N’ for the appropriate day(s) in the pupil’s Daily Attendance Record. Where part-time attendance is elected for the year, school boards must report enrolment for any student who is receiving less than an average of 210 minutes of instruction as ‘part-time’ for the purposes of ADE. 	Enrolment Register Instructions for Elementary and Secondary Schools

Kindergarten Registration and Admission Requirements

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> School boards are required to admit students, without the payment of a fee, who are qualified to be resident pupils of the board, as defined in the <i>Education Act</i>. To be admitted to an elementary school of an English-language public school board, a student and their parent(s)/guardian(s) must live in the area of jurisdiction of the board, and the parent(s)/guardian(s) must not be supporters of a Roman Catholic school board or a French-language school board. To be admitted to an elementary school of an English-language Roman Catholic separate school board, a student and their parent(s)/guardian(s), must live in the area of jurisdiction of the board, and the parent(s)/guardian(s) must be Roman Catholic and support the English-language Roman Catholic separate school board. In the province of Ontario, all resident pupils of a publicly-funded school board have the right to attend junior kindergarten on September 1 in the calendar year in which the child turns 4 years old. Children who are of school age can be admitted anytime during the year with proper documentation. 	Education Act: Part II: School Attendance Kindergarten Enrolment Register Instructions for Elementary and Secondary Schools Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements (2016)

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Although preschool or prior early years experiences are important to a child’s development, this does not affect dates to school entry. • Only parents or legal guardians can register their children for school. The following documentation is required: <ul style="list-style-type: none"> ○ Proof of age (child’s birth certificate or passport) ○ Proof of residency (identification that shows parent/guardian’s current home address) ○ Proof of immunization ○ Verification of date of arrival/immigration documents (if the child was not born in Canada) ○ Catholic Baptismal Certificate or proof of parent’s Catholicity (applies to Catholic schools only) • Parents are encouraged to contact their local school to inquire about the registration process or consult the school board website for more information. 	

Staggered/Gradual Entry to School for Kindergarten

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • All resident pupils of a school board have the right to attend junior kindergarten on September 1 in the calendar year in which the child turns 4 years old. • Schools plan for effective school entry with parents, caregivers and community partners while understanding that children arrive at school with various backgrounds, experiences and stages of development. • The use of staggered or gradual entry of Kindergarten children over time is a local school board decision. • Many boards are reconsidering this practice for various reasons. Since the roll-out of full-day kindergarten, the availability of licensed child care spaces and funding for children older than 3 years and 8 months has been reduced. • Families also have access to various community programs which may help support a child’s familiarity and transition to school. • School boards need to work with community partners to develop procedures that will ensure a smooth school entry process for children with special education needs. The actions school boards can take include, but are not limited to, the following: establishing and maintaining links with community partners; encouraging family involvement; 	<p>Education Act, Section 21: Compulsory Attendance</p>

Key Messages	Relevant Links and Resources
encouraging early notification; developing a detailed protocol and reviewing the entry-to-school process.	

Early Years Experiences at Kindergarten Registration (EYE@K) Data Collection

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> Beginning with students registering for Kindergarten for the 2018-19 school year, school boards began to collect children’s child care and early years participation data through the Kindergarten registration process. EYE@K is a 5-question voluntary survey filled out by parents/guardians to gather information on children’s participation, prior to school registration, in licensed child care, unlicensed child care, parental care, participation in EarlyON child and family programs, and any other municipally-run child and family programs within their community. The data is intended to provide a better understanding of the use of early years and child care programs; explore developmental trajectories to improve our understanding of how participation in various child care and early years programs relates to developmental health, well-being, and longer-term academic success; and support program planning and policy development. 	<p>Memo: Collecting Data on Child Care and Early Years Experiences, June 14, 2017</p> <p>Memo: Early Years Experiences at Kindergarten Registration (EYE@K) Implementation Updates, March 26, 2018</p>

