



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
Ministry of Education 2017

support every child
reach every student



Contents

Introduction	3
Planning and Operations	4
• Obligation to Offer Full-Day 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 Collection at Kindergarten Registration	7
• FDK Class Size and Class Organization.....	8
Staffing	10
• Educator Teams and the Duty to Cooperate	10
• Letters of Permission for RECEs.....	11
• Appointment to Teach in Case of Emergency.....	11
• RECE Access to Pupil Records and Communication of Learning Templates	12
Students	13
• Students with Special Needs.....	13
• Toileting	14
Program	15
• Play and Inquiry-Based Learning	15
• Naps/Rest time	16
• Literacy and Mathematics through the Day	16

Before- and After- School Programs	18
• Provision of Before- and After- School Care.....	18
• Licensing Requirements for Child Care.....	19
• Working Together in a Shared Space.....	20
• Access to Child Care Subsidy.....	21
• Accommodation/Lease Costs.....	22
Other	23
• Kindergarten Classroom Standards	23
• Early Years Leadership Strategy Funding	23
• Early Years Capital Program (EYCP)	24
• Early Development Instrument (EDI)	25
• Ontario Early Years Child and Family Centres.....	26
Glossary of Early Years Acronyms and Terms.....	27
Helpful Links	29

Introduction

Ontario's vision for the early years and child care is that all children have access to a range of high-quality, inclusive and affordable early years and child care programs that are child- and family-centred and contribute to children's learning, development and well-being. (Ontario's Renewed Early Years and Child care Policy Framework, 2017)

Ontario's early years and child care system provides a range of program and services to meet the diverse needs of families including: Full-day Kindergarten (FDK), 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 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 all inclusive, but rather a support providing key messages and links to the relevant legislation, regulations and memoranda around some of the most frequently raised questions from public inquiries. The resource reflects current thinking and resources available for system and school board leaders in your important work of building a shared understanding and leadership capacity in the early years.



Planning and Operations

Obligation to Offer Full-Day Kindergarten / Right to Attend

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• All resident pupils of a school district have the right to attend Full-Day Kindergarten (FDK) in the calendar year in which they will be four years old.• On June 2014 regulations were filed clarifying the obligation for school boards to offer FDK.• School boards are obliged to offer FDK in all schools in which instruction is provided in Grade 1.• Single track French Immersion schools with a Grade 1 entry point are exempt from the obligation to offer FDK (if the board policy relating to single track French Immersion entry points was in place as of June 26, 2014).• This clarification in regulation avoids inadvertently capturing some schools in the obligation to provide an FDK program (i.e. those organized to serve only grades 3 to 6).• School boards are still obligated to ensure that all four and five-year-olds have access to an FDK program.	<p>June 6, 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 Kindergarten and Kindergarten</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. Children are required to attend school once they turn six years of age.• Parents will continue to have choice about whether to enroll their four- and five-year olds in full-day kindergarten (FDK). Parents can also choose to have their child attend FDK on a part-time basis.• School boards can decide how part-time attendance would be structured (e.g., half-time mornings/afternoons etc.)• If a parent decides, at any point in time to transition their child from part-time to full-time attendance in FDK, it is their right to make that change.	<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"> 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 school 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). 	

Recording Part-Time Attendance

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> Parents may choose part-time attendance in Full-day kindergarten (FDK) for their child. If a child isn’t expected to be at school because the parent has chosen to have the child attend FDK on a part-time basis, the morning/afternoon they are not at school 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 will be ‘part-time’ for the purposes of Average Daily Enrolment (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 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, along with his or her parent (or parents), must live in the area of jurisdiction of the board, and the parent (or parents) must not be supporters of a Roman Catholic school board or a French-language school board. 	Education Act: Part II: School Attendance Kindergarten Enrolment Register Instructions for Elementary and Secondary Schools

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • To be admitted to an elementary school of an English-language Roman Catholic separate school board, a student, along with his or her parent (or parents), must live in the area of jurisdiction of the board, and the parent (or parents) 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 district have the right to attend full-day kindergarten in the calendar year they turn four years old. • Children who are of school age can be admitted anytime during the year with proper documentation. Preschool or prior early year’s experiences are important to a child’s development; however this does not affect dates for 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. 	<p>Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements (2016)</p>

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 district have the right to attend Full-day Kindergarten (FDK) in the calendar year they turn four years old. • Schools plan for effective school entry with parents, caregivers and community 	<p>Education Act, Section 21: Compulsory Attendance</p>

