

Extended Day Program - Program Statement

Name: WRDSB Extended Day Program

Date Policy and Procedures Established: April 6 2022

Date Policy and Procedures Updated: June 3 2022

Purpose

The Waterloo Region District School Board is committed to making it easier for families to access high-quality, inclusive early years programs in schools across Waterloo Region to support an affordable, accessible, integrated early learning and child care system as outlined in the Region of Waterloo's [Early Years and Child Care Service System Plan 2022-2026](#).

Expanding before and after school programming for school-age children provides a seamless day for children and supports families. In an effort to ensure the availability of before and after school programs in schools the WRDSB will build strong partnerships between school board programs and community programs to support program coordination that will benefit students, families and communities building on the foundations outlined in Ontario's Pedagogy for the Early Years; [How Does Learning Happen?](#) which views children as competent, capable, curious and rich in potential.

WRDSB Extended Day programs;

- promote the health, safety, nutrition and well-being of the children through supervision, support, healthy menus and routines that promote physical activity.
- support positive and responsive interactions among the children, parents, and educators through collaborative communication and supportive approaches used by educators as play partners;
- encourage the children to interact and communicate in a positive way and support their ability to self- regulate;
- foster the children's exploration, play and inquiry;
- provide child-initiated and adult-supported experiences;
- 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. All children can participate in the program;
- 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;
- foster the engagement of and ongoing communication with parents about the program and their children for example through information shared at drop off and pickup or via email;

- involve local community partners and allow those partners to support the children, their families and staff where a community partner operates a program at the school. For example the child care centre down the hall for 0-4 yr olds may visit to see a project that the Before & After school program is working on. Family events may be coordinated for all families to attend;
- collect input from families through a parent survey that is reviewed semi-annually with supervisors and educators to monitor progress in these areas.
- support staff or others who interact with the children in the before and after school program in relation to continuous professional learning; and
- document and review the impact of the strategies used in program on the children and their families. For example through feedback received from educators, supervisors or through our parent survey.

Our programs strive to:

1. meet the individual developmental needs of the whole child;
2. promote child-led and active exploration opportunities in carefully planned and inclusive learning environments;
3. foster positive relationships, maintain communication and support continuous learning between staff, children, families and community partners; and
4. document and reflect on the effectiveness of our program.

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 throughout the entire program.
- daily communication and the exchange of information with families and staff.

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 \(HDLH\)](#)

Glossary

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the .

Staff (Employee): Individual employed by the licensee (e.g. program room staff).

DECE: Designated Early Childhood Educator