

Extended Day Program - Program Statement Implementation Policy

Name: WRDSB Extended Day Program

Date Policy and Procedures Established: April 6 2022

Date Policy and Procedures Updated: June 17 2022

Purpose

To ensure that staff, volunteers and or students are familiar with the program statement and implement the approaches specified in the program statement and in accordance with the CECE standards of practice and How Does Learning Happen.

To ensure staff, volunteers and students understand and are aware of the prohibited practices that are set out in Section 48 of O. Reg. 137/15.

Outline measures that the WRDSB will use to deal with contraventions of the policies and procedures.

This will be reviewed with staff annually in orientation training and as new staff join the program.

The WRDSB employs Designated Early Childhood Educators registered with the Ontario College of Early Childhood Educators, who also work in our Kindergarten programs as part of a broader vision for a seamless and integrated care system for children from JK - grade 6. Educational Assistants also work to support programs where additional staff are required.

Our Program Statement is a living document that evolves with the program as learning and understanding expands. Our program statement will evolve over time with input from educators, children and families as gathered during professional learning opportunities, site visits and through our student initiatives and our parent survey. We want to ensure educators, children and families feel a sense of belonging that ensures everyone is supported and thriving. It describes program goals that we strive to achieve as well as the pedagogical approaches used.

Our programs are guided by Ontario's Pedagogy for the Early Years; *How Does Learning Happen?* WRDSB operated Before & After School programs view educators, children and families as competent, capable, curious and rich in potential and we want to ensure that our approaches to supporting children and families reflect this.

WRDSB Operated Before & After School Program Goals;

- (a) promote the health, safety, nutrition and well-being of the children;
- (b) support positive and responsive interactions among the children, parents, child care providers and staff;
- (c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- (d) foster the children's exploration, play and inquiry;
- (e) provide child-initiated and adult-supported experiences;
- (f) plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans;

- (g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;
- (h) foster the engagement of and ongoing communication with parents about the program and their children;
- (i) involve local community partners and allow those partners to support the children, their families and staff;
- (j) support educators or others who interact with the children in the Before & After School program in relation to continuous professional learning; and
- (k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families. O. Reg. 137/15, s. 46 (3); O. Reg. 126/16, s. 32 (2-4); O. Reg. 254/19, s. 12.

WRDSB operated Before & After School Program Approaches;

Approaches describe the actions we will take to achieve the goals and are grounded in a philosophy of equity and building connections through positive responsive relationships that foster a sense of belonging for every child.

With their unique qualifications and experiences, early childhood educators bring their knowledge of early childhood development, as well as a focus on age-appropriate, developmentally appropriate, and culturally responsive program planning, to facilitate experiences that promote each child's physical, cognitive, language, emotional, social, and creative development and well-being.

The educator team (both early childhood educator and educational assistants) working in the program establish positive, supportive relationships with children and families.

Educators do so by;

- Fostering an anti-oppressive, anti-racist, and inclusive culture where all children feel seen, heard, respected, and have the support and resources they need to flourish (approach that supports goals a-b-c-d-e-f-g-h-k)
- Supervising and supporting children to ensure that they are healthy and safe by following Public Health, First Aid and Emergency procedures (approach that support goals a-b-f-g)
- Responding to children's individual physical, social and emotional needs (approach that supports goals a-b-c-d-e-f-g-h-k)
- Providing a variety of choice and open-ended materials in the program (approach that supports goals a-b-c-d-e-f-g-h-k)
- Sharing control with children through providing opportunities for child-led experiences and choice (approach that supports goals a-b-c-d-e)
- Supporting children with solving problems and acknowledging their feelings (approach that supports goal a-b-c-d-e-f-g)
- Recognizing that children are competent and capable of complex thinking (approach that supports goals a-b-c-d-e-f-g-h)
- Welcoming parents in to the program and encouraging parent involvement (approach that supports goals a-b-h-i-k)
- Sharing information with parents about their child's day in various ways (updates in person, parent information boards, newsletters) (approach that supports goals a-b-h-i-k)

In our programs you will see:

- a wide variety of open-ended play materials in loosely defined areas so that children can freely use the materials to support their exploration, inquiry and play with bodies, minds and senses.
- periodic visits from and to shared spaces within the school (e.g., library, gym, playground, where applicable community partner events) to enhance the children's experiences.
- pictures of the children engaged in play, learning stories that documents the children's experiences and feedback from parents posted on the parent information board.

In our programs you will hear:

- dialogue between staff and children that support problem solving and co learning.
- daily communication and the exchange of information with families and staff.

In accordance with the Child Care and Early Years Act the WRDSB Extended Day programs prohibit staff in engaging in the following practices;

(a) corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);

(b) physical restraint of children, including but not limited to confining to an area for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);

(c) locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;

(d) use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare or frighten the child or undermine their self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

Regular monitoring of program policies and implementation of approaches outlined in the program statement will occur during supervisor site visits as recorded in the monitoring compliance observation record of site visits.

Staff will receive ongoing professional development that supports approaches outlined within the program statement as references in WRDSB Extended Day Policy Staff Training (6A).

If an employee is found to have been engaging in these practices the steps outlined in Step 4 **Dealing with Contraventions of Policies, Procedures within** the WRDSB Extended Day Program Monitoring Compliance and Contraventions Policy will be followed and may include progressive discipline (Human Resources), termination and would follow WRDSB protocols for Duty to Report to Family & Children's Services and police.

Other Resources:

[The Child Care and Early Years Act \(2014\)](#)

[The Education Act](#)

[Ont. Regulation 221/11 Extended Day and Third Party Programs](#)

[Ministry of Education Policy Memoranda](#)

[Before and After School Programs Policies and Guidelines for School Boards](#)

[How Does Learning Happen?: Ontario's Pedagogy for the early Years \(HDLH\)](#)