Key Messages	Relevant Links and Resources
<p>partners understanding that children arrive at school with various backgrounds, experiences and stages of development.</p> <ul style="list-style-type: none"> • The use of staggered entry or gradual entry of kindergarten children over a period of time is a local school board decision. • Many school boards are reconsidering this entry practice for various reasons. Since the onset of FDK, the Consolidated Municipal Service System Managers (CMSMs) and District Social Service Administration Boards (DSSABs) have supported the transformation of child care to serve children 0-3.8 years of age. • Families also have access to various community programs that 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; encouraging early notification; developing a detailed protocol and reviewing the entry-to-school process. 	

Early Years Experiences Collection at Kindergarten Registration

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • In the 2018-19 school year, the ministry will indirectly collect information regarding children’s child care experiences and participation in child and family programs prior to school entry. • School boards will collect this information for those students registering for kindergarten 2018-19 school year and will submit the data annually through the Ontario Student Information System (OnSIS). • There will be standard questions as part of kindergarten registration to collect retrospective data on children’s early year’s experiences. These questions may complement or replace a board’s current questions regarding children’s experience prior to school entry. • Answering the questions as part of kindergarten registration is voluntary for 	<p>Memo: June 14, 2017: Collecting Data on Child Care and Early Years Experiences</p>

Key Messages	Relevant Links and Resources
<p>parents/caregivers. Children would not be prevented from registering for school if responses to these questions are not provided.</p> <ul style="list-style-type: none"> • School boards may introduce or enhance online registration systems to make it easier for parents to register their child in kindergarten and reduce the amount of data manually entered into student management systems. • As part of the EYE@K (Early Years Experiences Collection at Kindergarten Registration) project, the ministry will provide funding to support school board for online registration. • The data will be used to: inform community planning processes and coordination of services; support school board planning for student transitions into kindergarten; and understand the outcomes of children who participated in different patterns of services in their early years. 	

FDK Class Size and Class Organization

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • The model for full-day kindergarten (FDK) is an average of 26 students in a classroom with an educator team consisting of a certified teacher and registered early childhood educator (RECE) working together to support the needs of children. • This staffing model results in a ratio of one adult to approximately 13 children. • Although school boards are expected to conform as closely as possible to the 26 average, there may be local circumstances where the number of students in a classroom may fall slightly above or below 26. • A school board is not required to designate an RECE position if fewer than 16 pupils are enrolled in the FDK class as of the date that Primary Class Size reports are submitted to the Ministry (typically by October 31 of each school year). The exception to the requirement to designate a RECE position is permitted in only one class per school, or one English class and one French class in dual track schools. • In 2017-18 there will be class size cap to prevent large FDK classes. The class size 	<p>O. Regulation 132/12: Class Size</p> <p>2017: B04 Memo Grants for Student Needs (GSN) for 2017-18</p>

Key Messages	Relevant Links and Resources
<p>regulation will continue to require a board average FDK class size of no greater than 26, but will also require at least 90 percent of FDK classes to have 30 or fewer students in 2017-18.</p> <ul style="list-style-type: none"> • However, up to 10 percent of FDK classes can reach up to 32 students if they meet one of the following exceptions: if purpose-built accommodation is not available (this exception will sunset after five years), if a program will be negatively affected (e.g. French Immersion) or where compliance will increase FDK/Grade 1 combined classes. • As with all other grades, K/Grade 1 classes are permitted but these must follow the Primary Class Size regulation that requires a cap of 23 students with 90% of classes in a school board at 20 or fewer students. 	

Staffing

Educator Teams and the Duty to Cooperate

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• The model of FDK is for an educator team, comprised of a qualified teacher and registered early year childhood educator (RECE) 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.• Early childhood educators 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 RECEs 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 early childhood educators 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</p> <p>The Kindergarten Program (2016)</p> <p>Principals Want to Know Tip sheet: Supporting Educator Teams in Full-Day Kindergarten (2012)</p>