Full-Day Kindergarten Class Size and Class Organization

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> Boards are required to organize Kindergarten so that classes have 29 or fewer students. However, up to 10% of Kindergarten classes may have up to 32 students if one of the following exceptions applies: <ul style="list-style-type: none"> If purpose-built accommodation is not available (this exception will cease to apply after 2021-2022); If a program will be negatively affected (e.g., French immersion); or, Where compliance will increase Kindergarten/Grade 1 combined classes. Boards are required to ensure a board-wide average class size of 26.0 or lower for Kindergarten. Boards are required to designate a Registered Early Childhood Educator (ECE) for all Kindergarten classes. However, one exception to this rule is allowed per school (or one exception for English and one exception for French in dual track schools) as long as both the following conditions are met: 	<p>O. Regulation 132/12: Class Size</p> <p>Elementary Class Size Reporting for 2018-19</p>

Key Messages

- The class has fewer than 16 Kindergarten students; and
- There is no other Kindergarten class in the same school and same track with more than 30 students.
- For Kindergarten classes which also include students from grades 1-3, the primary class size provisions of the regulation apply – these classes are subject to a cap of 23 students, while at least 90% of primary classes in each school board must have 20 or fewer students.
- Please refer to the class size regulation for further detail.
- If you require clarification or if you have any class size related questions, please email the ministry’s class size reporting mailbox at CSReporting@ontario.ca.

Relevant Links and Resources

Staffing

Educator Teams and the Duty to Cooperate

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• The model of full-day kindergarten is for an educator team, comprised of a qualified teacher and registered early year childhood educator (ECE) working together to support children’s learning.• Both professionals have complementary training and skills and are registered with their respective regulatory bodies: the Ontario College of Teachers and the College of Early Childhood Educators.• ECEs have knowledge of early childhood development, observation and assessment. They bring a focus on age-appropriate program planning that promotes each child’s physical, cognitive, language, emotional, social and creative development and well-being.• Teachers have knowledge of the broader elementary curriculum, assessment, evaluation and reporting, and child development. They are responsible for student learning, effective instruction and evaluation, and formal reporting to parents, based on the educator team’s assessments of children’s progress.• Both teachers and ECEs will have the benefit of a collaborative and complementary partnership to support children and families in a high-quality, intentional, play-based learning environment.• The <i>Education Act</i> specifies the duty for teachers and ECEs to co-operate and co-ordinate in the following areas: planning for and providing education to pupils in Kindergarten; observing, monitoring and assessing the development of pupils in Kindergarten; maintaining a healthy physical, emotional and social learning environment; communicating with families; and performing all duties assigned to them by the principal with respect to Kindergarten.• Collaborative professionalism in Ontario’s education system, as articulated in PPM No. 159, is defined as “professionals – at all levels of the education system – working together, sharing knowledge, skills, and experience to improve student achievement and [the] well-being of both students and staff”. The memorandum reflects the commitment, on the part all education partners, to optimize conditions for learning, working, and leading in Ontario schools.	<p>Education Act, Section 264.1: Duty of Teachers and Early Childhood Educators to Co-operate</p> <p>Policy/Program Memorandum No.159: Collaborative Professionalism The Kindergarten Program (2016)</p> <p>Principals Want to Know Tip sheet: Supporting the Kindergarten Educator Team</p>

Letters of Permission for Early Childhood Educators (ECEs)

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• In cases where no registered ECEs are available for a junior kindergarten or Kindergarten class or in an extended-day program unit designated as requiring an ECE, the <i>Education Act</i> provides authority to the Minister of Education to grant a Letter of Permission (LOP) to a board authorizing the board to appoint a person who is not an ECE (i.e. a person who is not a member of the College of Early Childhood Educators) to a position designated by the board as requiring an ECE for a period not exceeding one year, if the Minister is satisfied that no ECE is available.• School boards may only apply for LOPs after they have followed advertising protocols for the hiring of registered early childhood educators and have not found any qualified candidates.• The LOP process for ECEs mirrors the process for LOPs for teachers. LOP applications and processes are managed by staff in the regional Ministry of Education Field Services Branch offices.• Individuals who are granted a LOP and are interested in obtaining an ECE diploma may qualify for funding through the ECE Qualifications Upgrade Program (ECE QUP). Funding is prioritized for individuals working in School Boards under LOPs in designated ECE positions and may be available through: Education Grants, which cover the cost of tuition; Travel Grants to assist students with commuting expenses incurred while attending classes; and Training Allowances for costs incurred while pursuing an ECE diploma.	<p>Policy/Program Memorandum No. 154: Applications for Letters of Permission for Positions Requiring a Registered Early Childhood Educator</p> <p>O. Regulation 224/10 (6): Appointment to Early Childhood Educator Positions Urgent or Letter of Permission</p> <p>Early Childhood Educators Qualifications Upgrade Program Website <i>Call 1-866-989-9299 (toll-free) for additional information</i></p>

Appointment to Early Childhood Educator Positions, Urgent Situation

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• There may be urgent situations where a registered ECE is not available to cover absences.• In such cases, section 5 of O. Reg. 224/10 permits the appointment of an unqualified staff for up to 10 consecutive days commencing on the day on which the person is appointed.	<p>O. Regulation 224/10 (5): Appointment to Early Childhood Educator Positions Urgent Situations</p>

Funding for Early Childhood Educators (ECEs)

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• ECEs working in full-day kindergarten classes are funded according to the current ECE salary grid and board-reported Qualifications and Experience (Q+E), based on a seven-hour working day, including two 15 minute breaks. Lunch is unpaid.	<p>Grants for Student Needs (GSN) Funding for 2019-20</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • The funded ECEs classroom staffing ratio has changed from 1.14 FTE to 1.0 FTE; the ministry will provide a new per-pupil amount of \$87.32 per average daily enrolment (ADE) in the Pupil Foundation Grant to support ECE supply costs. • ECEs working in full-day kindergarten classes are represented by ten different bargaining agents (e.g. ETFO, OSSTF, CUPE etc.). As a result, local terms and conditions of agreements may vary. 	

Early Childhood Educator (ECE) Access to Pupil Records and Communication of Learning Templates

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • The <i>Education Act</i> refers to pupil records as privileged information for the use of supervisory officers, the principal, teachers, and designated ECEs of the school for the improvement of instruction and other education of the pupil. • The <i>Education Act</i> speaks to the duty of teachers and ECEs to co-operate and co-ordinate in the following areas: planning and delivery of the full-day kindergarten program; assessment and observation of children; communicating with families; maintaining a healthy social, emotional and learning environment and completing duties as assigned by the Principal. • ECEs working in full-day kindergarten classes are not limited or prohibited from accessing information in the child’s Ontario Student Record. • It is expected that teachers and ECEs will collaborate in observing, monitoring, and assessing the development of the children in kindergarten and in communicating with families. The teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed. • Space is provided on the Communication of Learning templates for the name of the ECE(s). This space recognizes their contribution to the observation, monitoring and assessment of each child’s learning that is reflected in the Kindergarten communication of learning process. 	<p>Education Act, Section 266: Pupil Records</p> <p>Education Act, Section 264.1: Duties</p> <p>Growing Success: The Kindergarten Addendum (2016)</p> <p>The Kindergarten Program (2016)</p>