Letters of Permission for RECEs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• In cases where school boards may find themselves in a position where registered early childhood educators are not available for FDK classes, there is a process that permits letters of permission for RECEs.• After following advertising protocols for the hiring of registered early childhood educators and not finding any candidates, school boards may apply for a Letter of Permission (LOP) to appoint persons who are not RECEs to positions designated as requiring an RECE.• The LOP process for RECEs 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.• The <i>Education Act</i> provides authority to the Minister grant an LOP to a school board authorizing the board to appoint for a period not exceeding one year an individual who is not a member of the College of Early Childhood Educators – i.e., an individual who is not an RECE – to a position in a Junior Kindergarten or Kindergarten class or in an extended-day program unit designated as requiring an RECE, if the Minister is satisfied that no RECE is available.• There may be urgent situations where a qualified and RECE is not available to cover absences. In such cases Regulation 224/10 (5) governing the short term/emergency use of unqualified staff to cover an absent RECE permits such an appointment for up to 10 consecutive days commencing on the day on which the person is appointed.	<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: Appoint to Early Educator Positions Urgent Situations or Letters of Permission</p>

Appointment to Teach in Case of Emergency

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• There may be urgent situations where a registered Early Childhood Educator is not available to cover absences.• In such cases O. Regulation 224/10 (5) governing short term/emergency use of unqualified staff to cover an absent RECE permits such an appointment 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>

RECE 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 and the principal, teachers and designated early childhood educators 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 RECEs 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.• RECEs working in FDK classes are not limited or prohibited from accessing information in the child's OSR• It is expected that teachers and registered early childhood educators 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(s) of the registered early childhood educator(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 Needs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• As a requirement of the <i>Education Act</i>, all resident pupils of a school district have the right to attend full-day kindergarten (FDK) in the calendar year in which they turn four years of age. 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 registers in the program.• Children enter kindergarten with various needs and abilities. Principals and educators are 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 of Education provides the funding and the flexibility for school boards to deliver programs and services for children with special needs as appropriate. It is the responsibility of the school board to identify and provide the supports required to enable a full-day of learning for each child.• In addition to the per pupil allocations in foundational grants (Grants for Student Needs), funding is also allocated to boards for the provision of special education programs and services through six allocations: Special Education Per Pupil Amount (SEPPA), High Needs Amount (HNA), Special Equipment Amount (SEA), Special Incidence Portion (SIP), Facilities Amount (FA), and Behaviour Expertise Amount (BEA).• In the initial implementation of FDK, guiding principles were developed with input from the Early Learning Program Special Needs / Special Education Needs	<p>May 6, 2010 Memo: Services for Students with Special Needs / Special Education Needs and the Early Learning Program in Year One, 2010-11, Guiding Principles (for serving students with special needs in full-day kindergarten in Year one)</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>Reference Group. These are listed in a memorandum to assist in the consideration of local solutions for the delivery of services to four- and five-year olds with special needs / special education needs enrolled in FDK.</p>	

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 full-day kindergarten (FDK) in the calendar year they turn four 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 FDK 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 the dignity of the child. 	<p><u>Learning for All: A Guide to Effective Assessment and Instruction for All Students (2013)</u></p>

Program

Play and Inquiry-Based Learning

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• Play is a vehicle for learning and provides opportunities for learning in a context in which children are most receptive. Because of their natural curiosity and desire to explore, play and inquiry 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 honour 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 learning. Together, educators and learners plan, negotiate, reflect on and construct the learning experience.• Educators respond to, challenge and extend children’s learning in play and inquiry.• The learning environment plays a key role in what and how a child learns through play and inquiry.• In play-based learning programs, assessment supports the children’s learning and autonomy as a learner.	<ul style="list-style-type: none">• The Kindergarten Program, 2016• How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)• CMEC Statement on Play-Based Learning• Principals Want to Know: Intentional, Play-Based Learning in Full-Day Kindergarten (FDK) (February 2012)• EDUGAINS Kindergarten: Play and Inquiry Based Learning Video Series• Ministry of Education Fundamentals of Play-Based Learning• Play-Based Learning in a Culture of Inquiry Learning Module• Kindergarten Matters: Intentional Play-Based Learning• Supporting Literacy Learning Through Play Monograph (April 2017)• Resource Pages K-3: Play and Inquiry based-Learning

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.• Educators collaborate with families and other significant partners to ensure the best possible transition to school.• Educators endeavor to maintain a sense of calm in the classroom and provide large blocks of time to engage children’s attention in sustained, complex play and inquiry.• Although there are no formally scheduled nap or rest periods in kindergarten, educators are responsive to the individual needs of children and consider this 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 a key in supporting 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.	<p>The Kindergarten Program, 2016</p>