Students

Students with Special Education Needs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• As a requirement of the Education Act, all resident pupils of a school district have the right to attend full-day kindergarten on September 1 in the calendar year in which the child turns 4 years old. While attendance in Kindergarten remains optional, it is mandatory for school boards to offer the program on a full-day basis to every pupil that has a right to attend.• Children enter Kindergarten with various needs and abilities. School staff is responsible for working in partnership with parents and caregivers, consultants and community service providers to support children with special needs in experiencing the smoothest possible transition to school.• Once a child has registered in a school, the school board is responsible for determining the specific education programs and services that may be required to support each child in a full-day program.• Currently, four- and five-year olds, depending on their age and needs, may receive services that support their development and their participation in school from a variety of providers, including school board staff and community service agencies and through a number of programs that operate under different policies.• The ministry provides Ontario's 72 publicly-funded district school boards with Special Education Grant (SEG) funding, as a part of the Grants for Student Needs (GSN). This grant supports students with special education needs. It is for the additional or incremental costs of the programs, services or equipment they may require. SEG funding is in addition to the Foundation Grants and other Special Purpose Grants of the ministry's education funding model, the GSN.• School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the SEG, to meet their responsibility to support students with special education needs. The SEG is made up of six allocations: Special Education Per Pupil Amount (SEPPA), High Needs Amount (HNA), Special Equipment Amount (SEA), Special Incidence Portion (SIP), Facilities Amount (FA), and Behavior Expertise Amount (BEA).• In the initial implementation of Full-Day Kindergarten, guiding principles were developed with input from the Early Learning Program Special Needs / Special Education Needs Reference Group. These are listed in a memorandum to assist in the consideration of local	<p>May 6, 2010 Memo: Services for Students with Special Needs / Special Education Needs and the Early Learning Program in Year One, 2010-11</p> <p>Learning for All: A Guide to Effective Assessment and Instruction for All Students (2013)</p> <p>Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs</p> <p>Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</p> <p>Policy/Program Memorandum No.11: Early Identification of Children's Learning Needs</p> <p>Principals Want to Know Tip sheet: Learning for All: A Guide to Effective Assessment and Instruction, Kindergarten to Grade 12</p>

Key Messages	Relevant Links and Resources
<p>solutions for the delivery of services to four- and five-year olds with special needs / special education needs enrolled in full-day kindergarten.</p> <ul style="list-style-type: none"> • In times of transition or other scenarios in which a child’s attendance at school has been impacted, a plan should be in place for the return of the child to the classroom as quickly as possible. This plan should be made in consultation with the family, and any other service providers the family utilizes to support their child. • The transition to school may look different for each child depending on their previous experiences, and their unique development. Schools should partner with the family and community partners involved with the child or family to develop a plan for a smooth transition for school entry for each child. Because children enter Kindergarten with a diverse range of experiences, abilities, and needs, the rate at which children adapt to the school environment will vary. As system leaders, CMSM/DSSABs and school boards are encouraged to develop local transition to Kindergarten processes and approaches that are welcoming, responsive and ‘ready for the children’. 	

Toileting

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • All resident pupils of a school district have the right to attend junior kindergarten on September 1 in the calendar year in which the child turns 4 years old. • Children enter Kindergarten with a diverse range of experiences, abilities and needs. • There is no provincial policy in Ontario that requires children who attend Kindergarten to be toilet trained. • It is up to school boards to develop expectations and procedures for assisting children who may need toileting support. Principals work with their staff and parents /caregivers to develop an effective and responsive entry to school plan that addresses how best to meet the needs of individual children in a way that honors their dignity. 	<p>Learning for All: A Guide to Effective Assessment and Instruction for All Students (2013)</p>

Program

Play and Inquiry-Based Learning

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Play is a vehicle for education and provides opportunities for learning in a context in which children are most receptive. Based on a natural curiosity and desire to explore, play and inquire are the primary drivers of learning among children. • Play and academic work are not distinct categories for young children. Learning and doing are inextricably linked for children. • It has long been acknowledged that there is a strong link between play and learning for young children, especially in the areas of problem solving, language acquisition, literacy and mathematics as well as the development of social, physical and emotional skills. • Play is recognized as a child’s right, and it is essential to the child’s optimal development. • In play-based learning, educators honor every child’s views, ideas and theories; imagination and creativity; and interests and experiences. The child is seen as an active collaborator and contributor in the process of their own learning. Together, educators and learners plan, negotiate, reflect on and construct the learning experience. • The learning environment plays a key role in what and how a child learns through play and inquiry. • The 2019 Addendum to <i>The Kindergarten Program</i> has been released. It updates two specific expectations – expectation 6.4 and expectation 24.1 – in <i>The Kindergarten Program</i> to include new learning on concussions and online safety. 	<p>The Kindergarten Program, 2016</p> <p>CMEC Statement on Play-Based Learning</p> <p>Principals Want to Know: Play-Based Learning in a Culture of Inquiry in Kindergarten</p> <p>EDUGAINs Kindergarten: Play and Inquiry Based Learning Video Series</p> <p>Ministry of Education Fundamental Principles of Play-Based Learning</p> <p>Play-Based Learning in a Culture of Inquiry Learning Module</p> <p>Kindergarten Matters: Intentionality in Play-Based Learning</p> <p>Supporting Early Literacy Learning Through Play Monograph (April 2017)</p> <p>The 2019 Addendum to <i>The Kindergarten Program</i></p>

Naps/Rest time

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Children enter Kindergarten with a diverse range of experiences, abilities and needs. The rate at which children adapt to the school environment will vary. 	<p>The Kindergarten Program, 2016</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • To facilitate this transition, educators collaborate with families and other partners to ensure the best possible transition to school. • Educators try to maintain a sense of calm in the classroom and provide large blocks of time to engage children’s attention in sustained and complex play- and inquiry-based learning. • Although there are no formally scheduled nap or rest periods in Kindergarten, educators are responsive to the individual needs of children and consider them as they plan the learning environment (e.g., a quiet, comfortable space in the classroom for children who might need calming during the day), and flow of the day (e.g., consideration is given to a range of opportunities for more active or calmer play both indoors and outdoors). • Providing children with choice in the learning environment is essential to support their emerging ability to self-regulate. When children have access to a variety of materials, tools and spaces in the classroom, they gradually learn to select the ones that provide stimulation or a calming effect, as needed. 	

Literacy and Mathematics through the Day

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Literacy learning is incorporated throughout the day. It can be made visible or explicit through ongoing communication with children and their families during the processes of assessment <i>for</i>, <i>as</i>, and <i>of</i> learning, and can be observed by the educators at any time. • Focusing on literacy behaviours allows educators to find experiences throughout the day that engage children and create supportive environments for using language in each of the learning areas in the classroom. • Research suggests that mathematics experiences should occur naturally as children play. However, the presence of mathematics alone in play is insufficient for rich learning to occur. Intentional, purposeful teacher interactions are necessary to ensure that mathematical learning is maximized during play. • Mathematics learning is incorporated throughout the day. It can be made visible or explicit to the children in any context and can be observed by the educators at any time. • Educators can create an effective environment to support young children’s learning of math by facilitating experiences that focus on particular concepts and by identifying and embedding significant learning experiences in play, daily routines and classroom experiences. 	<p>The Kindergarten Program, 2016</p> <p>Re-Imagining Literacy and Mathematics Throughout the Day</p> <p>Young Mathematicians: An e-learning Experience Especially Designed for Primary Educators</p> <p>Supporting Early Literacy Learning Through Play Monograph (April 2017)</p>