Literacy and Mathematics through the Day

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• The development of literacy through literacy behaviours is not limited to a particular time in the kindergarten day. Literacy 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.• By focusing on literacy behaviours, educator can find many experiences throughout the day that can be used to develop children’s literacy. The educator team plays a critical role in engaging children in literacy behaviours throughout the day by creating supportive environments for using language through the learning areas in the classroom.	<p>The Kindergarten Program, 2016</p> <p>Re-Imagining Literacy and Mathematics Throughout the Day</p> <p>Young Mathematics: An e-learning Experience Especially Designed for Primary Educators</p> <p>Supporting Literacy Learning Through Play</p>

Key Messages

- Research supports the understanding that mathematics experiences occur naturally as children play. Intentional, purposeful teacher interactions are also necessary to ensure that mathematical learning is maximized during play.
- The development of understanding of mathematical concepts is not limited to a particular time in the day. Mathematics learning is incorporated through 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.
- Throughout the day, educators can create an effective environment to support young children’s learning of mathematics by providing mathematics experiences that focus on particular mathematical concepts and by identifying and embedding significant mathematics learning experiences in play, daily routines and classroom experiences.

Relevant Links and Resources

[Monograph \(April 2017\)](#)

Before- and After- School Programs

Provision of Before- and After- School Care

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• Beginning September 2017, 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 only serving students in Grade 1 and up (aged 6 or older).• Third party programs (licensed child care centres or authorized recreational and skill building programs) must be operated by a not-for-profit organization or a municipality. For-profit organizations may only be considered if the school board has made reasonable efforts to find a not-for-profit or municipal operator but was unable to do so.• School boards must work with their local service system manager 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 any First Nation (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 and post 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	<ul style="list-style-type: none">• The Education Act Part IX.I Extended Day and Third Party Programs• O. Regulation 221/11: Extended Day and Third Party Programs• Before-and-After School Programs Kindergarten – Grade 6, Policies and Guidelines for School Boards, January 2017• What Parents Need To Know – Before-and-After School Programs (Kindergarten – Grade 6)• The Child Care and Early Years Act (2014)• Ministry of Education Child care Licensing Information• Minister's Policy Statement on Programming and Pedagogy made under the Child Care and Early Years Act, 2014• How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)• Parents and Providers: What You Need to Know about Recreation Programs

Key Messages	Relevant Links and Resources
<p>program;</p> <ul style="list-style-type: none"> ○ information on how to apply for financial assistance for before-and-after school programs and ○ 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. <ul style="list-style-type: none"> ● 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 Act, which identifies <i>How Does Learning Happen?</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) came into effect on August 31, 2015. This legislation replaced the outdated <i>Day Nurseries Act</i> (DNA) and established new rules governing child care in Ontario. ● The CCEYA applies to unlicensed child care, home child care providers contracted by a licensed agency, licensed home child care agencies; and licensed child care centres. ● It provides a new legislative framework to support a more responsive, high-quality and accessible child care and early years system that better serves Ontario's children and families. A key objective of the new child care legislation is to place emphasis on standards and protections for children in child care. ● Although the CCEYA does not apply to FDK, it does apply to before- and after-school programs that are operated by licensed child care providers and authorized recreation programs. 	<p>The Child Care and Early Years Act (2014)</p> <p>O. Regulation under Child Care and Early Years Act 137/2015: General</p> <p>O. Regulation 138/15: Funding, Cost Sharing and Financial Assistance</p> <p>Child Care and Early Years Act, 2014 and Education Act: Phase 2 Regulations Webinar (2016)</p> <p>The New Child Care and Early Years Act: What</p>

Key Messages	Relevant Links and Resources
	Providers Need to Know (2015)

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/space selections ensuring 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 are licensed and approved by the Ministry. • Whenever possible programs for 4 and 5 year olds should be located in kindergarten classrooms as it minimizes transitions for children and provides a greater opportunity for cohesion in program pedagogy between full-day kindergarten and before- and after- school programs. • 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 and use 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: <ul style="list-style-type: none"> ○ 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; and ○ regular leadership meetings to provide relevant updates. • Principals and child care licensees/supervisors: <ul style="list-style-type: none"> ○ Work together to support opportunities for establishing a shared culture of reflective practice including regular meeting times for shared learning and professional dialogue; and 	Ministry of Education Child care Licensing Information Website

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ○ Create a space for relevant research and documents to be housed for shared staff access. ● Child care and school educators: <ul style="list-style-type: none"> ○ Share pedagogical documentation to integrate and extend the learning experiences for the children across programs to create a seamless day; ○ Include each other in professional learning opportunities whenever possible and as appropriate; and ○ Welcome staff to visit each other’s programs in order to strengthen program alignment and relationships. 	