Before and After School Programs

Provision of Before and After School Programs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • School boards are required to ensure the provision of before and after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand. • In accordance with the <i>Education Act</i> and regulations, school boards may directly operate before and after school programs or they may enter into an agreement with a third party that is either: a licensed child care centre that is eligible to receive fee subsidy payments for children enrolled in the program; and/or an authorized recreational and skill building program for after-school programs serving Kindergarten students and up (aged 4 or older). • Please note that as of September 1, 2019, school boards are not required to prioritize agreements with third party programs that are operated by a not-for-profit or a municipality. This flexibility may assist school boards in meeting the various needs of child care in different communities across the province. • Updates to authorized recreational and skill building programs are available in Section 5 of the document entitled the <i>Before and After School programs: Kindergarten to Grade 6: Policies and Guidelines for School boards (Sept.2019)</i> • School boards must work with their local service system manager (i.e. Consolidated Municipal Service Managers or District Social Services Administration Boards) and their community partners, including urban Indigenous organizations to develop an approach on how to assess sufficient demand and viability in their communities. • A school may be exempt from the duty to offer a before and after school program if there is agreement between the school board, the local service system manager and an applicable First Nation(s) (with a tuition agreement) that there is insufficient demand. • Before the start of May of each year, school boards are required to provide the following information to parents and guardians in writing by posting on the school board’s website: <ul style="list-style-type: none"> ○ the fees for before and after school programs; ○ the process and approach for determining sufficient demand and viability; ○ schools that will and will not be offering a before and after school program; ○ information on how to apply for financial assistance for before and after school programs, and 	<p>The Education Act Part IX.I Extended Day and Third Party Programs</p> <p>O. Regulation 221/11: Extended Day and Third Party Programs</p> <p>Before-and-After School Programs Kindergarten – Grade 6, Policies and Guidelines for School Boards, September 2019</p> <p>What Parents Need To Know – Before-and-After School Programs (Kindergarten – Grade 6)</p> <p>The Child Care and Early Years Act (2014)</p> <p>Ministry of Education Child Care Licensing Information</p> <p>Minister’s Policy Statement on Programming and Pedagogy made under the Child Care and Early Years Act, 2014</p> <p>How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ○ notice that if a third-party program ceases to operate, the school board will ensure that another program will be available, but the fees, days and times of operation may change. ● School boards are encouraged to use <i>How Does Learning Happen? Ontario's Pedagogy for the Early Years</i> to guide programming for the board-operated before and after school programs. ● Before and after school programs operated by a licensed child care provider are required to be in compliance with the <i>Child Care and Early Years Act, 2014</i>, and the minister's policy statement made under the <i>Act</i>, which identifies <i>How Does Learning Happen? Ontario's Pedagogy for the Early Years</i> as the provincial framework that guides programming and pedagogy in licensed child care programs. 	

Licensing Requirements for Child Care

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ● The <i>Child Care and Early Years Act, 2014</i> (CCEYA) is the law governing child care in Ontario. The CCEYA came into force on August 31, 2015 and is intended to support the health, safety and well-being of children. ● The CCEYA applies to unlicensed child care, home child care providers contracted by a licensed agency, licensed home child care agencies, in-home services, and licensed child care centres. ● Although CCEYA does not apply to Kindergarten, it does apply to before and after school programs that are not board-operated (i.e. operated by licensed child care providers or authorized recreation and skill building programs.) 	<p>The Child Care and Early Years Act (2014)</p> <p>O. Reg. 137/2015: General</p> <p>O. Regulation 138/15: Funding, Cost Sharing and Financial Assistance</p> <p>The New Child Care and Early Years Act: What Providers and Parents Need to Know (2015)</p>

Working Together in a Shared Space

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ● Principals and child care licensees/supervisors collaborate when making room or space selections so that existing resources/space meets the needs of the children attending the before and after school program. ● Child care programs must be provided in rooms that meet Ministry requirements. 	<p>Ministry of Education Child care Licensing Information Website</p>

Key Messages

- Whenever possible, programs for 4- and 5-year olds should be located in Kindergarten classrooms: this minimizes transitions for children and provides a greater opportunity for cohesion in program pedagogy between full-day Kindergarten and before and after school programs.
- For the purposes of licensing child care centres, the ministry has authority to approve a room in a publicly funded school that does not meet the CCEYA space requirements for Kindergarten or school age groups as long as the room is used by the same age group during the school day. The purpose of this approval is to encourage a seamless day where children stay in the same classroom.
- Principals and child care licensees/supervisors put children and families at the centre of all of their decision-making, and build and foster collaborative professional relationships through:
 - Regular opportunities for staff from school and child care to get to know each other.
 - Joint invitations to participate in School Council Meetings and child care Board of Directors meetings.
 - Regular leadership meetings to provide relevant updates.
- Principals and child care licensees/supervisors:
 - Work together to establish a culture of reflective practice that includes regular meetings for shared learning, professional dialogue and professional development.
 - Create a space for relevant research and documents to be housed for staff access.
- Child care and school educators:
 - Share pedagogical documentation to integrate and extend the learning experiences for children across programs to create a seamless day.
 - Include each other in professional learning opportunities whenever possible and as appropriate.
 - Welcome staff to visit each other's programs to strengthen program alignment and relationships.

Relevant Links and Resources

[Early Years Accommodations in Schools Reference Guide \(2018\)](#)

Working Together in a Shared Space, 2019

Access to Child Care Subsidy

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • In accordance with the <i>Education Act</i> and its regulations, every school board shall charge fees to parents of students enrolled in school board-operated before and after school programs to recover costs incurred. • Eligible families may apply for a subsidy through their local service system manager. Fee subsidies for eligible families are subject to the availability of funds within the budget of the CMSM or DSSAB and space availability within a child care program. • The ministry provides funding to local service system managers who are responsible for the administration of child care fee subsidies in their communities. Child care subsidies may be available for children enrolled in licensed child care, authorized recreational and skill building programs, school board-operated before and/or after school programs, and camps. • Local service system managers have the flexibility to determine how to allocate child care and early years funding to best meet the needs of children, families and service providers within their community. There may be instances where a before and after school program is not in receipt of fee subsidy even if it is eligible. • In cases where school boards offer before and after school care through a third-party provider, fees are set by the provider. The ministry does not regulate child care fees set by licensed child care centres or recreation providers. • To be eligible to enter into fee subsidy purchase of service agreements, recreation programs must meet the requirements outlined in Ontario Regulation 138/15 of the CCEYA. 	<p>Before-and-After School Programs Kindergarten – Grade 6, Policies and Guidelines for School Boards, Sept 2019</p> <p>What Parents Need To Know – Before-and-After School Programs (Kindergarten – Grade 6)</p> <p>O. Regulation 138/15: Funding, Cost Sharing and Financial Assistance</p>

Accommodation/Lease Costs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Currently, school boards determine how much to charge child care and early years program providers leasing space in schools. As per the Community Planning and Partnerships Guideline (2015), school boards are not expected to take on additional costs to support facility partnerships, although boards will continue to use their discretion in supporting partnerships based on their student achievement strategy. On a cost-recovery basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the board of the space occupied by the partner. 	<p>Community Planning and Partnerships Guideline (March 2015)</p> <p>Early Years Accommodations in Schools Reference Guide</p>

Key Messages

- There is currently a range of monthly rates charged to child care licensees and early years programs across school boards.
- On March 30, 2017 the Ministry established a Working Group on Early Years Accommodation Costs in Schools to engage with school board, municipal and early years partners to review the issue of accommodation costs, identify specific challenges, and provide input on potential approaches to address these challenges. The Working Group on Early Years Accommodation Costs in Schools has concluded its work and the ministry released the Working Group's *Early Years Accommodations in Schools Reference Guide*, which is posted on the Ministry of Education website. The Reference Guide will help to support and improve early years accommodation cost transparency and methodology, as well as best practices related to sustainability for early years providers in schools.

Relevant Links and Resources

Other

Kindergarten Classroom Standards

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Every child deserves the highest quality education and care that are delivered in settings that are appropriate for learning. • While there is no ministry standard for the physical size of Kindergarten classrooms, capital funds were provided to school boards to retrofit or build new classrooms as required during the implementation of full-day kindergarten (FDK). • Funds for first-time equipping and minor renovations were also provided to school boards to ensure quality learning environments for FDK classrooms. • While there are no ministry standards regarding the size of individual classrooms, school boards must respect the parameters of the building code, as well as program needs, to ensure optimal learning environments for children. 	