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 regulation, every school board shall charge fees to parents of students enrolled in school board-operated programs to recover costs incurred. ● In the case 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. ● School boards are also required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the board-operated 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 subsidy may be available for children enrolled in licensed child care, a school-aged recreation program and a school board-operated before and/or after school program. ● Eligible families may apply for subsidy through their local service system manager. Fee subsidy for eligible families is subject to the availability of subsidy funds within the budget of the CMSM or DSSAB and space availability within a child care program. 	<p>Before-and-After School Programs Kindergarten – Grade 6, Policies and Guidelines for School Boards, January 2017</p> <p>What Parents Need To Know – Before-and-After School Programs (Kindergarten – Grade 6)</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> 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. 	

Accommodation/Lease Costs

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> When the <i>Child Care and Early Years Act, 2014</i> came into force on August 31, 2015, there were amendments made to other acts including the <i>Education Act</i>. Amendments made to the <i>Education Act</i> included the authority to regulate accommodation fees charged by school boards for third-party providers in schools. Currently, school boards determine how much to charge child care and early years program providers leasing space in schools. As per the <i>Community Planning and Partnership Guidelines (2015)</i>, 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. 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 group is expected to meet for up to one year. The group's work will support the Ministry's commitment to affordable, accessible licensed child care options for children and families, and high-quality integrated early years programs. 	<p>Community Planning and Partnership Guidelines (March 2015)</p>

Other

Kindergarten Classroom Standards

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none">• Every child deserves the highest quality education and the best care delivered in settings that are appropriate for learning.• While there is no Ministry standard for 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 specific requirements 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 Lead position (funded at a Supervisory Officer level) to support Ontario's Renewed Early Years and Child Care framework in achieving an increasingly integrated system of early years programs and services for children and families in their local communities.• Responsibilities of Early Years Leads include:<ul style="list-style-type: none">○ actively 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 to support responsive, high-quality, accessible, and increasingly integrated early years programs and services at a local school level○ building capacity with school administrators, Kindergarten educator teams and early years partners to support the implementation of <i>Ontario's</i>	<p>2013 EL02: Early Years Strategy – School Board Early Years Leadership Positions</p> <p>Renewed Early Years and Child Care Policy Framework</p>

Key Messages	Relevant Links and Resources
<p><i>Renewed Early Years and Child Care Policy Framework (2017)</i>; Building on the successful implementation of FDK, continuing to work with partners to lead the roll-out of the expanded duty to ensure the provision of before- and after- school programs for children 6-12 year olds, where there is sufficient demand;</p> <ul style="list-style-type: none"> ○ Supporting differentiated professional learning opportunities to deepen understandings of the program pedagogy and expectations outlined in <i>The Kindergarten Program (2016)</i> and <i>Growing Success: The Kindergarten Addendum (2016)</i> and the implementation of the Communication of Learning templates; ○ 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) including the collection of Cycle 5 EDI data in the 2017-18 school year and associated knowledge mobilization within the community; and ○ Supporting the board-designated system leadership responsibilities to oversee the Early Years Experiences Collection at Kindergarten Registration Reporting Initiative. <ul style="list-style-type: none"> ● Additional details about the Early Years Lead funding and associated reporting requirements are available in each School Board’s transfer payment agreement. 	

Early Years Capital Program (EYCP)

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> ● On June 6, 2017 the Ministry released the 2017: B06 Memo announcing the 2017-18 Early Years Capital Program (EYCP) which supports school-based “stand-alone” child care and/or child and family program capital funding requests. Note child care and/or child and family projects that are part of a larger school project will also be considered under the Capital Priorities Funding Program which was released on June 12, 2017 in the 2017: B07 Memo. ● School boards and their Consolidated Municipal Service Manager/District Social 	<p>2017 B06: Request for Early Years Capital Program (EYCP) Funding Submissions</p> <p>2017 B07: Requests for Capital Priorities Program (CP) Funding Submissions</p>

Key Messages	Relevant Links and Resources
<p>Services Administration Board (CMSM/DSSAB) partners work collaboratively to examine service needs and gaps and opportunities to build a coordinated, seamless early years system.</p> <ul style="list-style-type: none"> • Project submissions for Ministry consideration must be co-signed by the school board and the CMSM/DSSAB. • Child care rooms for new construction will be funded using the current elementary school construction benchmarks regardless of age groupings (including geographic adjustment factor (GAF)) with a loading factor of 26 spaces. • On March 22, 2017 the Ministry established an Expert Panel on Early Years Capital Benchmark in Schools to engage with school board, municipal and early years partners to review early years capital requirements, benchmarks and funding methodology in schools, and best practices for the optimization of early years capital design, planning and construction in schools across Ontario. The group is expected to meet for up to one year. 	

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 completed by kindergarten teachers in the second half of the school year for senior kindergarten students that measures children’s ability to meet age-appropriate developmental expectations in five general 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 will be the fifth provincial EDI collection and the second let by the Ministry of Education. • EDI data is used by: <ul style="list-style-type: none"> ○ Communities to plan for services at the local level and to mobilize the 	<p>EDI Information</p> <p>The EDI Questionnaire</p> <p>How to Interpret EDI results</p> <p>Information about EDI Validity and Reliability</p>

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> community to support healthy child development; <ul style="list-style-type: none"> ○ 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 their youngest citizens. • As part of Cycle 5, the ministry will work with a sample of school boards to gather information on the variability in EDI responses related to educator role, professional training and experience that the ministry and the Offord Centre can use to explore changes to the EDI administration and training for future EDI cycles. 	

Ontario Early Years Child and Family Centres

Key Messages	Relevant Links and Resources
<ul style="list-style-type: none"> • The Ministry of Education currently funds 4 different child and family programs: Ontario Early Years Centres, Parenting and Family Literacy Centres, Better Beginnings Better Futures and Child Care Resource Centres. • Beginning 2018, ministry-funded child and family programs will be integrated into a single, cohesive system called Ontario Early Years and Family Centres. Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) will be responsible for the implementation and management of Ontario Early Years Child and Family Centres as they already play a lead role planning for local early years services. • All Ontario Early Years and Family Centres will be guided by a provincial framework, a common identity and a new funding approach. • CMSMs and DSSABs will be 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 will 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 Early Years Child and Family Centres: A Public Plan</p> <p>Ontario Early Years Child and Family Centres: Planning Guidelines for Service System Managers (July 2016)</p> <p>Ontario Early Years Child and Family Centres (2018) Business Practices and Funding Guidelines for Service System Managers</p>

Glossary of Early Years Acronyms and Terms

Acronym	Expanded Term	Description of the Term
BASP	Before- and After- School Programs	licensed child care or authorized recreation programs for children in Kindergarten to Grade 6 offered before- and after- the school day where there is sufficient interest
COL	Communication of Learning	provincial reports for Kindergarten to help parents understand their child's progress during the course of the school year
CCEYA	Early Years and Child Care Act	legislation that regulates child care in Ontario
CMSM	Consolidated Municipal Service Manager	municipal service system managers responsible for local level planning and management of early years services, including child care and child and family programs
DECE	Designated Early Childhood Educator	a job title created by the Ministry of Education in the <i>Education Act</i> to describe an occupational role for early childhood educators who work in full-day kindergarten classrooms with an Ontario Certified Teacher
DSSAB	District Social Services Administration Boards	consolidated entities responsible for the delivery of social services in northern regions of Ontario who are governed by Boards composed of elected members representing single tier municipalities, and members representing territories without municipal organization
EDI	Early Years Development Instrument	a population measure of children's developmental health and well-being
EYCP	Early Years Capital Program	capital funding available through the Ministry of Education for school-based child care and/or child and family programs
FDK	Full-Day Kindergarten	an optional school program for 4 and 5 year olds in Ontario
HDLH	How Does Learning Happen?	pedagogy for early years settings in Ontario

OEYCFC	Ontario Years Child and Family Centres	free programs and services for parents, caregivers and children from birth to six years of age offered across the province beginning January 2018
PA	Program Advisor	an employee of the Ministry of Education who is authorized under the CCEYA to inspect licensed child care programs licensees and applicants to achieve and maintain compliance with licensing requirements and respond to complaints and serious occurrences reported about and by child care programs
RECE	Registered Early Childhood Educator	a protected title used in Ontario by individuals who are registered members of the College of Early Childhood Educators and who plan and deliver inclusive play-based learning and care programs for children

Helpful Links

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

[Child Care and Early Years Website](#)

[Child Care and Early Years Resources](#)

[Child Care Licensing Resources](#)

[Full-day Kindergarten Website](#)

[Business and Finance Memoranda Website](#)

[General Policy/Program Memoranda Website](#)

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