Early Years Leadership Strategy Funding

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • Early Years Leadership Strategy funding provides school boards with a minimum 1 FTE Early Years (EY) Lead position – funded at a Supervisory Officer (SO) level – to support the achievement of an increasingly integrated system of early years programs and services for children and families in their local communities. • The senior system EY Lead position is responsible for developing and implementing an annual early years plan. This plan is to be developed through consultation and joint decision-making with Consolidated Municipal Service Managers (CMSMs) and/or District Social Services Administration Boards (DSSABs) and the District School Board (DSB) Early Years Leadership system team. • Responsibilities of Early Years Leads include: <ul style="list-style-type: none"> ○ Actively and regularly engaging with and supporting joint decision-making alongside Consolidated Municipal Service Managers (CMSMs) and/or District Social Services Administration Boards (DSSABs), child care operators, community partners and families. Through coordination, collaboration and support, a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services at a local school level can be developed. 	<p>Memo Elementary Class Size Reporting for 2018-19</p> <p>Grants for Students Needs 2018-19 B06</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ○ Building capacity with school administrators, Kindergarten educator teams and early years partners to create a culture in schools that welcomes partners and families while supporting the implementation of responsive, high quality early years programs and strengthening partnerships with other early years and child care programs and services in schools. ○ Collaborating with the CMSM/DSSAB to support differentiated professional learning opportunities to deepen understandings of the program expectations and the continuum of learning from infancy to age 6 and beyond, as outlined in <i>The Kindergarten Program (2016)</i> and <i>Growing Success: The Kindergarten Addendum (2016)</i> with optimal connections to <i>How Does Learning Happen? (2014)</i>. ○ Supporting school boards with ensuring the provision of before and after school programs, where there is sufficient demand; ○ Supporting the joint planning of capital funding projects related to child care and child and family centres in schools with school board staff and CMSM/DSSAB partners. ○ Overseeing the implementation of the Early Development Instrument (EDI). ○ Supporting the board-designated system leadership responsibilities to oversee the Early Years Experiences Collection at Kindergarten Registration Reporting Initiative. 	

Early Development Instrument (EDI)

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ● The Early Development Instrument (EDI) is a population measure of children’s developmental health and well-being. ● The EDI is a questionnaire that teachers complete about the development of each of their Year 2 (senior) Kindergarten students. It measures developmental health and well-being across five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. ● Since 2003-04, the EDI has been collected in Kindergarten classes across Ontario every three years. The 2017-18 collection was the fifth provincial EDI collection and the second led by the Ministry of Education. 	<ul style="list-style-type: none"> EDI Information EDI Questionnaire Sample EDI – Offord Centre How to Interpret EDI results Information about EDI Validity and Reliability

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • EDI data is used by: <ul style="list-style-type: none"> ○ Communities to plan for services at the local level and to mobilize the community to support healthy child development; ○ School boards to set improvement goals and to plan programming; and ○ Provincial, national and international governments and organizations to monitor the developmental well-being of young children. • In June 2019, information on how to obtain the 2017-18 EDI results was shared with school boards. 	

EarlyON Child and Family Centres

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • As of January 1, 2018, the ministry’s four provincially-funded child and family programs were integrated into a cohesive system called EarlyON Child and Family Centres. All EarlyON Child and Family Centres are guided by a provincial framework, a common identity and a new funding approach. • Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) are responsible for the local management of EarlyON Child and Family Centres. This role is part of their existing responsibility for the service system management of child care and other human services. • CMSMs and DSSABs are required to manage the delivery of a suite of core services related to engaging parents and caregivers, supporting early learning and development and making connections to other family services. CMSMs and DSSABs have the flexibility to determine how these core services are delivered and by whom, through local service planning and active engagement with a wide range of community partners. 	<p>Ontario EarlyON Child and Family Centre: Business Practices and Funding Guideline for Service System Managers (June 2019)</p> <p>Ontario Early Years Child and Family Centres: Planning Guidelines for Service System Managers (July 2016)</p>

Helpful Links

The Ministry of Education regularly provides news and updates to programs and publishes public memoranda that are sent to school boards regarding early years and child care on its website. Here are a few links that may be helpful:

[Child Care and Early Years Website](#)

[Child Care and Early Years Resources](#)

[Authorizing Recreational and Skill Building Programs \(Sept. 2019\)](#)

[Child Care Licensing Resources](#)

[Full-Day Kindergarten Website](#)

[Business and Finance Memoranda Website](#)

[General Policy/Program Memoranda Website](#)

[Policy/Program Memoranda \(PPM\) Website](#)